



PLYMOUTH STATE UNIVERSITY

2018-2019 | ACADEMIC CATALOG



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PRESIDENT'S MESSAGE

Plymouth State University students benefit from distinctive educational experiences unlike those offered elsewhere. That is because we are not just anticipating the future but are actively shaping it by pioneering Integrated Clusters, a new academic model that responds to contemporary challenges and exciting new horizons.

Throughout our history, Plymouth State's numerous strengths have included a flexible, entrepreneurial approach. As the world changed so did we, and PSU continues to forge the future of higher education by transcending traditional disciplinary boundaries.

From your first year through graduation, you will explore your major in depth and participate in strategic academic clusters, which are families of programs that will enrich your educational experience and deepen your mastery of the skills you will need for your future career. You will collaborate on teams with talented faculty, fellow students, staff, and community and business leaders in open labs where you will apply what you are learning to help solve real-world issues.

Extraordinary people teach, learn, create, and innovate here at Plymouth State University. Led by faculty and other campus change agents, the energy underpinning Integrated Clusters is transforming the institution before our eyes.

Our new doctor of physical therapy debuted in 2017-2018 and we are launching an Electromechanical Technology and Robotics program this year. This cutting-edge degree will prepare students to become innovators, entrepreneurs, and connectors in a dynamic and complex field where teamwork is treasured. The new cybersecurity minor addresses the growing need of professionals in the field of cybersecurity.

Our anticipated minor in Big Data Analytics is emblematic of the Cluster-based model as it draws upon numerous disciplines, including business, computer science, economics, geographic information systems, and marketing. Up-to-the-minute "toolkit" courses on blogging, data storytelling, and marketing websites are providing students with additional options to learn in-demand skills.

Social and co-curricular life is central to the student experience at Plymouth State, and we offer a wide variety of student organizations, athletic teams, and recreational sports for our students to choose from. Because of our small class sizes and strong sense of community, students get to know their professors and fellow students, both in and out of class. PSU is the place to make lifelong friends and cherished memories all while receiving an exceptional education.

Plymouth State University is on the move and I welcome your partnership as we step boldly forward.

My best wishes for a rewarding and productive year,



Donald L. Birx
President





THE UNIVERSITY

Mission

Plymouth State University serves the state of New Hampshire and the world beyond by transforming our students through advanced practices where engaged learning produces well-educated undergraduates and by providing graduate education that deepens and advances knowledge and enhances professional development. With distinction, we connect with community and business partners for economic development, technological advances, healthier living, and cultural enrichment, with a special commitment of service to the North Country and Lakes Region of New Hampshire.

Vision

Plymouth State University is a visionary institution at the hub of an ever-growing creative community where students, faculty, staff, and alumni are actively transforming themselves and the region. We develop ideas and solutions for a connected world and produce society's global leaders within interdisciplinary Integrated Clusters, open labs, partnerships, and through entrepreneurial, innovative, and experiential learning.

Values

Our values shape the environment in which our campus community members learn, teach, and serve. Our values guide our decision-making, provide clarity in determining priorities, and influence our relationships and behaviors. We value:

- our alumni, heritage, and future as a transformative and highly engaged University with innovative and creative approaches to learning and problem solving;
- service to others, exemplifying our motto, *Ut prosim* (That I may serve), and working across disciplines where deeper levels of learning and outcomes occur;

- entrepreneurial partnerships that enrich our learning and benefit our region focused on sustainable, environmentally connected work that enhances our sense of place and purpose;
- the rights and dignity of all people;
- free speech, diversity of opinion, and the opportunity to learn from one another;
- collective responsibility for the health, safety, and wellbeing of our community;
- accountability for decisions, actions, performance, and conduct.

Accreditation

Plymouth State University is accredited by the New England Association of Schools and Colleges, the nationally recognized, nongovernmental 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; nursing program by the Commission on Collegiate Nursing Education; social work program by the Council on Social Work Education; the bachelor's degree programs in accounting, business administration, finance, management, and marketing by the Association of Collegiate Business Schools and Programs; the school psychology program by the National Association of School Psychologists; the health education program by the Society for Public Health Education and the American Association for Health Education; and the mental health and school counseling programs by the Council for Accreditation of Counseling and Related Educational Programs.

Academic Programs

Programs of study are designed to engage students and to prepare them for gratifying and productive careers. Students will have numerous opportunities to engage in real world, hands-on experiences. 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. Experiential learning through internships, field experiences, service learning, study abroad programs, and other practical learning partnerships allow students to become directly involved in testing and applying their knowledge.

Education in the liberal arts and sciences and in 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 four-year programs of study. The University offers more than 50 four-year degree programs of study, many of which have specialized curricular options within them. In addition, a degree in interdisciplinary studies enables highly motivated students to choose a customized academic path and integrate knowledge from multiple disciplines in order to follow their passions toward a successful future career.

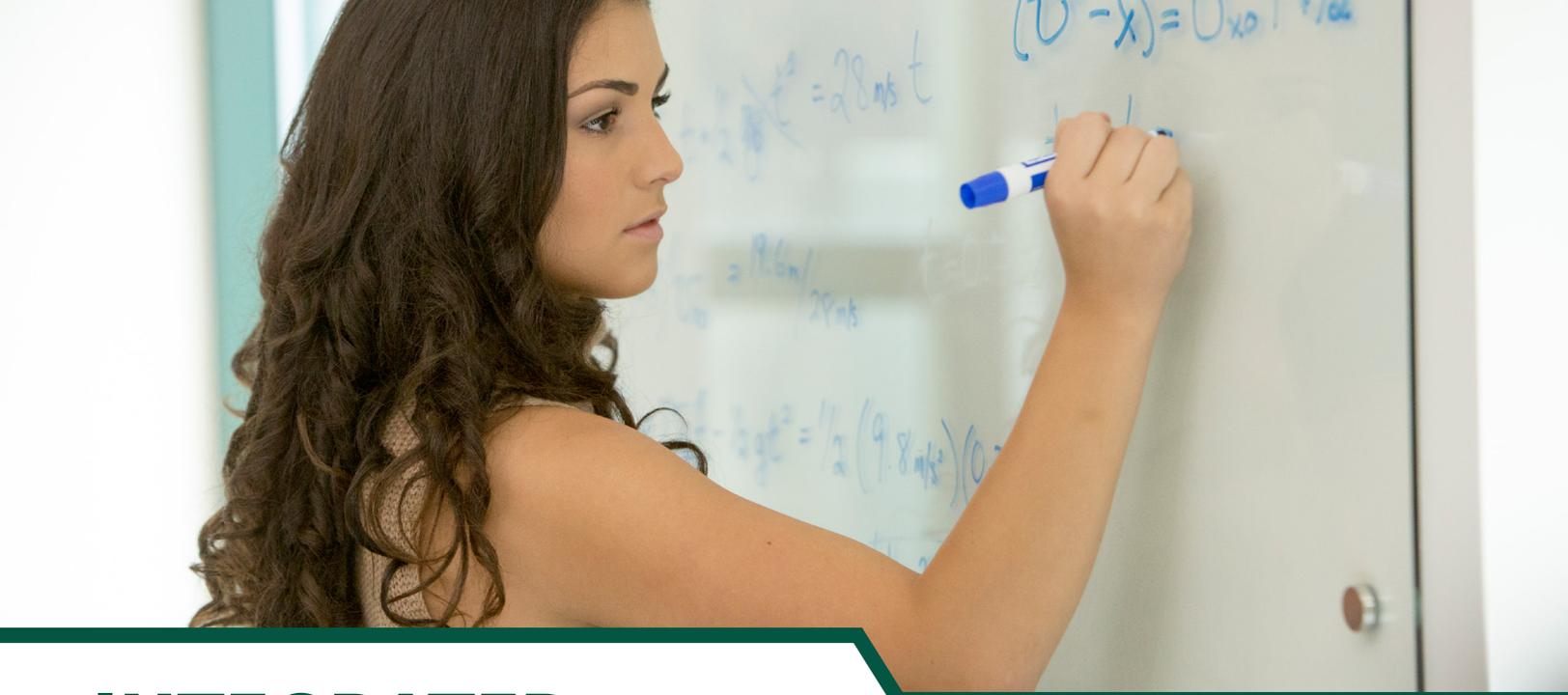
A wide variety of minors are available, giving students an opportunity to study outside their chosen major and to enhance their academic experience in other fields of interest. If students are uncertain of the specific field of study in which they want to concentrate, PSU allows them to experience the 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.

Advanced degrees offered at Plymouth State University include the master of arts (MA), 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), the doctor of education (EdD), and the doctor of physical therapy (DPT). 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 early spring and summer session, 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).

Hundreds of 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 research, 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 18:1. Each student has 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. For further information, see the Global Engagement Office in the Academic Resources section of this publication.



INTEGRATED CLUSTERS

To meet the evolving needs of the tomorrow-changers, while serving our region and defining our future, Plymouth State University has organized around seven Integrated Clusters that work across traditional, disciplinary boundaries. We see Integrated Clusters as transformative, holistic learning communities that promote critical thinking, collaboration, and career preparation by valuing exploration and discovery, innovation and entrepreneurship, engaged teaching and learning, and interdisciplinary scholarship. We do this through engaging students in open lab experiences. Open labs bring together students, faculty, staff, and partners. Together, we work to understand and solve twenty-first century challenges. Each academic major is affiliated with at least one Cluster, but students and faculty can engage in classes, open labs, and projects across a variety of Clusters.

An open lab serves as a tool for Integrated Clusters by providing a setting and experiential opportunity for collaboration and real-world problem solving. Integrated Clusters are also supported by the components of General Education, including First-Year Seminar and an Integrated Capstone.

First-Year Seminar

The First-Year Seminar introduces students to Integrated Cluster learning, including a challenge question, an interdisciplinary project experience, an exploration of learning and research methodologies, and an understanding of the disciplines within their Cluster and other Clusters. Students begin to take advantage of opportunities to explore many fields in their Cluster to begin developing a fluency beyond that of their major.

Integrated Capstone Experience

As a culminating experience, students reflect on the entirety of their integrated learning experience at PSU, now that they are able to connect their acquired knowledge to the outside world. They do this by engaging in a course that requires the skills they've accumulated over their time at PSU and applies those skills to concluding project or experience.

The Integrated Clusters

What is a Cluster? An Integrated Cluster is an organization comprised of faculty, staff, and students who come together with the intention to engage in collaborative, multidisciplinary work that transcends or takes advantage of individual disciplines and aligns with the general theme of a Cluster. Each Cluster has an individual identity, as defined in its Mission Statements below; together they embody what it means to be a Panther—to learn and to serve.

The mission of each Integrated Cluster:

Arts & Technologies focuses on the processes of effective storytelling and making things. We value communication, collaboration, creative problem-solving, and learning for the sake of learning. We study, promote, and practice the intentional use of tools and technologies to enable the creation, sharing, and reception of our work.

Education, Democracy & Social Change focuses on solving educational, societal, and global challenges. We believe that transformative learning and social change is best accomplished working collaboratively with students, faculty, and community partners. This is accomplished by promoting professional and personal growth, building leadership capacity, facilitating civic engagement, and committing to advocacy and social responsibility.



Exploration & Discovery embraces scholarship, research, and experiential learning in all their forms. Faculty in the sciences, the humanities, and other fields use their expertise to work independently or in collaboration with each other, students, and outside partners to promote learning, advancement of knowledge, problem solving, and service. Together, they explore natural, societal, cultural, educational, and other questions of their interest. They also engage in academic activities that promote curiosity and inquiry-based learning, and through their scholarship contribute to the betterment of society, locally and beyond. Some of the majors affiliated with this Cluster are biology, meteorology, and mathematics.

Health & Human Enrichment is driven to support, promote, and enhance quality of life for all through education, research, and partnerships. Integrative approaches are applied to project-based education, research, evidence-based practices, and transdisciplinary exploration advancing the art, science, and ethical awareness of human potential. Some of the majors affiliated with this Cluster are nursing, health education, and athletic training.

Innovation & Entrepreneurship exists to serve students, the University, and the community by collaborating across complementary fields of study. By promoting the enterprising habit of mind, we design solutions to the widest range of social, educational, commercial, and environmental problems. We encourage our students to take risks, learn from failures, see opportunity in problems, and act. Some of the majors affiliated with this Cluster are: marketing, finance, educational leadership, and business administration.

Justice & Security examines the many meanings of “justice” and “security” and how these concepts can be applied and implemented in local, regional, national, and international settings. We partner with government agencies and private organizations to engage in service, internships, and collaborative research. Our partners provide students the opportunity to gain real-world experience; and we provide our partners with faculty expertise and students who are eager to learn and make a difference. Majors affiliated with this Cluster are criminal justice and Spanish.

Tourism, Environment & Sustainable Development merges a diversity of expertise to better understand the impacts of change and development, to prepare for new challenges and opportunities in tourism and economic development, and to produce innovative plans for ensuring sustainability and resiliency through stewardship and entrepreneurship. Through applied, problem-based, and community-engaged learning opportunities, students in this Cluster will become thoroughly prepared to solve these twenty-first century challenges while protecting the vast natural and cultural richness that is the essence of New England. Some of the majors affiliated with this Cluster are: environmental science and policy, sociology, and tourism management and policy.



ADMISSION TO PLYMOUTH STATE UNIVERSITY

UNDERGRADUATE ADMISSIONS

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 (May 1 for transfer students) 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.

Students new to Plymouth State 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/.

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.

Plymouth State University does not require applicants to submit standardized test scores. The one exception being Plymouth State's Nursing Program, which requires either the SAT or TEAS exam. For all programs other than nursing, submitted scores are viewed as a voluntary submission of information that an applicant wishes to share with the admissions committee and are not considered to be an academic credential.

While a student's academic record is most important, consideration is also given for character, leadership, initiative, and special talents. The dean of enrollment possesses the authority to make professional judgment exceptions or changes to the admission policy and standards.

Application Requirements

First Year Students

- Completed application for PSU (Common Application or PSU Panther Application); visit plymouth.edu/apply for details.
- 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.
- One recommendation (academic).
- An essay.
- Joint Services Transcript (JST).

Transfer Students

- Completed application for PSU (Common Application, PSU Panther Application, or NH Transfer Connection-NH students only); visit plymouth.edu/apply for details.
- An official secondary school transcript with date of graduation or a satisfactory secondary school equivalency certificate (GED). This is not required if an applicant has received an associate's degree or higher.
- Official transcripts of all postsecondary 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.
- An essay.
- Joint Services Transcript (JST).

International Students

- Completed application for PSU (Common Application or PSU Panther Application); visit plymouth.edu/apply for details.
- An official secondary school transcript with date of graduation or a satisfactory secondary school equivalency certification, with English translations if appropriate.
- Language Proficiency:
 - TOEFL (Test of English as a Foreign Language) results with a minimum score of 500, or online score of 61; or
 - IELTS (International English Language Testing System) results with a minimum score of 5.5; or
 - Attainment of level 112 from ELS; or
 - PTE Academic (Pearson Test of English) results with a minimum score of 46.
- Other evidence of ability to use and understand the English language must be submitted by students from non-English speaking countries.

- Declaration and Certification of Finances form.
- Copy of valid passport and visa (if you are a visa holder).
- For international transfer students entering from a non-American institution, transfer credit must be reviewed and evaluated by the Plymouth State University admissions office.

Home-Schooled Students

- Completed application for PSU (Common Application or PSU Panther Application); visit plymouth.edu/apply for details.
- Admission essay.
- A transcript signed by the parent or guardian that documents the successful completion of a secondary school education. In addition, an outline of academic studies (may include reading lists, course syllabi, writing samples, or work portfolio) may be required.
- Letter of recommendation from non-family member (e.g., tutor, employer, clergy, civic leader).
- 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 DSST. 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. Some PSU programs have additional requirements or required documentation in order to apply to them. A student should check with the Admissions Office to make certain all requirements are fulfilled to be considered for the program. 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 applies to NHTCP students, but there is a special form 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 for further details.

Transfer Agreements

Agreements that facilitate the transfer of credit between Plymouth State University and the institutions of the Community College System of New Hampshire exist for specific bachelor programs (see Transfer Agreements in the Appendix). The AA in Liberal Arts at the Community Colleges satisfies the lower-division general education requirements at PSU. Please visit nhtransfer.org for further details. For current information, please contact the transfer and articulation specialist in the Admissions Office.

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 successfully complete one of the following:

MA 1200 Elementary Algebra, or 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.

MA 1200 Elementary Algebra does not satisfy Mathematics Foundations or any General Education 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 complete an electronic residency form confirming that they (if financially independent) 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.

Applications for reclassification for a fall semester are due no later than July 1. Applications for a spring semester are due no later than December 1. Applications for summer semester are due no later than April 1.

If the student is successful in his or her application for reclassification, the change will be effective at the end of the semester.

Military Residency Requirements

USNH policy addresses Section 702 of the Veterans Access, Choice and Accountability Act of 2014 ("Choice Act") regarding military residency requirements in Board of Trustees Financial Policies, subsection E, Classification of Students for Tuition Purposes (Residency Rules):

(10.1) A member of the Armed Forces of the United States stationed in this state under military orders shall be entitled to classification for himself/herself, spouse and dependent children as in-state for tuition purposes so long as the member remains on active duty in this state pursuant to such orders.

(10.2) Individuals receiving educational assistance under 38 U.S.C. § 3001 et seq. or 38 U.S.C. § 3301 et seq., including children or spouses of active service members or veterans eligible for educational assistance under 38 U.S.C. § 3311(b)(9) or 38 U.S.C. § 3319, shall be eligible for the in-state rate while living in this state.

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:

- BS Adventure Education for Connecticut, Maine, Massachusetts, Rhode Island;
- BFA Graphic Design for Maine, Rhode Island;
- BS Health Education and Promotion for Vermont;
- BS Health Education and Promotion, former Health Promotion Option for Vermont;
- BS Health Education and Promotion, former School Health (K–12) Option for Vermont;
- BS Management: Option in Small Business and Entrepreneurship for Connecticut, Rhode Island;
- BS Meteorology (Forecasting) for Maine, Massachusetts, Rhode Island, Vermont;
- BA Music, Music Technology Option, for Connecticut, Rhode Island, Maine;
- BS Public Management for Connecticut, Maine, Massachusetts;
- BA Theatre Arts, Music Theatre Performance for Massachusetts;
- BA Tourism Management and Policy for Connecticut, Rhode Island.

Plymouth State University evaluates the amount of the tuition reduction prior to the start of each academic year. Increases (to the amount tuition is reduced by) only affect new students and are not retroactively applied to current or returning Plymouth State University students.

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. Each summer, the New England Board of Higher Education evaluates new and existing programs for eligibility. The most accurate 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.

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 early spring or summer session to complete their degree do not need to apply for readmission but must submit a Graduation Application to the registrar.

GRADUATE ADMISSIONS

Admission Policy

The admissions review board carefully considers applicants' academic record, essay, recommendation letters, scores on appropriate standardized tests, and other factors that reflect students' academic potential and motivation, as well as any additional admissions requirements for the specific program to which the candidates have applied.

In addition to having a baccalaureate degree from a regionally accredited institution of higher education, graduate applicants must also meet appropriate academic department criteria to be eligible for admission. Students should contact the Admissions Office for more information about specific admissions requirements by program.

Plymouth State University considers graduate applications for most programs on a rolling admission basis. Students may apply at any time of the year and may take up to 12 graduate credits before being officially admitted into a degree program. Exceptions include the master's programs in athletic training, applied meteorology, biology, environmental science and policy, the doctor of education, and doctor of physical therapy programs.

Application Process

Completed graduate applications and a nonrefundable application fee must be submitted to the Admissions Office through the online application at <https://www.plymouth.edu/apply-to-psu/>. Students applying to the doctor of physical therapy program will need to apply through PT-CAS (www.ptcas.org). Students applying to the master's of science professional program in athletic training program will need to apply through AT-CAS (www.atcas.org).

Application Requirements

- Official transcripts verifying that a baccalaureate degree was completed are required. In addition, include transcripts from all other college(s) or universities attended. All transcripts must be sent directly from the institutions to the Admissions Office.
- Official score reports from the Graduate Record Examination (GRE) are required for:
 - MS in Applied Meteorology
 - MS in Biology
 - MS in Environmental Science and Policy
 - Doctor of Physical Therapy
- A statement of interest and intent
- A professional résumé or curriculum vitae
- Three recommendations from past or current supervisors, professors, or colleagues
- New Hampshire Residency Verification Form (NH residents only)
- CAGS and EdD applicants must also submit a professional

writing sample

- A nonrefundable application fee:
 - \$100 for CAGS and EdD applications
 - \$75 master's degrees and certification applications
 - \$50 for graduate certificate applications
 - The Professional Program in Athletic Training application fees will be determined and collected through the centralized AT-CAS application system

Admission Interviews

- School counseling, school psychology, clinical mental health counseling, and couples and family therapy programs are required to participate in a group interview as part of the admissions process. Interviews are scheduled at: <https://www.plymouth.edu/prospective/graduate/graduate/admissions/group-interviews/>.
- Students applying to the MEd in elementary education, eating disorders certificate, or any of the CAGS programs are required to interview with the program coordinator. Please contact the respective coordinators to schedule.
- EdD and DPT candidates who meet the initial admission requirements will be invited to interview as part of the final application review process.

Certain degrees have additional admissions requirements or program prerequisites. Please visit <https://www.plymouth.edu/prospective/graduate/graduate/admissions/> for further information.

International Students

International students who intend to study in the United States and who do not possess a permanent visa with an Alien Registration number must submit the following documents in addition to the application requirements for the graduate application:

English Language Proficiency

- TOEFL (Test of English as a Foreign Language) – minimum test score of 550 on paper based test; 213 on computer based test; or 80 on Internet based test.
- IELTS (International English Language Testing System) – minimum test score of 6.5. Please note, the IELTS exam is not accepted for TESOL applicants.
- ELS – minimum Level 112. Please note, ELS scores are not accepted for TESOL applicants.
- PTE (Pearson Test of English – Academic) – minimum score of 58. Please note, PTE scores are not accepted for TESOL applicants.

Verification of Finances

- Documents, including bank statements and other financial records dated within the past 30 days that confirm that you have the financial resources to study for a year at Plymouth State, and/or an I-134 Affidavit of Financial Support form must be submitted to the Admissions Office via psu-gradadmit@

plymouth.edu. Applicants must also complete and have notarized the Plymouth State University International Graduate Student Certification of Finances form. Plymouth State will issue a Certificate of Eligibility (I-20) based upon documented evidence that funds exist to cover your expenses for one academic year. Regulations limit the employment of nonimmigrant international students and their families; therefore, employment cannot be considered as a means of support while you are enrolled at Plymouth State. Visit <https://www.plymouth.edu/prospective/graduate/graduate/admissions/> for links to the forms.

- Copy of valid passport and visa (if you are a visa holder).
- Educational documents
- Official, notarized transcripts translated into English and evaluated for course-by-course equivalencies, and verifying that a baccalaureate, master's degree, or both were completed.

Admissions Status

Students who have applied to a program may be admitted, admitted pending completion of necessary requirements, or denied admission. Students must meet all requirements associated with their offer of admission in order to be fully matriculated in the specific program to which they are applying. Applicants will receive written notification of their admission status.

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 complete an electronic residency form confirming that they 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. To qualify for in-state status, 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 nonresident 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 graduate students is determined at the time of admission to Plymouth State University, and may be changed only by applying for reclassification. Graduate 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.

Applications for reclassification for a fall semester are due no later than July 1. Applications for a spring semester are due no later than December 1. Applications for the summer semester are due no later than April 1.

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.

Military Residency Requirements

USNH policy addresses Section 702 of the Veterans Access, Choice and Accountability Act of 2014 ("Choice Act") regarding military residency requirements in Board of Trustees Financial Policies, subsection E, Classification of Students for Tuition Purposes (Residency Rules):

(10.1) A member of the Armed Forces of the United States stationed in this state under military orders shall be entitled to classification for himself/herself, spouse and dependent children as in-state for tuition purposes so long as the member remains on active duty in this state pursuant to such orders.

(10.2) Individuals receiving educational assistance under 38 U.S.C. § 3001 et seq. or 38 U.S.C. § 3301 et seq., including children or spouses of active service members or veterans eligible for educational assistance under 38 U.S.C. § 3311(b)(9) or 38 U.S.C. § 3319, shall be eligible for the in-state rate while living in this state.

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.



FINANCIAL AID

UNDERGRADUATE 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. Only classes that count toward meeting degree requirements are eligible for financial aid.

Programs administered by the Financial Aid Team include the University's need-based grant program, the federal campus-based programs (Federal Supplemental Educational Opportunity Grants [SEOG] and Federal Work Study). PSU merit awards are coordinated with the Admissions Office or PSU departments offering endowed and annual awards. In addition, the Financial Aid Team certifies eligibility and administers other awards, such as Federal PELL Grants (PELL), state scholarships and grants, Federal Direct Student Loans, Federal Direct Parent Loans for Undergraduate Students (PLUS) loans, private loans, and external scholarships.

Financial aid applications are processed by 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 eligible certificate program at PSU before financial aid can be awarded. The FAFSA should be submitted prior to official acceptance to PSU, and before the priority deadline (March 1) to maximize financial aid eligibility.

Application Process

To be considered for financial aid, applicants must complete the FAFSA for federal, state, and University need-based aid. Parent(s) and student IRS transcripts (1040/1040A/1040EZ/1040TEL), W2 forms, and other documentation may be requested if verification is required by the federal government or PSU. If verification is required, final determination of aid eligibility will not be possible until the requested documentation is received and reviewed.

Priority Filing Date

PSU's priority filing date is March 1 for the FAFSA to be received by the Department of Education. All applicants should adhere to the March 1 priority filing date to ensure maximum consideration for financial aid. PLUS and private student loan eligibility, PELL, SEOG, Federal Direct Student Loans, PSU Merit awards, and eligible state scholarships or grants are not impacted by the priority filing deadline. Note, families must complete the FAFSA form to be eligible to receive a PLUS.

Satisfactory Academic Progress

In accordance with requirements of the Higher Education Act (34 CFR 668.34), Plymouth State University has established certain standards for evaluating the Satisfactory Academic Progress (SAP) of Title IV Financial Aid recipients. The Satisfactory Academic Progress policies and procedures are reviewed when changes at the federal or institutional level require us to do so to ensure compliance with federal regulations. This policy also extends to state and institutional aid programs (grant, loan, and work study).

Satisfactory Academic Progress (SAP) is the measurement of a student's academic progress towards the completion of their degree. The measurement evaluates three components to determine eligibility for financial aid. The review of a student's SAP status is based on his or her entire academic record, even if he/she did not

receive financial aid for previous semesters of enrollment. In order to be eligible for financial aid, undergraduate students must satisfy all three of the following components:

1. All undergraduate degree candidates must maintain academic standing consistent with PSU's graduation requirements regarding grade point average (GPA) by maintaining a minimum cumulative GPA of 2.0. Audited coursework is not included in the GPA calculation.
2. The completion rate is calculated by dividing total earned credits by total attempted credits. A student's completion rate must stay above the required 67 percent to be considered satisfactory for this component. Attempted credits include successfully completed courses, courses with non-passing grades, incomplete courses, withdrawn courses, transfer credits, and repeated courses. Earned credits include successfully completed courses and transfer credits. Audited coursework is not included in this calculation.
3. Maximum time frame of 150 percent of defined academic length for bachelor's degree programs. The maximum time frame is calculated by multiplying the published program length by 150 percent. Example: Published program length of 120 credits X 150% = 180 credits maximum time frame allowed to complete degree requirements. Implication: A student has attempted (not necessarily earned) 180 credits and has now exhausted his/her eligibility for financial aid.

Note, to graduate in four years (eight semesters), undergraduate degree students must complete an average of 15 to 15.5 credit hours per semester for eight semesters.

Evaluations and Notifications

The PSU Financial Aid Team evaluates SAP annually at the end of each spring term for undergraduate students, or upon re-enrollment into the University. SAP is also reviewed at the end of each probationary period as applicable. Students must be making SAP to continue to receive financial aid in a subsequent payment period, including the summer and early spring terms. Financial aid applicants not meeting SAP standards will be deemed ineligible to receive financial aid.

Financial Aid Termination

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.

Appeal Process

Students who do not meet the minimum SAP requirements for continuance of financial aid have the right to appeal when special circumstances exist. Conditions when a student may appeal include:

- If you or an immediate family member experiences a serious injury, illness, or mental health condition, please attach a

statement from your physician or mental health professional, reflecting date(s) of occurrence/treatment.

- If you experienced the death of immediate family member, please attach a copy of the death certificate, paper obituary/link to online obituary, or statement from physician.
- If you experienced other circumstances beyond your control, please attach documentation that supports the situation.
- Students will receive communication from the PSU Financial Aid Team regarding their INELIGIBLE status and will be advised of the requirements needed to file an appeal. If an ineligible student does not appeal, reinstatement for financial aid consideration will only occur once the student meets all of the SAP requirements. In addition, students must submit all requested documentation.

Approved Appeals/Financial Aid Probation

If an appeal is approved, financial aid will be reinstated for the following term and the student will be placed on PROBATIONARY status for that term. The student 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.

Denied Appeals

Students whose appeals are denied will receive notification that they are ineligible for financial aid. The student may enroll in coursework but will be responsible for payment in full of all incurred costs. Students may wish to explore private/alternative education loans; however, please note that some private loan lenders require SAP for participation in their loan program. Be sure you are selecting a lender that does not require SAP (SAP denied students are not eligible to receive a [PLUS]).

Re-Establishing Financial Aid Eligibility

A student may regain financial aid eligibility by successfully meeting the University's SAP policy requirements or successfully meeting the requirements of the established academic plan. Students must notify the office in writing of their intent to use financial aid again.

Financial Aid Eligibility for Repeat Coursework

In some cases, matriculated students may wish to repeat a course, either to increase their GPA or replace a failing grade. This may affect their financial aid eligibility for the course itself or for future terms. Only classes which will count toward meeting degree requirements are eligible for financial aid.

Repeating a FAILED Course:

Federal guidance allows students to use federal aid to repeat previously failed coursework. The credit hours for all courses attempted, including repeated coursework, will be counted in Satisfactory Academic Progress (Undergraduate) calculations. The repeated coursework will also count as part of a student's enrollment status for the payment period they are repeating.

Repeating a PASSED Course

If a matriculated student is repeating a previously PASSED course, federal guidance allows student to repeat and receive aid ONE-TIME. All hours of any courses attempted will count in all Satisfactory Academic Progress calculations. Students are encouraged to contact not only their academic advisor regarding PSU academic consequences but also a member of the Financial Aid Team if they are planning to repeat any coursework. They will want to be sure they understand how retaking courses will be treated by PSU academics as well as financial aid as required by federally mandated Satisfactory Academic Progress policies.

Disbursements

Financial aid funds are disbursed to student accounts by Student Account Services at the beginning of each enrollment period AFTER confirmation of course registration, number of credits, and course start date. The federal government's academic year for aid eligibility begins July 1 and ends June 30. Financial aid funds for the summer term will be disbursed on or after July 1.

Return of Federal Title IV Financial Aid

If a student receives federal financial aid and withdraws or stops participating in their coursework before 60 percent of the enrollment period, a portion of the awarded federal aid must be returned. The amount to be returned is calculated by the Student Account Services Office and the Financial Aid Team and may result in the student owing a balance to PSU, the Federal Direct Loan Program, or both. Return of Title IV Fund estimates are available from the Student Account Services Office.

Financial Aid Implications for Students on a Formal Leave of Absence

If a student currently receives financial aid, their financial aid award will be reevaluated as a result of the leave. If the date of the leave precedes the start of classes, the financial aid will simply be cancelled.

If the date of the leave is after the start of classes, the financial aid award will be adjusted according to federal regulations and institutional policies. Students must adhere to all published deadlines in applying for financial aid before returning to PSU.

Federal Loan Repayment

Repayment on students' loans begins after they graduate, leave school, or drop below half-time enrollment. Generally students have a grace period before they have to begin repayment. The grace period is a determinate length of time when no payments are due. Students can start repaying during the grace period and save some money in the long run.

- Federal Perkins Loans – the grace period is nine months.
- Federal Direct Loans – the grace period is six months.
- Federal PLUS Loans – repayment begins 30 to 45 days after the final loan disbursement.

Note: Students are responsible for beginning repayment on time, even if they do not receive information from their lender or servicer.

GRADUATE FINANCIAL AID

Financial aid in the form of loans is intended to assist qualified graduate students who are unable to meet their entire educational expenses from their own resources. Graduate students must be degree-seeking and enrolled in at least three credits in order to access federal loan programs. Non-degree certificate program students may be eligible to access non-federal loan programs.

The following information provides guidance for processes required to access federal loan programs:

1. PSU will identify Federal Direct Loan eligibility upon receipt of the FAFSA (received from the federal processor). A Graduate Student Enrollment Status form must also be completed annually to provide the number of credits being taken during each enrollment period. If this enrollment information changes during the academic year, written communications of these changes must be submitted to the Financial Aid Team so the student's Federal Direct Loan eligibility can be reviewed and adjusted, if necessary.
2. Once Federal Direct Loan eligibility is identified, an additional step will be required:
 - a. Entrance Loan Counseling session as required by the Department of Education. This requirement is only needed once.
3. Master Promissory Note (MPN). This requirement is only needed once as long as loans have been received on a continuous basis. If there has been a break in enrollment, another MPN may be required.
4. To be considered for a Federal Graduate PLUS Loan(s) a Free Application for Federal Student Aid (FAFSA) must be completed annually. Students should file their FAFSA at least one month prior to the term for which financial aid is needed to allow for sufficient processing time. Students will also need to be admitted to a degree or eligible certificate program before a financial aid application will be processed.

Standards of Satisfactory Academic Progress [SAP]

In accordance with requirements of the Higher Education Act (34 CFR 668.34), Plymouth State University has established certain standards for evaluating the Satisfactory Academic Progress [SAP] of Title IV Financial Aid recipients. The Satisfactory Academic Progress policies and procedures are reviewed when changes at the federal or institutional level require us to do so to ensure compliance with federal regulations. This policy also extends to state and institutional aid programs (loan and work study).

Satisfactory Academic Progress [SAP] is the measurement of a student's academic progress toward the completion of their degree. The measurement evaluates three components to determine eligibility for financial aid. The review of a student's SAP status is

based on his or her entire graduate level academic record, even if he/she did not receive financial aid for previous semesters of enrollment. In order to be eligible for financial aid, graduate students must satisfy all three of the following components:

1. All graduate degree candidates must maintain academic standing consistent with PSU's graduation requirements regarding grade point average (GPA) by maintaining a minimum cumulative GPA of 3.0. Audited coursework is not included in the GPA calculation.
2. The completion rate is calculated by dividing total earned credits by total attempted credits. A student's completion rate must stay above the required 75 percent to be considered satisfactory for this component. Attempted credits include successfully completed courses, courses with non-passing grades, incomplete courses, withdrawn courses, transfer credits, and repeated courses. Earned credits include successfully completed courses and transfer credits. Audited coursework is not included in this calculation.
3. Maximum time frame of 150 percent of defined academic length for graduate degree programs. The maximum time frame is calculated by multiplying the published program length by 150 percent. Example: Published program length of 40 credits X 150% = 60 credits maximum time frame allowed to complete degree requirements. Implication: A student has attempted (not necessarily earned) 60 credits and has now exhausted his/her eligibility for financial aid.

Evaluations and Notifications

The PSU Financial Aid Team evaluates SAP annually at the end of each spring term for graduate students, or upon re-enrollment into the University. SAP is also reviewed at the end of each probationary period as applicable. Students must be making SAP to continue to receive financial aid in a subsequent payment period, including the summer and early spring terms. Financial aid applicants not meeting SAP standards will be deemed ineligible to receive financial aid.

Financial Aid Termination

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.

Appeal Process

Students who do not meet the minimum SAP requirements for continuance of financial aid have the right to appeal when special circumstances exist. Conditions when a student may appeal include:

- If you or an immediate family member experiences a serious injury, illness, or mental health condition, please attach a statement from your physician or mental health professional, reflecting date(s) of occurrence/treatment.

- If you experienced the death of immediate family member, please attach a copy of the death certificate, paper obituary/link to online obituary, or statement from physician.
- If you experienced other circumstances beyond your control, please attach documentation that supports the situation.
- Students will receive communication from the PSU Financial Aid Team regarding their INELIGIBLE status and will be advised of the requirements needed to file an appeal. If an ineligible student does not appeal, reinstatement for financial aid consideration will only occur once the student meets all SAP requirements. In addition, students must submit all requested documentation.

Approved Appeals/Financial Aid Probation

If an appeal is approved, financial aid will be reinstated for the following term and the student will be placed on PROBATIONARY status for that term. The student 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.

Denied Appeals

Students whose appeals are denied are ineligible for financial aid. The student may enroll in coursework but will be responsible for payment in full of all incurred costs. Written denial notification will be sent to the student's campus e-mail account. Students may wish to explore private/alternative education loans; however, please note that some private loan lenders require that a student is making SAP for participation in their loan program. Be sure you are selecting a lender that does not require SAP (SAP denied students are not eligible to receive a federal PLUS loan).

Re-Establishing Financial Aid Eligibility

A student may regain financial aid eligibility by successfully meeting the University's SAP policy requirements or successfully meeting the requirements of the established academic plan. Students must notify the office in writing of their intent to use financial aid again.

Financial Aid Eligibility for Repeat Coursework

In some cases, matriculated students may wish to repeat a course, either to increase their GPA or replace a failing grade. This may affect their financial aid eligibility for the course itself or for future terms. Only classes which will count toward meeting degree requirements are eligible for financial aid.

Repeating a FAILED Course:

Federal guidance allows students to use federal aid to repeat previously failed coursework; however, the credit hours of any failed course will be counted in Satisfactory Academic Progress (Graduate) calculations. The repeated course will also count as part of a student's enrollment status for the payment period they are repeating.

Repeating a PASSED Course

Federal guidance allows matriculated students to repeat previously PASSED courses and receive aid ONE-TIME. All attempted credits will count in all Satisfactory Academic Progress calculations. Students are encouraged to contact not only their academic advisor regarding PSU academic consequences but also a member of the Financial Aid Team if they are planning to repeat any coursework. They will want to be sure they understand how retaking courses will be treated by PSU academics as well as financial aid as required by federally mandated Satisfactory Academic Progress policies.

Disbursements

Financial aid funds are disbursed to student accounts by Student Account Services at the beginning of each enrollment period AFTER confirmation of course registration, number of credits, and course start date. The federal government's academic year for aid eligibility begins July 1 and ends June 30. Financial aid funds for the summer term will be disbursed on or after July 1.

Note, graduate students must notify the Financial Aid Team and their academic advisor of any course or program withdrawals or changes.

Return of Federal Title IV Financial Aid

If a student receives federal financial aid and withdraws during a term, or stops participating in their coursework before 60 percent of the enrollment period and fails all courses for the term, a portion of the awarded federal aid must be returned. The calculation may result in the student owing a balance to PSU, the Federal Direct Loan Program, or both. Return of Title IV Fund estimates are available from the Student Account Services Office.

Financial Aid Implications for Students on a Formal Leave of Absence

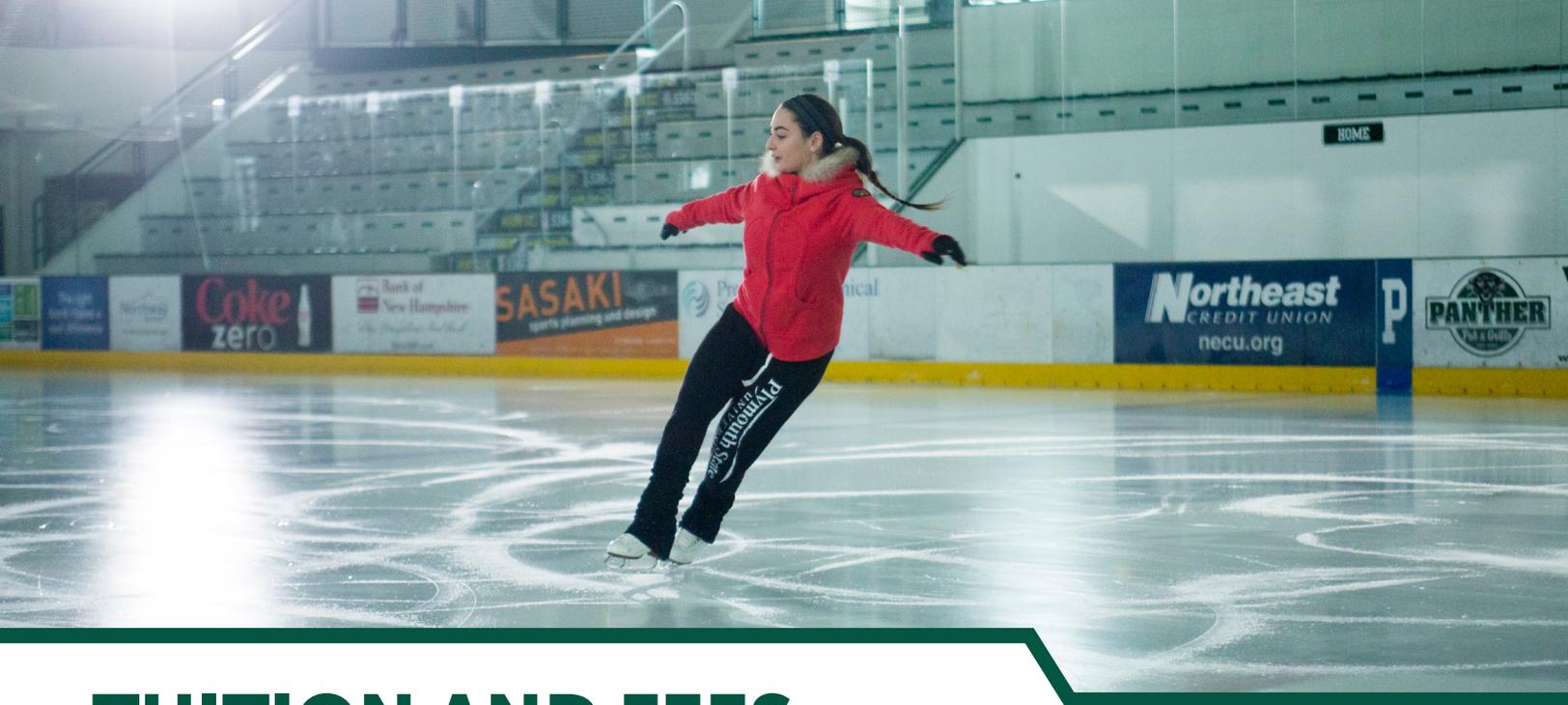
If a student currently receives financial aid, their financial aid award will be reevaluated as a result of the leave. If the date of the leave precedes the start of classes, the financial aid will simply be cancelled.

If the date of the leave is after the start of classes, the financial aid award will be adjusted according to federal regulations and institutional policies. Students must adhere to all published deadlines in applying for financial aid before returning to PSU.

Federal Loan Repayment
Repayment on students' loans begins after they graduate, leave school, or drop below half-time enrollment. Generally students have a grace period before they have to begin repayment. The grace period is a determinate length of time when no payments are due. Students can start repaying during the grace period and save some money in the long run.

- Federal Perkins Loans – the grace period is nine months.
- Federal Direct Loans – the grace period is six months.
- Federal PLUS Loans – repayment begins 30 to 45 days after the final loan disbursement.

Note: Students are responsible for beginning repayment on-time, even if they do not receive information from their lender or servicer.



TUITION AND FEES

UNDERGRADUATE

Important Note: Estimated tuition and fees for academic year 2018–2019 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 2018–2019 academic year will be listed at plymouth.edu/office/student-account-services/tuition-and-fees when they become available.

Estimated Undergraduate Tuition 2018-2019

Cost per Academic Year

	Resident	Non-Resident	New England Regional Program
Fall/Spring (full-time)*	\$11,580	\$20,250	\$17,250
Cost Per Credit Hour			
Fall/Spring (part-time)	\$485	\$845	\$720
Summer 2018 Session	\$435	\$470	N/A
Early spring 2019 Session	\$435	\$470	N/A
Continuing Education	\$435	\$470	N/A

*Full-time tuition will be billed as a flat fee for 12+ credits only for the academic year 2018-2019.

Estimated Mandatory Fees for 2018–2019

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)	\$2,520
Part-time Undergraduate (per credit)	\$105
Summer 2018 Session (per credit)	\$46
Early Spring 2019 Session (per credit)	\$46
Other Fees:	
Application Fee (nonrefundable)	\$50
Credit-by-examination Fee (per credit)	\$20
Identification Card	\$25
Late Registration Fee (per transaction)	\$25–100
Reactivation Fee	\$200
Tuition Bill Interest Late Fee (monthly)	1.5% of balance

For New Admits only:

Enrollment/Orientation Fee (nonrefundable)	\$256
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For International New Admits only:

Enrollment/Orientation Fee (nonrefundable)	\$356
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For Re-Admits only:

Enrollment fee (nonrefundable)	\$83
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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.

Estimated Room and Board 2018–2019

On-campus Housing:	Costs per Academic Year
Single	\$8,600
Single – in suite	\$9,400
Single w/bathroom	\$10,000
Double	\$7,300
Double w/bathroom	\$7,900
Triple	\$6,400
Triple w/bathroom	\$7,000
Quad	\$6,400
Apartment – shared bedroom	\$8,900
Apartment – private bedroom	\$10,400

Meal Plans*:	Costs per Academic Year
Restricted 60 block + \$100 FlexCash**	\$1,580
150 block + \$100 FlexCash	\$3,140
225 block + \$100 FlexCash	\$3,640
Unlimited with No FlexCash	\$3,800
Unlimited + \$100 FlexCash	\$4,000

*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 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 a Change of Status form with the Registrar's Office 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 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 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 2018	July 6, 2018	August 3, 2018
Spring 2019	November 9, 2018	December 7, 2018

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 early spring 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. 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 \$40 per term 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 "anticipated." 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.

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 percent 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 campus.plymouth.edu/student-account-services or contact the Student Account Services Office.

Telephone: (603) 535-2215 or toll-free (877) 846-5755

E-mail: 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
Fall Admission:	
On or before May 1	100 percent
After May 1	0 percent
Spring Admission prior to January 1:	
On or before January 1	100 percent
On or after January 2	0 percent
Spring Admission on or after January 1:	
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, and course fees will be made according to the applicable schedule below. Please note that late fees, orientation and enrollment fees, and course fees for academic trips, study away programs, and other off-campus programs are nonrefundable.

If a course is canceled 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
Full Semester, First-Half, or First-Quarter courses:	
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
Second-Half or Fourth-Quarter courses:	
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 campus.plymouth.edu/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, anticipated payments, 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 webpage 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 30 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 Academic Student Advocate Office, Plymouth State University, MSC 65, 17 High Street, Plymouth NH 03264-1595.

GRADUATE FINANCIAL INFORMATION

Tuition and Mandatory Fees

Tuition and fees for academic year 2018–2019 are listed below.

Program	Resident	Non-Resident	Mandatory Fees	Annual Resident	Annual Non Resident	Annual Mandatory Fees
MEd & MBA	\$525	\$605	\$38			
CAGS	\$555	\$645	\$38			
EDD	\$615	\$720	\$38			
Master's Program On Campus	\$525	\$750	\$38	\$15,790 2 terms	\$22,440 2 terms	\$1,140 2 terms
Doctor of Physical Therapy	\$735	\$855	\$38	\$26,520 3 terms	\$30,740 3 terms	\$1,368 3 terms

A \$30 non refundable registration fee will be assessed each term when registering for courses.

All students are required to pay the mandatory fees that cover such items as health services, student activities and organizations, the student union and recreation facilities, building maintenance and upkeep, and technical equipment in computer clusters, language labs, art facilities, and labs.

Course Registration and Payment

There are a variety of options available for students to register for a graduate course. Students are to register and pay for all courses, including independent studies, individual enrollments, practica, theses or master's research projects, and internships prior to the beginning of studies. Students who have a financial hold on their account are not permitted to register for courses. Students who have not been admitted into a graduate degree program may take up to 12 graduate credits, but are not eligible for federal student aid until admitted into a degree program. Once students have reached the 12-credit maximum, additional coursework cannot be pursued until admission has been granted.

Students who have an active myPlymouth account may register for courses online through the myPlymouth portal. Online registration is available during specific time frames leading up to the start of the classes. Registration forms outside of these time frames must be submitted to the Registrar's Office for processing. Registration forms can be mailed, faxed, or delivered in person to the Office of the Registrar.

Methods of Payment

Payments must be made by the term due date or guaranteed at the time of registration.

Out-of-Pocket Payments

Online Payments: Students can pay their bill online via e-check or credit card by clicking the "Pay Now" button located on their online bill in the myPlymouth portal.

Credit Card: Payments may be made using American Express, Discover, MasterCard, or Visa. Please Note: A non-refundable 2.75 percent service charge will be assessed on all credit/debit card transactions. Payments made via e-check will not be assessed a service charge. Contact Student Account Services for more information at (603) 535-2215 or e-mail: psu-studentaccount@plymouth.edu.

Check: Payment may be made with a personal check, cashier's check, or money order. A student ID number must be noted on the check or money order. Checks should be made payable to Plymouth State University.

Guaranteed Anticipated Payments

Financial Aid: Students must be matriculated (degree-seeking) and taking at least three credits of degree-required coursework to be eligible for federal financial aid. For more information, contact the Financial Aid Team at (603) 535-2338, (877) 846-5755, or visit plymouth.edu/office/financial-aid.

External (non-PSU) Scholarships and Awards

If students have received an external scholarship or award, a copy of the award letter must be submitted to the Student Account Services Office. The award letter must include the student ID number, the award amount to be paid and for which term, 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, course completion, 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, later on, the student meets the required criteria and the award payment comes in, the student can be reimbursed for the overpayment.

Purchase Orders and Government Authorizations

If 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, course completion, or any other criteria. Students must make sure their third-party authorization or purchase order (PO) includes their name, 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, the authorization or 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.

Internal Scholarships and Awards: If students receive internal assistance (e.g., graduate assistantship or mentor teacher waiver), the award letter or waiver form must be submitted to Student Account Services. If students are eligible for a staff tuition waiver, the USNH Tuition Benefit form must be submitted online through WISE at the time of registration.

NOTE: Federal financial aid regulations require that all resources that help fund educational expenses be reported. Receipt of educational resources, including those listed above and others such as GI Bill benefits, may impact financial aid award amounts. Visit plymouth.edu/office/student-account-services for additional information about payment options.

Graduate Student Overdue Account and Collection Policy

Tuition and fees for graduate courses are to be paid by the due date of the term or at the time of course registration. Miscellaneous charges (e.g., library overdue fees, parking citation fees) are to be paid within 30 days from the date on which they were billed. If they are not paid in 30 days, a financial hold is placed on the account and the student will not be allowed to register for courses until the amount has been paid in full. This hold also prohibits students from receiving official transcripts, certification awards and statements, and degree confer-

ral. A monthly e-mail message is sent to students' PSU e-mail account with a reminder to check their myPlymouth account for new charges. Financial balances that are outstanding for more than 30 days will be assessed a 1.5 percent interest late fee until they are paid in full. Accounts that have outstanding balances from a previous term will be turned over for collection.

Statement of Financial Responsibility

By enrolling in classes at PSU, students accept full responsibility for tuition bill accounts and agree to pay all charges incurred as a result of their student status. Students also acknowledge that late fees will be assessed monthly for overdue balances and collection costs may be added to a student's account if the services of a collection agency are employed.

Graduate Assistantships

Graduate assistants are an important part of Plymouth State's collaborative learning community. They work alongside faculty, staff, and students to help achieve the University's goals, while gaining valuable experience as assistants, researchers, and teachers.

Graduate assistantships are available on a limited basis to highly qualified graduate students who have been fully accepted into a graduate program at Plymouth State. Applications for assistantships should be submitted to Academic Affairs by April 1 for the upcoming year. The application is available online. Assistantship waivers cover only course work that is directly related to a student's academic program.

Students admitted to the post professional athletic training programs may be eligible for a limited number of athletic training graduate assistantships. Advanced athletic training students should review plymouth.edu/academics/graduate-academic-programs/masters/athletic-training/athletic-training/post-professional-program-in-higher-education/graduate-assistantships-athletic-training/ athletic-training for athletic training assistantship and application information as the application and deadline are different than the general assistantship application.

MS programs in biology, applied meteorology, and environmental science and policy award a limited number of research assistantships that are grant funded. Students who are awarded a research grant assist faculty members with research that often informs and complements student thesis and professional work. Students in the science programs should consult with their program advisor to learn about research assistantships.



ACADEMIC RESOURCES

Center for Student Success

The Center for Student Success is the place for students to go for academic and career advising, internships, academic support services, and other services to enhance their educational experience outside the classroom. Located in Student Services Center, the center houses the offices of Academic and Career Advising, Campus Accessibility Services, TRIO, and tutoring. By advocating for and connecting students with academic resources and opportunities, the Center for Student Success focuses on helping students get the most from their experience at Plymouth State University. The center also provides counsel to students in academic difficulty on the best and fastest way to return to good academic standing.

Student Success Coaches and Academic Advisors

During the first year at Plymouth State, students are assigned a student success coach who will help the student navigate aspects of the first year, including academic advising. Student success coaches are a great resource for students to get the most out of their first year at Plymouth State University. It is expected that students will engage with their coaches on a regular basis to not only establish a good connection but also stay on a course that leads to student success and timely graduation.

All matriculated students have an academic advisor. Before the beginning of the sophomore year, the student will be assigned a faculty member in their major as their sole academic advisor. After the first year, students have the right to choose and to change their advisor at any time. To change advisors, students should contact the Center for Student Success 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. The change of major is completed online and a student may request their advisor at the time of declaration.

Advisors provide students with information concerning alternatives, limitations, and possible outcomes of academic choices and 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. For questions concerning academic advising, please contact the Center for Student Success.

The weeks preceding registration are when students must 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, when 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.

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.

Degree Reviews

Students who have earned 60 credits become part of the graduation review process. Students with a declared major receive an e-mail from the academic advisor in the 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. Students may also meet with the staff to review their remaining course requirements and plan for future semesters.

myPlymouth

The myPlymouth portal (my.plymouth.edu) is the electronic gateway to online services at Plymouth State University. Active, registered students have access to the portal. 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 courses in which they are participating by adding them 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 coursework 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 webpage: campus.plymouth.edu/registrar/

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 in a number of ways but generally should be a conversation with their student success coach in the first year. From that initial conversation, there are many tools available to students to continue their career development. As an example, students can use FOCUS to explore careers, academic majors, and graduate schools. They can save their work on FOCUS while enrolled at PSU, building a comprehensive file of their career explorations. The 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.

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. Student career peer advisors are also available to meet with students by appointment and through drop-in times. These upper class students have been trained in areas such as résumé writing, cover letters, job searching, and interviewing.

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 or (603) 535-2336.

Career Discovery: The Career Discovery Program is a set of five courses 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. 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.

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

Campus Accessibility Services

Campus Accessibility Services (CAS) provides services to students with documented disabilities to ensure that all academic activities and programs are accessible. Through partnerships with students, faculty, and staff, CAS promotes self-determination and self-advocacy to provide opportunities for academic success. If students think they have a disability requiring accommodations, they should contact CAS to determine whether they are eligible. Academic accommodations are only considered for students who have registered with CAS. If a student has a Letter of Academic Accommodation for a course from CAS, the student should provide the instructor with that information privately so that the student and the instructor can review those accommodations. Campus Accessibility Services is located in the Student Services Center.

Credit-By-Examination

Credit-by-examination is one avenue for accelerating progress toward a degree. The Center for Student Success administers both CLEP (College Level Examination Program) and DSST 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 Center for Student Success and are scheduled by appointment. For additional information regarding CLEP and DSST exams, see the Appendix.

Plymouth Academic Support Services (PASS)

The primary goal of PASS is to collaborate with undergraduate students in becoming efficient, independent learners. Our program components of academic counseling and peer tutoring are designed to engage students in developing effective learning strategies and skills enabling them to enjoy academic success and graduate.

TRIO: TRIO Student Support Services (SSS) is a federally-funded program designed to provide individualized academic assistance to students, service first generation college students, income eligible students, and students with disabilities. TRIO SSS provides opportunities for academic development, assists students with basic college requirements, and motivates students toward the successful completion of their postsecondary education. The goal of SSS is to increase the college retention and graduation rates of its participants.

Tutoring: Tutoring is available for 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. Assistance is also available for students in time management, exam preparation, note taking, and other study techniques.

Global Engagement Office

The Global Engagement Office (GEO) is located in the Center for Student Success and serves the entire PSU community in promoting global awareness through a variety of activities and services that support PSU's global initiatives. GEO provides International Student Service and Study Away programs and promotes global on-campus happenings.

International Student Services: GEO 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. GEO also encourages students' participation in such programs as Global Orientation, Global Ambassadors, and International Education Week.

Study Away: We call it Study Away (rather than Study Abroad) because not only can you study across the globe, but you can also study across the USA and Canada (technically not abroad). There are many opportunities for Plymouth State University students to study through program offerings in the USA and more than 50 countries. Study away experiences are available throughout the year for nearly all academic majors. Formats include semester and/or academic year abroad; summer and winter terms; international internships; and short-term global courses led by PSU (or affiliated) faculty. The three types of programs that we offer for most semester and year programs are provider partners, direct-enroll partners, and exchange partners.

Provider Partners: Provider Partners give students the most options for studying away. Our main provider with the most options is CISabroad. The providers give hands on service from application, to your first day in country, to returning to the USA. Plymouth State works with the providers who give access to hundreds of universities across the world for semester, year, or summer/winter programs. Our provider partners include:

- Barcelona Study Abroad Experience
- CISabroad
- Global Players
- Kaya
- Performing Arts Abroad
- Semester at Sea
- Spanish Studies Abroad
- University of New Hampshire

Direct-Enroll Partners: Our international university partners allow you to directly enroll in their university as a visiting student without going through a provider.

- Université Sainte-Anne, Church Point, Nova Scotia, Canada
- University of Otago, Dunedin, New Zealand
- University of Winchester, Winchester, United Kingdom

International Exchange Partners: Pay Here, Go There! While students are eligible to participate in the vast array of available study away provider programs and direct enroll programs, they all vary in program cost. PSU has bilateral exchange agreements with the institutions listed below. With these exchange partners, PSU students pay their normal PSU tuition to go for one semester or one year with an exchange program, making exchange options an affordable way for study away. Our current partners include:

- Dalarna University, Falun, Sweden
- Education University of Hong Kong, Tai Po, Hong Kong
- FH Dortmund, Dortmund, Germany
- Kansai Gaidai University, Osaka, Japan
- Plymouth University, Plymouth, United Kingdom
- Sunway University, Perack, Malaysia
- Université Lumière Lyon 2, Lyon, France
- University College of Southeast Norway, Norway
- University of Limerick, Limerick, Ireland

National Student Exchange: National Student Exchange (NSE) is primarily a domestic study away program and is the only comprehensive, university-level, student exchange program in North America. NSE offers exchanges within a diverse group of approximately 200 colleges and universities in nearly all US states, the District of Columbia, three US territories, and Canada. Instead of crossing oceans (Guam and Hawaii are exceptions), NSE students cross state, regional, provincial, and cultural borders. As with all Study Away programs, 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.

Internship opportunities are also available for most majors in Argentina; Australia; China; Costa Rica; Ecuador; England; Italy; Ireland; New Zealand; South Africa; and Spain.

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

Université Sainte-Anne, Church Point, Nova Scotia (summer only),
Université Lumière Lyon 2.

Study Away Requirements

Students who are in good financial and judicial standing at Plymouth State and have earned a cumulative 2.50 (minimum) grade point average may participate in study away programs. Planning for study away should generally be started *at least one year in advance*. GEO is available to assist students who want to explore study away opportunities, evaluate specific program options, estimate costs, and otherwise plan for their trip. Advisors also assist students with processing essential paperwork including applications, course registration forms, course transfer forms, and pre-departure materials. Transfer Credit Request forms must be approved by academic departments and the Registrar's Office *prior to the student's departure date*. Students should work closely with their academic advisor as they plan and implement their study away program to maintain degree progress. Students must apply and be approved to study away through GEO to remain an active, enrolled Plymouth State University student.

Academic Support Services

Academic Student Advocate

The academic student advocate, located in Frost House, provides advice, guidance, and support for students in matters that may affect their academic standing or progress toward a degree. The academic student advocate works collaboratively with other campus offices to resolve both simple and complex issues in a timely and efficient manner, and may be consulted for issues including but not limited to:

- Taking a leave of absence from PSU
- Withdrawing from PSU
- Late adds, late drops, and late withdrawals from classes
- Grade disputes
- Allegations of violating the Academic Integrity Policy
- Student absences
- Classroom concerns

Math Activities Center

The Math Activities Center (MAC) is a student-centered, student-led tutoring center based on the philosophy that peer tutoring is very effective for student success in mathematics. The MAC, located in Hyde 351, provides drop-in tutoring services during the week for courses offered by the Math Department. In addition to tutoring, the MAC provides a space for quiet study and group work. The center is staffed by trained undergraduate math majors and a graduate fellow, with supervision from Math Department faculty.

Writing Center

The Writing Center offers friendly support to writers of all abilities. Professional and student consultants are available for individualized conferences. Students 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 prepare 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 Writing Center is open: Monday–Wednesday, 9 a.m.–9 p.m.; Thursday–Friday, 9 a.m.–5 p.m.; and Sunday, 6–9 p.m.

Arts

Museum of the White Mountains

Art and culture come to life at Plymouth State

The Museum of the White Mountains (MWM) PSU's campus museum, is a collaborative space where students and the public gather for inspiration, instruction, and discussion. Incorporating the Karl Drerup Art Exhibition Program as well as multiple Cluster projects, the MWM provides a location for social innovation and enterprise where exhibit collaborators, students, and the public can engage in creative and interactive educational experiences. Fostering dialogue between students, educators, artists, and community members, the MWM serves as a focal point for public multidisciplinary exhibits.

The MWM provides opportunities for students to gain experience in a variety of paid hourly or internship positions. PSU students can participate in and observe the process of exhibition curation, design, and installation. As a regional resource, the MWM holds community events and develops programming for students, the public, home-schoolers, regional groups, and educators. This multi-faceted 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 MWM hours are Monday–Friday, 10 a.m.–5 p.m., and Saturday, 11 a.m.–4 p.m. The museum is closed during University vacations and holidays. It is located at 34 Highland Street in Plymouth on the campus of Plymouth State University.

Performance Ensembles

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

University Chorale is open to all PSU students without audition. 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 co-produces a musical with the theatre program during each regular semester; students may participate as performers, designers, or members of the technical staff.

Chamber Ensemble, Guitar Ensemble, Percussion Ensemble, and Piano Ensemble are open to all PSU students by permission of the instructor or conductor.

The Theatre Program produces a variety of shows each season, including new student works, 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), PSU's dance performance company offers a for-credit course (DN 3010). CDE provides multiple opportunities for students to perform and choreograph in concerts and informal workshops, and is open to all PSU students.

Dance Project (DN 3080, two credits) is an interdisciplinary performance experience with a focus on dance-making and devised works of performance art. Students participate in public performances with faculty and partners from campus and the community. Prerequisites: Audition or permission of instructor.

Silver Center for the Arts

The Silver Center for the Arts serves the academic needs of the Department of Music, Theatre, and Dance and provides performance space for world-renowned guest artists. This beautiful 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 scenery shop. Throughout the academic year, it supports numerous student, faculty and university events, 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 plymouth.edu/silver-center.

Centers

Center for Active Living and Healthy Communities

The Center for Healthy Communities operates within the Health and Human Enrichment Cluster and across campus to provide leadership, research, community engagement, and education in support of a healthy people in healthy places. Projects align affiliate faculty and community partners in conducting translational research by addressing issues that matter by applying strategies that are holistic, sustainable, and just. The center provides learning and program opportunities to students with the aim of building skills by applying what is learned in the classroom with real issues facing our local, regional, and global communities. This allows our undergraduate and graduate students to be capable, connected, and civically engaged graduates. Professional and community partnerships are leveraged to identify meaningful research questions, gather data, process findings, implement interventions, and evaluate outcomes for impact across multiple sectors, Clusters, and discipline areas. Collaborations address a wide variety of community health concerns with projects that directly engage students in the research, development, and implementation of programs designed and delivered by student practitioners. The professional activities of CHC leadership are framed by professional organizations including the American Public Health Association, the US Department of Health and Human Services, the National Society of Physical Activity Practitioners in Public Health, the National Institutes of Health, the American Cancer Society, Healthy People 2020, and the American Heart Association.

The University Center for Research and Innovation (UCRI)

The UCRI provides overall leadership to develop, enhance, and promote the University's research and scholarship interests for all academic and nonacademic units across campus. The Directors work closely with the Cluster Leadership teams, Provost, President, and other administrators in Academic Affairs (AA) and university units to for collaboratively shape PSU's strategic research directions, turning vision into action and accomplishments.

Overall Leadership Roles and Mission of UCRI include:

- Promote and facilitate the culture of research and scholarship at PSU across all units
- Provide the tools and assets necessary to support the research/scholarship enterprise for faculty, staff, and students;
- Coordinate the internal investment in grants/seed funding including: RAC and SRAC so as to leverage both internal efforts as well as external;
- Develop new avenues for garnering external funding for the varied interests of PSU faculty, staff, and students across constituencies.
- Provide strategic planning and oversight for Research Administration
- Develop and Coordinate strategic Research and Industry Partnerships in Collaboration with Clusters, Faculty, and Staff
- Maintain Federal and USNH compliance with provision of annual training for staff and PI's

- Negotiate and manage Intellectual Property processes and agreements
- Integrate services from the Center for the Environment

Center for Transformation through Teaching, Leadership, and Learning

The Center for Transformation is an integrated center for professional development for faculty, staff, students, and community partners. The whole-community approach integrates instructional resources to offer transformative programming in support of the University's vision for higher education. The center offers high-impact learning experiences for students throughout the community to explore their sense of purpose and engage in active citizenship. Programming is also provided to enhance faculty and staff abilities to engage students in a robust learning environment that includes interdisciplinary Integrated Clusters, open labs, partnerships, entrepreneurial innovation, and experiential learning.

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 Early Childhood Education program. 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 introduced in the Early Childhood Education 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 Education majors as well as for students in other degree programs.

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. JGMI faculty and staff are committed to educational excellence in both the undergraduate and graduate meteorology degree programs. JGMI activities regularly 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), Eversource, 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 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 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) 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.

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.

New Hampshire Impact Center

The New Hampshire Impact Center is located in the Department of Mathematics. Since 1999, the center has worked 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 Graduate Studies to create courses and programs that meet the needs of pre-service and in-service teachers.

Office of Environmental Sustainability

Sustainability is a critically important topic for environmental and social well-being given the challenges of the twenty-first century, and the concept of sustainability has many dimensions that affect our lives. Some of the most important aspects of sustainability to address for achieving true change relate to our choices in everyday living and the resources and energy we use to meet daily needs as a community. Plymouth State University is committed to addressing climate change and other environmental issues in both its operations and its educational mission to create a more sustainable future.

To achieve these goals, the Office of Environmental Sustainability (OES) contributes to and coordinates efforts across different parts of the University, including academics, campus operations, and campus life. OES coordinates the Sustainability Minor academic program and helps faculty and students from across campus learn about sustainability to integrate it in their classes and work. OES also contributes to the planning of projects on campus by focusing on sustainability and helping connect students with opportunities to use the campus as a “living-learning laboratory” to learn about sustainability. Outreach and education to our campus and local community is also an important part of OES work, and students are engaged throughout these efforts.

Plymouth State University has made several public commitments to sustainability and renewable energy, and looks forward to engaging students and our communities as partners in our efforts.

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 students and faculty of Plymouth State University, as well as to members of the surrounding community not affiliated with PSU. 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 anyone engaged in research.

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.

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, 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 non-print items. The library provides access to a variety of subscription databases, online and print journals, and 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.

Information Technology Services (ITS) Help Desk and Academic Technology are the primary contacts for instructor questions regarding technology use in the classroom and are incorporated in the Lamson Learning Commons. The Information Desk provides all library circulation and reserve services, along with ITS Help Desk services. The Commons Café provides Starbucks coffee, drinks, sandwiches, and snacks.

Two Open Labs in support of Integrated Clusters were opened in 2016. The Raymond S. Burton '62 Open Lab is a collaborative work space and features three distinct areas that can be used separately or combined into a single presentation area. Open Lab 031 is a creative production studio and features hardware and software that allows for high-end media production and editing. The Collaborative Learning Space and Studio Station were opened in 2017 to facilitate engagement across all disciplines.

The Print Depot located on the main level provides access to a variety of printing options, including 3-D printers. The Equipment Depot

allows students, staff, and faculty to borrow media production equipment for hands on experience with these technologies.

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 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 health education and promotion majors and graduate health education majors who excel academically. PSU is one of 128 institutions in the United States awarded a *Gamma Zeta* chapter. 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 coursework, 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.

The Graduate Research Society is designed to provide graduate students with opportunities to interact with fellow students across disciplines and to learn more about the research conducted at PSU. *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 Epsilon Kappa (PEK) 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 2004 on campus. Members of PEK are involved in community service both on and off the campus and attend state, district, and national professional meetings.

Phi Kappa Phi (PKP), 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.

Pi Gamma Mu (PGM) 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 Wilnot, 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.

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.

National Writing Project in New Hampshire

The mission of the National Writing Project in New Hampshire (NWPNH) is to improve the teaching of writing in New Hampshire's

schools. Through its professional development model, the NWPNH recognizes the primary importance of developing and extending teacher knowledge, expertise, and leadership.

The NWPNH believes that access to high-quality educational experiences is a basic right of all learners and a cornerstone of equity. Through building an extensive network of teacher leaders, the NWPNH seeks to promote exemplary instruction of writing in every classroom in the state. These teachers, together with University instructors, collaborate to provide staff development programs in New Hampshire schools. National Writing Project in New Hampshire programs include summer institutes for teachers, graduate-level courses, workshops, classroom and program consultations, and reflective practice, inquiry, study, and writing groups.

Students may choose to incorporate the NWPNH coursework into an MEd program or a certificate program. Visit <https://campus.plymouth.edu/nwphn/about-nwphn/> for additional information.

New Hampshire College and University Council

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. An undergraduate 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: Colby-Sawyer College, Franklin Pierce University, Granite State College, Hellenic American University, Keene State College, New England College, New Hampshire Institute of Art, Rivier University, Saint Anselm College, Southern New Hampshire University, and the University of New Hampshire at Durham and Manchester. At the home and host institutions, applicants must be in good academic, financial, and disciplinary standing. The host institution reserves the right to deny participation. Students interested in the NHCUC exchange program should contact the Registrar's Office.

Course Enrollment. PSU students in good academic, financial, and disciplinary 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, as well as online courses for any term, are excluded from the exchange agreement.

Full Semester Enrollment. Students who are in good academic, financial, and disciplinary 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.

ROTC

Undergraduate 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.

HOLMES CENTER FOR SCHOOL PARTNERSHIPS AND EDUCATOR PREPARATION

Director of School Partnerships and Educator Preparation: Mary E. Earick

Coordinator of Clinical Experiences and School Partnerships, Holmes Center: Brian Walker

Program Support Assistant, Holmes Center: Valerie Comeau-Palmer

Council for Educator Preparation (CEP) Program Coordinators and Contact Information

Early Childhood Studies	Elisabeth P. Johnston	UG	epjohnston@plymouth.edu
Educational Leadership, Learning and Curriculum	Chris Benedetti	GRAD, EdD	cjbenedetti@plymouth.edu
Elementary Education	Susan Sabella	UG	jsrino@plymouth.edu
English as a Second Language	James C. Whiting	UG, GRAD	jcwhiting@plymouth.edu
English/Language Arts	Meg J. Petersen	UG, GRAD	megp@plymouth.edu
Mathematics 5-8, 7-12	Shawn M. Hackshaw	UG, GRAD	s_hackshaw@plymouth.edu
Music	Holly E. Oliver	UG, GRAD	heoliver@plymouth.edu
Physical Education	Lynn Johnson	UG, GRAD	lvjohnson@plymouth.edu
Physical Education and Health	Irene Cucina	UG, GRAD	icucina@plymouth.edu
Social Studies	Brandon Haas	UG	bjhaas@plymouth.edu
Special Education	Ann Berry	GRAD	mrlebrun@plymouth.edu
Special ED Administrator	Marcel Lebrun	GRAD	abberry@plymouth.edu
Superintendent	Linda Carrier	GRAD	llcarrier@plymouth.edu
Visual Arts	Jason A. Swift	UG, GRAD	jaswift2@plymouth.edu

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 prosum*—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 longstanding 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.

Conceptual Framework

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 toward 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 toward 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.

Diversity Framework for Certification 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; and implement inclusive, culturally responsive teaching practices.

Professional Development Schools and School Districts (PDS)(PDS)

Schools and school districts wishing to work with PSU interns apply to the Holmes Center to be a Professional Development School or School District. Interns at the undergraduate and advanced certification are co-placed in schools by the Holmes Center and their program coordinators. The assessment and evaluation of interns is completed using a co-teaching and supervision model. Additional information can be reviewed in the Holmes Center Handbook.

Initial Teacher Certification Programs – Undergraduate Degrees

The Educator Preparation programs at Plymouth State University are approved by the New Hampshire Department of Education. The University is a member of the American Association of Colleges of Teacher Education (AACTE). Plymouth State University offers several initial teacher preparation programs at the undergraduate level:

- Art Education (K-12)
- Early Childhood Education (PreK-Grade 3)
- Elementary Education (K-6), (K-8)
- English Education (5-12)
- Mathematics Education (5-8)
- Mathematics Education (7-12)
- Music Education (K-12)
- Physical Education (K-12)
- Social Studies Education (5-12)

Details about each undergraduate program of study are available within the departmental listing of major degree requirements in this catalog.

Candidates may change from one teaching program to another. However, they must satisfy all requirements of the new program, including reapplying for teacher candidacy in the new program. Teacher candidates who return to the University after a withdrawal must do so under the requirements of the most current academic catalog.

TESOL Certification: Teacher candidates may also earn a Teaching English to Speakers of Other Languages (TESOL) certification. For more information, see the TESOL academic minor in the Department of Languages and Linguistics.

Master of Education: K-12 Education in Special Education – one-year intensive program. Students interested in obtaining General Special Education Certification may do so upon completion of their undergraduate Teacher Certification program. Applications to the one-year intensive program must be submitted to Admissions by April 15 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 by Admissions. Further information can be found on the University website or by calling Coordinator of Special Education Ann Berry at (603) 535-2913 or via e-mail at abberry@plymouth.edu

Clinical Experiences

All departmental programs require early and continual professional clinical experiences in schools, culminating in an Internship in Teaching. In order for teacher candidates to participate in clinical experiences in diverse settings that are essential for their development as teachers and required for accreditation, teacher 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.

Additional Coursework during an Internship

Enrolling in additional courses during an internship in teaching is highly discouraged; however, candidates who wish to take a course during their internship must obtain permission from the coordinator of internships and their program coordinator. Overload regulations regarding eligibility and fees apply to candidates carrying more than a total of 17 credit hours in the internship semester; see Overload Fees in the Tuition and Fees section.

Certification Programs, Educator and Specialist – Advanced Degrees

Plymouth State University offers educator certification/endorsements in the areas of secondary (5–12 or 7–12) and K–12 through the educator and specialist certification programs.

Educator certification programs require a minimum of a bachelor's degree and can be done separately or in conjunction with a master's degree. Specialist certification programs can be done separately or in conjunction with a master's degree or a Certificate of Advanced Graduate Studies (CAGS). The specialist certification endorsement, however, requires a master's degree or higher at the time of completion.

Beginning as early as the first year, teacher candidates have many opportunities to teach and learn in elementary, middle, and high school settings. This experience culminates in an intensive internship in the area of certification.

PSU's educator and specialist certification programs are approved by the New Hampshire Department of Education. The University is a member of the American Association of Colleges for Teacher Education (AACTE).

Educator and specialist certification program graduates are eligible for recommendation to become a New Hampshire Department of Education certified teacher. Since New Hampshire is a member of the Interstate Certification Compact, PSU graduates are also eligible to transfer their New Hampshire certification to most states by applying to the respective state's department of education.

Teacher candidates typically complete certification requirements over a two- or three-year period; the requirements may be completed in less time depending on previous academic preparation and the number of courses taken per term. Teacher candidates meet with assigned advisors as they enter the program and on a regular basis to review progress toward their certification requirements. A curriculum planning guide, which may consist of undergraduate as well as graduate courses, will be outlined by the advisor with the teacher candidates. Teacher candidates with degrees in areas other than education may be required to take additional courses to meet certification competencies, as described by the State of New Hampshire.

Prior to their culminating experience, students must file paperwork to initiate the Internship or Practicum process, and to confirm their placement(s). Paperwork should be submitted at least one term prior to the anticipated term of the experience. The criteria for admission and monitoring throughout the teacher candidate's certification program will focus on academic achievement and dispositions. Continual assessment of a teacher candidate's specific strengths and limitations in these areas will be used to determine continuation in, or removal from, the certification program and the readiness to enter the profession. (See the New Hampshire Department of Education regulations, Ed 604 Admission, Retention, and Evaluation Policies and Practices in Standards and Procedures for Approving Professional Preparation Programs in New Hampshire.)

Those students interested in the educator certification concentration programs not seeking a master's degree must hold at least a baccalaureate degree in order to qualify for admission. A minimum of six credits in the content area must be taken with PSU faculty members to ensure that the University is satisfied with the content area achievement. Should the student not meet the competencies as set forth by the New Hampshire Department of Education (NHDOE) they may be required to take additional coursework. All students must complete a culminating experience in New Hampshire under the supervision of PSU faculty. The specific culminating experience will be discussed in advance with the student's advisor and the Center for School Partnerships and Educator Preparation.

The culminating field experience for a single-level endorsement (5–8, 7–12) is typically one semester. The culminating field experience for K–12 certification is typically two eight-week experiences (one at the primary level and one at the secondary level).

Educator Certification Concentrations (Post-Baccalaureate)

Art Education, K–12
 Education Technology Integrator, K–12 (also dual certification option, see Library Media)
 English Education, 5–12
 General Special Education, K–12
 Health Education, K–12
 Library Media Specialist, K–12 (also dual certification option, see Library Media)
 Mathematics, 5–8 and 7–12
 Teaching English to Speakers of Other Languages (TESOL), K–12

Specialist Certification Concentrations (Post-Master's)

Curriculum Administrator, K–12
 School Counselor, K–12
 School Principal, K–12
 School Psychologist, K–12
 Special Education Administrator, K–12
 Superintendent (CAGS required), K–12

Road to Teacher Certification

Teacher certification candidates must demonstrate the knowledge, skills, and dispositions required for teacher certification. Programs continually assess teacher candidates' competencies through a series of "decision points" to determine each candidate's eligibility to continue in a program on the "Road to Certification." Students enrolled in teacher preparation programs must submit an application for candidacy by the end of their first year at Plymouth and an internship application at least one year before their internship semester.

Decision Point One: Applying for Teacher Candidacy
 Candidacy Application
 Praxis Core Academic Skills Test (or waiver)
 Two Faculty Evaluations
 Cumulative GPA of 2.50/3.00*

Decision Point Two: Applying for an Internship
 Internship Application
 Cumulative Department GPA of 2.50/2.60/2.70/3.00*

Decision Point Three: Confirming an Internship Placement
 Placement Confirmation
 Interview (if required)
 Résumé and Work Sample (if required)
 Cumulative GPA of 2.50/2.70/3.00*

Decision Point Four: Becoming Eligible for Certification
 Observation Reports
 Mid-term Evaluation
 Final Evaluations
 Internship Grade

* Details about each program's GPA requirements are available within the departmental listing of major degree requirements in this catalog. A cumulative GPA of 3.00 is required of all advanced degree educator and specialist certification programs.

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.

Candidates who complete all major degree and certification requirements are eligible for recommendation to become a New Hampshire Department of Education certified teacher. 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 must fulfill any additional requirements of the receiving state. Information regarding the Interstate Certification Contract is available at nasdtec.org.

Requirements for certification may change, subject to changes made by the New Hampshire Department of Education. Teacher candidates can find the most current New Hampshire Department of Education standards at education.nh.gov/index.htm. As they near completion of their program, teacher candidates must file a petition to graduate or a petition for certification.

This initiates the audit and certification process. Upon a successful transcript audit a graduate is recommended to the NHDOE for endorsement in their certification concentration. Once recommended, an e-mail with NHDOE certification information is sent to the student with information on how to complete the certification.

Requirements for certification may change, subject to changes made by the NHDOE. Teacher candidates can find the latest NHDOE standards at education.nh.gov/index.htm.

Praxis™ Core Academic Skills for Educators,

Foundations of Reading, and Praxis II Exam

Acceptance into a certification program requires candidates to demonstrate basic skills in reading, writing, and mathematics by passing the Praxis Core Academic Skills for Educators tests. The NH Department of Education determines the passing scores. Candidates who earned SAT scores at or above the 50th percentile may apply for a waiver from the Praxis Core exam. All candidates who seek New Hampshire certification in Art, Early Childhood Education, Elementary Education, English, Middle School Mathematics, Music, Secondary Mathematics, and Social Studies must demonstrate content knowledge through the Praxis II: Subject Assessments. Information about required exams, exam costs, testing sites, passing scores, and exemptions or waivers are available in the Center for School Partnerships and Educator Preparation or online: ets.org/praxis/nh/requirements and nh.nesinc.com.

Criminal Records Check

All teacher candidates who interact with students in public school settings through course-related field experiences are subject to New Hampshire state legislation that requires 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 clinical experience begins. The fee for this processing is the responsibility of the teacher candidate and is paid directly to the school district. Questions regarding the criminal records check should be directed to the Holmes Center for School Partnerships and Educator Preparation.

Holmes Center for School Partnerships and Educator Preparation

For more information about educator preparation, please visit the Holmes Center of School Partnerships and Educator Preparation.



UNIVERSITY 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 identifying, investigating, and bringing to a resolution all cases of violation of academic integrity. Students are urged to consider that it is the toleration of violations of academic integrity, and not the reporting of it that is dishonorable.

1. Definitions

A. What is a Violation of Academic Integrity?

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.

Examples of 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 resources; copying papers, reports, laboratory results, or computer work; quoting or paraphrasing library or Internet 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 investigation.

B. Who are Involved in Academic Integrity Cases?

1. **Complainant:** The Complainant is the individual who makes the discovery of an alleged violation and initiates proceedings as described in the list of required actions by the Complainant.
2. **Examiner:** The Examiner is a designated academic colleague (e.g., department chair, program coordinator, or Cluster coordinator) who reviews allegations with the Complainant to determine if the evidence is sufficient for taking prescribed actions.
3. **Student(s):** The student(s) is the individual(s) alleged to have violated the Academic Integrity policy.
4. **Academic Student Advocate:** The Academic Student Advocate is an independent campus resource who can advise both the Complainant and student on specific policy matters. The office of the Academic Student Advocate receives and maintains all electronic records from the beginning to the end of an inquiry.
5. **Academic Integrity Appeals Panel:** The Academic Integrity Appeals Panel is a body comprised of faculty and students. The panel hears appeals regarding findings of responsibility and sanctioning.

2. What Steps Are Taken When a Violation of Academic Integrity Is Suspected?

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

A. Required Actions by the Complainant

1. Any alleged violation of academic integrity should be examined by at least two people. In the case of a violation of academic integrity associated with a class, these people shall include the instructor (Complainant) and an Examiner. In other cases, the people shall include whoever is making the complaint and whoever is in charge of the area of complaint. 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. Any supporting evidence shall be gathered and verified as thoroughly as possible. 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 allegations can be justly made and are supportable. The examination shall proceed as quickly as possible and should be completed within seven days.

3. If the Complainant and Examiner determine through the review of evidence that the alleged behavior is not a violation of the Academic Integrity Policy, no further actions are taken.
4. If the Complainant and Examiner determine through the review of evidence that the alleged behavior violates the Academic Integrity Policy, the student, or students, shall meet with the Complainant and be made aware of any accusations and be given a copy of this policy. This shall be done in a nonthreatening manner. The student shall be provided with the evidence and given the chance to respond to the allegation. The Complainant must inform the student that she/he may consult with the academic student advocate before any further actions are taken. The academic student advocate is an independent resource who can assist the student with policy questions and who will review findings and outcomes to assure fairness and consistency in application of the Academic Integrity Policy.
5. The Complainant must file an online Academic Integrity reporting form with the office of the academic student advocate. The form describes the allegation, confirms that an Examiner has reviewed the evidence, reports all evidence pertaining to the allegation, and recommends sanctions (see Sanctions Options below).
6. After presenting the allegation to the student the Complainant shall, within seven days, arrange a resolution meeting with the student. The purpose of the resolution meeting is to discuss sanctions for the academic integrity violation. If the student accepts responsibility for violating the policy and accepts the Complainant's proposed sanctions, the matter is resolved, pending final independent review by the Academic Student Advocate. If the student does not agree with the Complainant's allegation or does not agree with the proposed sanctions, the student may request an independent appeal hearing before an Academic Integrity Appeals Panel. If the student fails to communicate with the Complainant and/or attend the resolution meeting, the case will be decided per the judgment of the Complainant's and Examiner's review of evidence.

B. Required Actions by the Student

1. Honor any requests by the Complainant for evidence 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 and review the Academic Integrity Policy. The student is encouraged to contact the Academic Student Advocate with any questions regarding the policy. The Academic Student Advocate will advise the student of their rights and responsibilities and provide guidance for further actions. If requested, the Academic Student Advocate will accompany the student to any subsequent meeting(s).
4. Respond to requests from the Complainant to schedule and attend an Academic Integrity resolution meeting.

C. Academic Integrity Resolution Meeting Outcomes

There are three possible outcomes from the resolution meeting between the Complainant and the student:

1. A determination of an unintentional violation is made. This may be the outcome wherein it is determined that the alleged violation resulted from poor academic practice resulting from a lack of sufficient knowledge/training. In such cases the student and Complainant 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.
2. A judgment of an intentional violation of the Academic Integrity Policy is sustained. Based on the evidence, the Complainant will recommend a sanction (see Sanction Options below). If the student accepts responsibility for this outcome and the recommended sanction, the matter is officially resolved pending independent review by the Academic Student Advocate.
3. A judgment of an intentional violation of the Academic Integrity Policy is sustained, but the student disagrees with the finding and/or recommended sanction. In such cases, a student may ask for an appeal hearing before an independent Academic Integrity Panel.

D. Role of the Academic Student Advocate

All cases are reviewed for consistency in sanctioning by the Academic Student Advocate. If the ASA determines that the outcome of a case is consistent with past outcomes for violations of a similar nature, no further action is taken and the matter is officially resolved. If the ASA determines that an outcome deviates significantly from past outcomes for violations of a similar nature, the ASA will work with the Complainant to resolve the discrepancy. If the ASA and Complainant are unable to resolve the discrepancy, the case will automatically be referred to the Academic Integrity Appeals Panel.

3. Academic Integrity Appeals Panel

A. Composition of the Academic Integrity Appeals Panel

The Office of the Academic Student Advocate will convene the Academic Integrity Appeals Panel. The Academic Integrity Appeals Panel will consist of:

- A designated chair who shall be a faculty member recruited from the membership of the Academic Affairs Committee.
- Two PSU faculty members recruited from a faculty pool.
- Two student members.

B. What Happens At an Academic Integrity Appeals Panel Hearing?

1. At the student's request, a hearing before an independent Academic Integrity Panel will be scheduled within seven days of the resolution meeting described above. The appeal may be directed at the Complainant's allegation, the recommended sanction, or both. The Complainant, student, panel members, and witnesses shall be notified of the hearing date. The Complainant and student are required to attend the hearing.
2. The student should continue to attend the course until a decision

is rendered at the appeal hearing.

3. The student may consult with the Academic Student Advocate regarding the appeal and may request the presence of the Academic Student Advocate at the appeal hearing.
4. The panel will hear the statements of the Complainant, student, and witnesses. Based on those statements and the evidence behind the allegation, the panel will decide on the merit of the appeal.
5. If the appeal is denied, the student must comply with all requirements of the original finding and sanction as determined by the Complainant.
6. If the appeal is granted, the panel may rescind a finding of responsibility for a violation or may impose a different sanction.

4. Sanctions

A. Determining an Appropriate Sanction

The appropriateness of a sanction should, using the Complainant's best professional judgment, reflect the severity and extent of the violation. Complainants are expected to exercise fairness and consistency in determining sanctions. The Complainant may consult with the Academic Student Advocate to seek guidance about sanctions, but nonetheless should consider the following questions in making a decision:

1. Does the violation entail a minor portion or a significant portion of an assessment?
2. Does the violation reflect carelessness/lack of knowledge or does it reflect a calculated and deliberate attempt to gain an unfair advantage?
3. Does the violation involve any external constituencies?
4. Does the violation entail any behaviors that would warrant investigation by other campus offices (e.g., Student Conduct Office, University Police—if a violation of academic integrity involves damage to University property or otherwise violates the law, legal or disciplinary action may also be taken)?

All findings of responsibility will result in a record of violation. Additional sanctions beyond that are classified as Level 1 or Level 2. In most cases when students are found to be responsible for violating the Academic Integrity Policy, whether by admission or by evidence examined by the Complainant, and where the incident occurs in connection with a specific course, the Complainant shall impose one of the following Level 1 sanctions:

- Resubmission of an assessment with no grade penalty
- Resubmission of an assessment with a grade reduction penalty
- Lowered grade or grade of failure for an assessment
- Record of violation only (In cases where 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. A record of conviction is a serious consequence of a first offense.)

If the Complainant judges an intentional violation to be egregious (e.g., extensive plagiarism; falsification of research data; forgery of a supervisor's signature), a recommendation for imposing a Level 2 sanction may be offered. A recommendation for imposing a Level 2 sanction will automatically require that the Complainant and student appear before the Academic Integrity Appeals Panel, which will determine the sanction.

Level 2 sanctions are:

- Failure for the course
- Suspension from PSU for a semester or for one academic year
- Expulsion from PSU

B. Second Offense

Upon receiving an Academic Integrity Incident Report Form, the Academic Student Advocate will review prior records to determine if the violation is a first, second, or third offense. If it is determined that a violation is a second offense, the matter is automatically brought for consideration to the provost and vice president for academic affairs, or designee, who will determine a sanction. The second conviction for violating academic integrity will normally result either in suspension from PSU for one semester or for one academic year, or expulsion. Also, if the second offense occurs within a particular course, an F will be posted on the transcript as the final grade for that course.

C. Third Offense

A third violation of the Academic Integrity Policy will result in an automatic and immediate expulsion from Plymouth State University. A student will be withdrawn from all courses.

5. Records

If the student has a formal resolution meeting with a Complainant and is found not responsible for an academic integrity violation, no official records shall be kept. Whenever students have been found in violation of the Academic Integrity Policy, a record of the conviction shall be retained permanently by the Office of the Academic Student Advocate. The Academic Student Advocate, 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 Academic Student Advocate 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 appropriate academic affairs administrator 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 finding.

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 students 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:

- 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;
- 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;
- 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 the Campus Accessibility Services Office (CAS) 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 academic student advocate 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 academic affairs officer.

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 academic student advocate, 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 academic student advocate is not satisfied with the proceedings, the academic student advocate 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 myPlymouth 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 registrar 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 registrar.

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.

**Concerning student-athletes: It has been determined, via the need-to-know element within FERPA, that the athletic events and compliance coordinator can receive information regarding all conduct matters involving student-athletes.*

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:

- Student name
- Awards/honors (e.g. Latin Honors, President's List, Dean's List, Honors List)
- Dates of attendance and/or semesters attended
- Class standing (e.g. first year, senior, admitted to master's program)
- Dates of degrees and certificates conferred
- Enrollment status (full-time, part-time)
- Hometown
- Physical factors (athletes only)
- 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)
- PSU mail box number
- PSU email address (internal use only)
- Birthdate (internal use only)

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, conduct 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 where 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 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 conduct outcome to victims of a crime of violence violation.
- Information that can be released to the public as explained in the student conduct section of the 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 a 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 Office of the Dean of Students.

- 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 record in person he/she may request a copy of a particular record, excluding tapes of hearings, and may be charged the reproduction cost 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 received 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 in order to continue to seek amendment of the record. If the request is still denied, the student may request an appeal through the Office of Academic Affairs.
- The student will receive a written decision as to whether or not

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 entailed 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 Office of the Dean of Students by the tenth day of class in a semester (or between the first and fifth day of class in a summer session).
- The nondisclosure 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 nondisclosure 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.

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

***FERPA Annual Notice to Reflect Possible Federal and State Data Collection and Use**

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records—including your Social Security Number, grades, or other private information—may be accessed without your consent.

First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution.

Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities.

In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and student records systems.

Statement of Student Responsibility

The student is responsible for reading and adhering to academic policies and regulations in University publications, University documents and program materials. The student is also responsible for ensuring that his/her contact and biographical information is accurate.

Email and Electronic Signatures

Plymouth State University (PSU) maintains email accounts for all students. The University uses this email account as an official means of communication with students. University staff, faculty and departments will communicate to students directly through PSU email and in many instances will consider this email correspondence as the student's signature. Faculty may communicate to an entire class of students in the same email and may expect students to reply in kind. Students are responsible for maintaining their University email account so that it is open for new mail and are expected to read their PSU email regularly and respond appropriately. If students choose to forward their PSU email to another email provider, they are still responsible for receiving all University communications.

Academic Calendar

Plymouth State University offers two full-length semesters: the fall semester (August through December) and the spring semester (January through May). Multiple sessions are held within the semesters. Between these semesters is a term known as early spring offered for undergraduate students. Early spring allows undergraduate students to accelerate their programs, take courses missed during the regular sequence, or catch up in terms of academic progress. Courses offered in early spring run on condensed schedules to provide approximately the same number of classroom hours as when these same courses run during the fall and spring semesters. During early spring 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 support from the academic student advocate. Any student requesting more than six credits must secure support from the academic student advocate and approval by an academic affairs officer.

Summer sessions are also offered. Full courses running on variable schedules are available in these summer sessions. A variety of courses are offered, which can accelerate students' academic progress. During summer sessions students may enroll for nine credits. Any student requesting more than nine credits must secure support from the academic student advocate and approval by an academic affairs officer.

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.

Instructors outline attendance policies and explain the effect multiple

absences have on final grades—whether or not unexcused absences will be used in computing grades—in the course syllabus. Course syllabi are distributed during the first class meeting, posted online, or can be requested from the instructor in advance. In classes that use online classroom management software (such as Moodle), online student activity is recorded and may be used to determine participation. Instructors maintain records to show the attendance policy is being followed.

Students are urged to recognize the importance of participation in class activities and to be aware that grades may be affected by absences or lack of participation during online coursework. Instructors shall determine the class attendance policies 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 coursework 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 Registrar's Office. The Registrar's Office will send absence notices to a student's instructors, but such notices are for information purposes only and do not serve as documentation or approval for excused absences.

Additional Attendance Considerations and First Day Drop/Non-Participation

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 meeting of each course and do not notify the instructor before the class meeting that they will be absent, may be dropped from the course by the instructor. For online classes, students who have not logged in to the course within a week of the start date and have not notified the instructor of a delay in their participation may be dropped from the course by the instructor. In both instances, the student's place in the class 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.

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 director of educator preparation.

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
Online: 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

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

6.0 credits or more	Full-time
3.0 to 5.5 credits	At least half-time
Fewer than 3.0 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.

Class Cancellation

Notifications of University-wide cancellations due to inclement weather are advertised on WMUR-TV Channel 9, and the PSU website at plymouth.edu. Call the PSU Storm Line (603) 535-3535 for the latest updates on weather-related issues or register for PSU Alerts through myPlymouth. Individual class cancellations are determined by faculty. In the event of an individual class cancellation, students will be notified through their PSU e-mail address. It is important for students to check their PSU e-mail for these and other important University announcements.

Course charges, fees, and academic regulations are subject to change without advance notice. PSU reserves the right to cancel, postpone, or combine class sections, and to limit registrations or change instructors. Students in cancelled classes will be notified so they may enroll in an alternative class or receive a refund.

Please note: All room assignments and course offerings, dates, and times are subject to change. New classes are added on a regular basis. Please visit the website at plymouth.edu for the latest updates.

Leave of Absence and Return Policy

Undergraduate 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; early spring and summer sessions are not considered to be a part of a student's regular continuous enrollment.

Graduate students matriculated in a degree program that requires continuous enrollment may interrupt their enrollment by requesting a leave of absence (LOA).

An LOA is appropriate if the student intends to return to the University following a temporary absence where compelling, extenuating circumstances arise. Examples of such circumstances include medical issues, military service, and family emergencies. Eligible students who apply for and are granted an LOA retain their Plymouth e-mail account, access to myPlymouth, and the ability to register online, as they are expected to return to active student status immediately.

following the expiration of the leave. No readmission application or fees are required if the student re-enrolls in the appropriate enrollment term that immediately follows the expiration of the leave. 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.

Eligibility for a Leave of Absence

To be eligible for an LOA 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.
6. Foreign visa students are not eligible.

Additional Conditions for a Leave of Absence

1. Students have the right to request an LOA 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 LOA 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. If readmitted, students may be required to follow updated program requirements.
4. Students are not eligible to receive financial aid payments from the University during the LOA period.
5. Students may not live in on-campus residential facilities, attend classes, or seek/maintain University-sponsored employment during an LOA. Students may not enroll in early spring or summer sessions if those alternative sessions fall within the time period of the requested LOA.
6. Students are responsible for understanding all implications of an LOA, including but not limited to the following:
 - Potential loss of financial aid
 - Potential loan repayment
 - Potential loss of health insurance coverage
 - Students granted an LOA will not be penalized with regard to their time-to-degree requirement.
 - An LOA will not be granted for the initial semester of program enrollment.

Process for Requesting a Leave of Absence

To request a leave of absence (LOA), a student must fill out a Plymouth State University request for Leave of Absence form available on the Registrar's Office website, campus.plymouth.edu/registrar. Upon completion, the form must be returned to the office of the academic student advocate (Frost House).

Prior to seeking an LOA, students are encouraged to review the Financial Aid section to review implications and federal loan repayment guidelines.

Returning from a Leave of Absence

A student returning from a leave of absence is automatically reactivated for matriculation by the registrar, effective with the subsequent fall or spring semester following the leave.

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. 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/designee; Student Request forms are available on the Registrar's Office website, campus.plymouth.edu/registrar.

Undergraduate Students have the personal responsibility for making sure that, by graduation time, they meet the following requirements for degree completion:

- 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)
- earn the grade point average required in the minor if a minor has been declared (minimum of 2.00); the pre-law minor requires a 3.00 grade point average.
- 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 or EN1400), any other courses elected beyond the required minimum number from an identified group, plus any others in the central discipline which are elected.

Graduate Students

Graduate students typically complete a degree program in one to three years; six years is the maximum time to complete a degree. A minimum cumulative GPA of 3.0 or higher is required for degree conferral.

Certification candidates must submit an Application for Teacher Certification/Specialist Credential form. Educator and specialist certification candidates can apply for completion at any time, as these certifications and endorsements can be awarded or endorsed outside of the official degree conferral dates listed previously.

Specialist certification can also be awarded at any time as long as the candidate already holds a master's degree. Students seeking specialist certification along with a master's degree will have their certification endorsed at the same time their master's degree is conferred.

Course Substitution Policy for Students needing Accessibility Services

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 Campus Accessibility Services office (CAS), located in the Center for Student Success, to review.
2. The student shall schedule an appointment with the CAS to discuss or verify the documentation of the disability.
3. The student shall submit a student request form to the Registrar's Office 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 CAS and the chair/designee of the student's major department.

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.

Alternative Testing Arrangements for Students Needing Accessibility Services

Students with documented disabilities who require alternative testing arrangements should contact Campus Accessibility Services (CAS) 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 CAS. 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 CAS located in the Student Success Center to determine whether they are eligible for such accommodations. Academic accommodations will only be considered for students who have registered with CAS. If the student has a Letter of Academic Accommodation for a course from CAS, the student should provide the instructor with that information privately so that the student and the instructor can review those accommodations.

Graduation Applications, Audits, and Commencement

Please Note: There is a distinction between having your degree awarded and participating in the Commencement ceremony. The degree is awarded and the student receives a diploma only after the Registrar's office has certified successful completion of all degree and institutional requirements. Participating in the Commencement Ceremony is the act of honoring and celebrating academic achievement. The Commencement ceremony is held once a year in May.

Plymouth State University awards degrees five times per year: January, May, June (graduate students only), August, and December. After all degree and institutional requirements have been satisfied, a final audit will be conducted and the degree will be awarded at the next available date. Conferral dates coincide with the last date of the term except for June, which will be June 30.

Students who are completing their degrees need to file a Graduation Application. The deadlines for submitting the Graduation Application are:

Students completing their degree in:	Submit their Graduation Application no later than: <i>*Graduation Applications received after the deadline will incur a \$50 late fee.</i>
January	October 31
May	February 8 (also deadline for May 2019 Commencement Participation)
June (graduate students only)	March 31
August	May 31
December	September 30

Previous degree audits for readmitted students are no longer valid; a new audit will be conducted when a student files a new Graduation Application. The official degree audit of a student who does not graduate expires when that student's catalog expires. The academic student advocate, the registrar, and the chair/designee of the major department will consider appeals for exception to this policy.

Undergraduate Student Graduation Honors

Bachelor's 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 degree recipients who have maintained a cumulative average of 3.50 through 3.74 are graduated magna cum laude. Bachelor's degree recipients who have maintained a cumulative average of 3.25 through 3.49 are graduated cum laude. Degree candidates must have earned at least 45 credits at Plymouth State University to be eligible for graduation honors. Recognition is noted on the student's diploma and permanent record. Honors listed in the Commencement program and announced at the ceremony will be based on a student's grade point average (GPA) at the end of January of the commencement year.

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) undergraduate students with at least 105 credits earned as of February 8th of the spring preceding the baccalaureate commencement ceremony are eligible to walk.

These students must file a Graduation Application by February 8th indicating whether they wish to participate in the ceremony. Undergraduate students with less than 105 credits earned as of February 8th who wish to participate in the ceremony may appeal by filing a Graduation Application and submitting a dated letter or email to the Registrar no later than February 22nd. Appeals are reviewed on a first-come, first-served basis. Approval of appeals is based on event capacity.

All active matriculated (degree-seeking) graduate students must file a Graduation Application by February 8th indicating whether they wish to participate in the ceremony.

Graduating students can visit plymouth.edu/commencement to access Commencement ceremony information.

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 Grading System sections.

Transcripts cannot be faxed; official paper transcripts are sealed and stamped "Official Transcript-Void If Opened." A certified PDF option is available; please see the Registrar's Office website, campus.plymouth.edu/registrar for details. If current students or alumni merely wish to see their transcript for their own purposes, they may print an unofficial copy at any time using myPlymouth.

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

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. Students being readmitted into the following programs must follow the catalog that is current at the time of their readmission:

- BS Nursing
- BS Social Work
- all programs leading to Teacher Certification.

Readmitted students in programs other than BS Nursing, BS Social Work, or Teacher Certification 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.

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 nongraduated students are kept for seven years; transcripts are always available.

Classifications of Students

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

Matriculated Students

Matriculated students are classified as either part-time or full-time depending on the number of credits in which they are enrolled.

- Full-time undergraduate matriculated students are those who are enrolled in 12 or more credits in any given semester.
- Full-time graduate matriculated students are those who are enrolled in 6 or more credits in any given semester.
- Part-time undergraduate matriculated students are those who have enrolled in 11.5 credits or fewer in any given semester.
- Part-time graduate matriculated students are those who are enrolled in 5.5 credits or fewer in any given semester.

Full-time undergraduate matriculated students who wish to change to part-time status must request a change of status in writing to the registrar. This request must be made by the end of the add period

in the semester in which the change is to be effective. 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.

Part-time undergraduate matriculated students who wish to change to full-time status must request a change in status in writing to the registrar. This request must be made by the end of the add period in the semester in which the change is to be effective. 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.

All matriculated undergraduate students 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 who have been withdrawn but wish to return to a degree program must contact the Office of Admission to apply for readmission.

Continuing Education

Continuing education provides opportunities for students who are taking credit-bearing courses but have not been formally admitted to PSU. Continuing education undergraduate students may take a maximum of 11.5 credits per semester. Graduate students may take a maximum of 12 credits before being admitted to a program. Students who are at PSU taking courses for the purposes of lifelong education or professional development only will have no limit on the total number of credits taken overall unless specified by the program.

Undergraduate 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.

Registration

Matriculated Students

After having had an introduction to Plymouth State University's degree programs and registration procedures via Moodle, new matriculated undergraduate students register for courses through the New Student Orientation program.

New graduate students work with their academic advisor to select courses and register via myPlymouth.

Currently enrolled and matriculated students register for fall classes via myPlymouth the previous April and for spring classes the previous November. Students should consult their catalog and Degree Works (available on myPlymouth) as they begin to plan their schedule.

Undergraduate 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 codes (PINS) are available from their advisor. During the two weeks before registration, students should consult with their advisor and obtain their PIN. Students may then register for classes on the web based on their time until the end of the add/drop period.

Graduate students can register as soon as registration opens and in no particular order; no web reg codes (PINS) are needed.

Additional information on the Schedule of Classes, deadlines, and other important registration information is on the Registrar's Office website, campus.plymouth.edu/registrar.

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.

Undergraduate Seniors Registering for Graduate Work

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, and the department chair or designee is required prior to course registration, using a Student Request Form; these forms are available on the Registrar's Office website, campus.plymouth.edu/registrar.

Non-Matriculated Students

Undergraduate non-matriculated students (continuing education) must be aware that successful completion of coursework does not guarantee acceptance to a degree program, and coursework may not be applicable to a particular program. Non-matriculated students can register starting with the third week after registration opens.

Graduate non-matriculated students (those who have not been admitted to a program) must be aware that successful completion of coursework does not guarantee acceptance to a graduate program, and coursework may not be applicable to a particular program. Doctoral coursework is not permitted for non-matriculated students. Students who have not been admitted into a graduate degree program may take up to 12 graduate credits. Additional coursework cannot be pursued until admission has been granted or the student has declared pursuit of professional development only. Students must notify the Registrar's Office of their intent and check individual programs for requirements and restrictions.

Non-matriculated students are not eligible to enroll in independent study or individual enrollment courses.

Course Adds, Drops, and Withdrawals

It is the student's responsibility to initiate the add, drop, or withdrawal process. Course changes are not official until processed by the Registrar's Office or accepted in our online registration system. All paper forms must be filled in completely, include the student's signature to be processed and be submitted by the indicated deadline in order to be eligible for the specific add, drop, or withdrawal. Forms are available on the Registrar's Office website, campus.plymouth.edu/registrar, and can be faxed, mailed, or delivered in person to the Registrar's Office. For complete details of the add/drop/withdrawal schedule, see Session Dates and Deadlines on the calendars found on the Registrar's Office website, campus.plymouth.edu/registrar

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.

Course Add/Drop

Attendance in a class does not constitute an official add. Failure to attend class, complete coursework, notify the instructor, or make complete payment does not constitute an official drop or withdrawal. 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. All adds/drops take place via myPlymouth.

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. Forms are available on the Registrar's Office website, campus.plymouth.edu/registrar.

Course Withdrawal

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 tenth 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 tenth Friday after the first day

of classes until the fourteenth Friday after the first day of classes. Students must submit the course withdrawal form to the Registrar's office. Courses withdrawn will remain on the academic transcript with a withdrawn code of W for the grade. Grades of W do not impact grade point average but may impact federal financial aid eligibility as measured by the Standards of Satisfactory Academic Progress Policy. See Financial Aid section for details.

Late Course Withdrawal

After the appropriate withdrawal period has ended, students may appeal for withdrawal from a course only under extenuating circumstance such as, but not limited to, the following:

- documented learning disability for which evidence has been produced after the withdrawal period has ended
- documented medical circumstances arising after the withdrawal period has ended
- care of family during an emergency arising after the withdrawal period has ended
- military duty, where activation has occurred after the withdrawal period has ended
- jury duty
- transfer credit, which is verified only after the withdrawal period has ended

The appeal should be presented to the academic student advocate with a course withdrawal form, and must include a letter explaining the extenuating circumstances and any requested documentation. Forms are available on the Registrar's Office website, campus.plymouth.edu/registrar

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. Students wishing to change a graded course to audit must complete the transaction with the Registrar's Office before the end of the appropriate course add period (see Registration form). Forms are available on the Registrar's Office website, campus.plymouth.edu/registrar.

For an undergraduate student, if an audit course causes an overload or if a course is taken for audit during early spring 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.

For a graduate student, full fees and half tuition are charged for auditing a class, with some exceptions determined by the offering department. Permission of the instructor is required for all course audits. A status of audit must be clearly indicated on the course registration form for accurate processing. Auditing is not permitted in MBA, CAGS, or doctoral-level courses.

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

Undergraduate students are allowed to retake any course in which they earned a grade of C- or below. Graduate students are allowed to retake any course. Before repeating any course, students are encouraged to speak with a financial aid representative.

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.

This policy does not apply to courses that are repeatable, such as independent studies or special topics offerings.

Withdrawal/Inactivity from the University, Readmission, Reactivation

Prior to leaving, students must inform the academic student advocate of their intention to withdraw from the University; a withdrawal survey and a PSU withdrawal form must be completed. A completed withdrawal form should be returned to the academic student advocate, located in Frost House. To access the survey and form please see the PSU withdrawal form available on the Registrar's Office website, campus.plymouth.edu/registrar.

Withdrawing from the University prior to the beginning of the undergraduate 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 Admissions. Students who wish to be readmitted into the BS Nursing or BS Social Work majors or 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 due to inactivity, and who wish to complete their degree program without taking further classwork at PSU, should contact the degree auditor in the Registrar's Office to be reactivated for graduation. The auditor will request a Graduation Application, available on the Registrar's Office website, campus.plymouth.edu/registrar, but students will not be placed on the graduation file until the Graduation Application 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 coursework at PSU must apply for readmission through the Office of Admissions.

Inactivity

Undergraduate students who do not re-enroll in the next regular semester (summer and early spring are not included) will be considered inactive. 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 Admissions.

Graduate students who do not take at least one course during any two-year period will be considered inactive. Students may reapply to a graduate program. If admitted, students will follow the current catalog year requirements.

Inactive students will be withdrawn from the University and will lose access to PSU services provided to enrolled students.

Satisfactory Progress Standards for Student Athletes

Plymouth State University places a high priority on our student athletes making satisfactory progress toward the completion of their degrees. Our goal is that involvement in athletics helps ensure that students are on track to graduate. In support of this goal, the Athletics Department has established specific practices. Students should contact the compliance officer in the Athletics Department for complete details.

UNDERGRADUATE ACADEMIC POLICIES

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 DSST examinations (see Appendix). AP exams are typically taken by juniors and seniors in high school. CLEP and DSST 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 Admissions Office, will determine whether credit and/or placement in advanced courses is to be granted. Scores on CLEP and DSST 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 registrar's office via an Institutional Credit-by-Examination form found on the Registrar's Office website at campus.plymouth.edu/registrar. 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 on the Registrar's Office website, campus.plymouth.edu/registrar. Completing the form involves receiving approval of the professor and appropriate department chair/designee. Once all signatures have been obtained, the student must submit this form 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 on the Registrar's Office website, campus.plymouth.edu/registrar. Completing the form involves procuring the approval of the professor and appropriate department chair/designee. Once all signatures have been obtained, the student must submit this form 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 early spring and summer an individual enrollment comprises part of a faculty member's teaching load.

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

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.

Overload Credit

Full-time students taking more than 17 credits during a fall or spring semester are considered in overload status. 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, available on the Registrar's Office website at campus.plymouth.edu/registrar. 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, support from the academic student advocate, and approval by an academic affairs officer.

During early spring 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 support from the academic student advocate. Any student requesting more than six credits must secure support from the academic student advocate and approval by an academic affairs officer. During summer sessions students may enroll for nine credits. Any student requesting more than nine credits must secure support from the academic student advocate and approval by an academic affairs officer. Forms are available on the Registrar's Office website, campus.plymouth.edu/registrar.

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 where the P is noted as equivalent to a minimum of a C on the institution's transcript). A grade of C- or CD is not equivalent to a C. Credit recommendations made by the American Council on Education for CLEP, DSST, and 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 unless 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/designee.

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.

Current students must submit a Transfer Credit Request form to have courses evaluated by PSU prior to taking them. A copy of the catalog course description must accompany the Request form; a course syllabus may be necessary. The department sponsoring the major determines the applicability of transfer credits to a student's major. Forms are available on the Registrar's Office website, campus.plymouth.edu/registrar.

All veterans applying for admission to Plymouth State University should indicate their veteran status on their application. To ensure full consideration of transfer credits, veterans must request that an official copy of their Joint Services Transcript (JST <https://jst.doded.mil/smart/signIn.do>) and/or a transcript from the Community College of the Air Force be sent to the Office of Admissions at Plymouth State. In rare cases, a veteran may be asked to supply a copy of their DD214.

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 on the Registrar's Office website, campus.plymouth.edu/registrar. An IC is not a permanent grade; the Incomplete must be completed by the final day of classes of the subsequent semester (fall and early spring 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 registrar. 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.

Early Evaluation

All students 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.

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 early spring 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 apply for 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 must 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 apply for 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 academic student advocate.

First Academic Severance

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

The cumulative GPA is in the academic probation range for the third consecutive regular semester, or
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 Registrar's Office. Students may also enroll in a maximum of four credits during an early spring 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.

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. Reinstated students who choose to withdraw from the University may return as matriculated students only through the readmission process described below.

Readmission. A student who was severed following two or more semesters of enrollment is required first to raise the cumulative GPA out of the severance range. During the mandatory semester (fall or spring) of non-matriculated status students may enroll for a

maximum of eight credits through the Registrar's Office. Students may also enroll in a maximum of four credits during an early spring 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 Registrar's 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 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 four educational options at Plymouth State University:

1. Students may take courses as a non-degree-seeking, part-time student for the purpose of lifelong education.
2. Students may take courses as a non-degree-seeking, part-time student in order to repair their cumulative GPA and to demonstrate their commitment to earning an undergraduate degree from Plymouth State University. If, through self-advised selective repeats of courses and the taking of new courses, they raise their cumulative GPA to 2.00 or above, they may, no sooner than two academic years following the second severance, apply for readmission to a degree program. If readmitted, they will be placed on Academic Probation for the next regular semester. If, during these two years, they raise their cumulative GPA to 2.00 and complete all graduation requirements they may file an undergraduate Graduation Application with the Registrar's Office for graduation.
3. Students may take courses as a non-degree-seeking, part-time student in order to repair their cumulative GPA and to demonstrate their commitment to earning an undergraduate

degree from Plymouth State University. If, through self-advised selective repeats of courses and the taking of new courses, they raise their cumulative GPA to 2.00 or above and wish to be readmitted sooner than two academic years, they may appeal, in writing, to the academic student advocate for readmission to a degree program. The academic student advocate, in consultation with the senior staff member of the undergraduate advising center and a voting member of the Academic Affairs Committee, will make a final ruling on the appeal. If readmitted, they will be placed on academic probation for the next regular semester. If their appeal is denied, they 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.

4. Without having raised the GPA to 2.00, students 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.
 - a. If students choose Academic Bankruptcy, all grades that are more than seven years old will be removed from the calculation of their cumulative GPA and the calculation of their cumulative GPA will begin anew. Students will be placed on Academic Probation for the first regular semester following readmission.
 - b. If students choose to repair their existing GPA, they will have up to two semesters on Academic Probation in which to achieve a 2.00 cumulative GPA. In order to avoid a third severance, students must earn a minimum semester GPA of 2.00 for the first probationary semester and must have raised their cumulative GPA to 2.00 or above by the end of the second probationary semester.

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 early spring 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, early spring, 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.

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 fourth 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.

According to the US Department of Veterans Affairs, students who are receiving veterans' benefits and who have not declared an academic major, cannot be certified beyond their sophomore year, unless a major is declared. Only "General Education" courses can be certified prior to the declaration of a major. [2018 VA School Certifying Official Handbook]

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/ designee 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 on the Registrar's Office website, campus.plymouth.edu/registrar. 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 or academic certificate, the student needs to file an Academic Minor/Certificate Declaration form. This form requires the signatures of the student's advisor and an appropriate representative of the department or council offering the minor or certificate. Completed forms are returned to the Registrar's Office.

To drop an academic minor or option or certificate, students should submit to the registrar's office a Request to Remove an Academic Minor or Option form. Forms are available on the Registrar's Office website, campus.plymouth.edu/registrar.

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's degree from Plymouth State University may apply for readmission for the purpose of retroactively adding a major, option, or minor to that degree. The academic student advocate 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 seeking 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 diploma will be issued only if the second major requires the completion of 30 or more additional credits.

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. Students seeking a second bachelor degree 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.

GRADUATE ACADEMIC POLICIES

Program Curriculum Requirements

Upon acceptance into a graduate program, students will be e-mailed a letter of acceptance indicating the program to which they have been accepted; their advisor and the advisor's contact information; and the curriculum planning guide outlining the course of study that the student needs to complete to meet graduation requirements. Students are required to notify Admissions of their acceptance and their anticipated start term. The student's acceptance indicates the student's plan to enter the program designated in the acceptance letter, the student's agreement to follow the curriculum planning guide enclosed with the letter (aligned with the most current catalog), and the student's agreement to follow through with the required initial advising meeting.

All admitted students are required to meet with their advisor in their first term of study. Advising meetings are available in person, online, and by phone. Some programs require students to meet with their advisors before beginning their first course and this requirement will be indicated in the acceptance letter. Admitted graduate students have an obligation to show progress toward earning a degree and the student's curriculum must be completed within the original six-year program period. Students who do not complete requirements within six years of admission must petition their academic department using the Student Request form to request a waiver of the six-year time limit. Student Request forms are available on the Registrar's Office website, campus.plymouth.edu/registrar. If the waiver is granted, students will be required to complete the program requirements outlined in the most recent curriculum planning guide and academic catalog, which may result in additional course or fieldwork requirements. The required curriculum planning guide will be included with the notification letter granting an extension of time to graduation. Students requesting such a waiver must meet with their advisor to review program changes and any additional requirements. Students being granted a waiver will need to submit an Academic Program or Catalog Change Form so their program reflects the current program requirements.

Changing Programs

Students who want to change programs must notify their advisor and submit a request to change programs using the Academic Program or Catalog Change form. Forms are available on the Registrar's Office website, campus.plymouth.edu/registrar. Students will be advised of any additional admission requirements and once these requirements have been completed the student will be notified of an admission decision, issued a current curriculum planning guide, and notified of any required advising meetings. The University reserves the right to add, change, or delete curricular offerings.

- 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.

Academic Bankruptcy

An undergraduate student who is seeking readmission to the University may choose to have all Plymouth State University coursework 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 academic student advocate at the time of re-enrollment and can be claimed no more than once in a student's career at the University.

Graduate Course Scheduling

All courses at PSU are identified by a discipline code and a four-digit course number. Graduate courses are identified by a number 5000 or above, (e.g., ED 5030). Mathematics courses numbered MG 3XXX or MG 4XXX may be taken for graduate credit.

The structure allows students to register for multiple courses in a year. The majority of graduate courses are scheduled during evenings, weekends, weeklong institutes, or online. Some degree programs, such as counseling and athletic training, and educator certification options, have specific residency and undergraduate course requirements unique to these areas of study.

Course offerings are posted online in myPlymouth or on the Registrar's Office website, campus.plymouth.edu/registrar prior to the semester start date.

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 below. Alternately, students may earn credit through independent study or individual enrollment.

Independent Study

An independent study is a special, individualized project. The study must cover material not found in regularly offered courses. It requires a contract between the student and instructor specifying the project to be accomplished. Independent Study forms are available on the Registrar's Office website, campus.plymouth.edu/registrar. The completed Independent Study form must be submitted with the signed registration form. Independent studies are only available to admitted graduate students.

Individual Enrollment

If extenuating circumstances exist, students may be permitted to register for an individual enrollment. This option only applies to required courses on the student's curriculum planning guide. To register, an application for individual enrollment (on the Registrar's Office website, campus.plymouth.edu/registrar) must be completed and submitted with the registration form.

Transfer Credits

Grades for transfer courses must be a B or higher and appropriate to the program attempted at PSU. Only credits may be transferred, not grades, therefore, the grade for transfer courses does not count toward the required 3.0 grade point average for program completion. Generally, up to nine graduate-level credits from other regionally accredited institutions may be accepted in degree or certification programs, but not certificate programs. Courses cannot be transferred for credit if used in earning another degree. MBA, MS in Accounting, and EdD students should refer to the transfer credit policy in the respective catalog sections for more information.

An official transcript must be on file before credits can be considered for transfer to a PSU program. Course descriptions or course outlines or both may be requested in order to determine credit consideration.

Students should be aware that decisions about acceptance of credit in transfer are up to the receiving institution.

Grading System

All graduate students must maintain at least a 3.0 (B) grade point average. The graduate grade range is A through C– and F. There are no D grades as C– is the lowest passing grade in graduate classes.

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 PSU courses. Grade point average is calculated on a term and a cumulative basis that takes into account all grades earned by a student during their academic career at PSU, including those earned prior to starting coursework toward a degree or certification program.

Grade Point Average

The following grade point system is used to determine grade point average:

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

Administrative Failure

An Administrative Failure (AF) notation is placed on a student's transcript when an instructor does not have sufficient information to assign a letter grade in a graded course. Frequently, administrative failure stems from failure to formally drop a course. An AF counts as an F grade in grade point average calculation and is not a reason for a course withdrawal.

Incompletes

An instructor may decide to enter a grade of incomplete (IC) on a student's record if unusual circumstances prevent completion of the course on time, and a minimal portion of the total class work needs to be completed. The course must be completed by the date specified by the instructor that cannot exceed one year beyond the original term of course completion. If the course is not completed by this date, the grade specified by the instructor will be recorded. If no grade is specified, a default grade of F will be recorded. The instructor is responsible for documenting and notifying the student of the

work to be completed and the deadline. A student may not graduate with an incomplete on his or her transcript. Note: A student with an outstanding incomplete in a course may not register again for that course.

Academic Standing Policy

An admitted graduate student is in good academic standing when the following conditions are present:

- The student has an academic program grade point average (GPA) of 3.0 or higher
- The student has no more than one grade of incomplete (IC)

An admitted graduate student is not in good academic standing if either of these conditions is present:

- The student has an academic program grade point average (GPA) below 3.0
- The student has two or more incompletes (IC)

Academic Probation

Students are in academic probation if their credits and their academic program GPA falls in these ranges:

- < = 10 attempted credits 2.66 – 2.99
- < = 11 – 20 attempted credits 2.75 – 2.99
- > = 21 attempted credits 2.85 – 2.99

Students and their advisors are notified if they are not in good academic standing, and they must develop a corrective plan with their advisor. Students have one calendar year or two consecutive terms to raise their GPA to at least a 3.0. Students may not enroll in more than six credits if they are not in good academic standing.

Students with more than one incomplete will be prevented from registering for additional classes until all but one incomplete is resolved. If the student does not achieve good academic standing within the time frame, dismissal from the degree program will occur.

If the student wishes to appeal the dismissal, he or she should do so by submitting an appeal request to the Academic Affairs Committee. After dismissal, should the student want to continue, he or she must reapply and be accepted into the program.

Academic Severance (or Dismissal)

Students are dismissed from their degree program if their credits and their academic program GPA falls in these ranges:

- < = 10 attempted credits < = 2.65
- < = 11 – 20 attempted credits < = 2.74
- > = 21 attempted credits < = 2.84

If the student is dismissed and wishes to appeal the dismissal, he or she should do so by submitting an appeal request to the Academic Affairs committee. After dismissal, should the student want to continue, he or she must reapply and be accepted into the program.

*Please note that academic standing may impact financial aid status and veterans' and eligible dependents' receipt of veterans educational benefits.

* Other degree programs may have more stringent policies for maintaining academic standing in their degree program. See individual department program descriptions for further information.

Graduate Capstone

Students may elect to complete a culminating one- to 12-credit supervised project or practicum experience in a work environment, cooperating institution, or agency. Graduate students may participate in a variety of learning experiences arranged in conjunction with their program of study and with the approval of their advisor. Field and University supervisors work with graduate students to determine specific learning outcomes that will result from this experience, as well as procedures to meet those outcomes. Students will construct a learning portfolio to document specific outcomes of this experience and present this portfolio at the end of the term. A student self-evaluation and curriculum vitae detailing accomplishments to date should be included in the portfolio. Students in the master of science degree programs will present their research findings and may have other additional requirements.

PSU has limited funding for honoraria for supervisors, and therefore relies on professional partnerships with the community to assist graduate students in this apprenticeship learning model. Typically, students spend 40 hours per credit hour during a capstone experience, depending on the discipline.

Graduate Internship or Practicum

PSU's teacher education programs are renowned in New Hampshire and throughout New England, and PSU's graduates are actively recruited for teaching positions. Beginning as early as the first year, teacher education candidates have many opportunities to teach and learn in public elementary, middle, and high school settings. The certification program culminates in an intensive internship or practicum. The field experience is typically 12 weeks for a single-level endorsement (K-6, K-8, 5-9, 7-12) and two eight-week experiences (one at the primary level and one at the secondary level) for K-12 certification.

A student is required to have a 3.0 GPA to enter his or her internship, practicum, or final field experience. The student must achieve a B or better (or Pass in the case of Pass/No Pass courses) in his or her internship or practicum in order to be endorsed for NH educator or professional certification.

All teacher certification candidates who interact with students in public school settings through course-related field experience are subject to New Hampshire state legislation that requires all persons who regularly come into contact with pupils on a daily basis to undergo a full-disclosure criminal records check that may include fingerprinting. 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 candidate and is paid directly to the school district. Inquiries should be directed to the Office of Educator Preparation.



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

Bachelor Degree Programs

Accounting, BS

Adventure Education, BS

Allied Health Sciences, BS

Anthropology/Sociology, BA

Options in:

Anthropology
Sociology

Art, BA

Options in:

Graphic Design
Studio Art

Art, BFA

Options in:

Graphic Design
Studio Art

Art Education (K–12), BS

Art History, BA

Biochemistry, BS

Biology, BA

Biology, BS

Business Administration, BS

Cell and Molecular Biology, BS

Chemistry, BS

Options in:

Environmental Chemistry
General

Communication Studies, BA

Options in:

Media Studies
Professional Communication

Computer Science, BS

Criminal Justice, BS

Criminology, BA

Early Childhood Education, BS

Options in:

Contract
Early Care and Education
Teacher Certification (PreK–Grade 3)

Electromechanical Technology and Robotics, BS

Elementary Education, BS

English, BA

Elective Options in:

Teacher Certification (5–12)
Writing

Environmental Biology, BS

Environmental Planning, BS

Environmental Science and Policy, BS

Options in:

Policy

Science

Exercise and Sport Physiology, BS

Finance, BS

Elective Option in:

Accounting

French, BA

Geography, BS

Health Education and Promotion, BS

History, BA

Information Technology, BS

Interdisciplinary Studies, BA or BS

Management, BS

Options in:

General Management

Small Business/Entrepreneurship

Marketing, BS

Options in:

Professional Sales

Strategic Marketing

Mathematics, BS

Options in:

Mathematics

Middle School Teacher Certification (5–8)

Secondary Teacher Certification (7–12)

Meteorology, BS

Music, BA

Options in:

Contract

Music Technology

Piano Performance and Pedagogy

Voice Performance and Pedagogy

Music Education (K–12), BS

Nursing, BS

Philosophy, BA

Physical Education, BS

Options in:

Contract

Physical Education and Health Education

Teacher Certification (K–12)

Teacher Certification (K–12)

Political Science, BA

Psychology, BA

Psychology, BS

Options in:

Developmental

Mental Health

Psychology and Law

Public Management, BS

Social Science, BS

Social Studies Education (5-12), BS

Social Work, BS

Spanish, BA

Sports Management, BS

Theatre Arts, BA

Options in:

Acting

Contract

Dramatic Writing

Music Theatre Performance

Theatrical Design/Tech

Tourism Management and Policy, BA

Youth Development and Education, 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 (0-6 credits):

- satisfactory completion of one year of one language at the university level. American Sign Language I and II (SL 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 French Language and Culture Studies IV (FR 2040), or Spanish Language and Culture Studies IV (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.

Plymouth State offers language/culture courses in American Sign Language, French, German, Italian, Mandarin Chinese, and Spanish. Media facilities for the enhancement of teaching and learning in multi-media classrooms and language laboratory are available.

Initial placement in the French 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 French and Spanish professors.

- Students who have no previous study or have completed no more than one year of high school French may register for FR 1015. Students who recently have completed their third year of high school French or one year 1000-level university French register for FR 2030.
- Students who have no previous study or have completed no more than one year of high school Spanish register for SP 1015. Students who recently have completed their third year of high school Spanish or one year of 1000-level university Spanish register for SP 2030.

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.

Habits of Mind

Habits of Mind are a set of four usual ways of thinking or ways of engaging with the world. They will equip students well for life and work after college. In this General Education program, the following Habits of Mind are developed in meaningful contexts.

Purposeful Communication is a Habit of Mind characterized by the construction of meaning through interactions with texts and people and the creation of new messages. "Text" refers broadly to any communicative message including, but not limited to, messages that are spoken or written, read or listened to, nonverbal, and/or delivered through any form of media (digital, social, artistic, print, etc.). Construction of meaning and creation of messages are influenced by individuals' prior experiences as well as cultural and historical contexts. Creation of messages involves the development and purposeful expression of ideas and is designed to increase knowledge, foster understanding, and/or promote change in others' attitudes, values, beliefs, or behaviors. To be effective, messages must engage the perspectives of others and foster dialog among individuals and the community.

Problem Solving is a Habit of Mind that involves an iterative process of identifying, explaining, and exploring problems, describing challenges, envisioning possible solutions and their implication, and make decisions about how to proceed based on all of these considerations. Problem solving encompasses a broad array of activities and approaches. Problems range widely in scale and scope—small to large, local to global, well-defined to ambiguous, simulated to real-world—and problem solving may be undertaken individually or in collaboration with others. In all cases, engaging in problem solving requires the ability to think creatively, adapt and extend one's thinking, acknowledge different contexts and incorporate different perspectives, embrace flexibility, consider potential implication, determine courses of action, persist and adapt

despite failure, and reflect on the results. While the types of problems encountered and the strategies used to grapple with problems vary across disciplines, the problem solving Habit of Mind is relevant to all disciplines.

Integrated Perspective is a Habit of Mind characterized by the recognition that individual beliefs, ideas, and values are influenced by personal experience as well as multiple contextual factors—cultural, historical, political, etc. All human beings are interconnected through their participation in natural and social systems. An integrated perspective recognizes that individual decisions impact the self, the community, and the environment. Students will acknowledge the limitations of singular points of view and recognize the benefits of engaging with and learning from others in order to integrate multiple perspectives for effective communication, problem-solving, and collaboration.

Self-Regulated Learning is a Habit of Mind that encompasses the desire to learn, the ability to set personal goals for learning, and the capacity to engage in a self-monitored learning process. Self-regulated learners demonstrate strong commitment to the process of learning and take responsibility for their own learning. They take intellectual risks, persist in the face of challenges, and learn from their mistakes. They are able to organize and reorganize information, interpret information in new ways, and generate their own ideas. Self-regulated learners demonstrate metacognitive awareness (an understanding of the factors that influence their own learning) and cultivate the skills and confidence they need in order to be effective learners.

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 imaginative 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 must take one course in each of the Directions categories as well as an additional 8-4 credits of Directions (total of 20 credits of 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 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3-4
Directions:		
CTDI	Creative Thought	3-4
PPDI	Past and Present	3-4
SIDI	Scientific Inquiry	3-4
SSDI	Self and Society	3-4
Directions (choose from CTDI, PPDI, SIDI, SSDI)*		8-4
Connections:		
DICO	Diversity**	3-4
GACO	Global Awareness**	3-4
INCO	Integration**	3-4
WECO	Wellness**	3-4
QRCO	Quantitative Reasoning in the Disciplines***	
TECO	Technology in the Disciplines***	
WRCO	Writing in the Disciplines***	
Total		42-47

*Directions should total 20 credits (unless the major has a waiver for a specific Direction).

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

***These Connections are three or four-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

4 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 1400 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

3-4 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, DSST, or IB examination (see Appendix). Mathematics coursework for which equivalent AP, CLEP, DSST, 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 transfer and articulation specialist and the mathematics faculty. 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. The goal of the placement assessment is to help students enroll in the math course most suited to their background. Students may take the assessment a total of two times. Students are encouraged to study after they take the assessment the first time and then retake it. The placement level determines placement in the algebra/precalculus/calculus sequence. Note that not all students are required to take courses in this sequence. Based on the placement level, students may also receive a recommendation to complete MA 1200 Elementary Algebra (four credits) before taking their required Mathematics Foundations course. The mathematics placement assessment is scored at four levels:

- Level 0:** Students must complete MA 1800 College Algebra before entering MA 2140 Precalculus. However, students may not be prepared for success in MA 1800 College Algebra or their Mathematics Foundations course and should consult with their academic advisor and the mathematics faculty before enrolling. The mathematics faculty recommends students who score at this level complete MA 1200 Elementary Algebra (four credits) prior to subsequent math courses.
- Level 1:** Students must complete MA 1800 College Algebra before entering MA 2140 Precalculus.
- Level 2:** Students meet the prerequisite for MA 2140 Precalculus.
- Level 3:** Students meet the prerequisite for MA 2490 Applied Calculus I.
- Level 4:** Students meet the prerequisite for MA 2550 Calculus I.

The mathematics placement assessment is available online for all registered students through the [Math Activity Center website](#).

*Note: MA 1200 Elementary Algebra does **not** satisfy Mathematics Foundation or any General Education requirement.*

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 one course in each of the Directions categories as well as an additional 8-4 credits of Directions (total of 20 credits of Directions). Directions courses will be a minimum of three credits. Some, for example, Scientific Inquiry courses involving laboratory work, may be more.

Creative Thought Direction

3-4 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 Direction

3-4 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 Direction **3-4 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 Direction **3-4 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** **3-4 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 or four-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 US society defined by differences in race, ethnicity, ability, social class, religion, politics, gender, or sexual orientation. International courses do not address diversity in US society so DICO credit is omitted from international courses. 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** **3-4 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 or four-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** **3-4 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 or four-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** **3-4 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 or four-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 in the Disciplines*** **(3-4 credits within the major)**

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 or four-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*** **(3-4 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 or four-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*** **(3-4 credits within the major)**

Students take a three or four-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 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.

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

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

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 transfer and articulation specialist 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 academic affairs officer 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 transfer and articulation specialist 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 academic affairs officer 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 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 3000/4000 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

Academic Minor

Adventure Education	Literature
Anthropology/Sociology	Marketing
Applied Ethics	Mathematics Education: K-8
Applied Linguistics	Mathematics Education: 7-12
Art	Mathematics: General
Art History	Mathematics: Technical
Audio Production	Media Studies
Biology	Meteorology
Business Administration	Music
Ceramics	Neuroscience
Chemistry	Northern New England Heritage
Child Welfare and Family Studies	Studies
Coaching	Pacific Rim
Computing	Painting
Creative Writing	Peace and Social Justice
Criminal Justice	Studies
Cybersecurity	Philosophy
Dance	Photography
Digital Media Design and Development	Political Science
Drawing	Pre-Law
Economics	Printmaking
Expository Writing	Professional Communication
Film Studies	Professional Sales
French	Psychology
Geography	Sculpture
Gerontology	Spanish
Global Health	Sustainability
Global Tourism	Teaching English to Speakers of Other Languages (TESOL)
Graphic Design	Theatre
Health	Welfare and Justice for Children and Youth
History	Women's Studies
Information Technology	
Latin American Studies	

Minor forms are available from the registrar.

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.

Academic Certificate

Afterschool Professional
Geographic Information Systems
Hospitality Management
Professional Sales
Teaching English to Speakers of Other Languages (TESOL)

Students in these Certificate programs may be eligible for federal financial aid. Students should contact the Financial Aid Team for more information. Please visit: campus.plymouth.edu/financial-aid/.

Gainful Employment Disclosures

Gainful Employment Program Disclosures are available at <https://www.plymouth.edu/current-students/academic-resources/gainful-employment-disclosures/>. This information is provided to maintain compliance with the US Department of Education Gainful Employment Programs Disclosure regulations. This data will be updated regularly as new information becomes available. For any questions regarding the information on this site, please contact the department offering the certificate.

UNDERGRADUATE 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

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. All baccalaureate business degree programs offered are nationally accredited by the Association of Collegiate Business Schools and Programs.

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 I	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	Business Law II	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)	
	General Education:	
EN 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4
SIDI	Scientific Inquiry Direction	3-4
SSDI	Self and Society Direction	3-4
	Directions (choose from CTDI, PPDI, SIDI, SSDI)*	8-4
WECO	Wellness Connection	3-4
	Elective	3-2
Total		122

*Directions should total 20 credits (unless the major has a waiver for a specific Direction).

Recommended Course Sequence

Accounting majors should take their required courses in the following order.

Year One		Credits
EN 1400	Composition	4
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 I	3
CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4
		28-30

Year Two		Credits
BU 2262	Management Accounting	3
BU 2290	Organizational Communications (WRCO)	3
QRCO	Quantitative Reasoning in the Discipline Connection	3
BU 3142	Cost Accounting	4
EC 2560	Microeconomics	3
EC 2550	Macroeconomics (GACO)	3
SIDI	Scientific Inquiry Direction	3-4
SSDI	Self and Society Direction	3-4
Directions (choose from CTDI, PPDI, SIDI, SSDI)*		8-4
		33-31

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
Elective		3-2
		32-31

Year Four		Credits
BU 4040	Business Law II	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	3-4
		29-30
Total		122

*Directions should total 20 credits (unless the major has a waiver for a specific Direction).

ADVENTURE EDUCATION

BACHELOR OF SCIENCE

120 credits

Located in ALLWell North

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 75 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 SOAR (Student Outdoor Adventure Recreation) and CALE (Community Adventure Learning Experiences) programs while most is accrued through summer jobs in 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 events and/or affect their availability for working during some weekends.

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
AP 3110	Challenge Course Fundamentals	
AP 3310	Lead Rock Climbing	
AP 3410	Whitewater Kayaking	
AP 3810	Alpine Mountaineering	
AP 3950	Special Topics in Adventure Education	
Adventure Education Capstone - complete (C) or (D):		6
(C) AP 4880	Adventure Education Internship or	
(D) AP 3880	Adventure Education Practicum and	
AP 3890	Adventure Education Clinical	

PE 3565	Measurement and Assessment in Physical Education (QRCO) (WRCO)	3
General Education:		
EN 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3-4
CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4
SIDI	Scientific Inquiry Direction	3-4
SSDI	Self and Society Direction	3-4
Directions (choose from CTDI, PPDI, SIDI, SSDI)*		8-4
DICO	Diversity Connection	3-4
GACO	Global Awareness Connection	3-4
INCO	Integration Connection	3-4
WECO	Wellness Connection	3-4
Electives		23-18
Total		120

*Directions should total 20 credits (unless the major has a waiver for a specific Direction).

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 4200. AP 4880 must be taken before the semester immediately prior to graduation.

Appalachian Mountain Club (AMC)

The Appalachian Mountain Club (AMC) Gap-Semester experience may satisfy the following PSU courses when students successfully complete the course requirements of each of these courses.

- AP 3108 AMC Wilderness Expedition [not TECO]
- AP 3308 AMC Adventure Leadership and Group Management
- AP 3408 AMC Wilderness First Responder

Credit may be awarded only once for PSU courses or AMC courses or NOLS courses.

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 [not 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 PSU courses or NOLS courses or AMC courses.

Recommended Course Sequence

Check all course descriptions for prerequisites before planning course schedule. Course sequence is suggested but not required.

Year One		Credits
EN 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3-4
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
CTDI	Creative Thought Direction	3-4
	Elective	2-0
		30
Year Two		Credits
Fall Immersion Semester (includes TECO)		15
AP 3500	Adventure Processing and Facilitation	3
AP 3510	Outdoor Skills Clinical	1
SSDI	Self and Society Direction	3-4
Directions (choose from CTDI, PPDI, SSDI, SSDI)*		8-4
	Elective	0-3
		30
Year Three		Credits
Adventure Education Activity - complete one course		3
AP 3320	Adventure Education Philosophy and Theory (WRCO)	3
PE 3565	Measurement and Assessment in Physical Education (QRCO) (WRCO)	3
PPDI	Past and Present Direction	3-4
SIDI	Scientific Inquiry Direction	3-4
GACO	Global Awareness Connection	3-4

Years Three and Four		Credits
AP 4200	Teaching Assistantship in Adventure Education	3
AP 4600	Risk Management in Adventure Education	3
DICO	Diversity Connection	3-4
WECO	Wellness Connection	3-4

Year Four		Credits
Adventure Education Capstone - complete (C) or (D)		6
INCO	Integration Connection	3-4
Electives		21-15
Total		120

**Directions should total 20 credits (unless the major has a waiver for a specific Direction).*

ALLIED HEALTH SCIENCES

BACHELOR OF SCIENCE 120 credits

This degree program is designed to provide students with the requisite background and pre-requisites for study in a career in the medical/allied health fields. A minimum GPA of 3.0 is required in the following disciplines: AT, BI, CH, EX, PE.

The program is intentionally designed with a large degree of freedom to meet the needs of students interested in various fields of allied health. Students will work closely with an academic advisor to choose the most appropriate major electives to support their intended career trajectory.

3+2 BS/MS DEGREE OPTION for Athletic Training

Students interested in athletic training who have completed all prerequisite courses and have a minimum 3.2 GPA at the end of the 3rd year of study will be given special consideration for early admission into the Master of Science degree program in Athletic Training for their 4th year of study. The MS degree program is a two-year program constituting years four and five for a student who entered the 3+2 program. Students who complete all requirements will earn the Bachelor of Science in Allied Health Sciences at the completion of year four and the Master of Science in Athletic Training at the completion of year five.

Degree Requirements		Credits
BI 2110	Human Anatomy and Physiology I	3
BI 2130	Human Anatomy and Physiology Laboratory I	1
BI 2120	Human Anatomy and Physiology II	3
BI 2140	Human Anatomy and Physiology Laboratory II	1
EX 2750	Functional Anatomy	3
EX 3580	Physiology of Exercise	3
EX 4780	Exercise Prescription	3
HE 2310	Introduction to Allied Health Sciences	3
HE 2500	First Aid & CPR/AED	1.5
HE 3220	Applied Nutrition for Healthy Living (TECO)	3
HE 3310	Epidemiology and Evidenced Based Medicine (GACO) (QRCO) (WRCO)	3
MA 2300	Statistics I (MATH)	3
PE 3570	Kinesiology	3
PS 2010	Introduction to General Psychology	3
Major Electives are chosen in consultation with the academic advisor to best prepare students for their intended career.		
·	Complete 15 credits from one or more of the following disciplines: AT, BI, CH, NR, PH	15
·	Complete 15 3000/4000 level credits from one or more of the following disciplines: AT, BI, CH, EX, HE, NR, PS	15
General Education:		
EN 1400	Composition	4
IS 1111	The First Year Seminar:	

	Critical Thinking and the Nature of Inquiry	3
CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4
SSDI	Self and Society Direction	3-4
	Directions (choose from CTDI, PPDI, SSDI)*	8-4
DICO	Diversity Connection	3-4
INCO	Integration Connection	3-4
WECO	Wellness Connection	3-4
	Electives	20.5-18.5
Total		120

*Directions should total 17-16 credits because SIDI is waived for BS Allied Health Sciences.

A minimum GPA of 3.0 is required in the following disciplines: AT, BI, CH, EX, PE.

Students who wish to be considered for early entry into the Masters degree program must complete prerequisites for that program and earn a minimum 3.20 GPA.

Recommended Course Sequence

Check all course descriptions for prerequisites before planning course schedule. Course sequence is suggested but not required.

Year One		Credits
EN 1400	English Composition	4.0
IS 1111	The First Year Seminar:	3.0
	Critical Thinking and the Nature of Inquiry	
MA 2300	Statistics I (MATH)	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
EX 2750	Functional Anatomy	3.0
CTDI	Creative Thought Direction	3-4.0
PPDI	Past and Present Direction	3-4.0
SSDI	Self and Society Direction	3-4.0
		30-33.0
Year Two		Credits
EX 3580	Physiology of Exercise	3.0
HE 2310	Introduction to Allied Health Sciences	3.0
HE 2500	First Aid & CPR/AED	1.5
PE 3570	Kinesiology	3.0
PS 2010	Introduction to General Psychology	3.0
	Directions (choose from CTDI, PPDI, SSDI)*	8-4.0
	Electives	8.5-12.5
		30.0

Year Three	Credits
EX 4780 Exercise Prescription	3.0
HE 3220 Applied Nutrition for Active Living (TECO)	3.0
HE 3310 Epidemiology and Evidenced Based Medicine (GACO) (QRCO) (WRCO)	3.0
DICO Diversity Connection	3-4.0
INCO Integration Connection	3-4.0
WECO Wellness Connection	3-4.0
Electives	12-6.0
	30-27.0
Year Four	Credits
Electives or Major Electives	30.0
	30.0
Total	120.0

*Directions should total 17-16 credits because SIDI is waived for BS Allied Health Sciences.

A minimum GPA of 3.0 is required in the following disciplines: AT, BI, CH, EX, PE.

ANTHROPOLOGY/SOCIOLOGY

BACHELOR OF ARTS 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 of BA Anthropology/Sociology

Degree Requirements	Credits
Courses required for the Option are shown in boldface.	
AN 2100 Foundations of Anthropology (GACO)	4
AN 3295 Great Discoveries in Archaeology	4
AN 4415 Methods of Social Research (TECO)	4
AN 4605 Seminar: Theory, Practice, and Careers (WRCO)	4
Anthropology Option Component – complete three 3000/4000 level Anthropology courses	12
SO 2225 Foundations of Sociology (DICO)	4
Sociology Component – complete one 3000/4000 level Sociology course	4
Quantitative Reasoning in the Discipline Connection - complete one of the following:	3-4
GE 2050 GIS I: Introduction to Geographic Information Systems (QRCO) (TECO)	
MA 2300 Statistics I (QRCO)	
SS 3705 Social Statistics (QRCO)	
General Education:	
EN 1400 Composition	4
IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA Mathematics Foundations	3-4
CTDI Creative Thought Direction	3-4
PPDI Past and Present Direction	3-4

SIDI	Scientific Inquiry Direction	3-4
SSDI	Self and Society Direction	3-4
Directions (choose from CTDI, PPDI, SIDI, SSDI)*		8-4
INCO	Integration Connection	3-4
WECO	Wellness Connection	3-4
Foreign Language (GACO)		6
Electives		39-35
Total		120

*Directions should total 20 credits (unless the major has a waiver for a specific Direction).

A minimum 2.20 grade point average in all AN and SO courses is required.

The foreign language requirement for all BA degrees calls for 0-6 credits: one year of one language (6 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 1400 Composition	4	
IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry	3	
MA Mathematics Foundations	3-4	
AN 2100 Foundations of Anthropology (GACO)	4	
CTDI Creative Thought Direction	3-4	
PPDI Past and Present Direction	3-4	
Foreign Language (GACO)	6	
Elective	4-1	
	30	
Year Two	Credits	
SO 2225 Foundations of Sociology (DICO)	4	
SIDI Scientific Inquiry Direction	3-4	
SSDI Self and Society Direction	3-4	
Directions (choose from CTDI, PPDI, SIDI, SSDI)*		8-4
QRCO Quantitative Reasoning in the Discipline Connection	3-4	
WECO Wellness Connection	3-4	
Elective	6	
	30	

Year Three		Credits	SIDI	Scientific Inquiry Direction	3-4
AN 3295	Great Discoveries in Archaeology	4	SSDI	Self and Society Direction	3-4
Anthropology Component - complete three 3000/4000 level Anthropology courses		12		Directions (choose from CTDI, PPDI, SIDI, SSDI)*	8-4
Electives		14	INCO	Integration Connection	3-4
		30	WECO	Wellness Connection	3-4
				Foreign Language (GACO)	6
				Electives	39-35
Year Four		Credits			
AN 4415	Methods of Social Research (TECO)	4		Total	120
AN 4605	Seminar: Theory, Practice, and Careers (WRCO)	4		<i>*Directions should total 20 credits (unless the major has a waiver for a specific Direction).</i>	
Sociology Component – complete one 3000/4000 level Sociology course		4		A minimum 2.20 grade point average in all AN and SO courses is required.	
INCO	Integration Connection	3-4			
Electives		15-14		The foreign language requirement for all BA degrees calls for 0-6 credits: one year of one language (6 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.	
		30			
Total		120			

**Directions should total 20 credits (unless the major has a waiver for a specific Direction).*

SOCIOLOGY OPTION of BA Anthropology/Sociology

Degree Requirements		Credits
Courses required for the Option are shown in boldface.		
SO 2225	Foundations of Sociology (DICO)	4
SO 3130	Wealth and Poverty	4
SO 4415	Methods of Social Research (TECO)	4
SO 4605	Seminar: Theory, Practice, and Careers (WRCO)	4
Sociology Option Component - complete three 3000/4000 level Sociology courses		12
AN 2100	Foundations of Anthropology (GACO)	4
Anthropology Component - complete one 3000/4000 level Anthropology course		4
Quantitative Reasoning in the Discipline Connection - complete one of the following:		3-4
GE 2050	GIS I: Introduction to Geographic Information Systems (QRCO) (TECO)	
MA 2300	Statistics I (QRCO)	
SS 3705	Social Statistics (QRCO)	
General Education:		
EN 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3-4
CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4

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 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3-4
SO 2225	Foundations of Sociology (DICO)	4
CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4
Foreign Language (GACO)		6
Elective		4-1
		30
Year Two		Credits
AN 2100	Foundations of Anthropology (GACO)	4
SIDI	Scientific Inquiry Direction	3-4
SSDI	Self and Society Direction	3-4
Directions (choose from CTDI, PPDI, SIDI, SSDI)*		8-4
QRCO	Quantitative Reasoning in the Discipline Connection	3-4
Elective		9-10
		30

Year Three		Credits
SO 3130	Wealth and Poverty	4
Sociology Component - complete three 3000/4000 level Sociology courses		12
WECO	Wellness Connection	3-4
Electives		11-10
		30
 Year Four		 Credits
SO 4415	Methods of Social Research (TECO)	4
SO 4605	Seminar: Theory, Practice, and Careers (WRCO)	4
Anthropology Component - complete one 3000/4000 level Anthropology course		4
INCO	Integration Connection	3-4
Electives		15-14
		30
 Total		 120

**Directions should total 20 credits (unless the major has a waiver for a specific Direction).*

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.

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.

MA	Mathematics Foundations	3-4
CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4
SIDI	Scientific Inquiry Direction	3-4
SSDI	Self and Society Direction	3-4
Directions (choose from CTDI, PPDI, SIDI, SSDI)*		8-4
DICO	Diversity Connection	3-4
WECO	Wellness Connection	3-4
Foreign Language (GACO)		6
Electives		23-20
Total		120

*Directions should total 20 credits (unless the major has a waiver for a specific Direction).

GRAPHIC DESIGN OPTION of BA Art

Degree Requirements		Credits
Courses required for the Option are shown in boldface.		
AR 1045	Art Foundations 2D: Composition and Content	4
AR 1065	Art Foundations 3D: Materials and Meaning	4
AR 1075	Art Foundations Drawing: Line and Language	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 3490	Production for Graphic Design (QRCO)	3
AG 3530	History of Graphic Design (INCO) (WRCO)	3
AG 4370	Graphic Design IV	3
AH 1130	Art History Foundations: 12 Monuments	3
AH 1140	Art History Foundations: Visual Culture	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)	
General Education:		
EN 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3

The foreign language requirement for all BA degrees calls for 0-6 credits: one year of one language (6 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 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3-4
AR 1045	Art Foundations 2D: Composition and Content	4
AR 1065	Art Foundations 3D: Materials and Meaning	4
AR 1075	Art Foundations Drawing: Line and Language	4
AH 1130	Art History Foundations: 12 Monuments	3
AH 1140	Art History Foundations: Visual Culture	3
Elective		2-1
		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
AR 2520	Drawing: Figure in Value	4
PT 2600	Photography I	3
CTDI	Creative Thought Direction	3-4

PPDI	Past and Present Direction	3-4
Foreign Language (GACO)		6
	Elective	2-0
		30
Year Three		Credits
AG 3050	Digital Multimedia Design	3
AG 3360	Graphic Design III	3
AG 4370	Graphic Design IV	3
SIDI	Scientific Inquiry Direction	3-4
SSDI	Self and Society Direction	3-4
Directions (choose from CTDI, PPDI, SIDI, SSDI)*		8-4
WECO	Wellness Connection	3-4
	Electives	4-5
		30
Year Four		Credits
AR	3000/4000 level Art elective [not ARDI]	3
AG 3490	Production for Graphic Design (QRCO)	3
AG 3530	History of Graphic Design (INCO) (WRCO)	3
INCO	Integration Connection	3
DICO	Diversity Connection	3-4
	Electives	15-14
		30
Total		120

*Directions should total 20 credits (unless the major has a waiver for a specific Direction).

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]		8-9
AH 1130	Art History Foundations: 12 Monuments	3
AH 1140	Art History Foundations: Visual Culture	3
AH 2700	20/21: Art Since 1900 (WRCO)	3
AH 3100	Contemporary Art Seminar (INCO)	3
General Education:		
EN 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3-4
CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4
SIDI	Scientific Inquiry Direction	3-4
SSDI	Self and Society Direction	3-4
Directions (choose from CTDI, PPDI, SIDI, SSDI)*		8-4
DICO	Diversity Connection	3-4
WECO	Wellness Connection	3-4
Foreign Language (GACO)		6
Electives		23-19
Total		120

*Directions should total 20 credits (unless the major has a waiver for a specific Direction).

STUDIO ART OPTION of BA Art

Degree Requirements	Credits
Courses required for the Option are shown in boldface.	
AR 1045 Art Foundations 2D: Composition and Content	4
AR 1065 Art Foundations 3D: Materials and Meaning	4
AR 1075 Art Foundations Drawing: Line and Language	4
AR 1080 Art Foundations: Digital and New Media (TECO)	4
AR 2520 Drawing: Figure in Value	4
AR 3010 Painting: Theory and Process	3
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, Carve, Etch	

The foreign language requirement for all BA degrees calls for 0-6 credits: one year of one language (6 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 1400 Composition	4
IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA Mathematics Foundations	3-4

AR 1045	Art Foundations 2D: Composition and Content	4
AR 1065	Art Foundations 3D: Materials and Meaning	4
AR 1075	Art Foundations Drawing: Line and Language	4
AR 1080	Art Foundations: Digital and New Media (TECO)	4
AH 1130	Art History Foundations: 12 Monuments	3
AH 1140	Art History Foundations: Visual Culture	3

32-33

Year Two		Credits
AR 2520	Drawing: Figure in Value	4
AR 3010	Painting: Theory and Process	3
	Ceramics Elective - complete one	4
	Printmaking Elective - complete one	4
	Sculpture Elective - complete one	4
AH 2700	20/21: Art Since 1900 (WRCO)	3
	Foreign Language (GACO)	6
		28

Year Three		Credits
AR	3000/4000 level Studio Electives [not ARDI]	8-9
AH 3100	Contemporary Art Seminar (INCO)	3
PPDI	Past and Present Direction	3-4
SIDI	Scientific Inquiry Direction	3-4
SSDI	Self and Society Direction	3-4
	Electives	10-6
		30

Year Four		Credits
CTDI	Creative Thought Direction	3-4
	Directions (choose from CTDI, PPDI, SIDI, SSDI)*	8-4
DICO	Diversity Connection	3-4
WECO	Wellness Connection	3-4
	Electives	13
		30-29

Total		120
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*Directions should total 20 credits (unless the major has a waiver for a specific Direction).

ART EDUCATION (K-12)

BACHELOR OF SCIENCE

122 credits

The Educator Preparation programs at Plymouth State University are approved by the New Hampshire Department of Education. The University is a member of the American Association of Colleges of Teaching Education (AACTE). 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 Holmes Center for School Partnerships and Educator Preparation section. Requirements for certification may change, subject to changes made by the New Hampshire Department of Education. Teacher candidates can find the most current New Hampshire Department of Education standards at education.nh.gov/index.htm.

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 91-93 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.

Art Education majors are required to complete a cumulative 50-hour observation component facilitated through art education program courses 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.

All teacher 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 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 clinical experience begins. The fee for this processing is the responsibility of the teacher candidate and is paid directly to the school district. Each new site will require a separate fingerprinting and background check. Questions regarding the criminal records check should be directed to the Holmes Center for School Partnerships and Educator Preparation.

In order for teacher candidates to participate in clinical experiences in diverse settings that are essential for their development as teachers and required for accreditation, teacher 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 Holmes Center for School Partnerships and Educator Preparation. Please also refer to the section in this Catalog on the Holmes Center for School Partnerships and Educator Preparation for additional information. A minimum cumulative grade point average of 2.50 is required for admission into this teacher candidacy program. Students are required to have a 2.70 GPA, completed all required coursework, taken and passed the Praxis Core Academic Skills for Educators test 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
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 1130	Art History Foundations: 12 Monuments	3
AH 1140	Art History Foundations: Visual Culture	3
AH 2700	20/21: Art Since 1900 (WRCO)	3
AR 1045	Art Foundations 2D: Composition and Content	4
AR 1065	Art Foundations 3D: Materials and Meaning	4
AR 1075	Art Foundations Drawing: Line and Language	4
AR 1080	Art Foundations: Digital and New Media (TECO)	4
AR 2520	Drawing: Figure in Value	4
AR 3010	Painting: Theory and Process	3
Ceramics Elective - complete one of the following:		4
AR 3220	Foundations of Ceramics: Exploration	
AR 3230	Foundations of Ceramics: Wheel Explorations	
AR 3295	Printmaking Foundations: Cut, Carve, Etch	4
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.		8-10
Global Awareness Connection – complete one of the following:		3
AH 3530	Arts of the Far East (GACO) (INCO)	
AH 3540	Art and Ideas in the 19th Century (GACO) (INCO)	

UNDERGRADUATE PROGRAMS

AH 3620	Mesoamerican Arts: Maya to Frida Kahlo (GACO) (INCO)				31-32
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			
ED 2350	Child and Youth Health and Development in Context (WECO)	3			
SE 3090	Introduction to Special Education: Middle and Secondary	3			32
General Education:					
EN 1400	Composition	4			
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3			
MA	Mathematics Foundations	3-4			
PPDI	Past and Present Direction	3-4			
SIDI	Scientific Inquiry Direction	3-4			
SSDI	Self and Society Direction	3-4			
Directions (choose from PPDI, SIDI, SSDI)*		8-4			
Electives		4-2			
Total		122			

*Directions should total 17-16 credits because CTDI is waived for BS Art Education.

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 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3-4
AE 1000	Introduction to Art Education	3
AH 1130	Art History Foundations: 12 Monuments	3
AH 1140	Art History Foundations: Visual Culture	3
AR 1045	Art Foundations 2D: Composition and Content	4
AR 1065	Art Foundations 3D: Materials and Meaning	4
AR 1075	Art Foundations Drawing: Line and Language	4

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 1080	Art Foundations: Digital and New Media (TECO)	4
AR 2520	Drawing: Figure in Value	4
AR 3010	Painting: Theory and Process	3
Ceramics Elective - complete one course		4
AR 3295	Printmaking Foundations: Cut, Carve, Etch	4
QRCO	Quantitative Reasoning in the Discipline Connection	4

Year Three		Credits
AE 3060	Instructional Planning and Pedagogy for Art Education (DICO)	3
AE 3100	Curriculum and Assessment for Art Education	3
AR	Advanced Concentration [not AHDI, not ARDI]	8-10
ED 2350	Child and Youth Health and Development in Context (WECO)	3
SE 3090	Introduction to Special Education: Middle and Secondary	3
PPDI	Past and Present Direction	3-4
Directions (choose from PPDI, SIDI, SSDI)*		8-4
Total		31-30

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 Direction	3-4
SSDI	Self and Society Direction	3-4
GACO	Global Awareness Connection	3
Elective		4-2
Total		28
Total		122

*Directions should total 17-16 credits because CTDI is waived for BS Art Education.

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 curriculum. 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 1130	Art History Foundations: 12 Monuments	3
AH 1140	Art History Foundations: Visual Culture	3
AH 2700	20/21: Art Since 1900 (WRCO)	3
AH	Non-western Art History 3000/4000 level elective** [not AHD1]	3
AH	Western (pre-1900) Art History 3000/4000 level elective*** [not AHD1]	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 Art Foundations courses or the General Education Directions course requirements.		9
AR 1045	Art Foundations 2D: Composition and Content	4
AR 1065	Art Foundations 3D: Materials and Meaning	4
AR 1075	Art Foundations Drawing: Line and Language	4
AR 1080	Art Foundations: Digital and New Media (TECO)	4
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)	
LI 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 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3-4
CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4
SIDI	Scientific Inquiry Direction	3-4
SSDI	Self and Society Direction	3-4
Directions (choose from CTDI, PPDI, SIDI, SSDI)*		8-4
DICO	Diversity Connection	3-4
INCO	Integration Connection	3-4
WECO	Wellness Connection	3-4
Foreign Language (GACO)		6

UNDERGRADUATE PROGRAMS

Electives	20-16
Total	120

Group B Supporting courses	9
Directions (choose from CTDI, PPD, SIDI, SSDI)*	8-4
Elective	1-5
	30

*Directions should total 20 credits (unless the major has a waiver for a specific Direction).

**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).

The foreign language requirement for all BA degrees calls for 0-6 credits: one year of one language (6 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 BA language proficiency should be completed in the first two years.

Recommended Course Sequence

Check all course descriptions for prerequisites before planning course schedule. Course sequence is suggested but not required.

Year Four		Credits
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	3-4
INCO	Integration Connection	3-4
QRCO	Quantitative Reasoning in the Discipline Connection	3
WECO	Wellness Connection	3-4
	Electives	12-8
		30-29

Total **120**

*Directions should total 20 credits (unless the major has a waiver for a specific Direction).

**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).

Year One		Credits
EN 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3-4
AH 1130	Art History Foundations: 12 Monuments	3
AH 1140	Art History Foundations: Visual Culture	3
CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4
	Foreign Language (GACO)	6
	Elective	2-0
		30-31

Year Two		Credits
AH 2700	20/21: Art Since 1900 (WRCO)	3
AR 1045	Art Foundations 2D: Composition and Content	4
AR 1065	Art Foundations 3D: Materials and Meaning	4
AR 1075	Art Foundations Drawing: Line and Language	4
AR 1080	Art Foundations: Digital and New Media (TECO)	4
SIDI	Scientific Inquiry Direction	3-4
SSDI	Self and Society Direction	3-4
	Elective	5-3
		30

Year Three		Credits
AH	Group A Art History electives	12

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.

GRAPHIC DESIGN OPTION of BFA

Degree Requirements	Credits
Courses required for the Option are shown in boldface. Students should begin their Option during year two.	
AR 1045 Art Foundations 2D: Composition and Content	4
AR 1065 Art Foundations 3D: Materials and Meaning	4
AR 1075 Art Foundations Drawing: Line and Language	4
AR 2520 Drawing: Figure in Value	4
AR 3000/4000 level Art elective [not ARDI]	3-4
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 3490 Production for Graphic Design (QRCO)	3
AG 3530 History of Graphic Design (INCO) (WRCO)	3
AG 3600 Advanced Photoshop and Illustrator Techniques	3
AG 4350 Advanced Web and Multimedia Design	3
AG 4370 Graphic Design IV	3
AG 4380 Graphic Design V	3
AG 4390 Graphic Design VI	3
Internship – complete one of the following (AG 3550 and AG 3650) or AG 4900:	4-3
AG 3550 PSU Student Design Company and	
AG 3650 PSU Student Design Company Internship or	
AG 4900 Internship	
AH 1130 Art History Foundations: 12 Monuments	3
AH 1140 Art History Foundations: Visual Culture	3
CM 2770 Introduction to Media and Cultural Studies (TECO)	3

PT 2600	Photography I	3
General Education:		
EN 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3-4
PPDI	Past and Present Direction	3-4
SIDI	Scientific Inquiry Direction	3-4
SSDI	Self and Society Direction	3-4
Directions (choose from PPDI, SIDI, SSDI)*		8-4
DICO	Diversity Connection	3-4
GACO	Global Awareness Connection	3-4
WECO	Wellness Connection	3-4
Electives		15-12
Total		122

*Directions should total 17-16 credits because CTDI is waived for BFA Graphic Design Option.

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 1400 Composition	4
IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA Mathematics Foundations	3-4
AR 1045 Art Foundations 2D: Composition and Content	4
AR 1065 Art Foundations 3D: Materials and Meaning	4
AR 1075 Art Foundations Drawing: Line and Language	4
AH 1130 Art History Foundations: 12 Monuments	3
AH 1140 Art History Foundations: Visual Culture	3
Elective	2-1
	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
AR 2520 Drawing: Figure in Value	4

CM 2770	Introduction to Media and Cultural Studies (TECO)	3
PT 2600	Photography I	3
PPDI	Past and Present Direction	3-4
SIDI	Scientific Inquiry Direction	3-4
SSDI	Self and Society Direction	3-4
	Elective	3-0
		31
Year Three		Credits
AG 3050	Digital Multimedia Design	3
AG 3360	Graphic Design III	3
AG 3490	Production for Graphic Design (QRCO)	3
AG 3530	History of Graphic Design (INCO) (WRCO)	3
AG 3600	Advanced Photoshop and Illustrator Techniques	3
AG 4370	Graphic Design IV	3
Directions (choose from PPDI, SIDI, SSDI)*		8-4
DICO	Diversity Connection	3-4
	Electives	1-4
		30
Year Four		Credits
AR	3000/4000 level Art elective [not ARDI]	3-4
AG 4350	Advanced Web and Multimedia Design	3
AG 4380	Graphic Design V	3
AG 4390	Graphic Design VI	3
Internship		4-3
GACO	Global Awareness Connection	3-4
WECO	Wellness Connection	3-4
	Electives	9-7
		31
Total		122

STUDIO ART OPTION of BFA

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 1045	Art Foundations 2D: Composition and Content	4
AR 1065	Art Foundations 3D: Materials and Meaning	4
AR 1075	Art Foundations Drawing: Line and Language	4
AR 1080	Art Foundations: Digital and New Media (TECO)	4
AR 2520	Drawing: Figure in Value	4
AR 3010	Painting: Theory and Process	3
AR 4110	BFA Thesis I	6
AR 4120	BFA Thesis II	6
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, Carve, 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)	
AR	Studio elective [not ARDI]	3-4
Studio Art Option Area – complete two courses of 3000/4000 level courses from ONE of the following areas: Ceramics, Drawing, Painting, Printmaking, Sculpture [not ARDI]		6-8
AH 1130	Art History Foundations: 12 Monuments	3
AH 1140	Art History Foundations: Visual Culture	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 19th Century (GACO) (INCO)	
AH 3620	Mesoamerican Arts: Maya to Frida Kahlo (GACO) (INCO)	
AH 3730	Renaissance Arts in Southern Europe (GACO) (INCO)	

General Education:

*Directions should total 17-16 credits because CTDI is waived for BFA Graphic Design Option.

EN 1400	Composition	4		30
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3		
MA	Mathematics Foundations	3-4		
PPDI	Past and Present Direction	3-4		
SIDI	Scientific Inquiry Direction	3-4		
SSDI	Self and Society Direction	3-4		
	Directions (choose from PPDI, SIDI, SSDI)*	8-4		
DICO	Diversity Connection	3-4		
WECO	Wellness Connection	3-4		
	Electives	18-13		
Total		122		

Year Three			Credits
AR	Studio elective [not ARDI]		3-4
	Studio Art Option Area – complete two courses of 3000/4000 level courses from ONE of the following areas: Ceramics, Drawing, Painting, Printmaking, Sculpture [not ARDI]		6-8
AH 3100	Contemporary Art Seminar (INCO)		3
SIDI	Scientific Inquiry Direction		3-4
	Directions (choose from PPDI, SIDI, SSDI)*		8-4
DICO	Diversity Connection		3-4
	Electives		4
			30-31

*Directions should total 17-6 credits because CTDI is waived for BFA Studio Art Option.

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 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3-4
AR 1045	Art Foundations 2D: Composition and Content	4
AR 1065	Art Foundations 3D: Materials and Meaning	4
AR 1075	Art Foundations Drawing: Line and Language	4
AR 1080	Art Foundations: Digital and New Media (TECO)	4
AH 1130	Art History Foundations: 12 Monuments	3
AH 1140	Art History Foundations: Visual Culture	3
		32-33
Year Two		Credits
AR 2520	Drawing: Figure in Value	4
AR 3010	Painting: Theory and Process	3
	Ceramics Elective - complete one	4
	Printmaking Elective - complete one	4
	Sculpture Elective - complete one	4
AH 2700	20/21: Art Since 1900 (WRCO)	3
PPDI	Past and Present Direction	3-4
SSDI	Self and Society Direction	3-4
	Elective	2-0

Year Four			Credits
AR 4110	BFA Thesis I		6
AR 4120	BFA Thesis II		6
AH	Art History elective (GACO) (INCO)		3
WECO	Wellness Connection		3-4
	Electives		12-9
			30-28
Total			122

*Directions should total 17-16 credits because CTDI is waived for BFA Studio Art Option.

Bachelor of Arts in Art/Studio Art or Bachelor Fine Arts/Studio Art and Master of Arts in Teaching

The dual degree BA Art, Studio Art Option or BFA Studio Art Option and the MAT is a five year plan of study, combining the undergraduate Bachelor of Arts or the Bachelor of Fine Arts degree with the Master of Arts in Teaching for K-12 certification in Art Education. Undergraduate BA and 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 are a senior and they have at least a 3.00 cumulative grade point average) during their undergraduate BA or BFA studies. The remaining MAT courses and art education internship in teaching are completed within the fifth year of study following admittance into the MAT. Thus, students can achieve these two degrees within a five year plan of study. Interested students should see the Coordinator of Art Education.

BIOCHEMISTRY

BACHELOR OF SCIENCE

120 credits

The BS in Biochemistry follows guidelines established by the American Society for Biochemistry and Molecular Biology (ASBMB). With a focus on the chemistry related to biomolecules, the curriculum is designed to allow students flexibility to pursue different emphases in the field. The program includes an undergraduate research experience and prepares students for admission to graduate and professional schools, particularly in the medical field, as well as employment as professional chemists in the rapidly growing fields of biochemistry and biotechnology.

Degree Requirements	Credits
CH 1010 Majoring and Working in Chemistry	0.5
CH 1050 Laboratory Safety	1.0
CH 2010 The Literature and Ethics of Chemistry	0.5
CH 2250 Techniques in Laboratory Chemistry	2.0
CH 2335 General Chemistry I (QRCO)	4.0
CH 2340 General Chemistry II	4.0
CH 3010 Introduction to Research	1.0
CH 3035 Biochemistry I (INCO)	4.0
CH 3210 Integrated Laboratory Experience	2.0
CH 3370 Organic Chemistry I	4.0
CH 3380 Organic Chemistry II	4.0
CH 3410 Physical Chemistry: Thermodynamics and Kinetics (WRCO)	4.0
CH 4025 Biochemistry II	4.0
Complete one of the following:	3.0
CH 4531 Senior Research	
CH 4600 Internship	
BI 1110 Biological Science I (TECO)	4.0
BI 1120 Biological Science II	4.0
Bio Molecular elective – complete one of the following:	4.0
BI 3060 Genetics	
BI 4188 Molecular Biology	
Calculus – complete one sequence of (MA 2490 and MA 2500) or (MA 2550 and MA 2560):	8.0
MA 2490 Applied Calculus I (MATH) and	
MA 2500 Applied Calculus II (QRCO) or	
MA 2550 Calculus I (MATH) and	
MA 2560 Calculus II (QRCO)	
Physics – complete one sequence of (PH 2130-2140) or (PH 2410-2440):	8.0
PH 2130 Physics I and	
PH 2140 Physics II or	
PH 2410 University Physics I and	
PH 2420 University Physics II and	

PH 2430 University Physics Laboratory I and	
PH 2440 University Physics Laboratory II and	
Upper-division Electives – complete two 3000/4000 level courses from Biology or Chemistry or Computer Science or Mathematics	6-8.0
General Education:	
EN 1400 Composition	4.0
IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry	3.0
CTDI Creative Thought Direction	3-4.0
PPDI Past and Present Direction	3-4.0
SSDI Self and Society Direction	3-4.0
Directions (choose from CTDI, PPDI, SSDI)*	8-4.0
DICO Diversity Connection	3-4.0
GACO Global Awareness Connection	3-4.0
WECO Wellness Connection	3-4.0
Electives	15-11.0
Total	120.0

*Directions should total 17-16 credits because SIDI is waived for BS Biochemistry.

Recommended Course Sequence

Check all course descriptions for prerequisites before planning course schedule. Course sequence is suggested but not required.

Year One	Credits
EN 1400 Composition	4.0
IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry	3.0
CH 1010 Majoring and Working in Chemistry	0.5
CH 1050 Laboratory Safety	1.0
CH 2250 Techniques in Laboratory Chemistry	2.0
CH 2335 General Chemistry I (QRCO)	4.0
CH 2340 General Chemistry II	4.0
MA Calculus – complete one sequence (MATH) (QRCO)	8.0
CTDI Creative Thought Direction	3-4.0
	29.5-30.5
Year Two	Credits
CH 2010 The Literature and Ethics of Chemistry	0.5
CH 3370 Organic Chemistry I	4.0
CH 3380 Organic Chemistry II	4.0
BI 1110 Biological Science I (TECO)	4.0
BI 1120 Biological Science II	4.0
PH Physics – complete one sequence	8.0

PPDI	Past and Present Direction	3-4.0
SSDI	Self and Society Direction	3-4.0
		30.5-32.5

Year Three

		Credits
CH 3010	Introduction to Research	1.0
CH 3035	Biochemistry I (INCO)	4.0
CH 3210	Integrated Laboratory Experience	2.0
CH 4025	Biochemistry II	4.0
Directions (choose from CTDI, PPD1, SSD1)*		8-4.0
DICO	Diversity Connection	3-4.0
GACO	Global Awareness Connection	3-4.0

Years Three and Four

		Credits
CH 3410	Physical Chemistry: Thermodynamics and Kinetics (WRCO)	4.0
	Bio Molecular elective	4.0
	Upper-division Electives – complete two 3000/4000 level courses from Biology or Chemistry or Computer Science or Mathematics	6-8.0

Year Four

		Credits
	Complete one of the following:	3.0
	CH 4531 Senior Research	
	CH 4600 Internship	
WECO	Wellness Connection	3-4.0
Electives		15-11.0
Total		120.0

*Directions should total 17-16 because SIDI is waived for BS Biochemistry.

Biological Sciences Honors Program

The Department of Biological Sciences encourages eligible students to develop an Honors research project working with an individual faculty member. A Biology Faculty Advisor will serve as a research mentor throughout the process, but the student is responsible 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 programs 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 a budget), 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 research findings
- 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.

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 primarily 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 4970	Biology Seminar	1
Complete 16 credits of Biology:		
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]		
CH 1050	Laboratory Safety	1
CH 2335	General Chemistry I (QRCO)	4
CH 2340	General Chemistry II	4
Physical Science Group – complete four credits:		
CH 3370	Organic Chemistry I	
PH 2130	Physics I	
PH 2410	University Physics I and	
PH 2430	University Physics Laboratory I	
Mathematics Foundations - complete one of the following:		
MA 2140	Precalculus (MATH)	
MA 2490	Applied Calculus I (MATH)	
MA 2550	Calculus I (MATH)	
General Education:		
EN 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4
SSDI	Self and Society Direction	3-4
Directions (choose from CTDI, PPDI, SSDI)*		
WECO	Wellness Connection	3-4

Foreign Language (GACO)	6
Electives	30
Total	120

*Directions should total 17-16 credits because SIDI is waived for BA Biology.

The foreign language requirement for all BA degrees calls for 0-6 credits: one year of one language (6 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 1400	Composition	4
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	3-4
		31-32
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		
PPDI	Past and Present Direction	3-4
SSDI	Self and Society Direction	3-4
Directions (choose from CTDI, PPDI, SSDI)*		
Foreign Language (GACO)		
Elective		
		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
Electives		
		11
		30

Year Four	Credits
BI 3130 Evolution	4
BI 4970 Biology Seminar	1
BI 3000/4000 level Biology elective (WRCO) [not BIDI]	4
WECO Wellness Connection	3-4
Electives	17-15
	29-28
Total	120

**Directions should total 17-16 credits because SIDI is waived for BA Biology.*

General Chemistry should only be taken in the first year if the student has suitable math skills.

BIOLOGY

BACHELOR OF SCIENCE

120 credits

The BS in Biology prepares students for graduate or professional schools including medical, dental, and veterinary schools, and broadly prepares students in cellular, physiological, organismal, ecological and evolutionary biology. Note that some professional/graduate schools require a full year of physics and that 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 4970 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 and	
BI 2130 Human Anatomy and Physiology Laboratory I	
BI 2120 Human Anatomy and Physiology II and	
BI 2140 Human Anatomy and Physiology Laboratory II	
Upper Level Biology Electives – complete 19-20 credits of 3000/4000 level Biology courses; one must be a Writing in the Discipline Connection (WRCO):	19-20
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)	
General Education:	
EN 1400 Composition	4
IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
CTDI Creative Thought Direction	3-4

PPDI Past and Present Direction	3-4
SSDI Self and Society Direction	3-4
Directions (choose from CTDI, PPDI, SSDI)*	8-4
WECO Wellness Connection	3-4
Electives	21-20
Total	120

*Directions should total 17-16 credits because SIDI is waived for BS Biology.

Recommended Course Sequence

Check all course descriptions for prerequisites before planning course schedule. Course sequence is suggested but not required.

Year One	Credits
EN 1400 Composition	4
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
Elective	2
	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	3-4
PPDI Past and Present Direction	3-4
SSDI Self and Society Direction	3-4
	29-32
Year Three	Credits
BI Upper Level Biology Electives (3000/4000 level)	15-16
BI Biology Writing Connection (WRCO)	4
PH Physics - complete four credits	4
Directions (choose from CTDI, PPDI, SSDI)*	8-4
	31-28
Year Four	Credits
BI 3130 Evolution	4

BI 3240	Conservation (DICO) (GACO) (INCO)	3
BI 4970	Biology Seminar	1
WECO	Wellness Connection	3-4
Electives		19-18
		30
Total		120

**Directions should total 17-16 credits because SIDI is waived for BS Biology.*

General Chemistry should only be taken in the first year if the student has suitable math skills.

BUSINESS ADMINISTRATION

BACHELOR OF SCIENCE 120 credits

The BS degree in Business Administration is designed to provide students with a relevant foundation of business knowledge and the flexibility to pursue specific areas of interest in the business field. Graduates are prepared to take on professional opportunities and assume responsible positions in organizations of any size or scope. All baccalaureate business degree programs offered are nationally accredited by the Association of Collegiate Business Schools and Programs.

WECO	Wellness Connection	3-4
Electives		36-35
Total		120

*Directions should total 20 credits (unless the major has a waiver for a specific Direction).

Recommended Course Sequence

Business Administration majors should take their required courses in the following order.

Degree Requirements	Credits	Year One	Credits	
Business Core:		EN 1400	Composition	4
BU 1100	3	IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
BU 1152	3	MA	Mathematics Foundations	3
BU 2262	3	BU 1100	Business Computer Applications (TECO)	3
BU 2290	3	BU 1152	Financial Accounting	3
BU 2450	3	BU 2450	Principles of Marketing	3
BU 2480	3	BU 2480	Business Law I	3
BU 3210	3	CTDI	Creative Thought Direction	3-4
BU 3240	3	PPDI	Past and Present Direction	3-4
BU 3300	3	Elective		3
BU 3420	3			31-33
BU 4220	3			
EC 2550	3			
EC 2560	3			
Mathematics Foundations – complete one of the following:	3	Year Two		Credits
MA 2200	3	BU 2262	Management Accounting	3
MA 2490	3	BU 2290	Organizational Communications (WRCO)	3
MA 2550	3	EC 2560	Microeconomics	3
Quantitative Reasoning in the Discipline Connection - complete one of the following:	3	EC 2550	Macroeconomics (GACO)	3
BU 2240	3	SSDI	Self and Society Direction	3-4
MA 2300	3	Directions (choose from CTDI, PPDI, SIDI, SSDI)*		8-4
Major		QRCO	Quantitative Reasoning in the Discipline Connection	3
BU/EC 3000/4000 level Business/Economics electives [not BUDI/ECDI]	9	Elective		4-7
General Education:				30
EN 1400	4	Year Three		Credits
IS 1111	3	BU 3210	Financial Management	3
CTDI	3-4	BU 3240	Information Technology	3
PPDI	3-4	BU 3300	Operations Management	3
SIDI	3-4	BU 3420	Organizational Behavior (DICO)	3
SSDI	3-4	BU/EC	3000/4000 level Business/Economics elective [not BUDI/ECDI]	3
Directions (choose from CTDI, PPDI, SIDI, SSDI)*	8-4	SIDI	Scientific Inquiry Direction	3-4

Electives	11
	29-30

Year Four	Credits
BU 4220 Strategic Management (INCO)	3
BU/EC 3000/4000 level Business/Economics electives [not BUDI/ECDI]	6
WECO Wellness Connection	3-4
Electives	18-14
	30-27
Total	120

*Directions should total 20 credits (unless the major has a waiver for a specific Direction).

CELL AND MOLECULAR BIOLOGY

BACHELOR OF SCIENCE

120 credits

The BS in Cell and Molecular Biology prepares students for graduate studies or work in biomedical fields. Laboratory experiences include opportunities for students to conduct original research working closely with a faculty mentor. This degree is also appropriate for professional schools including medical, dental, and veterinary schools. Note that some professional/graduate schools require a full year of physics. 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 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 3040	Microbiology	4
BI 3060	Genetics	4
BI 3130	Evolution	4
BI 3240	Conservation (DICO) (GACO) (INCO)	3
BI 4100	Cell Structure and Function	4
BI 4188	Molecular Biology	4
BI 4970	Biology Seminar	1
Upper Level Cell and Molecular Biology Electives – complete three courses from the following; one course must be Research Intensive (BI 4150, BI 4770, BI 4780, or BI 4950); one course must be a Writing in the Discipline Connection (WRCO) (BI 4150, BI 4770, BI 4780):		12
BI 3035	Biochemistry I (INCO) or	
CH 3035	Biochemistry I (INCO)	
BI 4150	Developmental Biology (WRCO)	
BI 4770	Animal Physiology (WRCO)	
BI 4780	Neurobiology (WRCO)	
BI 4950	Undergraduate Research	
CH 4025	Biochemistry II	
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 2490	Applied Calculus I (MATH)	
MA 2550	Calculus I (MATH)	
General Education:		
EN 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4
SSDI	Self and Society Direction	3-4
Directions (choose from CTDI, PPDI, SSDI)*		8-4
WECO	Wellness Connection	3-4
Electives		16
Total		120

*Directions should total 17-16 credits because SIDI is waived for BS Cell and Molecular Biology.

Recommended Course Sequence

Check all course descriptions for prerequisites before planning course schedule. Course sequence is suggested but not required.

Year One		Credits
EN 1400	Composition	4
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
Elective		2
		30
Year Two		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
CH 3370	Organic Chemistry I	4
CH 3380	Organic Chemistry II	4
PPDI	Past and Present Direction	3-4
SSDI	Self and Society Direction	3-4
Directions (choose from CTDI, PPDI, SSDI)*		8-4
		30-28

Year Three	Credits
BI 3040 Microbiology	4
BI 3060 Genetics	4
BI 3240 Conservation (DICO) (GACO) (INCO)	3
BI 4100 Cell Structure and Function	4
BI Upper Level Cell and Molecular Biology Elective	4
PH Physics - complete four credits	4
CTDI Creative Thought Direction	3-4
Electives	4-3
	30

Year Four	Credits
BI 3130 Evolution	4
BI 4188 Molecular Biology	4
BI 4970 Biology Seminar	1
BI Upper Level Cell and Molecular Biology Electives	8
WECO Wellness Connection	3-4
Electives	10-11
	30-32

Total 120

*Directions should total 17-16 credits because SIDI is waived for BS Cell and Molecular Biology.

General Chemistry should only be taken in the first year if the student has suitable math skills. Many graduate and professional schools require a second semester of physics.

CHEMISTRY

BACHELOR OF SCIENCE

120 credits

The BS in Chemistry includes a General Option as well as an option in Environmental Chemistry. The BS in Chemistry (all options) follows guidelines established by the American Chemical Society. The program includes an undergraduate research experience for all options. The program prepares students for admission to graduate and professional schools as well as employment as professional chemists.

ENVIRONMENTAL CHEMISTRY OPTION of BS Chemistry

Degree Requirements

Credits

Courses required for the Option are shown in boldface.

CH 1010	Majoring and Working in Chemistry	0.5
CH 1050	Laboratory Safety	1.0
CH 2010	The Literature and Ethics of Chemistry	0.5
CH 2250	Techniques in Laboratory Chemistry	2.0
CH 2335	General Chemistry I (QRCO)	4.0
CH 2340	General Chemistry II	4.0
CH 3010	Introduction to Research	1.0
CH 3035	Biochemistry I (INCO)	4.0
CH 3210	Integrated Laboratory Experience	2.0
CH 3370	Organic Chemistry I	4.0
CH 3380	Organic Chemistry II	4.0
CH 3400	Instrumental Analysis (TECO)	4.0
CH 3410	Physical Chemistry: Thermodynamics and Kinetics (WRCO)	4.0
CH 3465	Physical Chemistry: Quantum Mechanics and Spectroscopy	4.0
CH 3500	Inorganic Chemistry	4.0
CH 3600	Environmental Chemistry (INCO)	4.0
Complete one of the following:		3.0
CH 4531	Senior Research	
CH 4600	Internship	
Environmental Electives – complete at least nine credits from the following:		9.0
BI 3210	Tropical Biology	
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):		8.0
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	3.0
PH 2420	University Physics II	3.0
PH 2430	University Physics Laboratory I	1.0
PH 2440	University Physics Laboratory II	1.0
General Education:		
EN 1400	Composition	4.0
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3.0
CTDI	Creative Thought Direction	3-4.0
PPDI	Past and Present Direction	3-4.0
SSDI	Self and Society Direction	3-4.0
Directions (choose from CTDI, PPDI, SSDI)*		8-4.0
DICO	Diversity Connection	3-4.0
GACO	Global Awareness Connection	3-4.0
WECO	Wellness Connection	3-4.0
Electives		12-10.0
Total		120.0

*Directions should total 17-16 credits because SIDI is waived for BS Chemistry, Environmental Chemistry 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 1400	Composition	4.0
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3.0
CH 1010	Majoring and Working in Chemistry	0.5
CH 1050	Laboratory Safety	1.0
CH 2250	Techniques in Laboratory Chemistry	2.0
CH 2335	General Chemistry I (QRCO)	4.0
CH 2340	General Chemistry II	4.0
Calculus – complete one sequence (MATH) (QRCO)		8.0
CTDI	Creative Thought Direction	3-4.0
		29.5-30.5

Year Two		Credits
CH 2010	The Literature and Ethics of Chemistry	0.5
CH 3370	Organic Chemistry I	4.0
CH 3380	Organic Chemistry II	4.0
PH 2410	University Physics I	3.0
PH 2420	University Physics II	3.0
PH 2430	University Physics Laboratory I	1.0
PH 2440	University Physics Laboratory II	1.0
PPDI	Past and Present Direction	3-4.0
SSDI	Self and Society Direction	3-4.0
Directions (choose from CTDI, PPDI, SSDI)*		8-4.0
		30.5-28.5

Year Three		Credits
CH 3010	Introduction to Research	1.0
CH 3035	Biochemistry I (INCO)	4.0
CH 3210	Integrated Laboratory Experience	2.0
CH 3600	Environmental Chemistry (INCO)	4.0
DICO	Diversity Connection	3-4.0
GACO	Global Awareness Connection	3-4.0
WECO	Wellness Connection	3-4.0

Years Three and Four		Credits
CH 3400	Instrumental Analysis (TECO)	4.0
CH 3410	Physical Chemistry: Thermodynamics and Kinetics (WRCO)	4.0
CH 3465	Physical Chemistry: Quantum Mechanics and Spectroscopy	4.0

CH 3500	Inorganic Chemistry	4.0
Environmental Electives		9.0

Year Four		Credits
Complete one of the following:		3.0
CH 4531	Senior Research	
CH 4600	Internship	
Electives		12-10.0
Total		120.0

**Directions should total 17-16 credits because SIDI is waived for BS Chemistry, Environmental Chemistry Option.*

GENERAL OPTION of BS Chemistry

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 1010	Majoring and Working in Chemistry	0.5
CH 1050	Laboratory Safety	1.0
CH 2010	The Literature and Ethics of Chemistry	0.5
CH 2250	Techniques in Laboratory Chemistry	2.0
CH 2335	General Chemistry I (QRCO)	4.0
CH 2340	General Chemistry II	4.0
CH 3010	Introduction to Research	1.0
CH 3035	Biochemistry I (INCO)	4.0
CH 3210	Integrated Laboratory Experience	2.0
CH 3370	Organic Chemistry I	4.0
CH 3380	Organic Chemistry II	4.0
CH 3400	Instrumental Analysis (TECO)	4.0
CH 3410	Physical Chemistry: Thermodynamics and Kinetics (WRCO)	4.0
CH 3465	Physical Chemistry: Quantum Mechanics and Spectroscopy	4.0
CH 3500	Inorganic Chemistry	4.0
CH	3000/4000 level Chemistry elective [not CHDI]	4.0
Complete one of the following:		3.0
CH 4531	Senior Research	
CH 4600	Internship	
Calculus – complete one sequence of (MA 2490 and MA 2500) or (MA 2550 and MA 2560):		8.0
MA 2490	Applied Calculus I (MATH)	
MA 2500	Applied Calculus II (QRCO)	
MA 2550	Calculus I (MATH)	

UNDERGRADUATE PROGRAMS

MA 2560	Calculus II (QRCO)	
PH 2410	University Physics I	3.0
PH 2420	University Physics II	3.0
PH 2430	University Physics Laboratory I	1.0
PH 2440	University Physics Laboratory II	1.0
General Education:		
EN 1400	Composition	4.0
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3.0
CTDI	Creative Thought Direction	3-4.0
PPDI	Past and Present Direction	3-4.0
SSDI	Self and Society Direction	3-4.0
Directions (choose from CTDI, PPDI, SSDI)*		
DICO	Diversity Connection	3-4.0
GACO	Global Awareness Connection	3-4.0
WECO	Wellness Connection	3-4.0
Electives		21-19.0
Total		120.0

*Directions should total 17-16 credits because SIDI is waived for BS Chemistry, General Option.

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		Credits
EN 1400	Composition	4.0
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3.0
CH 1010	Majoring and Working in Chemistry	0.5
CH 1050	Laboratory Safety	1.0
CH 2250	Techniques in Laboratory Chemistry	2.0
CH 2335	General Chemistry I (QRCO)	4.0
CH 2340	General Chemistry II	4.0
Calculus – complete one sequence (MATH) (QRCO)		8.0
CTDI	Creative Thought Direction	3-4.0
		29.5-30.5

Year Two		Credits
CH 2010	The Literature and Ethics of Chemistry	0.5
CH 3370	Organic Chemistry I	4.0
CH 3380	Organic Chemistry II	4.0
PH 2410	University Physics I	3.0

PH 2420	University Physics II	3.0
PH 2430	University Physics Laboratory I	1.0
PH 2440	University Physics Laboratory II	1.0
PPDI	Past and Present Direction	3-4.0
SSDI	Self and Society Direction	3-4.0
Directions (choose from CTDI, PPDI, SSDI)*		8-4.0
Elective		0-2.0
		30.5

Year Three		Credits
CH 3010	Introduction to Research	1.0
CH 3210	Integrated Laboratory Experience	2.0
CH 3035	Biochemistry I (INCO)	4.0
DICO	Diversity Connection	3-4.0
GACO	Global Awareness Connection	3-4.0
WECO	Wellness Connection	3-4.0
Electives		4-1.0

Years Three and Four		Credits
CH 3400	Instrumental Analysis (TECO)	4.0
CH 3410	Physical Chemistry: Thermodynamics and Kinetics (WRCO)	4.0
CH 3465	Physical Chemistry: Quantum Mechanics and Spectroscopy	4.0
CH 3500	Inorganic Chemistry	4.0

Year Four		Credits
Complete one of the following:		3.0
CH 4531	Senior Research	
CH 4600	Internship	
CH	Chemistry 3000/4000 level elective [not CHDI]	4.0
Electives		17-16.0
Total		120.0

*Directions should total 17-16 credits because DI is waived for BS Chemistry, General Option.

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 of BA Communication Studies

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 Introduction to Media and Cultural Studies (TECO)	3
CM 3480 Global Perspectives in the Media (GACO)	3
CM 3500 Media Effects	3
CM 3640 Communication Theory (WRCO)	3
CM 4650 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 2991 Social Media Audience Engagement
- CM 3120 Communicating Through Animation (INCO)
- 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 3850 Introduction to Game Design and Development (INCO)
- CM 3910 Topics in Media Studies
- CM 3925 Topics in Screenwriting and Video Production
- CM 3940 Social Media: Technology and Culture (INCO)
- CM 3955 Internship
- CM 4870 Advanced Game Design and Development
- CM 4910 Independent Study
- EN 2360 Introduction to Film
- EN 3125 Advanced Composition
- EN 3135 Non-Fiction Workshop
- EN 3305 The Craft of Screenwriting: Reading and Writing Screenplays
- EN 3325 Literature into Film
- EN 3595 The Filmmaker's Vision: An Introduction to Film Analysis
- EN 3685 Scriptwriting
- PY 3730 Philosophy of Communication (DICO) (INCO)

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 3040 Special Topics in Marketing
- BU 3310 Business and the Media
- 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 Introduction to Public Relations
- BU 4250 Marketing Management
- BU 4440 Global Marketing

General Education:		
EN 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3
CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4
SIDI	Scientific Inquiry Direction	3-4
SSDI	Self and Society Direction	3-4
	Directions (choose from CTDI, PPDI, SIDI, SSDI)*	8-4
DICO	Diversity Connection	3-4
INCO	Integration Connection	3-4
WECO	Wellness Connection	3-4
	Foreign Language (GACO)	6
	Electives	35-32
Total		120

*Directions should total 20 credits (unless the major has a waiver for a specific Direction).

The foreign language requirement for all BA degrees calls for 0-6 credits: one year of one language (6 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 1400	Composition	4
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 2770	Introduction to Media and Cultural Studies (TECO)	3
CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4
	Foreign Language (GACO)	6
	Elective	2-0
		31
Year Two		Credits
CM 3480	Global Perspectives in the Media (GACO)	3

CM 3640	Communication Theory (WRCO)	3
SIDI	Scientific Inquiry Direction	3-4
SSDI	Self and Society Direction	3-4
	Directions (choose from CTDI, PPDI, SIDI, SSDI)*	8-4
DICO	Diversity Connection	3-4
	Elective	7-8
		30

Year Three		Credits
CM 3500	Media Effects	3
	Societal Contexts—complete one course	3

Years Three and Four		Credits
Advanced Study – complete 15 credits		15
INCO	Integration Connection	3-4
WECO	Wellness Connection	3-4
	Electives	26-24

Year Four		Credits
CM 4650	Communication Research Methods (QRCO)	3
CM 4900	Senior Seminar	3
Total		120

*Directions should total 20 credits (unless the major has a waiver for a specific Direction).

PROFESSIONAL COMMUNICATION OPTION of BA Communication Studies

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
CM 2910	Human Communication and Conflict	3
CM 3640	Communication Theory (WRCO)	3
CM 4650	Communication Research Methods (QRCO)	3

CM 4900	Senior Seminar	3
BU 2290	Organizational Communications (WRCO)	3
BU 2450	Principles of Marketing	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 2991	Social Media Audience Engagement	
CM 3090	Technical Communication (TECO) (WRCO)	
CM 3670	Journalism (TECO) (WRCO)	
CM 3910	Topics in Media Studies	
CM 3940	Social Media: Technology and Culture (INCO)	
CM 3955	Internship	
CM 4090	Advanced Technical Communication	
CM 4910	Independent Study	
BU 3040	Special Topics in Marketing	
BU 3310	Business and the Media	
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	Introduction to Public Relations	
BU 4250	Marketing Management	
BU 4440	Global Marketing	
PY 3730	Philosophy of Communication (DICO) (INCO)	
Allowed - complete no more than six credits from the following:		
CM 2770	Introduction to Media and Cultural Studies (TECO)	
CM 3120	Communicating Through Animation (INCO)	
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 3850	Introduction to Game Design and Development (INCO)	
CM 3925	Topics in Screenwriting and Video Production	
CM 4870	Advanced Game Design and Development	
EN 2360	Introduction to Film	
EN 3125	Advanced Composition	
EN 3135	Non-Fiction Workshop	
EN 3305	The Craft of Screenwriting: Reading and Writing Screenplays	
EN 3325	Literature into Film	
EN 3595	The Filmmaker's Vision: An Introduction to Film Analysis	
EN 3685	Scriptwriting	
General Education:		
EN 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3
CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4
SIDI	Scientific Inquiry Direction	3-4
SSDI	Self and Society Direction	3-4
Directions (choose from CTDI, PPDI, SIDI, SSDI)*		8-4
DICO	Diversity Connection	3-4
INCO	Integration Connection	3-4
WECO	Wellness Connection	3-4
Foreign Language (GACO)		6
Electives		35-32
Total		120

*Directions should total 20 credits (unless the major has a waiver for a specific Direction).

The foreign language requirement for all BA degrees calls for 0-6 credits: one year of one language (6 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 1400	Composition	4
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	Human Communication and Conflict	3
CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4
Foreign Language (GACO)		6
Elective		2-0
		31

Year Two		Credits
CM 3640	Communication Theory (WRCO)	3
BU 2290	Organizational Communications (WRCO)	3
BU 2450	Principles of Marketing	3
SIDI	Scientific Inquiry Direction	3-4
SSDI	Self and Society Direction	3-4
Directions (choose from CTDI, PPDI, SIDI, SSDI)*		8-4
Elective		7-9
		30

Year Three		Credits
Societal Contexts – complete one course		3
WECO	Wellness Connection	3-4

Years Three and Four		Credits
Advanced Study – complete 15 credits		15
DICO	Diversity Connection	3-4
INCO	Integration Connection	3-4
Electives		26-23

Year Four		Credits
CM 4650	Communication Research Methods (QRCO)	3
CM 4900	Senior Seminar	3
Total		120

**Directions should total 20 credits (unless the major has a waiver for a specific Direction).*

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 that graduates typically choose.

Degree Requirements		Credits
CS 2010	Computing Fundamentals (TECO)	3
CS 2220	Computer Hardware	3
CS 2370	Introduction to Programming	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 4760	Senior Project	3
Computer Science Major Electives - complete two of the following:		6-7
CS 3015	Mobile Application Development	
CS 3020	Web Programming	
CS 3030	Advanced Web Programming	
CS 3240	Data Communication and Computer Networks	
CS 3420	Introduction to Cybersecurity	
CS 3500	Introduction to Artificial Intelligence	
CS 3700	Computer Graphics	
CS 3820	Human-Computer Interaction	
CS 4230	System Administration	
CS 4400	Computer Networks and Protocols	
CS 4420	Computer Security	
CS 4920	Computer Science Internship (maximum of three credits)	
MA 2250	Mathematics for Computer Scientists (MATH)	3
MA 2300	Statistics I (QRCO)	3
Calculus - complete one sequence of (MA 2490-2500) or (MA 2550-2560):		8
MA 2490	Applied Calculus I (QRCO) and	

MA 2500	Applied Calculus II (QRCO) or	
MA 2550	Calculus I (QRCO) and	
MA 2560	Calculus II (QRCO)	
Science course with laboratory [not BIDI/CHDI/ESDI/MTDI/PHDI]		4
General Education:		
EN 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4
SIDI	Scientific Inquiry Direction	3-4
SSDI	Self and Society Direction	3-4
Directions (choose from CTDI, PPDI, SIDI, SSDI)*		8-4
GACO	Global Awareness Connection	3-4
WECO	Wellness Connection	3-4
Electives		18-15
Total		120

*Directions should total 20 credits (unless the major has a waiver for a specific Direction).

Recommended Course Sequence

Check all course descriptions for prerequisites before planning course schedule. Course sequence is suggested but not required.

Year One		Credits
EN 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
CS 2010	Computing Fundamentals (TECO)	3
CS 2370	Introduction to Programming	4
Calculus - complete one two-semester sequence		8
CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4
Elective		2-0
		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 2250	Mathematics for Computer Scientists	3
MA 2300	Statistics I (QRCO)	3
SIDI	Scientific Inquiry Direction	3-4

SSDI	Self and Society Direction	3-4
		29-31
Year Three		Credits
CS 3720	Systems Analysis and Design	3
CS 3780	Introduction to Computational Theory	3
	Science course with laboratory [not BIDI/CHDI/ESDI/MTDI/PHDI]	4
	Directions (choose from CTDI, PPD1, SIDI, SSDI)*	8-4
GACO	Global Awareness Connection	3-4
WECO	Wellness Connection	3-4
	Electives	6-8
		30
Year and Four		Credits
CS 4140	Software Engineering	3
CS 4250	Computer Architecture	3
CS 4310	Operating Systems	3
CS 4520	CyberEthics (DICO) (INCO) (WRCO)	3
CS 4760	Senior Project	3
	Computer Science Major Electives - complete two courses	6-7
	Electives	10-7
		31-29
Total		120

**Directions should total 20 credits (unless the major has a waiver for a specific Direction).*

CRIMINAL JUSTICE

Bachelor of Science

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. Consistent with the general mission of Plymouth State University, the department seeks to produce well-rounded graduates who are equipped to both continue their education and enter the work force. In addition, the department serves the surrounding community, not only by producing high quality graduates well prepared to enter their field, but also by partnering with local and regional agencies to provide academic and research support.

Students in the BS in criminal justice program focus on career preparation. The program includes a heavy emphasis on the criminal justice system itself, and how the branches of the system operate together and independently. Students develop skills in a variety of areas including, but not limited to, problem solving techniques, communication skills, computing skills, and technical writing skills, along with an appreciation for ethical and professional behavior in the field. Upon completion of the program, students will be well prepared for a variety of criminal justice careers. Students will also have developed an independent sense of self, with a tolerance toward others and the ability to work in diverse cultures.

Degree Requirements	Credits
CJ 1020 Criminal Justice in Action	4
CJ 1060 Technology in Criminal Justice (TECO) (WRCO)	4
CJ 2045 Criminal Procedure	4
CJ 2075 Corrections	4
Complete one of the following:	4
CJ 2080 Crime and Criminals	
SO 2080 Crime and Criminals	
CJ 2090 Criminal Law	4
CJ 3055 The Law Enforcement Environment	4
Complete one of the following:	4
CJ 3155 Society, Ethics, and the Law (DICO) (INCO)	
PY 3155 Society, Ethics, and the Law (DICO) (INCO)	
CJ 3260 Data Analysis for Criminal Justice (QRCO) (TECO)	4
CJ 3401 Research Methods in Criminal Justice	4
Capstone – complete 4 credits as following:	4
CJ 4580 Internship in Criminal Justice or	
CJ 4900 Practicum in Criminal Justice and	
CJ 4100 Career Search Skills for Criminal Justice	
Part A - complete one major elective from the following:	4

AN 3605 Forensic Anthropology	
CJ 3005 Criminal Investigation	
CJ 3015 Cybercrime	
CJ 3025 Forensic Science	
CJ 3075 Race, Class, Crime, and Justice (DICO)	
CJ 3085 Juvenile Delinquency	
CJ 3270 Explaining Crime	
CJ 3405 Homeland Security	
CJ 3515 Women and Crime (DICO) (GACO)	
CJ 3600 Restorative Justice Practice with Youth	
CJ 3720 Topics in Criminal Justice	
PO 3635 Constitutional Law: Civil Liberties	
SO 3085 Juvenile Delinquency	
SO 3185 Sociology of Deviance (DICO)	
SO 3270 Explaining Crime	
SO 3375 Sociology of Race and Ethnicity (DICO)	
SO 3385 Drugs and Society (INCO)	

General Education:

EN 1400 Composition	4
IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA Mathematics Foundation	3-4
CTDI Creative Thought Direction	3-4
PPDI Past and Present Direction	3-4
SIDI Scientific Inquiry Direction	3-4
SSDI Self and Society Direction	3-4
Directions (choose from CTDI, PPDI, SIDI, SSDI)*	8-4
GACO Global Awareness Connection	3-4
WECO Wellness Connection	3-4
Electives	38-36
Total	120

*Directions should total 20 credits (unless the major has a waiver for a specific Direction).

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 1400 Composition	4

IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundation	3-4
CJ 1020	Criminal Justice in Action	4
CJ 1060	Technology in Criminal Justice (TECO) (WRCO)	4
CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4
Electives		6-3
		30

Year Two		Credits
CJ 2045	Criminal Procedure	4
CJ 2075	Corrections	4
CJ/SO 2080	Crime and Criminals	4
CJ 2090	Criminal Law	4
SIDI	Scientific Inquiry Direction	3-4
SSDI	Self and Society Direction	3-4
	Directions (choose from CTDI, PPDI, SIDI, SSDI)*	8-4
	Elective	0-2
		30

Year Three		Credits
CJ 3055	The Law Enforcement Environment	4
CJ 3260	Data Analysis for Criminal Justice (QRCO) (TECO)	4
CJ 3401	Research Methods in Criminal Justice	4
	Part A - complete one course	4
GACO	Global Awareness Connection	3-4
Electives		13-14
		30

Year Four		Credits
CJ/PY 3150	Society, Ethics, and the Law (DICO) (INCO)	4
	Capstone	4
WECO	Wellness Connection	3-4
Electives		19-18
		30

Total		120
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*Directions should total 20 credits (unless the major has a waiver for a specific Direction).

CRIMINOLOGY

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. Consistent with the general mission of Plymouth State University, the department seeks to produce well-rounded graduates who are equipped to both continue their education and enter the work force. In addition, the department serves the surrounding community, not only by producing high quality graduates well prepared to enter their field, but also by partnering with local and regional agencies to provide academic and research support.

Students in the BA in criminology degree program are exposed to a well-rounded liberal arts education that is interdisciplinary in nature. 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 understand how the criminal justice system fits into our broader society, the functions it serves, how it relates to and interacts with other fields and systems, and how policy is shaped and formed. Students will also have developed an independent sense of self, with a tolerance toward others and the ability to work in diverse cultures.

Degree Requirements

	Credits
CJ 1020 Criminal Justice in Action	4
CJ 3155 Society, Ethics, and the Law (DICO) (INCO)	4
CJ 3260 Data Analysis for Criminal Justice (QRCO) (TECO)	4
CJ 3401 Research Methods in Criminal Justice	4
CJ 4805 Criminal Justice Seminar (WRCO)	4
Complete one of the following:	4
CJ 2080 Crime and Criminals	
SO 2080 Crime and Criminals	
Complete one of the following:	4
CJ 3270 Explaining Crime	
SO 3270 Explaining Crime	
Part A - complete two major electives from the following:	8
CJ 2045 Criminal Procedure	
CJ 2075 Corrections	
CJ 2090 Criminal Law	
CJ 3055 The Law Enforcement Environment	
Part B - complete one major elective from the following:	3-4
AN 3605 Forensic Anthropology	
CJ 3005 Criminal Investigation	
CJ 3015 Cybercrime	
CJ 3025 Forensic Science	

CJ 3075	Race, Class, Crime, and Justice (DICO)
CJ 3085	Juvenile Delinquency
CJ 3405	Homeland Security
CJ 3515	Women and Crime (DICO) (GACO)
CJ 3600	Restorative Justice Practice with Youth
CJ 3720	Topics in Criminal Justice
IS 4360	Cultural Diversity and American Society (DICO) (INCO)
PO 3635	Constitutional Law: Civil Liberties
SO 3085	Juvenile Delinquency
SO 3185	Sociology of Deviance (DICO)
SO 3375	Sociology of Race and Ethnicity (DICO)
SO 3385	Drugs and Society (INCO)

General Education:

EN 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundation	3-4
CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4
SIDI	Scientific Inquiry Direction	3-4
SSDI	Self and Society Direction	3-4
	Directions (choose from CTDI, PPDI, SIDI, SSDI)*	8-4
WECO	Wellness Connection	3-4
	Foreign Language (GACO)	6
	Electives	42-39
	Total	120

*Directions should total 20 credits (unless the major has a waiver for a specific Direction).

Several of the Major Electives have prerequisites; see their course description for details.

The foreign language requirement for all BA degrees calls for 0-6 credits: one year of one language (6 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 1400 Composition	4
IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA Mathematics Foundation	3-4
CJ 1020 Criminal Justice in Action	4
CTDI Creative Thought Direction	3-4
PPDI Past and Present Direction	3-4
Foreign Language (GACO)	6
Elective	4-1
	30

Year Two	Credits
Part A - complete two courses	8
CJ /SO Crime and Criminals 2080	4
SIDI Scientific Inquiry Direction	3-4
SSDI Self and Society Direction	3-4
Directions (choose from CTDI, PPDI, SIDI, SSDI)*	8-4
Electives	4-6
	30

Year Three	Credits
CJ 3155 Society, Ethics, and the Law (DICO) (INCO)	4
CJ 3260 Data Analysis for Criminal Justice (QRCO) (TECO)	4
CJ 3401 Research Methods in Criminal Justice	4
Electives	18
	30

Year Four	Credits
CJ/SO Explaining Crime 3270	4
CJ 4805 Criminal Justice Seminar (WRCO)	4
Part B - complete one course	3-4
WECO Wellness Connection	3-4
Electives	16-14
	30

Total	120
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*Directions should total 20 credits (unless the major has a waiver for a specific Direction).

Complementary Courses: Students in Criminology are encouraged to consider a minor in another department that would interface with the field of Criminology. Free electives could be used to fulfill the requirements for minors such as: Anthropology/Sociology, Business Administration, Child Welfare and Family Studies, Computing, French, Information Technology, Media Studies, Peace and Social Justice Studies, Political Science, Pre-Law, Professional Communication, Psychology, Spanish or Women's Studies.

EARLY CHILDHOOD EDUCATION

BACHELOR OF SCIENCE

120 credits

The BS in Early Childhood Education prepares students for careers working with children from birth through eight years of age and their families. The Early Childhood Education 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 diverse 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 Education majors must choose one of the following options: Early Care and Education or Teacher Certification PreK-Grade 3. Early Childhood majors who are near the end of their program may choose a Contract Option if the circumstances warrant it. The degree program emphasizes the roles and responsibilities of early childhood educators and the knowledge and skills needed to be an effective leader and advocate. The BS in Early Childhood Education also serves as a foundation to pursue advanced degrees in early childhood education, early childhood special education, psychology, allied health professions, and the human services.

In order for Early Childhood Education 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 Education 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. This requirement affects Early Childhood Education 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. The cost to an individual for a fingerprinting, criminal record check, and required Eligibility Card for child care is \$69.50. The fingerprinting and criminal records checks are typically completed at one of six digital stations in New Hampshire. They may also be completed at local police departments in New Hampshire that have a LiveScan machine, but there may be an additional service charge.

As of October 2016, NH State Law RSA 170-E:7 requires that all child care personnel age 18 and over must have LiveScan fingerprinting and a criminal background check. Students should be prepared to complete this requirement prior to their first clinical experience 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 <http://www.dhhs.nh.gov/oos/cclu/fingerprinting.htm> or from a faculty advisor.

Fingerprinting and background checks are also required for field experiences in the public schools, such as those associated with ER 4290 and ER 4700, and for the teaching internship (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 teaching internship experiences, to the Holmes Center for School Partnerships and Educator Preparation. (See also the Holmes Center for School Partnerships and Educator Preparation section of this catalog.)

Health Assessment, CPR/First Aid Certification and Health and Safety Training Requirements for Child Care

The State of New Hampshire also requires that persons who work with children in a child care setting submit a current health assessment, have CPR/First Aid Certification, and complete the NH Health and Safety Trainings in topics listed in He-C 4002.30 Professional Development found at <https://www.dhhs.nh.gov/oos/cclu/rules.htm>. The NH Health and Safety Trainings can currently be obtained for free at <https://www.prosolutionstraining.com/content/?id=166/Home/>. The Center for Young Children and Families will guide and support students through the process of meeting these requirements.

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 Education. 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 introduced in the Early Childhood Education 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 Education majors as well as for students in other degree programs. For additional information, please visit plymouth.edu/services/cycf/.

**EARLY CARE AND EDUCATION OPTION
of BS Early Childhood Education**

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 Early Head Start, early intervention, infant care, private and/or non-profit child care and preschool programs, hospital-based programs, Montessori programs or other settings. Early Childhood Education 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 Education 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 Education 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 2150 Play and Learning in Early Childhood	4
ER 2200 The Constructivist Approach in Early Care and Education	3
ER 2305 Young Children's Learning and Development in Context	4
ER 2400 Nutrition, Physical Activity, and Health for the Young Child (WECO)	3
ER 2800 Preschool and Kindergarten Curriculum and Instruction	6
ER 3210 Assessment in Early Childhood	3
ER 3300 Culturally Responsive Early Care and Education (DICO) (WRCO)	3
ER 3400 The Project Approach	6
ER 3450 Guiding Young Mathematicians: Math Methods for Early Childhood (QRCO)	4
ER 4200 Senior Seminar: Perspectives on Early Childhood (INCO)	3
ER 4300 Leadership, Advocacy, and Policy in Early Childhood (TECO)	3
ER 4700 Early Childhood Practicum	3
ERSE 2500 Inclusive Early Childhood Education	3
ERSE 3600 Infant and Toddler Care and Education	4
MA 2110 Mathematics for PreK-Grade 3 Educators (MATH)	4
RL 2500 Language and Literacy Development in Young Children	3

General Education:		
EN 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4
SIDI	Scientific Inquiry Direction	3-4
SSDI	Self and Society Direction	3-4
Directions (choose from CTDI, PPDI, SIDI, SSDI)*		8-4
GACO	Global Awareness Connection	3-4
Electives		31-30
Total		120

*Directions should total 20 credits (unless the major has a waiver for a specific Direction).

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 1400 Composition	4	
IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry	3	
MA 2110 Mathematics for PreK-Grade 3 Educators (MATH)	4	
ER 2150 Play and Learning in Early Childhood	4	
ER 2305 Young Children's Learning and Development in Context	4	
ER 2400 Nutrition, Physical Activity, and Health for the Young Child (WECO)	3	
ERSE 2500 Inclusive Early Childhood Education	3	
CTDI Creative Thought Direction	3-4	
PPDI Past and Present Direction	3-4	
	31-33	
Year Two	Credits	
ER 2200 The Constructivist Approach in Early Care and Education	3	
ER 2800 Preschool and Kindergarten Curriculum and Instruction	6	
RL 2500 Language and Literacy Development in Young Children	3	
SIDI Scientific Inquiry Direction	3-4	
SSDI Self and Society Direction	3-4	
Directions (choose from CTDI, PPDI, SIDI, SSDI)*		8-4
Elective	4	
	30-28	

Year Three		Credits
ER 3210	Assessment in Early Childhood	3
ER 3300	Culturally Responsive Early Care and Education (DICO) (WRCO)	3
ER 3450	Guiding Young Mathematicians: Math Methods for Early Childhood (QRCO)	4
ERSE 3600	Infant and Toddler Care and Education	4
GACO	Global Awareness Connection	3-4
Electives		13-12
		30
Year Four		Credits
ER 3400	The Project Approach	6
ER 4200	Senior Seminar: Perspectives on Early Childhood (INCO)	3
ER 4300	Leadership, Advocacy, and Policy in Early Childhood (TECO)	3
ER 4700	Early Childhood Practicum	3
Electives		14
		29
Total		120

**Directions should total 20 credits (unless the major has a waiver for a specific Direction).*

TEACHER CERTIFICATION (PreK-Grade 3) OPTION of BS Early Childhood Education

Early Childhood Education majors who plan to teach in a public school primary grade classroom should select the Teacher Certification PreK-Grade 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-Grade 3 Option provides extensive field experiences in area public schools, culminating in a year-long internship in a public school primary grade classroom. The year-long internship 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 intern year provides Early Childhood 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 educa-

tor. Early Childhood teacher candidates benefit from our long-standing partnerships with area schools, which provide rich internship experiences under the mentorship of public school educators and university faculty.

The Educator Preparation programs at Plymouth State University are approved by the New Hampshire Department of Education. The University is a member of the American Association of Colleges of Teacher Education (AACTE). The Early Childhood Education program has also achieved national recognition from the National Association for the Education of Young Children. Graduates who complete this Teacher Certification Option and pass standardized tests in reading and early childhood content knowledge (required by the state of New Hampshire) 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 Holmes Center for School Partnerships and Educator Preparation section. Requirements for certification may change, subject to changes made by the New Hampshire Department of Education. Teacher candidates can find the most current New Hampshire Department of Education standards at education.nh.gov/index.htm.

A minimum cumulative grade point average of 2.50 is required for admission into Teacher Certification candidacy. Candidates are required to have a 3.00 grade point average in order to enroll in ER 4250, ER 4290, ER 4410, and ER 4500. 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 Education majors to participate in clinical experiences in diverse settings that are essential for their development as early childhood professionals and required for accreditation, students must be willing and able to travel outside of the Plymouth area beyond walking distances. Early Childhood Education 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 2150	Play and Learning in Early Childhood	4
ER 2200	The Constructivist Approach in Early Care and Education	3
ER 2305	Young Children's Learning and Development in Context	4
ER 2400	Nutrition, Physical Activity, and Health for the Young Child (WECO)	3
ER 2800	Preschool and Kindergarten Curriculum and Instruction	6
ER 3210	Assessment in Early Childhood	3

UNDERGRADUATE PROGRAMS

ER 3300	Culturally Responsive Early Care and Education (DICO) (WRCO)	3
ER 3450	Guiding Young Mathematicians: Math Methods for Early Childhood (QRCO)	4
ER 3700	Learning and Teaching in the Primary Grades	3
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
ERSE 2500	Inclusive Early Childhood Education	3
ERSE 3500	Special Education in the Primary Grades	3
MA 2110	Mathematics for PreK-Grade 3 Educators (MATH)	4
RL 2500	Language and Literacy Development in Young Children	3
RL 3500	Reading, Writing, and Language Arts in the Primary Grades	3
General Education:		
EN 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4
SIDI	Scientific Inquiry Direction	3-4
SSDI	Self and Society Direction	3-4
Directions (choose from CTDI, PPDI, SIDI, SSDI)*		8-4
GACO	Global Awareness Connection	3-4
Electives		13-12
Total		120

*Directions should total 20 credits (unless the major has a waiver for a specific Direction).

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, ER 4290, and RL 3500 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 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA 2110	Mathematics for PreK-Grade 3 Educators (MATH)	4
ER 2150	Play and Learning in Early Childhood	4
ER 2305	Young Children's Learning and Development in Context	4
ER 2400	Nutrition, Physical Activity, and Health for the Young Child (WECO)	3
ERSE 2500	Inclusive Early Childhood Education	3
CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4
		31-33

Year Two **Credits**

ER 2200	The Constructivist Approach in Early Care and Education	3
ER 2800	Preschool and Kindergarten Curriculum and Instruction	6
RL 2500	Language and Literacy Development in Young Children	3
SIDI	Scientific Inquiry Direction	3-4
SSDI	Self and Society Direction	3-4
Directions (choose from CTDI, PPDI, SIDI, SSDI)*		8-4
Elective		4
		30-28

Year Three **Credits**

ER 3210	Assessment in Early Childhood	3
ER 3300	Culturally Responsive Early Care and Education (DICO) (WRCO)	3
ER 3450	Guiding Young Mathematicians: Math Methods for Early Childhood (QRCO)	4
ER 3700	Learning and Teaching in the Primary Grades	3
ERSE 3500	Special Education in the Primary Grades	3
RL 3500	Reading, Writing, and Language Arts in the Primary Grades	3
GACO	Global Awareness Connection	3-4
Electives		8-7
		30

Year Four **Credits**

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
Elective		1
		29
Total		120

**Directions should total 20 credits (unless the major has a waiver for a specific Direction).*

CONTRACT OPTION of BS Early Childhood Education

This 21-credit option is designed by the student and his/her advisor and must be approved by the Department. 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 2150	Play and Learning in Early Childhood	4
ER 2200	The Constructivist Approach in Early Care and Education	3
ER 2305	Young Children's Learning and Development in Context	4
ER 2400	Nutrition, Physical Activity, and Health for the Young Child (WECO)	3
ER 2800	Preschool and Kindergarten Curriculum and Instruction	6
ER 3210	Assessment in Early Childhood	3
ER 3300	Culturally Responsive Early Care and Education (DICO) (WRCO)	3
ER 3450	Guiding Young Mathematicians: Math Methods for Early Childhood (QRCO)	4
ER 4200	Senior Seminar: Perspectives on Early Childhood (INCO)	3
ERSE 2500	Inclusive Early Childhood Education	3
ER, ERSE, ED, and/or RL 3000/4000 level Contract courses [not ERDI, not ERSEDI, not EDDI, not RLDI]		18
MA 2110	Mathematics for PreK-Grade 3 Educators (MATH)	4
RL 2500	Language and Literacy Development in Young Children	3
Technology in the Discipline Connection – complete one of the following:		4-3
ER 4250	Inquiry, Integration, and Problem Solving in the Primary Grades (TECO)	

ER 4300	Leadership, Advocacy, and Policy in Early Childhood (TECO)	
General Education:		
EN 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4
SIDI	Scientific Inquiry Direction	3-4
SSDI	Self and Society Direction	3-4
Directions (choose from CTDI, PPDI, SIDI, SSDI)*		8-4
GACO	Global Awareness Connection	3-4
Electives		25
Total		120

**Directions should total 20 credits (unless the major has a waiver for a specific Direction).*

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 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA 2110	Mathematics for PreK-Grade 3 Educators (MATH)	4
ER 2150	Play and Learning in Early Childhood	4
ER 2305	Young Children's Learning and Development in Context	4
ER 2400	Nutrition, Physical Activity, and Health for the Young Child (WECO)	3
ERSE 2500	Inclusive Early Childhood Education	3
CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4
		31-33
Year Two		Credits
ER 2200	The Constructivist Approach in Early Care and Education	3
ER 2800	Preschool and Kindergarten Curriculum and Instruction	6
RL 2500	Language and Literacy Development in Young Children	3
SIDI	Scientific Inquiry Direction	3-4
SSDI	Self and Society Direction	3-4

ELECTROMECHANICAL TECHNOLOGY AND ROBOTICS

BACHELOR OF SCIENCE 120 credits

This program is to educate students to build and design real-world automation systems, following a system approach by integrating electromechanics, existing micro controllers, and software. It is to provide students with both theoretical background and practical hands-on experiential learning. It is also to prepare students to become innovators, entrepreneurs, and connectors in a dynamic and complex field, where teamwork is treasured. Finally, it is to connect computer science, electromechanics, and robotics with artistic design and interactive performance.

Degree Requirements Credits

CS 2010	Computing Fundamentals (TECO)	3
CS 2370	Introduction to Programming	4
CS 2381	Data Structures and Intermediate Programming	4
CS 2470	Systems Programming in C/C++	2
CS 2521	Introduction to Electromechanical Technology	3
CS 2525	Microcontroller and Distributed Systems	4
CS 3240	Data Communication and Computer Networks	3
CS 3420	Introduction to Cybersecurity	3
CS 3690	Robotics I	4
CS 3720	Systems Analysis and Design	3
CS 3890	Engineering Design	3
CS 4520	CyberEthics (DICO) (INCO) (WRCO)	3
CS 4690	Robotics II	4
CS 4790	Robotics III	4
Electromechanical Technology and Robotics		
Major Electives - complete two of the following:		6-8
BU 3420	Organizational Behavior (DICO)	
CM 3090	Technical Communication (TECO) (WRCO)	
CS 3015	Mobile Application Development	
CS 3221	Algorithm Analysis	
CS 3500	Introduction to Artificial Intelligence	
CS 3600	Database Management Systems	
CS 3650	Big Data Analytics	
CS 3820	Human-Computer Interaction	
CS 4140	Software Engineering	
CS 4230	System Administration	
CS 4310	Operating Systems	
CS 4400	Computer Networks and Protocols	
CS 4500	Topics in Computer Science and Technology	

CS 4920	Computer Science Internship (maximum of three credits)	
MT 3710	Meteorological Instruments and Observations (WRCO)	
PS 1120	Cognitive Psychology Laboratory	
PS 3220	Cognitive Psychology	
PY 3380	Humans and Humanoids: Ethics in Technology (TECO)	
PY 3610	Philosophy of Technology (INCO) (TECO)	
TH 3300	Design for the Theatre (Topics)	
TH 3310	Theatre Technology: Topics	
MA 2140	Precalculus (QRCO) (TECO)	4
MA 2250	Mathematics for Computer Scientists (MATH)	3
MA 2300	Statistics I (QRCO)	3
Calculus – complete one of the following:		4
MA 2490	Applied Calculus I (QRCO)	
MA 2550	Calculus I (QRCO)	
General Education:		
EN 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4
SIDI	Scientific Inquiry Direction	3-4
SSDI	Self and Society Direction	3-4
Directions (choose from CTDI, PPDI, SIDI, SSDI)*		8-4
GACO	Global Awareness Connection	3-4
WECO	Wellness Connection	3-4
Electives		20-16
Total		120

*Directions should total 20 credits (unless the major has a waiver for a specific Direction).

Recommended Course Sequence

Check all course descriptions for prerequisites before planning course schedule. Course sequence is suggested but not required.

Year One	Credits
EN 1400	Composition 4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry 3
CS 2010	Computing Fundamentals (TECO) 3
CS 2370	Introduction to Programming 4
CS 2521	Introduction to Electromechanical Technology 3
MA 2250	Mathematics for Computer Scientists (MATH) 3
MA 2300	Statistics I (QRCO) 3

CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4
		29-31

Year Two		Credits
CS 2381	Data Structure and Intermediate Programming	4
CS 2470	Systems Programming in C/C++	2
CS 2525	Microcontroller and Distributed Systems	4
CS 3240	Data Communication and Computer Networks	3
MA 2140	Precalculus (QRCO) (TECO)	4
	Complete one of the following:	4
MA 2490	Applied Calculus I (QRCO)	
MA 2550	Calculus I (QRCO)	
SIDI	Scientific Inquiry Direction	3-4
SSDI	Self and Society Direction	3-4
WECO	Wellness Connection	3-4
		30-33

Year Three		Credits
CS 3420	Introduction to Cybersecurity	3
CS 3690	Robotics I	4
CS 3720	Systems Analysis and Design	3
CS 3890	Engineering Design	3
	Electromechanical Technology and Robotics Major Elective	3-4
	Directions (choose from CTDI, PPDI, SIDI, SSDI)*	8-4
	Electives	6-9
		30

Year Four		Credits
CS 4520	CyberEthics (DICO) (INCO) (WRCO)	3
CS 4690	Robotics II	4
CS 4790	Robotics III	4
	Electromechanical Technology and Robotics Major Elective	3-4
GACO	Global Awareness Connection	3-4
	Electives	14-7
		31-26

Total		120
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*Directions should total 20 credits (unless the major has a waiver for a specific Direction).

ELEMENTARY EDUCATION

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 an elementary learning environment.

Completion of this K-6 program is the foundation for a K-8 certification. Additionally, to be certified as an elementary teacher for grades K-8, candidates must complete a content concentration in a core subject-area (English language arts, mathematics, science, or social studies), as defined by the most current New Hampshire Department of Education standards, and earn a passing score for the middle school Praxis II exam for their chosen field. Requirements for certification may change, subject to changes made by the New Hampshire Department of Education. Teacher candidates can find the most current New Hampshire Department of Education standards at education.nh.gov/index.htm.

The Educator Preparation programs at Plymouth State University are approved by the New Hampshire Department of Education. The University is a member of the American Association of Colleges of Teacher Education (AACTE). 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 Holmes Center for School Partnerships and Educator Preparation section in this Catalog.

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 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 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 clinical experience begins. The fee for this processing is the responsibility of the teacher 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 Holmes Center for School Partnerships and Educator Preparation.

Students must apply and be accepted to the Elementary Education Cohort Courses during the semester prior to entering. Admissions deadlines are September 15th for spring semester admission and January 15th for fall semester admission. Admission requirements include all First Year Experience courses; foundational coursework; passing scores on the Praxis Core and Praxis Elementary Education: Content Knowledge in the subjects of mathematics, science, and social studies; and a minimum 3.00 cumulative GPA. The Cohort Courses would begin during the junior year and would be taken three semesters in succession. All Cohort Courses, including the Elementary Internship in Teaching, require a minimum cumulative grade point average of 3.00.

In order for teacher candidates to participate in clinical experiences in diverse settings that are essential for their development as teachers and required for accreditation, teacher 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	Children and Youth in Schools and Community (TECO)	3
CD 2360	Foundations of Diversity (DICO)	3
CD 3000	Philosophical and Historical Perspectives on the Child in Society (INCO) (WRCO)	3
CD 3400	Integrated Arts	3
ED 2350	Child and Youth Health and Development in Context (WECO)	3
ED 2500	Learning and Development (WRCO)	3
MA 2110	Mathematics for PreK-Grade 3 Educators (MATH)	4
MA 2120	Mathematics for Grades 4-6 Educators (QRCO)	4
SE 2080	Children and Youth with Disabilities	3
Cohort Courses I:		
ED 3050	Foundations of Teaching and Learning	3
ED 3051	Designing Positive Learning Communities	3
ED 3052	Assessing Children in Schools	3
ED 3055	Foundations of Teaching Practicum	1
RL 3050	Foundations of Reading and Writing	3
Cohort Courses II:		
ED 3060	Social Studies Curriculum and Instruction	3
ED 3080	Teaching in the Content Areas Practicum	1
ED 3090	Science Curriculum and Instruction	3
MA 3070	Knowing and Teaching Mathematics	3
RL 3070	Language Arts and Reading in the Elementary School	3

UNDERGRADUATE PROGRAMS

SE 3070	Classroom Applications in Inclusive Education	3
Cohort Courses III:		
ED 4500	Elementary Education Teaching Seminar	1
Complete one of the following:		12
ED 4400	Elementary Internship in Teaching (to be eligible for teacher certification)	
CD 4230	Childhood Studies Internship or should it be ED 4230	
General Education:		
EN 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4
SIDI	Scientific Inquiry Direction	3-4
SSDI	Self and Society Direction	3-4
Directions (choose from CTDI, PPDI, SIDI, SSDI)*		8-4
GACO	Global Awareness Connection	3-4
Electives		19-17
Total		120

*Directions should total 20 credits (unless the major has a waiver for a specific Direction).

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 to 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.

Year One		Credits
EN 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA 2110	Mathematics for PreK-Grades 3 Educators (MATH)	4
MA 2120	Mathematics for Grades 4-6 Educators (QRCO)	4
CD 1000	Children and Youth in Schools and Community (TECO)	3
CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4

SSDI	Self and Society Direction	3-4
Elective		3-0
		30

Year Two		Credits
CD 2360	Foundations of Diversity (DICO)	3
ED 2350	Child and Youth Health and Development in Context (WECO)	3
ED 2500	Learning and Development (WRCO)	3
SE 2080	Children and Youth with Disabilities	3
SIDI	Scientific Inquiry Directions	3-4
Directions (choose from CTDI, PPDI, SIDI, SSDI)*		8-4
GACO	Global Awareness Connection	3-4
Elective		4-6
		30

Year Three		Credits
CD 3000	Philosophical and Historical Perspectives on the Child in Society (INCO) (WRCO)	3
CD 3400	Integrated Arts	3
Cohort Courses I – complete all courses		13
Electives		12
		31

Year Four		Credits
Cohort Courses II – complete all courses		16
Cohort Courses III – complete all courses		13
		29
Total		120

*Directions should total 20 credits (unless the major has a waiver for a specific Direction).

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 16 credits of Advanced Study (3000/4000 level) 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 Study exclusively in writing may declare a Writing Option.

Degree Requirements **Credits**

Courses required for the Option are shown in boldface.

EN 1600	Studies in English (QRCO) (WRCO)	4
EN 2710	Creative Writing	4
EN 3515	Currents in Global Literature (GACO)	4
EN 3695	Critical Theory	4

Rethinking Literature – complete three of the following, one of which must be a Technology in the Discipline Connection (TECO): 12

EN 2440	Rethinking Early American Literature (DICO) (TECO)
EN 2460	Rethinking Modern American Literature (DICO)
EN 2490	Rethinking Modern British Literature, 1660-1945 (TECO)
EN 3420	Rethinking Medieval and Renaissance Literature (INCO)

Advanced Study Courses – complete four to five (3000/4000 level) classes (minimum of 16 credits) from the following: **16**

EN 3040	Practicum in Production
EN 3050	Practicum in Publication
EN 3105	Fiction Workshop
EN 3125	Advanced Composition
EN 3135	Non-Fiction Workshop
EN 3145	Poetry Workshop
EN 3305	The Craft of Screenwriting: Reading and Writing Screenplays
EN 3325	Literature into Film
EN 3595	The Filmmaker's Vision: An Introduction to Film Analysis
EN 3685	Scriptwriting
EN 3755	Topics in Literature and Film
EN 3765	Topics in Writing

- EN 4035** **Advanced Poetry Workshop**
- EN 4040** **Mysticism and Contemplation (INCO) (WECO)**
- EN 4155** **Digitalit: Storytelling in the Digital Age (TECO)**
- EN 4805** **Single Author**
- CM 3090** **Technical Communication (TECO) (WRCO)**
- CM 3670** **Journalism (TECO) (WRCO)**
- CM 4090** **Advanced Technical Communication**

General Education:

EN 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3-4
CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4
SIDI	Scientific Inquiry Direction	3-4
SSDI	Self and Society Direction	3-4
	Directions (choose from CTDI, PPDI, SIDI, SSDI)*	8-4
INCO	Integration Connection	3-4
WECO	Wellness Connection	3-4
	Foreign Language (GACO)	6
	Electives	34-31
Total		120

*Directions should total 20 credits (unless the major has a waiver for a specific Direction).

The foreign language requirement for all BA degrees calls for 0-6 credits: one year of one language (6 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 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3-4
EN 1600	Studies in English (QRCO) (WRCO)	4
Years One and Two		Credits
EN 2710	Creative Writing	4
CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4

SIDI	Scientific Inquiry Direction	3-4
SSDI	Self and Society Direction	3-4
Directions (choose from CTDI, PPD, SIDI, SSDI)*		8-4
Foreign Language (GACO)		6
Electives		16-15

Years Three and Four		Credits
EN 3515	Currents in Global Literature (GACO)	4
EN 3695	Critical Theory	4
	Rethinking Literature – complete three courses, one must be TECO	12
Advanced Study Courses – complete four to five (3000/4000 level) classes		16
INCO	Integration Connection	3-4
WECO	Wellness Connection	3-4
Electives		18-16

Total **120**

*Directions should total 20 credits (unless the major has a waiver for a specific Direction).

TEACHER CERTIFICATION (5-12) OPTION of BA English

The Educator Preparation programs at Plymouth State University are approved by the New Hampshire Department of Education. The University is a member of the American Association of Colleges of Teacher Education (AACTE).

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 Holmes Center for School Partnerships and Educator Preparation section. Requirements for certification may change, subject to changes made by the New Hampshire Department of Education. Teacher candidates can find the most current New Hampshire Department of Education standards at education.nh.gov/index.htm.

All teacher 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 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 clinical experience begins. The fee for this processing is the responsibility of the teacher 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 Holmes Center for School Partnerships and Educator Preparation.

In order for teacher candidates to participate in clinical experiences in diverse settings that are essential for their development as teachers and required for accreditation, teacher 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.		
EN 1600	Studies in English (QRCO) (WRCO)	4
EN 2710	Creative Writing	4
EN 2900	Introduction to English Teaching	4
EN 3515	Currents in Global Literature (GACO)	4
	Rethinking Literature – complete three of the following, one of which must be a Technology in the Discipline Connection (TECO):	12
EN 2440	Rethinking Early American Literature (DICO) (TECO)	
EN 2460	Rethinking Modern American Literature (DICO)	
EN 2490	Rethinking Modern British Literature, 1660-1945 (TECO)	
EN 3420	Rethinking Medieval and Renaissance Literature (INCO)	
EN 4316	Teaching Writing: Practice	1
EN 4320	English Internship in Teaching Seminar	1
EN 4430	English Internship in Teaching 5-12	11
EN 4556	Teaching Literature: Practice	1
EN 4645	Teaching Writing: Knowledge and Experience	3
EN 4875	Teaching Literature: Knowledge and Experience	3
CD 3000	Philosophical and Historical Perspectives on the Child in Society (INCO) (WRCO)	3
ED 2350	Child and Youth Health and Development in Context (WECO)	3
ED 3350	Classroom Planning, Management, and Organization for Middle School and Secondary Educators (TECO)	3
SE 3090	Introduction to Special Education: Middle and Secondary	3
General Education:		
EN 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3-4
CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4
SIDI	Scientific Inquiry Direction	3-4
SSDI	Self and Society Direction	3-4
Directions (choose from CTDI, PPD, SIDI, SSDI)*		8-4

Foreign Language (GACO)	6
Electives	24-23
Total	120

**Directions should total 20 credits (unless the major has a waiver for a specific Direction).*

English Internship in Teaching requires a minimum cumulative grade point average of 2.70; a minimum grade of C in EN 3515, EN 4316, EN 4556, EN 4645, EN 4875; a minimum grade of C in three of EN 2440, EN 2460, EN 2490, EN 3420.

The foreign language requirement for all BA degrees calls for 0-6 credits: one year of one language (6 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 1400 Composition	4
IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA Mathematics Foundations	3-4
EN 1600 Studies in English (QRCO) (WRCO)	4
Years One and Two	Credits
EN 2710 Creative Writing	4
EN 2900 Introduction to English Teaching	4
ED 2350 Child and Youth Health and Development in Context (WECO)	3
CTDI Creative Thought Direction	3-4
PPDI Past and Present Direction	3-4
SIDI Scientific Inquiry Direction	3-4
SSDI Self and Society Direction	3-4
Directions (choose from CTDI, PPDI, SIDI, SSDI)*	8-4
Foreign Language (GACO)	6
Electives	9-8
Years Three and Four	Credits
Rethinking Literature – complete three courses, one must be TECO	12
EN 3515 Currents in Global Literature (GACO)	4
EN 4316 Teaching Writing: Practice	1

EN 4645 Teaching Writing: Knowledge and Experience	3
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
SE 3090 Introduction to Special Education: Middle and Secondary	3
Electives	15
Year Four	Credits
EN 4320 English Internship in Teaching Seminar	1
EN 4430 English Internship in Teaching 5-12	11
EN 4556 Teaching Literature: Practice	1
EN 4875 Teaching Literature: Knowledge and Experience	3
Total	120

**Directions should total 20 credits (unless the major has a waiver for a specific Direction).*

WRITING OPTION of BA English

Degree Requirements	Credits
Courses required for the Option are shown in boldface.	
EN 1600 Studies in English (QRCO) (WRCO)	4
EN 2710 Creative Writing	4
EN 3515 Currents in Global Literature (GACO)	4
EN 3695 Critical Theory	4
Rethinking Literature – complete three of the following, one of which must be Technology in the Discipline Connection (TECO):	12
EN 2440 Rethinking Early American Literature (DICO) (TECO)	
EN 2460 Rethinking Modern American Literature (DICO)	
EN 2490 Rethinking Modern British Literature, 1660-1945 (TECO)	
EN 3420 Rethinking Medieval and Renaissance Literature (INCO)	
Advanced Study in Writing – complete four to five (3000/4000 level) classes (minimum of 16 credits) from the following:	16
EN 3040 Practicum in Production	
EN 3050 Practicum in Publication	
EN 3105 Fiction Workshop	
EN 3125 Advanced Composition	
EN 3135 Non-Fiction Workshop	
EN 3145 Poetry Workshop	

EN 3305	The Craft of Screenwriting: Reading and Writing Screenplays	
EN 3685	Scriptwriting	
EN 3765	Topics in Writing	
EN 4035	Advanced Poetry Workshop	
EN 4950	English Internship	
CM 3090	Technical Communication (TECO) (WRCO)	
CM 3670	Journalism (TECO) (WRCO)	
CM 4090	Advanced Technical Communication	
General Education:		
EN 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3-4
CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4
SIDI	Scientific Inquiry Direction	3-4
SSDI	Self and Society Direction	3-4
	Directions (choose from CTDI, PPDI, SIDI, SSDI)*	8-4
INCO	Integration Connection	3-4
WECO	Wellness Connection	3-4
	Foreign Language (GACO)	6
	Electives	34-31
Total		120

Years One and Two		Credits
EN 2710	Creative Writing	4
CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4
SIDI	Scientific Inquiry Direction	3-4
SSDI	Self and Society Direction	3-4
	Directions (choose from CTDI, PPDI, SIDI, SSDI)*	8-4
	Foreign Language (GACO)	6
	Electives	16-15

Years Three and Four		Credits
EN 3515	Currents in Global Literature (GACO)	4
EN 3695	Critical Theory	4
	Rethinking Literature – complete three courses, one must be TECO	12
Advanced Study in Writing – complete four to five (3000/4000 level) classes		16
INCO	Integration Connection	3-4
WECO	Wellness Connection	3-4
	Electives	18-16
Total		120

**Directions should total 20 credits (unless the major has a waiver for a specific Direction).*

**Directions should total 20 credits (unless the major has a waiver for a specific Direction).*

The foreign language requirement for all BA degrees calls for 0-6 credits: one year of one language (6 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 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3-4
EN 1600	Studies in English (WRCO)	4

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, environmental education, and work for 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 Diversity and Evolution	
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 4970 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)	

General Education:

EN 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4
SSDI	Self and Society Direction	3-4
	Directions (choose from CTDI, PPDI, SSDI)*	8-4
WECO	Wellness Connection	3-4
	Electives	17
Total		120

*Directions should total 17-16 credits because SIDI is waived for BS Environmental Biology.

Recommended Course Sequence

Check all course descriptions for prerequisites before planning course schedule. Course sequence is suggested but not required.

Year One	Credits
EN 1400 Composition	4
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	3-4
	31-32
Year Two	Credits
BI Organisms – complete two courses	8
CH 3370 Organic Chemistry I	4
PPDI Past and Present Direction	3-4
SSDI Self and Society Direction	3-4
Directions (choose from CTDI, PPDI, SSDI)*	8-4
Elective	4-6
	30
Year Three	Credits
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	3-4
Elective		3-2
		30

Year Four		Credits
BI 3240	Conservation (DICO) (GACO) (INCO)	3
BI 4050	Ecology (QRCO) (WRCO)	4
BI 4800	Current Environmental Issues	3
BI 4970	Biology Seminar	1
BI	3000/4000 level Biology electives [not BIDI]	8
Electives		10-9
		29-28
Total		120

**Directions should total 17-16 credits because SIDI is waived for BS Environmental Biology.*

General Chemistry should only be taken in the first year if the student has suitable math skills.

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 environments. 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 2040	Digital Cartography	2
GE 2050	GIS I: Introduction to Geographic Information Systems (QRCO) (TECO)	4
GE 3030	Urban Geography	3
GE 3080	Economics Geography	4
PO 1025	American Government	4
TMP 2010	Introduction to Travel and Tourism (GACO)	4
Supporting Courses – complete nine credits from the following:		9
BU 2450	Principles of Marketing	
BU 3220	Business and the Environment	
BU 3560	Land Use Law and Development	
CM 3090	Technical Communication (TECO) (WRCO)	
EPL 3150	Introduction to Permaculture	
EPL 3270	Sustainability in Residences	
EPL 4150	Topics in Environmental Planning	
EPL 4910	Independent Study	

GE 3050	GIS II: Advanced Geographic Information Systems	
GE 3080	Economic Geography	
GE 3260	The Physical Geography of the National Parks	
GE 3300	Introduction to Hydrology	
GE 4010	Remote Sensing and Digital Image Processing	
GE 4040	Topics in Geospatial Technologies	
GE 4050	Advanced GIS Applications	
GE 4060	GIS Programming	
PO 2025	Public Administration (DICO)	
SO 3395	Environment and Society (INCO)	
SO 3405	Human Dimensions of Natural Resource Management (INCO)	
SO 3605	Sustainability in Practice (WECO)	
Capstone course – complete one of the following:		3-4
EPL 4990	Advanced Planning	
SS 4950	Community Research Experience (INCO)	
General Education:		
EN 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3-4
CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4
SIDI	Scientific Inquiry Direction	3-4
SSDI	Self and Society Direction	3-4
Directions (choose from CTDI, PPDI, SIDI, SSDI)*		8-4
WECO	Wellness Connection	3-4
Electives		32-29
Total		120

*Directions should total 20 credits (unless the major has a waiver for a specific Direction).

Recommended Course Sequence

Check all course descriptions for prerequisites before planning course schedule. Course sequence is suggested but not required.

Year One		Credits
EN 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3-4
GE 2001	Physical Geography	3
GE 2002	Human Geography	3
GE 2040	Digital Cartography	2
CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4

Elective	6-3	
	30	
Year Two		Credits
EPL 2100 Community Planning	3	
BU 2290 Organizational Communications (WRCO)	3	
GE 2050 GIS I: Introduction to Geographic Information Systems (QRCO) (TECO)	4	
PO 1025 American Government	4	
TMP 2010 Introduction to Travel and Tourism (GACO)	4	
SIDI Scientific Inquiry Direction	3-4	
SSDI Self and Society Direction	3-4	
Directions (choose from CTDI, PPDI, SIDI, SSDI)*	8-4	
	32-30	
Year Three		Credits
EPL 3100 Environmental Planning	3	
GE 3030 Urban Geography	3	
GE 3080 Economics Geography	4	
Supporting Courses - complete nine credits	9	
Electives	11	
	30	
Year Four		Credits
EPL 3960 Internship	4	
BI 3240 Conservation (DICO) (GACO) (INCO)	3	
Capstone course	3-4	
WECO Wellness Connection	3-4	
Electives	15	
	28-30	
Total		120

**Directions should total 20 credits (unless the major has a waiver for a specific Direction).*

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 Policy focus and a 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 encourages student research and service-learning experiences. Students have the opportunity to design a program that will address both their environmental and policy interests.

POLICY OPTION of BS Environmental Science and Policy

Degree Requirements	Credits
Courses required for the Option are shown in boldface.	
ESP 1500 Field Immersion Experience	3
ESP 2100 Introduction to Environmental Science and Policy I	4
ESP 2110 Introduction to Environmental Science and Policy II	4
ESP 2300 Foundations of Environmental Policy	4
ESP 3200 Energy and Society	3
ESP 3320 Climate, Risk, and Adaptation	3
ESP 3330 Environmental Geology	4
ESP 3340 Introduction to Ecological Economics	3
ESP 3000/4000 level Environmental Science and Policy electives	7
ESP 4300 Land Conservation Techniques	3
ESP 4320 Decision Making in Natural Resource Management	3
ESP 4550 Environmental Science and Policy Seminar (WRCO)	4
BI 3240 Conservation (DICO) (GACO) (INCO)	3
EPL 2100 Community Planning	3
GE 2050 GIS I: Introduction to Geographic Information Systems (QRCO) (TECO)	4
Policy Elective – complete one of the following:	3-4
EPL 3100 Environmental Planning	
SO 3395 Environment and Society (INCO)	
SO 4415 Methods of Social Research	
Science Elective – complete one course from the following:	4
BI 3000/4000 level Biology course	
CH 2335 General Chemistry I (QRCO)	
CH 2340 General Chemistry II	
ESP 3310 Hydrology	

ESP 4310	Advanced Conservation Ecology	
PH 2130	Physics I	
Mathematics Foundations – complete one of the following:		3-4
MA 1800	College Algebra	
MA 2490	Applied Calculus I	
MA 2300	Statistics I (QRCO)	3
General Education:		
EN 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4
SSDI	Self and Society Direction	3-4
Directions (choose from CTDI, PPDI, SSDI)*		8-4
WECO	Wellness Connection	3-4
Electives		25-23
Total		120

*Directions should total 17-16 credits because SIDI is waived for BS Environmental Science and Policy, Policy 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	Credits	
Year One	Credits	
EN 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3-4
ESP 1500	Field Immersion Experience	3
ESP 2100	Introduction to Environmental Science and Policy I	4
ESP 2110	Introduction to Environmental Science and Policy II	4
EPL 2100	Community Planning	3
GE 2050	GIS I: Introduction to Geographic Information Systems (QRCO) (TECO)	4
Elective		2-1
		30
Year Two	Credits	
ESP 2300	Foundations of Environmental Policy	4
ESP 3330	Environmental Geology	4
MA 2300	Statistics I (QRCO)	3
CTDI	Creative Thought Direction	3-4

PPDI	Past and Present Direction	3-4
SSDI	Self and Society Direction	3-4
WECO	Wellness Connection	3-4
Elective		7-3
		30

Year Three

ESP 3200	Energy and Society	3
ESP 3320	Climate, Risk and Adaptation	3
ESP 3340	Introduction to Ecological Economics	3
ESP	3000/4000 level ESP elective	3
BI 3240	Conservation (DICO) (GACO) (INCO)	3
Policy Elective – complete one course		3-4
Science Elective – complete one course		4
Directions (choose from CTDI, PPDI, SSDI)*		8-4
Elective		0-3
		30

Year Four

ESP 4300	Land Conservation Techniques	3
ESP 4320	Decision Making in Natural Resource Management	3
ESP 4550	Environmental Science and Policy Seminar (WRCO)	4
ESP	3000/4000 level ESP elective	4
Electives		16
		30
Total		120

*Directions should total 17-16 credits because SIDI is waived for BS Environmental Science and Policy, Policy Option.

SCIENCE OPTION of BS Environmental Science and Policy

Degree Requirements

		Credits
Courses required for the Option are shown in boldface.		
ESP 1500	Field Immersion Experience	3
ESP 2100	Introduction to Environmental Science and Policy I	4
ESP 2110	Introduction to Environmental Science and Policy II	4
ESP 2300	Foundations of Environmental Policy	4
ESP 3200	Energy and Society	3
ESP 3310	Hydrology	4
ESP 3320	Climate, Risk, and Adaptation	3

ESP 3330	Environmental Geology	4
ESP	3000/4000 Environmental Science and Policy electives	7

Science Elective - complete one of the following: 3-4

ESP 4310 Advanced Conservation Ecology
BI 3000/4000 level Biology course

ESP 4550	Environmental Science and Policy Seminar (WRCO)	4
BI 3240	Conservation (DICO) (GACO) (INCO)	3
CH 2335	General Chemistry I (QRCO)	4
CH 2340	General Chemistry II	4
GE 2050	GIS I: Introduction to Geographic Information Systems (QRCO) (TECO)	4
PH 2130	Physics I	4
MA 2300	Statistics I (MATH)	3

Quantitative Reasoning in the Discipline Connection – complete one of the following 4

MA 2490 Applied Calculus I (QRCO)
MA 2550 Calculus I (QRCO)

General Education:		
EN 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4
SSDI	Self and Society Direction	3-4
Directions (choose from CTDI, PPDI, SSDI)*		8-4
WECO	Wellness Connection	3-4
Electives		24-23

Total 120

*Directions should total 17-16 credits because SIDI is waived for BS Environmental Science and Policy, Science 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.

		Credits
Year One		
EN 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA 2300	Statistics I (MATH)	3
ESP 1500	Field Immersion Experience	3
ESP 2100	Introduction to Environmental Science and Policy I	4

ESP 2110	Introduction to Environmental Science and Policy II	4
CH 2335	General Chemistry I (QRCO)	4
CH 2340	General Chemistry II	4
GE 2050	GIS I: Introduction to Geographic Information Systems (QRCO) (TECO)	4
		33

Year Two		Credits
ESP 2300	Foundations of Environmental Policy	4
ESP 3330	Environmental Geology	4
PH 2130	Physics I	4
PPDI	Past and Present Direction	3-4
SSDI	Self and Society Direction	3-4
QRCO	Quantitative Reasoning in the Discipline Connection	4
Elective		8-6
		30

Year Three		Credits
ESP 3200	Energy and Society	3
ESP 3310	Hydrology	4
ESP 3320	Climate, Risk, and Adaptation	3
ESP	3000/4000 Environmental Science and Policy elective	3
BI 3240	Conservation (DICO) (GACO) (INCO)	3
CTDI	Creative Thought Direction	3-4
Directions (choose from CTDI, PPDI, SSDI)*		8-4
WECO	Wellness Connection	3-4
Elective		0-2
		30

Year Four		Credits
ESP	3000/4000 Environmental Science and Policy elective	4
ESP 4550	Environmental Science and Policy Seminar (WRCO)	4
Science Elective		3-4
Electives		16-15
		27
Total		120

*Directions should total 17-16 credits because SIDI is waived for BS Environmental Science and Policy, Science Option.

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. The program prepares students to challenge select certification examinations such as the American College of Sports Medicine's Certified Exercise Physiologist and the National Strength and Conditioning Association's Certified Strength and Conditioning Specialist.

Degree Requirements		Credits
EX 2750	Functional Anatomy	3.0
EX 2755	Introduction to Exercise Science	3.0
EX 3580	Physiology of Exercise	3.0
EX 3750	Physiology of Exercise Laboratory	1.0
EX 3890	Exercise Testing	3.0
EX 3895	Exercise Testing Laboratory	1.0
EX 4520	Principles and Theories of Strength and Conditioning	3.0
EX 4780	Exercise Prescription	3.0
EX 4820	Advanced Exercise Physiology	3.0
EX 4825	Advanced Exercise Physiology Laboratory	1.0
EX 4840	Research Methods in Exercise Science (WRCO)	3.0
EX 4860	Principles and Theories of Strength and Conditioning Laboratory	1.0
Capstone – complete one of the following:		4.0
EX 4830	Applied Research in Exercise Science	
EX 4880	Exercise and Sport Physiology Internship	
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 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 3720	Motor Learning	3.0

Professional Skills courses – complete two of the following:		3.0
PE 2428	Flexibility, Core, and Balance Training (offered falls and springs)	
PE 2525	Group Exercise Leadership (offered springs)	
PE 2640	Burdenko Conditioning (offered springs only)	
PE 2740	Water Exercise Techniques (offered falls and springs)	
PE 2831	Resistance Training Techniques (offered falls and springs)	
Psychology Choice – complete one of the following:		3.0
CC 3860	Psychological Aspects of Sports (offered springs of odd years)	
PE 4010	Exercise and Health Psychology (INCO) (offered falls only)	
General Education:		
EN 1400	Composition	4.0
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3.0
CTDI	Creative Thought Direction	3-4.0
PPDI	Past and Present Direction	3-4.0
SSDI	Self and Society Direction	3-4.0
Directions (choose from CTDI, PPDI, SSDI)*		8-4.0
DICO	Diversity Connection	3-4.0
GACO	Global Awareness Connection	3-4.0
INCO	Integration Connection	3-4.0
WECO	Wellness Connection	3-4.0
Electives		16.5-13.5
Total		120.0

*Directions should total 17-16 credits because SIDI is waived for BS Exercise and Sport Physiology.

Recommended Course Sequence

Check all course descriptions for prerequisites before planning course schedule. Course sequence is suggested but not required.

Year One		Credits
EN 1400	Composition	4.0
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3.0
MA 2300	Statistics I (MATH)	3.0
EX 2750	Functional Anatomy	3.0
EX 2755	Introduction to Exercise Science	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 Direction	3-4.0
WECO	Wellness Connection	3-4.0
		30-32.0

Year Two		Credits
	Professional Skills course – complete one course	1.5
PE 3570	Kinesiology	3.0
PE 3720	Motor Learning	3.0
CH 2335	General Chemistry I (QRCO)	4.0
CH 2340	General Chemistry II	4.0
PPDI	Past and Present Direction	3-4.0
SSDI	Self and Society Direction	3-4.0
	Directions (choose from CTDI, PPDI, SSDI)*	8-4.0
	Elective	0.5-2.5
		30.0

Year Three		Credits
EX 3580	Physiology of Exercise	3.0
EX 3750	Physiology of Exercise Laboratory	1.0
EX 3890	Exercise Testing	3.0
EX 3895	Exercise Testing Laboratory	1.0
EX 4520	Principles and Theories of Strength and Conditioning	3.0
EX 4860	Principles and Theories of Strength and Conditioning Lab	1.0
HE 3220	Applied Nutrition for Healthy Living (TECO)	3.0
	Psychology Choice – complete one course	3.0
DICO	Diversity Connection	3-4.0
GACO	Global Awareness Connection	3-4.0
INCO	Integration Connection	3-4.0
	Elective	3-0.0
		30.0

Year Four		Credits
	Professional Skills course – complete one course	1.5
EX 4780	Exercise Prescription	3.0
EX 4820	Advanced Exercise Physiology	3.0
EX 4825	Advanced Exercise Physiology Laboratory	1.0
EX 4840	Research Methods in Exercise Science (WRCO)	3.0
HE 2500	First Aid and CPR/AED	1.5
	Capstone – complete one course	4.0
	Electives	13-11.0
		30-28.0
Total		120.0

**Directions should total 17-16 credits because SIDI is waived for BS Exercise and Sport Physiology.*

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. All baccalaureate business degree programs are nationally accredited by the Association of Collegiate Business Schools and Programs.

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 I	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 4620	Business Internship (three credit offering only)	
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)

General Education:

EN 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4
SIDI	Scientific Inquiry Direction	3-4
SSDI	Self and Society Direction	3-4
Directions (choose from CTDI, PPDI, SIDI, SSDI)*		8-4
WECO	Wellness Connection	3-4
Electives		18-17
Total		120

*Directions should total 20 credits (unless the major has a waiver for a specific Direction).

Recommended Course Sequence

Finance majors should take their required courses in the following order.

Year One		Credits
EN 1400	Composition	4
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 I	3
CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4
		28-30
Year Two		Credits
BU 2262	Management Accounting	3
BU 2290	Organizational Communications (WRCO)	3
BU 3240	Information Technology	3
EC 2560	Microeconomics	3
EC 2550	Macroeconomics (GACO)	3
SIDI	Scientific Inquiry Direction	3-4
SSDI	Self and Society Direction	3-4
Directions (choose from CTDI, PPDI, SIDI, SSDI)*		8-4
QRCO	Quantitative Reasoning in the Discipline Connection	3

UNDERGRADUATE PROGRAMS

		32-30	
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	
Finance Elective - complete one course		3	
Electives		9	
		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 Elective - complete one course		3	
WECO	Wellness Connection	3-4	
Electives		9-8	
		30	
Total		120	

*Directions should total 20 credits (unless the major has a waiver for a specific Direction).

ACCOUNTING OPTION of BS Finance

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 I	3
BU 3100	Financial Modeling	3
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
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 3530	Real Estate Investment and Finance	
BU 4620	Business Internship (three credit offering only)	
EC 3520	Intermediate Microeconomics	
EC 3600	Public Finance	
Accounting Option Elective – complete one of the following:		3-4
BU 3142	Cost Accounting	
BU 4100	Accounting Information Systems	
BU 4122	Advanced Accounting	
BU 4150	Auditing	
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 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4
SIDI	Scientific Inquiry Direction	3-4
SSDI	Self and Society Direction	3-4
Directions (choose from CTDI, PPDI, SIDI, SSDI)*		8-4
WECO	Wellness Connection	3-4
Elective		4-2
Total		120

*Directions should total 20 credits (unless the major has a waiver for a specific Direction).

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	French Popular Culture and Technology (GACO) (TECO)	3
FR 3130	Advanced French Composition (WRCO)	3
FR 4800	French Capstone Seminar	3
FR 4815	The Diversity of Franco Communities in the United States (DICO) (INCO)	3
FR	French electives	6
FR	French electives - 3000/4000 level French courses [not FRDI]; may include HI 3480 The French Revolution and Napoleonic Era, 1789-1815 (GACO)	12
LI 2000	Introduction to Language and Linguistics (QRCO)	3
General Education:		
EN 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3-4
CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4
SIDI	Scientific Inquiry Direction	3-4
SSDI	Self and Society Direction	3-4
Directions (choose from CTDI, PPDI, SIDI, SSDI)*		8-4
WECO	Wellness Connection	3-4
Electives		51-49
Total		120

*Directions should total 20 credits (unless the major has a waiver for a specific Direction).

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 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3-4
FR	French electives [not FRDI]	6
CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4
Electives		8-5
		30

Year Two		Credits
FR 3020	French Culture and Conversation	3
FR 3030	French Popular Culture and Technology (GACO) (TECO)	3
LI 2000	Introduction to Language and Linguistics (QRCO)	3
SIDI	Scientific Inquiry Direction	3-4
SSDI	Self and Society Direction	3-4
Directions (choose from CTDI, PPDI, SIDI, SSDI)*		8-4
Electives		7-9
		30

Year Three		Credits
FR 3130	Advanced French Composition (WRCO)	3
FR	3000/4000 level French electives [not FRDI]	6
WECO	Wellness Connection	3-4
Electives		18-17
		30

Year Four		Credits
FR 4800	French Capstone Seminar	3
FR 4815	The Diversity of Franco Communities in the United States (DICO) (INCO)	3
FR	3000/4000 level French electives [not FRDI]	6
Electives		18
		30

Total **120**

*Directions should total 20 credits (unless the major has a waiver for a specific Direction).

French majors entering with more than three years of high school French should begin Year One with FR 3020, FR 3030, and FR 3130.

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 2040 Digital Cartography	2
GE 2050 GIS I: Introduction to Geographic Information Systems (QRCO) (TECO)	4
Human Geography (Group 1) - complete two of the following:	6-8
GE 3030 Urban Geography	
GE 3080 Economic Geography	
GE 4120 Topics in Human Geography	
TMP 2010 Introduction to Travel and Tourism (GACO)	
Physical Geography (Group 2) – complete at least 6 credits from the following:	6-8
BI 3240 Conservation (DICO) (GACO) (INCO)	
GE 3260 The Physical Geography of National Parks	
GE 3300 Introduction to Hydrology	
MT 2110 Introduction to Atmospheric Sciences and	
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 at least 6 credits from the following:	6-8
CM 3090 Technical Communication (TECO) (WRCO)	
EPL 2100 Community Planning	
EPL 3100 Environmental Planning	
EPL 3150 Introduction to Permaculture	
GE 3050 GIS II: Advanced Geographic Information Systems	

GE 4010 Remote Sensing and Digital Image Processing	
GE 4040 Topics in Geospatial Technologies	
GE 4050 Advanced GIS Applications	
GE 4060 GIS Programming	
SO 3405 Human Dimensions of Natural Resource Management (INCO)	
SO 3600 Sustainability in Practice (WECO)	
Geography Major Electives - complete at least 12 credits:	12
Any course from Groups 1-4 not used to meet the Group requirements	
GE 3970 Internship (maximum of three credits)	
GE 4150 Topics in Geography	
GE 4910 Independent Study	
General Education:	
EN 1400 Composition	4
IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA Mathematics Foundations	3-4
CTDI Creative Thought Direction	3-4
PPDI Past and Present Direction	3-4
SIDI Scientific Inquiry Direction	3-4
SSDI Self and Society Direction	3-4
Directions (choose from CTDI, PPDI, SIDI, SSDI)*	8-4
DICO Diversity Connection	3-4
INCO Integration Connection	3-4
WECO Wellness Connection	3-4
Electives	36-26
Total	120

*Directions should total 20 credits (unless the major has a waiver for a specific Direction).

Recommended Course Sequence

Check all course descriptions for prerequisites before planning course schedule. Course sequence is suggested but not required.

Year One	Credits
EN 1400 Composition	4
IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA Mathematics Foundations	3-4
GE 2001 Physical Geography	3
GE 2002 Human Geography	3

GE 2040	Digital Cartography	2
CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4
Elective		6-3
		30

Year Two		Credits
GE 2050	GIS I: Introduction to Geographic Information Systems (QRCO) (TECO)	4
SIDI	Scientific Inquiry Direction	3-4
SSDI	Self and Society Direction	3-4
Directions (choose from CTDI, PPDI, SIDI, SSDI)*		8-4
DICO	Diversity Connection	3-4
Electives		9-10
		30

Year Three		Credits
Human Geography (Group 1) - complete two courses		6-8
Physical Geography (Group 2) – complete at least 6 credits		6-8
Regional Geography (Group 3) - GE 4110 Topics in Regional Geography (GACO) (WRCO)		3
Techniques (Group 4) – complete at least 6 credits		6-8
WECO	Wellness Connection	3-4
Electives		6-0
		30-31

Year Four		Credits
Geography Major Electives – complete at least 12 credits		12
INCO	Integration Connection	3-4
Electives		15-13
		30-29

Total		120
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**Directions should total 20 credits (unless the major has a waiver for a specific Direction).*

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. 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 find careers with community agencies, hospitals, worksites, campus and community wellness centers, and public health programs. 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.

Degree Requirements	Credits
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
HE 3230 Promoting Health Across the Lifespan	3.0
HE 3240 Health Promotion Planning and Evaluation (WRCO)	4.0
HE 3320 Health Promotion Skills	4.0
HE 3660 CPR and First Aid Instructor	1.5
Health Promotion – complete one course from the following:	3.0
HE 3700 Drug Behavior (WECO)	
HE 3710 Sex and Family Living Education	
HE 4080 Lifestyle and Wellness Coaching	
Capstone – complete one of the following:	3-12.0
HE 4090 Qualitative Research in Health Promotion	
HE 4540 Applied Health Promotion	
HE 4880 Health Promotion Internship	
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 2300 Statistics I (QRCO)		
PE 3565 Measure and Assessment in Physical Education (QRCO) (WRCO)		
General Education:		
EN 1400 Composition		4.0
IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry		3.0
MA Mathematics Foundations		3-4.0
CTDI Creative Thought Direction		3-4.0
PPDI Past and Present Direction		3-4.0
SIDI Scientific Inquiry Direction		3-4.0
SSDI Self and Society Direction		3-4.0
Directions (choose from CTDI, PPDI, SIDI, SSDI)*		8-4.0
GACO Global Awareness Connection		3-4.0
Electives		41.5-30.5
Total		120.0

*Directions should total 20 credits (unless the major has a waiver for a specific Direction).

HE 4880 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 1400 Composition	4.0
IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry	3.0
MA Mathematics Foundations	3-4.0
HE 2300 Principles of Health	3.0
HE 2900 Disease, Safety, and Environment (WECO)	3.0
CTDI Creative Thought Direction	3-4.0
PPDI Past and Present Direction	3-4.0
SSDI Self and Society Direction	3-4.0
Elective	5-1.0
	30.0
Year Two	Credits
HE 2400 Physical Activity and Health	3.0
HE 3200 Stress Management (WECO)	3.0
BU 2450 Principles of Marketing	3.0

QRCO	Quantitative Reasoning Connection – complete one course	3.0
SIDI	Scientific Inquiry Direction	3-4.0
	Directions (choose from CTDI, PPDl, SIDI, SSDI)*	8-4.0
	Electives	7-10.0
		30.0

Year Three Credits

HE 3220	Applied Nutrition for Healthy Living (TECO)	3.0
HE 3230	Promoting Health Across the Lifespan	3.0
HE 3240	Health Promotion Planning and Evaluation (WRCO)	4.0
HE 3660	CPR and First Aid Instructor	1.5
	Health Promotion – complete one course	3.0
PE 4010	Exercise and Health Psychology (INCO)	3.0
GACO	Global Awareness Connection	3-4.0
	Electives	9.5-8.5
		30.0

Year Four Credits

HE 3320	Health Promotion Skills	4.0
IS 4360	Cultural Diversity and American Society (DICO) (INCO)	3.0
	Capstone – complete one	3-12.0
	Electives	20-11.0
		30.0

Total 120.0

**Directions should total 20 credits (unless the major has a waiver for a specific Direction).*

HISTORY

BACHELOR OF ARTS

120 credits

People study history for many reasons. Some choose it because it provides an excellent liberal arts education, a proven “training group” for diverse careers (such as, but not limited to, law, journalism, state/federal government employment, business, and industry). Our majors also have prepared themselves for careers in museums, libraries, and other fields that seem particularly “historical.” The value of a PSU history major comes through traditional courses and hands-on experiences. We offer internship opportunities in local and regional historical societies, museums, and archives; and through our partnership with the Education, Democracy and Social Change Cluster, history majors can work with future teachers on National History Day. In the Arts and Technologies Cluster, history majors become historians by constructing histories themselves—you can make documentaries, connect GIS skills to historical questions, write traditional papers, and explore “digital humanities.”

Ultimately the major gives students the valuable skills and methods of inquiry, analysis, and synthesis used by history professionals; and which constitute the proficiencies needed for numerous careers and graduate study in many fields.

Studying history provides an imaginative, intellectual, and emphatic 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 whale-bone corsets. Regardless of why you chose the major, we think you will enjoy the journey: the shock of finding familiar behavior across wide reaches of time and culture, the puzzle of trying to understand practices alien to your own, and the challenge of mastering information about human life in the past—all of these providing the kinds of insight necessary to handle contemporary concerns and build future careers.

Degree Requirements		Credits
HI 2011	Modern World History, 1500 to Present (GACO)	4
HI 2016	History of Modern Europe, 1300-2000	4
HI 2025	Surveying Themes in United States History	4
HI 2223	Methods, Theories, and Careers in History (QRCO) (WRCO)	4
	European History 3000/4000 level courses [not HIDI]	4
	United States History 3000/4000 level course [not HIDI]	4
	World History 3000/4000 level course [not HIDI]	4
	Hands-On Outward-Facing (HOOF) History course (any level)**	4
	Technology in the Discipline Connection – complete one of the following:	4

EN 2440	Rethinking Early American Literature (DICO) (TECO)	
EN 2490	Rethinking Modern British Literature, 1660-1958 (TECO)	
EN 4155	Digitalit: Storytelling in the Digital Age (TECO)	
GE 2050	GIS I: Introduction to Geographic Information Systems (QRCO) (TECO)	
HI 4360	Doing Public History (TECO) (WRCO)	
HI 3000/4000 level History courses [not HIDI]		8
HI 4450	History Capstone Seminar	4
General Education:		
EN 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3-4
CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4
SIDI	Scientific Inquiry Direction	3-4
SSDI	Self and Society Direction	3-4
	Directions (choose from CTDI, PPDI, SIDI, SSDI)*	8-4
DICO	Diversity Connection (may be HI course)	3-4
INCO	Integration Connection (may be HI course)	3-4
WECO	Wellness Connection (may be HI course)	3-4
	Foreign Language (GACO)	6
	Electives	27-23
Total		120

*Directions should total 20 credits (unless the major has a waiver for a specific Direction).

**Hands-On Outward-Facing (HOOF) history includes internships, public history, digital humanities, and travel courses. This requirement may be satisfied with HI 4360 or HI 4000 or by a course approved by the program coordinator.

The foreign language requirement for all BA degrees calls for 0-6 credits: one year of one language (6 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 1400 Composition	4

IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3-4
HI 2016	History of Modern Europe, 1300-2000	4
HI 2025	Surveying Themes in United States History	4
CTDI	Creative Thought Direction	3-4
	Foreign Language (GACO)	6
	Elective	3-1
		30

Year Two		Credits
HI 2011	Modern World History, 1500 to Present (GACO)	4
HI 2223	Methods, Theories, and Careers in History (QRCO) (WRCO)	4
PPDI	Past and Present Direction	3-4
SIDI	Scientific Inquiry Direction	3-4
SSDI	Self and Society Direction	3-4
	Directions (choose from CTDI, PPDI, SIDI, SSDI)*	8-4
DICO	Diversity Connection (may be HI course)	3-4
	Elective	2
		30

Years Three and Four		Credits
HI	European 3000/4000 level History course	4
HI	United States 3000/4000 level course	4
HI	World 3000/4000 level History course	4
HI	3000/4000 level History courses [not HIDI]	8
HI 4450	History Capstone Seminar	4
	Hands-On Outward-Facing History course (any level)**	4
INCO	Integration Connection (may be HI course)	3-4
TECO	Technology in the Discipline Connection (may be HI course)	4
WECO	Wellness Connection (may be HI course)	3-4
	Electives	22-20
		60

Total **120**

*Directions should total 20 credits (unless the major has a waiver for a specific Direction).

**Hands-On Outwards-Facing (HOOF) history includes internships, public history, digital humanities, and travel courses. This requirement may be satisfied with HI 4360 or HI 4000 or by a course approved by the program coordinator.

Completion of a History Writing in the Discipline Connection (WRCO) course is the prerequisite to the History Capstone Seminar.

INFORMATION TECHNOLOGY

BACHELOR OF SCIENCE

120 credits

This program focuses on the functioning and working 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, security, and systems.

Degree Requirements		Credits
CS 2010	Computing Fundamentals (TECO)	3
CS 2220	Computer Hardware	3
CS 2370	Introduction to Programming	4
CS 3240	Data Communication and Computer Networks	3
CS 3420	Introduction to Cybersecurity	3
CS 3600	Database Management Systems	4
CS 3650	Big Data Analytics	3
CS 3720	Systems Analysis and Design	3
CS 3820	Human-Computer Interaction	3
CS 4230	System Administration	4
CS 4400	Computer Networks and Protocols	4
CS 4420	Computer Security	3
CS 4520	CyberEthics (DICO) (INCO) (WRCO)	3
CS 4760	Senior Project	3
Information Technology Major Electives - complete two of the following:		5-8
CS 2381	Data Structures and Intermediate Programming	
CS 2470	Systems Programming in C/C++	
CS 2521	Introduction to Electromechanical Technology	
CS 2525	Microcontroller and Distributed Systems	
CS 3015	Mobile Application Development	
CS 3020	Web Programming	
CS 3030	Advanced Web Programming	
CS 3690	Robotics I	
CS 4140	Software Engineering	
CS 4500	Topics in Computer Science and Technology	
CS 4920	Computer Science Internship (maximum of three credits)	
CM 3090	Technical Communication (TECO) (WRCO)	3
MA	Math elective MA 1800, MA 2140 or above [not MADJ]**	3-4
Mathematics Foundations - complete one of the following:		3
MA 2200	Finite Mathematics (MATH)	
MA 2250	Mathematics for Computer Scientists (MATH)	

MA 2300	Statistics I (QRCO)	3
Complete one of the following:		4
MA 2140	Precalculus (QRCO) (TECO)	
MA	one semester of Calculus	
General Education:		
EN 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4
SIDI	Scientific Inquiry Direction	3-4
SSDI	Self and Society Direction	3-4
Directions (choose from CTDI, PPDI, SIDI, SSDI)*		8-4
GACO	Global Awareness Connection	3-4
WECO	Wellness Connection	3-4
Electives		20-14
Total		120

*Directions should total 20 credits (unless the major has a waiver for a specific Direction).

**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.

Year One		Credits
EN 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
CS 2010	Computing Fundamentals (TECO)	3
CS 2370	Introduction to Programming	4
MA	Math elective MA 1800, MA 2140 or above [not MADJ]	3-4
Mathematics Foundations – complete one course		3
CTDI	Creative Thought Direction	3-4
SIDI	Scientific Inquiry Direction	3-4
SSDI	Self and Society Direction	3-4
		29-33
Year Two		Credits
CS 2220	Computer Hardware	3
CS 3600	Database Management Systems	4
MA 2140 or one semester of Calculus		4
MA 2300	Statistics I (QRCO)	3
PPDI	Past and Present Direction	3-4

Direction (choose from CTDI, PPDI, SIDI, SSDI)*	8-4
Elective	5-8
	30

Year Three	Credits
CS 3240 Data Communication and Computer Networks	3
CS 3420 Introduction to Cybersecurity	3
CS 3650 Big Data Analytics	3
CS 3720 Systems Analysis and Design	3
CS 3820 Human-Computer Interaction	3
CS 4400 Computer Networks and Protocols	4
CS Information Technology Major Elective	2-4
GACO Global Awareness Connection	3-4
WECO Wellness Connection	3-4
Elective	4-0
	31

Year Four	Credits
CS 4230 System Administration	4
CS 4420 Computer Security	3
CS 4520 CyberEthics (DICO) (INCO) (WRCO)	3
CS 4760 Senior Project	3
CS Information Technology Major Elective	3-4
CM 3090 Technical Communication (TECO) (WRCO)	3
Electives	11-6
	30-26

Total	120
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**Directions should total 20 credits (unless the major has a waiver for a specific Direction).*

INTERDISCIPLINARY STUDIES

BACHELOR OF ARTS OR BACHELOR OF SCIENCE

120 credits

Offered by the Interdisciplinary Studies Council

Professor: Robin DeRosa

Council: Brian W. Eisenhauer, Mark B. Green, Linda S. Levy,
Brigid C. O'Donnell, Chen Wu, Eun-Ho Yeo

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 majors available at Plymouth. The Interdisciplinary Studies major provides flexibility by encouraging students to select courses from a variety of academic disciplines and lets students design their own education in consultation with a team of advisors. The areas of study open to students are limited only by interest, imagination, and energy.

The Interdisciplinary Studies major consists of 51 credit hours integrating two or more disciplines. These credits must include IP 2225 Introduction to Interdisciplinary Studies (TECO) and IP4425 Interdisciplinary Studies Senior Seminar (INCO) as well as at least 24 total credits of upper-division (3000/4000 level) course work.

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) 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 0-6 credits: one year of one language (6 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.

As part of the coursework for IP 2225 Introduction to Interdisciplinary Studies (TECO), students are responsible for designing their own Interdisciplinary Studies major with the assistance of faculty advisors. Students submit to the Interdisciplinary Studies Council an application to have their advisor-approved contract accepted and approved by the Council. Only then will the process of enrolling in the Interdisciplinary Studies major be complete.

MANAGEMENT

BACHELOR OF SCIENCE

120 credits

The BS degree in Management prepares students with the quantitative and qualitative problem solving and teamwork skills to work with and lead people to achieve strategic organizational goals. Students are prepared to compete for management positions in local to global corporate, governmental, and non-profit sectors of the economic. Future small business owners and aspiring entrepreneurs are encouraged to consider the Small Business/Entrepreneurship Option in the Management degree program. All baccalaureate business degree programs offered are nationally accredited by the Association of Collegiate Business Schools and Programs.

GENERAL MANAGEMENT OPTION of BS Management

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 I	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 Business upper-level electives [not BUDI/ECDI]	9
Finance Electives - complete two of the following:	6
BU 3100 Financial Modeling	
BU 3530 Real Estate Investment and Finance	
BU 3550 Investment Principles	
BU 4040 Business Law II	
BU 4390 Seminar in Finance	
EC 3520 Intermediate Microeconomics	
EC 3600 Public Finance	
EC 4460 Money and Banking	
EC 4610 International Finance and Economic Policy	
Human Resource Elective - complete one of the following:	3
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	
EC 2550 Macroeconomics (GACO)	3
EC 2560 Microeconomics	3
PS 2010 Introduction to General Psychology	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 1400 Composition	4
IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
CTDI Creative Thought Direction	3-4
PPDI Past and Present Direction	3-4
SIDI Scientific Inquiry Direction	3-4
SSDI Self and Society Direction	3-4
Directions (choose from CTDI, PPDI, SIDI, SSDI)*	8-4
WECO Wellness Connection	3-4
Electives	24-23
Total	120

*Directions should total 20 credits (unless the major has a waiver for a specific Direction).

Recommended Course Sequence

Management, General Option majors should take their required courses in the following order.

Year One	Credits
EN 1400 Composition	4
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 I	3
PS 2010 Introduction to General Psychology	3
CTDI Creative Thought Direction	3-4
PPDI Past and Present Direction	3-4
	31-33

Year Two	Credits
BU 2262 Management Accounting	3
BU 2290 Organizational Communications (WRCO)	3
EC 2560 Microeconomics	3
EC 2550 Macroeconomics (GACO)	3
SSDI Self and Society Direction	3-4
Directions (choose from CTDI, PPDI, SIDI, SSDI)*	8-4
QRCO Quantitative Reasoning in the Discipline Connection	3
Elective	4-7 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
Human Resource Elective - complete one course	3
SIDI Scientific Inquiry Direction	3-4
Electives	11-8 29-27
Year Four	Credits
BU 4220 Strategic Management (INCO)	3
BU/EC Business upper-level electives [not BUDI/ECDI]	9
Finance Electives - complete two courses	6
WECO Wellness Connection	3-4
Electives	9-8 30
Total	120

*Directions should total 20 credits (unless the major has a waiver for a specific Direction).

**SMALL BUSINESS/ENTREPRENEURSHIP OPTION
of BS Management**

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 I	3
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
BU 4220 Strategic Management (INCO)	3
BU 4530 Small Business/Entrepreneurship Finance and Accounting Methods	3
BU 4700 Small Business/Entrepreneurship Capstone	3
EC 2550 Macroeconomics (GACO)	3
EC 2560 Microeconomics	3
PS 2010 Introduction to General Psychology	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 1400 Composition	4
IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
CTDI Creative Thought Direction	3-4
PPDI Past and Present Direction	3-4
SIDI Scientific Inquiry Direction	3-4
SSDI Self and Society Direction	3-4
Directions (choose from CTDI, PPDI, SIDI, SSDI)*	8-4
WECO Wellness Connection	3-4
Electives	30-29
Total	120

*Directions should total 20 credits (unless the major has a waiver for a specific Direction).

Recommended Course Sequence

Management, Small Business/Entrepreneurship Option majors should take their required courses in the following order.

Year One		Credits
EN 1400	Composition	4
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 I	3
PS 2010	Introduction to General Psychology	3
CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4
		31-33

Year Two		Credits
BU 2262	Management Accounting	3
BU 2290	Organizational Communications (WRCO)	3
EC 2560	Microeconomics	3
EC 2550	Macroeconomics (GACO)	3
SSDI	Self and Society Direction	3-4
SIDI	Scientific Inquiry Direction	3-4
Directions	(choose from CTDI, PPDI, SIDI, SSDI)*	8-4
QRCO	Quantitative Reasoning in the Discipline Connection	3
Elective		2
		31-29

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
Electives		12
		30

Year Four		Credits
BU 4220	Strategic Management (INCO)	3
BU 4530	Small Business/Entrepreneurship Finance and Accounting Methods	3
BU 4700	Small Business/Entrepreneurship Capstone	3
WECO	Wellness Connection	3-4
Electives		16-15
		28
Total		120

**Directions should total 20 credits (unless the major has a waiver for a specific Direction).*

MARKETING

BACHELOR OF SCIENCE

120 credits

The BS degree in Marketing prepares students for one of the most exciting and vital areas in any enterprise. Marketing includes activities like marketing research and analytics, branding, customer relationship management, social and other communication strategies, professional sales, and much more. Marketers help define an organization's mission and then develop and implement plans to achieve strategic goals. Course in this degree program provide necessary qualitative and quantitative skills to be successful in careers throughout the business spectrum. In addition to the Marketing courses, students are encouraged to grow profession skills by participating in marketing internships, advanced marketing projects, and membership in the student organization Marketing at Plymouth State (MAPS) affiliated with the American Marketing Association. Marketing majors may choose one of two options: Professional Sales or Strategic Marketing. All baccalaureate business degree programs are nationally accredited by the Association of Collegiate Business Schools and Programs.

PROFESSIONAL SALES OPTION of BS Marketing

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 I	3
BU 3210 Financial Management	3
BU 3240 Information Technology	3
BU 3280 Professional Selling Skills I	3
BU 3290 Professional Selling Skills II	3
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
BU 4250 Marketing Management	3
BU 4330 Sales Management	3
Professional Sales Elective – complete one of the following	3
BU 3040 Special Topics in Marketing (three credit offering only)	
BU 3350 Event Marketing	
BU 3370 Branding and Marketing Communication	
BU 3480 Social Media Strategy	
BU 4440 Global Marketing	
BU 4620 Business 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)	
General Education:		
EN 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4
SIDI	Scientific Inquiry Direction	3-4
SSDI	Self and Society Direction	3-4
Directions (choose from CTDI, PPDI, SIDI, SSDI)*		8-4
WECO	Wellness Connection	3-4
Electives		24-23
Total		120

*Directions should total 20 credits (unless the major has a waiver for a specific Direction).

**The maximum of 3 credits for the Professional Sales Elective may be accumulated in any combinations of 1 to 3 credits internships. Internship credits in excess of 3 credits count as free electives toward the credits required for graduation.

Recommended Course Sequence

Marketing, Professional Sales Option majors should take their required courses in the following order.

Year One	Credits
EN 1400 Composition	4
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 I	3
CTDI Creative Thought Direction	3-4
PPDI Past and Present Direction	3-4
Elective	2-0
	30

Year Two		Credits
BU 2262	Management Accounting	3
BU 2290	Organizational Communications (WRCO)	3
QRCO	Quantitative Reasoning in the Discipline Connection	3
BU 3360	Marketing Research	3
BU 3280	Professional Selling Skills I	3
EC 2560	Microeconomics	3
EC 2550	Macroeconomics (GACO)	3
SIDI	Scientific Inquiry Direction	3-4
SSDI	Self and Society Direction	3-4
Elective		3-1
		30
Year Three		Credits
BU 3210	Financial Management	3
BU 3240	Information Technology	3
BU 3290	Professional Selling Skills II	3
BU 3300	Operations Management	3
BU 3340	Consumer Behavior	3
Professional Sales Elective		3
Directions (choose from CTDI, PPD, SIDI, SSDI)*		8-4
Elective		4-8
		30
Year Four		Credits
BU 3420	Organizational Behavior (DICO)	3
BU 4220	Strategic Management (INCO)	3
BU 4250	Marketing Management	3
BU 4330	Sales Management	3
WECO	Wellness Connection	3-4
Electives		15-14
		30
Total		120

STRATEGIC MARKETING OPTION of BS Marketing

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 I	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
BU 3370	Branding and Marketing Communication	3
BU 3420	Organizational Behavior (DICO)	3
BU 4220	Strategic Management (INCO)	3
BU 4250	Marketing Management	3
BU 4440	Global Marketing	3
Strategic Marketing Elective – complete one of the following		3
BU 3040	Special Topics in Marketing (three credit offering only)	
BU 3100	Financial Modeling	
BU 3350	Event Marketing	
BU 3380	Business Innovation	
BU 3450	Sports Marketing	
BU 3460	Small Business/Entrepreneurship Marketing and Operations	
BU 3480	Social Media Strategy	
BU 3600	Introduction to Public Relations	
BU 4620	Business Internship**	
BU 4910	Independent Study (three credit offering only)	
EC 3580	Managerial Statistics	
EC 2550	Macroeconomics (GACO)	3
EC 2560	Microeconomics	3
Mathematics Foundations – complete one of the following:		
MA 2200	Finite Mathematics (MATH)	3
MA 2490	Applied Calculus I (MATH)	
MA 2550	Calculus I (MATH)	
Quantitative Reasoning in the Discipline Connection - complete one of the following:		
BU 2240	Business Statistics (QRCO)	3
MA 2300	Statistics I (QRCO)	
General Education:		

*Directions should total 20 credits (unless the major has a waiver for a specific Direction).

UNDERGRADUATE PROGRAMS

EN 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4
SIDI	Scientific Inquiry Direction	3-4
SSDI	Self and Society Direction	3-4
Directions (choose from CTDI, PPDI, SIDI, SSDI)*		8-4
WECO	Wellness Connection	3-4
Electives		24-23
Total		120

*Directions should total 20 credits (unless the major has a waiver for a specific Direction).

**The maximum of 3 credits for the Strategic Marketing Elective may be accumulated in any combinations of 1 to 3 credits internships. Internship credits in excess of 3 credits count as free electives toward the credits required for graduation.

Recommended Course Sequence

Marketing, Professional Sales Option majors should take their required courses in the following order.

Year One		Credits
EN 1400	Composition	4
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 I	3
CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4
Elective		2-0
		30

Year Two		Credits
BU 2262	Management Accounting	3
BU 2290	Organizational Communications (WRCO)	3
EC 2560	Microeconomics	3
EC 2550	Macroeconomics (GACO)	3
BU 3280	Professional Selling Skills I	3
SIDI	Scientific Inquiry Direction	3-4
SSDI	Self and Society Direction	3-4
QRCO	Quantitative Reasoning in the Discipline Connection	3

BU 3360	Marketing Research	3
Elective		3-1
		30
Year Three		Credits
BU 3210	Financial Management	3
BU 3240	Information Technology	3
BU 3300	Operations Management	3
BU 3340	Consumer Behavior	3
BU 3370	Branding and Marketing Communication	3
BU 3420	Organizational Behavior (DICO)	3
Strategic Marketing Elective		3
Directions (choose from CTDI, PPDI, SIDI, SSDI)*		8-4
Elective		1-5
		30

Year Four		Credits
BU 4220	Strategic Management (INCO)	3
BU 4250	Marketing Management	3
BU 4440	Global Marketing	3
WECO	Wellness Connection	3-4
Electives		18-17
		30
Total		120

*Directions should total 20 credits (unless the major has a waiver for a specific Direction).

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.

MATHEMATICS OPTION of BS Mathematics

Degree Requirements

Courses required for the Option are shown in boldface.

	Credits
MA 2400 Introduction to Formal Mathematics (MATH)	3
MA 2550 Calculus I (QRCO)	4
MA 2560 Calculus II (QRCO)	4
MA 2700 Logic, Proofs, and Axiomatic Systems (WRCO)	3
MA 3120 Linear Algebra	3
MA 3500 Probability and Statistics for Scientists	3
MA 3510 Differential Equations	3
MA 3540 Calculus III	4
MA 4140 Abstract Algebra (WRCO)	3
MA 4430 Numerical Analysis (TECO)	3
MA 4510 Introduction to Analysis	3
Mathematics electives – complete 12 credits from the following:	12
MA 3130 Directed Research in Mathematics	
MA 3200 Discrete Mathematics	
MA 3230 College Geometries (TECO) (WRCO)	
MA 3280 Regression Analysis	
MA 3460 History of Mathematics (GACO) (WRCO)	
MA 4220 Topics in Mathematics	
MA 4350 Probability Theory	
Computer Science electives – complete two of the following:	5-7
CS 2010 Computing Fundamentals (TECO)	
CS 2370 Introduction to Programming	
CS 2400 Scientific Programming	
CS 2470 Systems Programming in C/C++	
General Education:	
EN 1400 Composition	4
IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
CTDI Creative Thought Direction	3-4
PPDI Past and Present Direction	3-4
SIDI Scientific Inquiry Direction	3-4

SSDI Self and Society Direction	3-4
Directions (choose from CTDI, PPDI, SIDI, SSDI)*	8-4
DICO Diversity Connection	3-4
GACO Global Awareness Connection	3-4
INCO Integration Connection	3-4
WECO Wellness Connection	3-4
Electives	28-22
Total	120

*Directions should total 20 credits (unless the major has a waiver for a specific Direction).

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.

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.

	Credits
Year One	
EN 1400 Composition	4
IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA 2400 Introduction to Informal Mathematics (MATH)	3
MA 2550 Calculus I (QRCO)	4
MA 2560 Calculus II (QRCO)	4
MA 2700 Logic, Proofs, and Axiomatic Systems	3
CTDI Creative Thought Direction	3-4
PPDI Past and Present Direction	3-4
Elective	3-1
	30
Year Two	
MA 3540 Calculus III	4
MA Mathematics Elective	3
Computer Science electives – complete two courses	5-7
SIDI Scientific Inquiry Direction	3-4
SSDI Self and Society Direction	3-4
Directions (choose from CTDI, PPDI, SIDI, SSDI)*	8-4
DICO Diversity Connection	3-4
Elective	1-0
	30
Year Three	
MA 3120 Linear Algebra	3

MA 3500	Probability and Statistics for Scientists	3
MA 3510	Differential Equations	3
MA 4140	Abstract Algebra	3
MA 4510	Introduction to Analysis	3
MA	Mathematics Elective	3
GACO	Global Awareness Connection	3-4
Electives		9-8
		30

Each new site will require a separate fingerprinting and background check. Inquiries should be directed to the Holmes Center for School Partnerships and Educator Preparation.

In order for teacher candidates to participate in clinical experiences in diverse settings that are essential for their development as teachers and required for accreditation, teacher 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.

Year Four		Credits
MA 4430	Numerical Analysis	3
MA	Mathematics Electives	6
INCO	Integration Connection	3-4
WECO	Wellness Connection	3-4
Electives		15-13
		30
Total		120

**Directions should total 20 credits (unless the major has a waiver for a specific Direction).*

MIDDLE SCHOOL TEACHER CERTIFICATION (5-8) OPTION of BS Mathematics

This Option leads to certification to teach mathematics in the public schools. The Educator Preparation programs at Plymouth State University are approved by the New Hampshire Department of Education. The University is a member of the American Association of Colleges of Teacher Education (AACTE). Graduates who complete this Teacher Certification Option are eligible for 5-8 teacher certification in the state of New Hampshire upon successful completion of the Middle School Mathematics Praxis Test. 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 Holmes Center for School Partnerships and Educator Preparation. Requirements for certification may change, subject to changes made by the New Hampshire Department of Education. Teacher candidates can find the most current New Hampshire Department of Education standards at education.nh.gov/index.htm.

All teacher 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 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 clinical experience begins. The fee for this processing is the responsibility of the teacher candidate and is paid directly to the school district.

Degree Requirements Credits

Courses required for the Option are shown in boldface.

MA	Mathematics electives above MA 2100 [not MADI]	6-8
MA 2120	Mathematics for Grades 4-6 Educators (QRCO)	4
MA 2400	Introduction to Formal Mathematics (MATH)	3
	Calculus – complete one sequence of (MA 2490 and MA 2500) or (MA 2550 and MA 2560):	8
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 3230	College 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	Teaching and Learning Mathematics for 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 2350	Child and Youth Health and Development in Context (WECO)	3
ED 3350	Classroom Planning, Management, and Organization for Middle School and Secondary Educators (TECO)	3
SE 3090	Introduction to Special Education: Middle and Secondary	3
General Education:		
EN 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4

SIDI	Scientific Inquiry Direction	3-4
SSDI	Self and Society Direction	3-4
Directions	(choose from CTDI, PPD, SIDI, SSDI)*	8-4
Electives		25-23
Total		120

*Directions should total 20 credits (unless the major has a waiver for a specific Direction).

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.

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 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics elective above MA 2100 [not MADI]	3-4
MA 2400	Introduction to Informal Mathematics (MATH)	3
	Calculus – complete one sequence of (MA 2490 and MA 2500) or (MA 2550 and MA 2560)	8
MA 2700	Logic, Proofs, and Axiomatic Systems	3
CTDI	Creative Thought Direction	3-4
Elective		3-1
		30

Year Two		Credits
MA 2120	Mathematics for Grades 4-6 Educators (QRCO)	4
MA 3050	Introduction to Mathematics Education	3
MA 3230	College Geometries (TECO) (WRCO)	4
ED 2350	Child and Youth Health and Development in Context (WECO)	3
PPDI	Past and Present Direction	3-4
SSDI	Self and Society Direction	3-4
Directions	(choose from CTDI, PPD, SIDI, SSDI)*	8-4
Elective		2-4
		30

Year Three		Credits
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	Teaching and Learning Mathematics for Secondary and Middle School	3
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
SE 3090	Introduction to Special Education: Middle and Secondary	3
SIDI	Scientific Inquiry Direction	3-4
Elective		6-5
		30

Year Four		Credits
MA 4965	Internship in Mathematics Teaching (5-8)	12
MA 4985	Internship in Mathematics Teaching Seminar	1
MA	Mathematics elective above MA 2100 [not MADI]	3-4
Electives		14-13
		30
Total		120

*Directions should total 20 credits (unless the major has a waiver for a specific Direction).

SECONDARY TEACHER CERTIFICATION (7-12) OPTION of BS Mathematics

This Option leads to certification to teach mathematics in the public schools. The Educator Preparation programs at Plymouth State University are approved by the New Hampshire Department of Education. The University is a member of the American Association of Colleges of Teacher Education (AACTE). Graduates who complete this Teacher Certification Option are eligible for 7-12 teacher certification in the state of New Hampshire upon successful completion of the Secondary Mathematics: Content Knowledge Praxis Test. 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 Holmes Center for School Partnerships and Educator Preparation section. Requirements for certification may change, subject to changes made by the New Hampshire Department of Education. Teacher candidates can find the most current New Hampshire Department of Education standards at education.nh.gov/index.htm.

All teacher 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 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 clinical experience begins. The fee for this processing is the responsibility of the teacher 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 Holmes Center for School Partnerships and Educator Preparation.

In order for teacher candidates to participate in clinical experiences in diverse settings that are essential for their development as teachers and required for accreditation, teacher 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.

SIDI	Scientific Inquiry Direction	3-4
SSDI	Self and Society Direction	3-4
	Directions (choose from CTDI, PPDI, SIDI, SSDI)*	8-4
	Electives	25
Total		120

*Directions should total 20 credits (unless the major has a waiver for a specific Direction).

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.

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 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA 2400	Introduction to Informal Mathematics (MATH)	3
MA 2550	Calculus I (QRCO)	4
MA 2560	Calculus II (QRCO)	4
MA 2700	Logic, Proofs, and Axiomatic Systems	3
CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4
Elective		3-1
		30
Year Two		Credits
MA 3050	Introduction to Mathematics Education	3
MA 3230	College Geometries (TECO) (WRCO)	4
MA 3540	Calculus III	4
ED 2350	Child and Youth Health and Development in Context (WECO)	3
SIDI	Scientific Inquiry Direction	3-4
SSDI	Self and Society Direction	3-4
	Directions (choose from CTDI, PPDI, SIDI, SSDI)*	8-4
Elective		2-4
		30
Year Three		Credits
MA 3120	Linear Algebra	3
MA 3460	History of Mathematics (GACO) (WRCO)	3
MA 3500	Probability and Statistics for Scientists	3

Degree Requirements

Credits

Courses required for the Option are shown in boldface.

MA 2400	Introduction to Formal Mathematics (MATH)	3
MA 2550	Calculus I (QRCO)	4
MA 2560	Calculus II (QRCO)	4
MA 2700	Logic, Proofs, and Axiomatic Systems (WRCO)	3
MA 3050	Introduction to Mathematics Education	3
MA 3120	Linear Algebra	3
MA 3230	College Geometries (TECO) (WRCO)	4
MA 3460	History of Mathematics (GACO) (WRCO)	3
MA 3500	Probability and Statistics for Scientists	3
MA 3540	Calculus III	4
MA 4020	The Cultural and Psychological Aspects of Mathematics Learning (DICO) (INCO)	3
MA 4040	Teaching and Learning Mathematics for 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 2350	Child and Youth Health and Development in Context (WECO)	3
ED 3350	Classroom Planning, Management, and Organization for Middle School and Secondary Educators (TECO)	3
SE 3090	Introduction to Special Education: Middle and Secondary	3
General Education:		
EN 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4

MA 4020	The Cultural and Psychological Aspects of Mathematics Learning (DICO) (INCO)	3
MA 4040	Teaching and Learning Mathematics for Secondary and Middle School	3
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
SE 3090	Introduction to Special Education: Middle and Secondary	3
Electives		6
		30
Year Four		Credits
MA 4140	Abstract Algebra	3
MA 4975	Internship in Mathematics Teaching (7-12)	12
MA 4985	Internship in Mathematics Teaching Seminar	1
Electives		14
		30
Total		120

**Directions should total 20 credits (unless the major has a waiver for a specific Direction).*

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: Business Administration, Computer Science, General Mathematics, Professional Communication, or Technical Mathematics.

Degree Requirements		Credits
MT 1000	Introduction to Weather Community	1
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 4460	Climate Dynamics	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 Experience - minimum of five credits		5
Students 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
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
General Education:		
EN 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4
SSDI	Self and Society Direction	3-4
Directions (choose from CTDI, PPDI, SSDI)*		8-4
DICO	Diversity Connection	3-4
INCO	Integration Connection	3-4
WECO	Wellness Connection	3-4
Electives		10-8
Total		120

*Directions should total 17-16 credits because SIDI is waived for BS Meteorology.

Capstone Experience Examples

Student interested in broadcast meteorology:

MT 4440	Climate Change (INCO)	3
MT 4262	Broadcast Meteorology	3
MT 4600	Internship	1

Satisfy Oral Communication with

MT 4360	Forecasting/Broadcast Practicum	
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Student interested in graduate school:

MT 4400	Numerical Weather Prediction (INCO) (TECO)	3
MT 4500	Undergraduate Research and/or	

MT 4450	Advanced Synoptic Meteorology	3
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Student interested in forecasting:

MT 4330	Current Weather Seminar	1
MT 4450	Advanced Synoptic Meteorology	3
MT 4600	Internship	1

Recommended Course Sequence

Check all course descriptions for prerequisites before planning course schedule. Course sequence is suggested but not required.

Year One		Credits
EN 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3

UNDERGRADUATE PROGRAMS

MT 1000	Introduction to Weather Community	1	MT 4480	Mesoscale Meteorology	3
MT 2110	Introduction to Atmospheric Sciences	3	SSDI	Self and Society Direction	3-4
MT 2230	Introduction to Meteorological Analysis	1	INCO	Integration Connection	3-4
MT 2800	Climatology (GACO)	3	Electives		8-6
CH 2335	General Chemistry I (QRCO)	4			29
CS 2400	Scientific Programming	3			
MA 2550	Calculus I (MATH)	4	Total		120
MA 2560	Calculus II (QRCO)	4			
		30			

**Directions should total 17-16 credits because SIDI is waived for BS Meteorology.*

Year Two

MT 3230	Atmospheric Thermodynamics	3
MT 3300	Synoptic Meteorology I	4
MA 3500	Probability and Statistics for Scientists	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 Direction	3-4
WECO	Wellness Connection	3-4
Elective		2-0
		30

Credits

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, ES 2170, MA 4430, MT 4150, MT 4400, MT 4420, MT 4450, MT 4470, MT 4500, MT 4560, 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.

Year Three

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 3510	Differential Equations	3
PPDI	Past and Present Direction	3-4
Directions (choose from CTDI, PPDI, SSDI)*		8-4
DICO	Diversity Connection	3-4
Elective		0-2
		31

Credits

Year Four

MT	Oral Communication	1
MT	Capstone Experience	5
MT 4410	Atmospheric Physics	3
MT 4460	Climate Dynamics	3

Credits

MUSIC

BACHELOR OF ARTS

120 credits

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 Ensemble, Chamber Singers, University Chorale, Contemporary Dance Ensemble, Guitar Ensemble, 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.

Degree candidates are required to choose from one of the four options: Contract, Music Technology, Piano Performance and Pedagogy, or Voice Performance and Pedagogy. 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.

CONTRACT OPTION of BA Music

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	Contract courses [not MEDI/MUDI]	6
ME/MU	3000/4000 level Contract courses [not MEDI/MUDI]	6
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 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	Ensembles [not MUDI]	5
MU	Performance Studies (two enrollments each at the 1000, 2000, 3000 levels) [not MUDI]	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)	
	General Education:	
EN 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3-4
PPDI	Past and Present Direction	3-4
SIDI	Scientific Inquiry Direction	3-4
SSDI	Self and Society Direction	3-4
	Directions (choose from PPDI, SIDI, SSDI)*	8-4
WECO	Wellness Connection	3-4
	Foreign Language (GACO)	6
	Electives	30-29
Total		120

*Directions should total 17-16 credits because CTDI is waived for BA Music, Contract Option.

At least six credits of Contract courses must be 3000/4000 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 2220. MU 2220 requires a minimum grade of C in MU 2210.

The foreign language requirement for all BA degrees calls for 0-6 credits: one year of one language (6 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.

MUSIC TECHNOLOGY OPTION of BA Music

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	Piano Class I	1.0
MU 1160	Piano Class II	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	Seminar in the Music Business	3.0
MU 3990	Music Technology Junior Project	0.5
MU 4110	Advanced MIDI and Film Scoring	3.0
MU 4150	Introduction to Multitrack and Hard Disk Recording	3.0
MU 4210	Arranging	3.0
MU 4270	Composition (two enrollments)	2.0
MU 4990	Music Technology Senior Project	1.0
MU	Ensembles [not MUDI]	6.0
MU	Performance Studies (two enrollments each at the 1000, 2000, 3000 levels) [not MUDI]	6.0
TH 3310	Theatre Technology: Topics	3.0
Quantitative Reasoning in the Discipline Connection - complete one of the following:		
MA 1500	Mathematics and the Humanities (QRCO)	
MA 2200	Finite Mathematics (QRCO)	
MA 2300	Statistics I (QRCO)	
General Education:		
EN 1400	Composition	4.0
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3.0
MA	Mathematics Foundations	3-4.0
PPDI	Past and Present Direction	3-4.0
SIDI	Scientific Inquiry Direction	3-4.0
SSDI	Self and Society Direction	3-4.0
Directions (choose from PPDI, SIDI, SSDI)*		
WECO	Wellness Connection	3-4.0
Foreign Language (GACO)		
Electives		
		22.5-21.5

Total **120.0**

**Directions should total 17-16 credits because CTDI is waived for BA Music, Music Technology Option.*

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 220. MU 2220 requires a minimum grade of C in MU 2210.

The foreign language requirement for all BA degrees calls for 0-6 credits: one year of one language (6 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.

PIANO PERFORMANCE AND PEDAGOGY OPTION of BA Music

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	Piano Performance Studies (two enrollments)	4.0
MU 2100	Keyboard Accompanying (four enrollments)	2.0
MU 2140	Piano Performance Lab (eight enrollments)	0.0
MU 2210	Musicianship III	3.0
MU 2220	Musicianship IV	3.0
MU 2540	Piano Performance Studies (two enrollments)	4.0
MU 3010	Junior Recital	0.5
MU 3070	Piano Pedagogy I	2.0
MU 3080	Piano Pedagogy II	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) (WRCO)	3.0
MU 3350	Piano Literature I	2.0
MU 3360	Piano Literature II	2.0
MU 3540	Piano Performance Studies (two enrollments)	4.0
MU 4010	Senior Recital	1.0
MU 4420	Practicum: Piano Teaching (two enrollments)	4.0

MU 4540	Piano Performance Studies (two enrollments)	4.0
MU	Ensembles [not MUDI]	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)	
General Education:		
EN 1400	Composition	4.0
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3.0
MA	Mathematics Foundations	3-4.0
PPDI	Past and Present Direction	3-4.0
SIDI	Scientific Inquiry Direction	3-4.0
SSDI	Self and Society Direction	3-4.0
	Directions (choose from PPDI, SIDI, SSDI)*	8-4.0
WECO	Wellness Connection	3-4.0
	Foreign Language (GACO)	6.0
	Electives	17.5-16.5
Total		120.0

*Directions should total 17-16 credits because CTDI is waived for BA Music, Piano Performance and Pedagogy Option.

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.

The foreign language requirement for all BA degrees calls for 0-6 credits: one year of one language (6 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.

VOICE PERFORMANCE AND PEDAGOGY OPTION of BA Music

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
MU 1150 Piano Class I	1.0
MU 1160 Piano Class II	1.0
MU 1210 Musicianship I	4.0
MU 1220 Musicianship II	4.0

MU 1420	Voice Performance Lab I (two enrollments)	0.0
MU 1520	Voice Performance Studies (two enrollments)	4.0
MU 2000	Diction for Singers	2.0
MU 2210	Musicianship III	3.0
MU 2220	Musicianship IV	3.0
MU 2230	Piano Class III	1.0
MU 2240	Piano Class IV	1.0
MU 2520	Voice Performance Studies (two enrollments)	4.0
MU 3010	Junior Recital	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) (WRCO)	3.0
MU 3420	Vocal Performance Lab II (six enrollments)	0.0
MU 3430	Survey of Vocal Literature	2.0
MU 3520	Voice Performance Studies (two enrollments)	4.0
MU 4010	Senior Recital	1.0
MU 4280	Voice Pedagogy for Majors	2.0
MU 4430	Practicum: Voice Teaching (two enrollments)	4.0
MU 4520	Voice Performance Studies (two enrollments)	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)	
General Education:		
EN 1400	Composition	4.0
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3.0
MA	Mathematics Foundations	3-4.0
PPDI	Past and Present Direction	3-4.0
SIDI	Scientific Inquiry Direction	3-4.0
SSDI	Self and Society Direction	3-4.0
	Directions (choose from PPDI, SIDI, SSDI)*	8-4.0
	Foreign Language (GACO)	6.0
	Electives	15.5
Total		120.0

*Directions should total 17-16 credits because CTDI is waived for BA Music, Voice Performance and Pedagogy Option.

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 foreign language requirement for all BA degrees calls for 0-6 credits: one year of one language (6 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.

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. The Educator Preparation programs at Plymouth State University are approved by the New Hampshire Department of Education. The University is a member of the American Association of Colleges of Teacher Education (AACTE). New Hampshire participates in the NASDTEC Interstate Agreement and, although additional requirements may apply, this agreement makes it possible for a Plymouth State graduate who holds a teaching certificate in New Hampshire to earn a certificate in another state. For further information, please see the Holmes Center for School Partnerships and Educator Preparation section. Requirements for certification may change, subject to changes made by the New Hampshire Department of Education. Teacher candidates can find the most current New Hampshire Department of Education standards at education.nh.gov/index.htm.

The knowledge, skills, and dispositions of teacher candidates shall be assessed regularly by the faculty. One semester prior to the internship semester, the student will receive faculty approval to intern if the student has

- earned a minimum 3.00 cumulative grade point average at the end of the third year;
- earned a minimum grade of C in all required ME/MU courses; and
- completed all departmental program requirements through the third year.

During the semester prior to the internship, students in this program are required to present a senior solo recital. Students who do not meet these requirements may withdraw from the BS in Music Education and complete a BA Music, Contract Option.

All teacher 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 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 clinical experience begins. The fee for this processing is the responsibility of the teacher 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 Holmes Center for School Partnerships and Educator Preparation.

In order for teacher candidates to participate in clinical experiences in diverse settings that are essential for their development as teachers and required for accreditation, teacher 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 2020	Instrumental Lab	0
ME 2150	String Methods	1
ME 3010	Choral Lab	0
ME 3110	Elementary School Music Methods	3
ME 3130	Woodwinds Methods I	1
ME 3140	Woodwinds Methods II	1
ME 3160	Percussion Methods	1
ME 3210	Upper Brass Methods	1
ME 3220	Lower Brass Methods	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	
ED 2350	Child and Youth Health and Development in Context (WECO)	
PS 3100	Adolescent Psychology	
PS 3170	Child Development	
Special Education Elective - complete one of the following:		3
SE 2080	Children and Youth with Disabilities	
SE 3090	Introduction to Special Education: Middle and Secondary	3
Quantitative Reasoning in the Discipline Connection - complete one of the following:		
MA 1500	Mathematics and the Humanities (QRCO)	
MA 2200	Finite Mathematics (QRCO)	
MA 2300	Statistics I (QRCO)	
General Education:		
EN 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3-4
PPDI	Past and Present Direction	3-4
SIDI	Scientific Inquiry Direction	3-4
SSDI	Self and Society Direction	3-4
Directions (choose from PPDI, SIDI, SSDI)*		8-4
Total		124

**Directions should total 17-16 credits because CTDI is waived for BS Music Education.*

Piano majors (students taking Piano Performance Studies) substitute MU 3070/3080 for MU 1150/1160 and MU 2230/2240. Voice majors (students taking Voice Performance Studies) substitute MU 4280 for ME 1200.

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 2200. 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 3.00.

NURSING

BACHELOR OF SCIENCE

120 credits

The Plymouth State University Nursing program received approval on probation by the New Hampshire Board of Nursing. The Baccalaureate degree program in Nursing at Plymouth State University is accredited by the Commission on Collegiate Nursing Education (<http://www.aacnnursing.org/CCNE>).

PROGRESSION/READMISSION POLICY

Nursing Course Grading Policy

Students **must** earn a grade of a B- (minimum numeric score of 80) or higher in all nursing (NR) theory courses and a PASS in all nursing (NR) clinical courses in order to progress in the program.

Nursing Department Grading Criteria for all nursing (NR) theory courses is as follows:

Letter Grade	Numeric Grade	Letter Grade	Numeric Grade
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 earn a grade of a B- (minimum numeric score of 80) or higher in all required nursing prerequisite courses and required nursing (NR) courses and a PASS in all nursing (NR) clinical courses in order to progress in the program.
- Students must earn and maintain a minimum grade point average of 2.67 (B-) in both the major GPA and the cumulative GPA in order to progress in the program.
- Students who fail to achieve a minimum grade of B- in any nursing prerequisite course or nursing (NR) theory course, or receive a No Pass in a clinical/lab course, may not progress until the course is successfully repeated.
- If a student receives a grade lower than a B- in a prerequisite course, they may retake that course one time in order to earn a grade of B- or higher. If the student does not earn a grade of B- the second time, or if they do not earn a minimum grade of B- in another prerequisite course, they will be dismissed from the Nursing major.
- If a student does not meet the required minimum grade in any nursing (NR) course, the student is dismissed from the Nursing major and may petition, in writing, for readmission if applicable (see Readmission Policy).
- 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

Nursing students requesting readmission to the PSU Nursing Program following dismissal for any reason are required to apply to the Admissions, Progression, and Retention Committee (APR) to be considered for readmission. Potential readmit students must reapply by submitting a letter to the Committee, formerly requesting readmission to the program, which should address the reasons(s) for their dismissal, and identify a plan(s) for successful completion of the program, should the student be readmitted. The Committee will then require an interview with the potential student to review his/her proposals and explore the potential for the student's future success in the Program. If the student is granted readmission to the PSU Nursing Program, certain conditions may apply. If the APR Committee deems it necessary for the readmitted student to audit previously taken courses to support future success, the student will be expected to complete the required audited courses(s) with a grade of at least an 80.00 (passing grade for nursing courses), with all course requirements completed as described in the course syllabus. Readmitted students will be required to agree to all terms of readmission as stated in their readmission letter, prior to readmission. Should the readmitted student fail to achieve a passing grade in any audited courses, including a clinical course, or fail to meet other stipulations for readmission, the student will be permanently excused from the Program.

In addition to the above, the following conditions must be met:

- A course in which the student does not meet the minimum progression grade (B-) must be successfully repeated **before** enrolling in any subsequent nursing course.
- 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 Catalog.
- Students must enroll in both the theory and clinical components of all courses with identified corequisites as determined by Admission, Progression, and Retention Committee upon readmission.

Admission to the Nursing Program

Admission to the Nursing program is competitive and is not guaranteed. Students must be admitted to the University and to the Nursing program.

The following criteria must be met in order to be considered for admission into the Nursing Program:

- Submit either an ATI TEAS V score at the "Proficient" level or above (to learn more about preparing for the test, please go to <https://www.atitesting.com/solutions/pre-program/teas.aspx>), or a revised SAT (taken as of March 2016) with a minimum score of 1080, with a minimum score of 500 in the Evidence-Based Reading and Writing component and the Math component.
- Overall GPA of 3.0 or greater.
- Overall GPA of 3.0 or greater in High School science courses.
- Demonstration of math proficiency: courses in Algebra I, II, and

Geometry.

Average to strong writing skills, demonstrated in the application essay.

CLINICAL PRACTICUM NURSING REQUIREMENTS POLICY

1. Student Fees:

Students incur the costs associated with clinical requirements.

2. Clinical Requirements:

Students must create an account with Castle Branch (@certifiedBackground.com) for tracking of required documentation. All documentation must be uploaded to CertifiedBackground.com by the date specified by the nursing Clinical Coordinator in the semester prior to starting clinical courses.

- a. 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.
- b. Proof of Physical Exam: within one calendar year.
- c. Proof of Health Insurance: Personal health insurance is required for all nursing students.
- d. Proof of Immunizations and Vaccines*
 - Students are required to submit proof of the following:
 - i. TB/PPD (2 step for initial or if not done within one year) within a year prior to the student's participation in the clinical experience or, for students with a history of a positive TB test, a recent chest x-ray or documentation of the gold test is required. PLEASE NOTE: A yearly TB test is required. Students are required to have follow-up care if the TB test results are positive.
 - ii. German Measles/Rubella: Proof of 2 documented MMR vaccinations (only 1 MMR if born before 1957) or immune status documented by titer.
 - iii. Measles/Rubeola: Proof of 2 documented MMR vaccinations (only 1 MMR if born before 1957) or immune status documented by titer.
 - iv. Mumps: Proof of 2 documented MMR vaccinations (only 1 MMR if born before 1957) or immune status documented by titer.
 - v. Children Pox/Varicella: Proof of 2 documented Varicella vaccinations or immune status documented by titer or documentation by PCP of having chickenpox. PLEASE NOTE: 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.
 - vi. Hepatitis B: Proof of 3 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.

- vii. 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 you tetanus booster is over two years old, you must receive this booster.
- viii. Influenza Vaccine: Proof of Seasonal Influenza Vaccination.
 - Drug Screening:
 - Medical/professional drug screen may be required depending on clinical agency requirements (see Substance Use and Abuse Policy).
 - Maintaining Documentation: Documentation of the requirements above must be kept up-to-date. It is the responsibility of the student to maintain current records. Students who do not maintain current documentation will not be permitted to attend clinical.

3. Background Review

- a. 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.
- b. Policy: Satisfactory (no results) results of a background review are required to progress in the nursing program.
- c. Requirement: Students will be required to undergo background review per clinical agency requirements. This may include a federal background check, State of New Hampshire background check and Bureau of Elder Abuse Services (BEAS) check as well as fingerprinting.
- d. Refusal: Refusal to provide consent for investigation will result in exclusion from nursing courses and termination from the nursing major.
- e. Result Review:
 - i. 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 continuation in the nursing major.
 - ii. If a background review includes information that the student claims is untrue or inaccurate, these concerns must be addressed by the student to the Bureau of Criminal Identification for resolution.

- iii. Students have an obligation to report any criminal conviction to the Director of Nursing within five (5) days of its occurrence. Failure to notify the Director may result in dismissal from the program.
 - iv. The Director of Nursing will review the results of all background reviews. If averse 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.
 - v. The student will have fourteen (14) days to respond to the information either in writing or, if appropriate, by meeting with the Director of Nursing.
 - vi. If a student is disciplined through the PSU Judicial System, the student must notify the program chair within five (5) days.
 - vii. Background reviews are non-transferrable from other schools or outside agencies.
- f. Convictions:
- i. 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.
 - ii. 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.

4. Other Clinical Requirements

- a. Orientation: Students must meet all annual agency orientation requirements to attend clinical. Students will be responsible for submitting all required clinical documentation by the date specified by the course Clinical Coordinator or his/her designee, each term. Much of this documentation will be done through the Central Clinical Placement Program (CCP). Students will be instructed in the procedures for completing required documentation each

- term.
- b. Travel outside of the Plymouth area may be required to complete the clinical portion of the program; students are expected to provide their own transportation for all clinical experiences and to assume all costs incurred.
- c. Students are responsible for their own uniforms.

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: 87 semester hours, which includes 66 credits of nursing (NR) courses.
- 120 credit hours are required to complete the BS in Nursing, with a grade of a B- (minimum numeric score of 80) or higher in all nursing (NR) theory courses and a PASS in all nursing (NR) clinical courses.
- Students must earn and maintain a minimum grade point average of 2.67 (B-) in both the major and the cumulative GPA in order to progress in the program.
- 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.

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
MA 2300	Statistics I (MATH)	3
PS 2010	Introduction to General Psychology	3
PS 2050	Life-Span Developmental Psychology	3
NR 2100	Foundations of Professional Nursing	3
NR 2300	Biochemistry for Nurses	3
NR 2500	Health Assessment	2
NR 2700	Pathophysiology	3
NR 3020	Introduction to Patient-Centered Care (DICO)	3
NR 3025	Pharmacology	3
NR 3035	Nursing Care of Children	2
NR 3052	Clinical Applications of Patient-Centered Care	4
NR 3054	Clinical Application of Pediatric Wellness and Illness	2
NR 3057	Clinical Application of Community Based Care	2
NR 3059	Clinical Evidence-Based Practice in Psychiatric Mental Health Nursing	2
NR 3065	Leadership, Collaboration, and Quality in Health Care Systems (TECO)	4
NR 3070	Health and Wellness of Older Adults (WECO)	3

NR 3085	NCLEX-RN Success I	2
NR 3092	Evidence-Based Practice in Psychiatric Mental Health Nursing	3
NR 3094	Evidence-Based Practice in Medical Surgical Nursing	3
NR 4015	Maternal and Newborn Care	2
NR 4020	Global Health and Population-Based Health Care (GACO)	3
NR 4050	Nursing Leadership for Acute Care Nursing (INCO)	3
NR 4055	Clinical Application of Evidence-Based Practice	2
NR 4057	Clinical Application of Maternal and Newborn Care	2
NR 4060	Research Process and Evidence-Based Practice (QRCO) (WRCO)	3
NR 4073	NCLEX-RN Success II	1
NR 4082	Leadership and Quality Improvement in Clinical Settings	6

General Education:

EN 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4
SSDI	Self and Society Direction	3-4
Directions (choose from CTDI, PPDI, SSDI)*		8-4
Electives		9-10
Total		120

*Directions should total 17-16 credits because SIDI is waived for BS Nursing.

Students must earn a minimum grade of B- in all prerequisite courses. Students must earn a grade of a B- (minimum numeric score of 80) or higher in all nursing (NR) theory courses and a PASS in all nursing (NR) clinical courses in order to progress in the program. Students must earn and maintain a minimum grade point average of 2.67 (B-) in both the major and the cumulative GPA in order to progress in the program.

Recommended Course Sequence

Check all course descriptions for prerequisites before planning course schedule.

Year One		Credits
EN 1400	Composition	4
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	3-4
PPDI	Past and Present Direction	3-4
SSDI	Self and Society Direction	3-4
		30-33

Year Two		Credits
NR 2100	Foundations of Professional Nursing	3
NR 2300	Biochemistry for Nurses	3
NR 2500	Health Assessment	2
NR 2700	Pathophysiology	3
BI 2340	Microbiology for Nurses	4
PS 2050	Life-Span Developmental Psychology	3
Directions (choose from CTDI, PPDI, SSDI)*		8-4
Electives		4-5
		30-27

Year Three		Credits
NR 3020	Introduction to Patient-Centered Care (DICO)	3
NR 3025	Pharmacology	3
NR 3035	Nursing Care of Children	2
NR 3052	Clinical Applications of Patient-Centered Care	4
NR 3054	Clinical Application of Pediatric Wellness and Illness	2
NR 3057	Clinical Application of Community Based Care	2
NR 3065	Leadership, Collaboration, and Quality in Health Care Systems (TECO)	4
NR 3070	Health and Wellness of Older Adults (WECO)	3
NR 4020	Global Health and Population-Based Health Care (GACO)	3

26

Summer		Credits
NR 3059	Clinical Evidence-Based Practice in Psychiatric Mental Health Nursing	2
NR 3085	NCLEX-RN Success I	2
NR 3092	Evidence-Based Practice in Psychiatric Mental Health Nursing	3
		7
Year Four		Credits
NR 3094	Evidence-Based Practice in Medical Surgical Nursing	3
NR 4015	Maternal and Newborn Care	2
NR 4050	Nursing Leadership for Acute Care Nursing (INCO)	3
NR 4055	Clinical Application of Evidence-Based Practice	2
NR 4057	Clinical Application of Maternal and Newborn Care	2
NR 4060	Research Process and Evidence-Based Practice (QRCO) (WRCO)	3
NR 4073	NCLEX-RN Success II	1
NR 4082	Leadership and Quality Improvement in Clinical Settings	6
Elective		5
		27
Total		120

**Directions should total 17-16 credits because SIDI is waived for BS Nursing.*

PHILOSOPHY

BACHELOR OF ARTS

120 credits

Philosophy provides opportunity for students to critically think about ultimate questions of life. The philosophy program emphasizes philosophical thinking and ethical applications designed to prepare graduates for a variety of careers that require thinking, decision-making, and visionary development. Students will pursue philosophical questions about themselves, others, and their living and learning environments.

We provide an intellectually stimulating community that prepares students for living and working in the world with others. The philosophy major is an applied program that emphasizes ethics; it is a stand-alone major but it is also design to permit students to double major in order academic areas, thus providing students with a focused degree that cultivates an ethical and active citizen in the marketplace of ideas, home, government, and business.

Degree Requirements	Credits
PY 1010 Ultimate Questions (GACO)	3
PY 2310 Elements of Logic (QRCO)	3
PY 3050 Ethical Theories (GACO)	3
PY 3110 History of Ancient Philosophy (INCO)	3
PY 3112 History of Modern Philosophy (INCO)	3
PY 4770 Great Philosophers Seminar (WRCO)	3
Applied Ethics Electives – complete two of the following:	6
PY 3155 Society, Ethics, and the Law (DICO) (INCO)	
PY 3310 Environmental Ethics (INCO) (WECO)	
PY 3325 Medical Ethics (INCO) (WECO)	
PY 3330 Business Ethics (DICO) (INCO)	
PY 3345 Military Ethics (GACO)	
PY 3360 Ethics and Psychology (INCO) (WECO)	
PY 3370 Ethics and Communication (DICO) (INCO)	
PY 3380 Humans and Humanoids: Ethics in Technology (TECO)**	
PY 3390 Applied Ethics	
Philosophical Traditions Elective – complete one of the following:	3
PY 3820 Existentialism (GACO)	
PY 3830 Phenomenology (DICO)	
PY 3840 Pragmatism (DICO)	
PY 3870 Non-Western Philosophy (GACO)	
Technology in the Discipline Connection – complete one of the following:	3
PY 2650 Mind and Machine (TECO)	
PY 3380 Humans and Humanoids: Ethics in Technology (TECO)**	
PY 3610 Philosophy of Technology (INCO) (TECO)	

PY	3000/4000 level Philosophy electives [not PYDI]	6
General Education:		
EN 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3-4
CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4
SIDI	Scientific Inquiry Direction	3-4
SSDI	Self and Society Direction	3-4
Directions (choose from CTDI, PPDI, SIDI, SSDI)*		8-4
DICO	Diversity Connection	3-4
WECO	Wellness Connection	3-4
Foreign Language (GACO)		6
Electives		42-39

Total **120**

*Directions should total 20 credits (unless the major has a waiver for a specific Direction).

**PY 3380 may satisfy the Applied Ethics Elective or the Technology in the Discipline Connection, but not both.

The foreign language requirement for all BA degrees calls for 0-6 credits: one year of one language (6 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 1400 Composition	4
IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA Mathematics Foundations	3-4
PY 1010 Ultimate Questions (GACO)	3
CTDI Creative Thought Direction	3-4
PPDI Past and Present Direction	3-4
Foreign Language (GACO)	6
Elective	5-2
	30

Year Two	Credits
PY 2310 Elements of Logic (QRCO)	3
PY 3050 Ethical Theories (GACO)	3
SIDI Scientific Inquiry Direction	3-4
SSDI Self and Society Direction	3-4
Directions (choose from CTDI, PPDl, SIDI, SSDI)*	8-4
Electives	10-12
	30

Years Three and Four	Credits
PY 3110 History of Ancient Philosophy (INCO)	3
PY 3112 History of Modern Philosophy (INCO)	3
PY 4770 Great Philosophers Seminar (WRCO)	3
PY Applied Ethics Electives – complete two courses	6
PY Philosophical Traditions Elective – complete one course	3
PY 3000/4000 level Philosophy electives [not PYDI]	6
DICO Diversity Connection	3-4
TECO Technology in the Discipline Connection – complete one course**	3
WECO Wellness Connection	3-4
Electives	27-25
	60
Total	120

*Directions should total 20 credits (unless the major has a waiver for a specific Direction).

**PY 3380 may satisfy the Applied Ethics Elective or the Technology in the Discipline Connection, but not both.

PHYSICAL EDUCATION

BACHELOR OF SCIENCE

120 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 of BS Physical Education

Upon approval 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 50 credits in order to select this Option.

Degree Requirements	Credits
Courses required for the Option are shown in boldface.	
PE 2735 Motor Development	3.0
PE 3570 Kinesiology	3.0
PE 3720 Motor Learning	3.0
EX 3580 Physiology of Exercise	3.0
HE 2500 First Aid and CPR/AED	1.5
HE 3220 Applied Nutrition for Healthy Living (TECO)	3.0
HE 3660 CPR and First Aid Instructor	1.5
Group A – complete one course from the following:	1-3.0
AP 2010 Foundations of Adventure Education	
AT 2000 Introduction to Athletic Training	
EX 2755 Introduction to Exercise Science	
HE 2300 Principles of Health	
HE 2310 Introduction to Allied Health Sciences	
PE 2550 Foundations of Physical Education (TECO)	

Professional Skills and Activity-based courses - complete 9.5 credits of 1000/2000 level Physical Education or Adventure Education courses, with minimally three courses (4.5 credits) from the following [not PEDI]:

- PE 2405 Concepts of Fitness and Skill Performance
- 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

Upper-level Health and Human Performance courses - complete 15 credits of 3000/4000 level Adventure Education [not APDI] or Athletic Training [not ATDI] or Coaching [not CCDI] or Exercise and Sport Physiology [not EXDI] or Health Education [not HEDI] or Physical Education [not PEDI] courses

- 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

Quantitative Reasoning in the Discipline Connection – complete one of the following: 3.0

- CH 2335 General Chemistry I (QRCO)
- MA 2300 Statistics I (QRCO)
- PE 3565 Measurement and Assessment in Physical Education (QRCO) (WRCO)

Writing in the Discipline Connection – complete one of the following: 3.0

- AP 3320 Adventure Education Philosophy and Theory (WRCO)
- AT 4200 Research and Statistics in Athletic Training (QRCO) (WRCO)
- EX 4840 Research Methods in Exercise Science (WRCO)
- HE 3240 Health Promotion Planning and Evaluation (WRCO)
- PE 3565 Measurement and Assessment in Physical Education (QRCO) (WRCO)

General Education:

- EN 1400 Composition 4.0
- IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry 3.0
- MA Mathematics Foundations 3-4.0
- CTDI Creative Thought Direction 3-4.0
- PPDI Past and Present Direction 3-4.0
- SSDI Self and Society Direction 3-4.0
- Directions (choose from CTDI, PPDI, SSDI)* 8-4.0
- DICO Diversity Connection 3-4.0
- GACO Global Awareness Connection 3-4.0
- INCO Integration Connection 3-4.0

WECO	Wellness Connection	3-4.0
Electives		23.5-17.5
Total		120.0

**Directions should total 17-16 credits because SIDI is waived for BS Physical Education, Contract Option.*

Students who have a valid certification from professional organizations do not have to take HE 2500 and/or HE 3660. Students must present evidence of current certification. Students must take another course(s) for 1.5 credits or more offered by the Department of Health and Human Performance to replace HE 2500 and/or HE 3660.

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 1400	Composition	4.0
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3.0
MA	Mathematics Foundations	3-4.0
Group A – complete one course		1-3.0
Professional Skills and Activity-based courses		4.5
CTDI	Creative Thought Direction	3-4.0
PPDI	Past and Present Direction	3-4.0
Elective		8.5-3.5 30.0

Year Two		Credits
Professional Skills and Activity-based courses		5.0
PE 2735	Motor Development	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
HE 3660	CPR and First Aid Instructor	1.5
SSDI	Self and Society Direction	3-4.0
DICO	Diversity Connection	3-4.0
GACO	Global Awareness Connection	3-4.0
Elective		2-0.0 31.0

Year Three		Credits
PE 3570	Kinesiology	3.0
PE 3720	Motor Learning	3.0
EX 3580	Physiology of Exercise	3.0
HE 3220	Applied Nutrition for Healthy Living (TECO)	3.0
Directions (choose from CTDI, PPDI, SSDI)*		8-4.0
QRCO	Quantitative Reasoning in the Discipline Connection	3.0
WECO	Wellness Connection	3-4.0
Electives		4-7.0 30.0

Year Four		Credits
3000/4000 level Adventure Education [not APDI] or Athletic Training [not ATDI] or Coaching [not CCDI] or Exercise and Sport Physiology [not EXDI] or Health Education [not HEDI] or Physical Education [not PEDI] courses		15.0
INCO	Integration Connection	3-4.0
WRCO	Writing Connection in the Discipline Connection	3.0
Electives		9-7.0 30-29.0
Total		120.0

**Directions should total 17-16 credits because SIDI is waived for BS Physical Education, Contract Option.*

PHYSICAL EDUCATION and HEALTH EDUCATION TEACHER CERTIFICATION (K-12) OPTION of BS Physical Education

The Educator Preparation programs at Plymouth State University are approved by the New Hampshire Department of Education. The University is a member of the American Association of Colleges of Teaching Education (AACTE).

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 Holmes Center for School Partnerships and Educator Preparation section. Requirements for certification may change, subject to changes made by the New Hampshire Department of Education. Teacher candidates can find the most current New Hampshire Department of Education standards at education.nh.gov/index.htm.

Early clinical 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 2405 Concepts of Fitness and Skill Performance
 - PE 2415 Introduction to Physical Education and Health Instruction
 - PE 2424 Net and Wall Activities
 - PE 2425 Lifetime/Leisure Activities
 - PE 2440 Elementary Activities, Gymnastics, and Rhythms
 - PE 2550 Foundations of Physical Education
 - PE 2860 Adventure Programming for Physical Educators
 - PE 2950 Territorial and Striking/Fielding Activities
- 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 Physical Education majors seeking teacher certification are required to become a Society of Health and Physical Educators (SHAPE) American member by the time they enroll in PE 2415 and to maintain that membership through graduation.

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 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 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 clinical experience begins. The fee for this processing is the responsibility of the teacher 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 Holmes Center for School Partnerships and Educator Preparation.

In order for teacher candidates to participate in clinical experiences in diverse settings that are essential for their development as teachers

and required for accreditation, teacher 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	Concepts of Fitness and Skill Performance	2.0
PE 2406	Concepts of Fitness and Skill Laboratory	1.0
PE 2415	Introduction to Physical Education and Health Instruction	3.0
PE 2424	Net and Wall Activities	1.5
PE 2425	Lifetime/Leisure Activities	1.5
PE 2440	Elementary Activities, Gymnastics, and Rhythms	3.0
PE 2550	Foundations of Physical Education (TECO)	3.0
PE 2735	Motor Development	3.0
PE 2860	Adventure Programming for Physical Educators (WECO)	3.0
PE 2950	Territorial and Striking/Field Activities	3.0
PE 3020	Instructional Strategies I – Elementary	3.0
PE 3050	Instructional Strategies I: Elementary Physical Education Teaching Lab	1.0
PE 3315	Curriculum Design and Implementation	2.0
PE 3565	Measurement and Assessment in Physical Education (QRCO) (WRCO)	3.0
PE 3570	Kinesiology	3.0
PE 3600	Adapted Physical Education	3.0
PE 3720	Motor Learning	3.0
PE 4040	Instructional Strategies II – Secondary	3.0
PE 4050	Instructional Strategies II: Secondary Physical Education Teaching Lab	1.0
PE 4815	Teaching Seminar in Physical Education and Physical Education Health Education	1.0
Group A – complete one course:		1.5
PE 2428	Flexibility, Core, and Balance Training	
PE 2640	Burdenko Conditioning	
PE 2831	Resistance Training Techniques	
PEHE 4710	Internship in Teaching K-12: Elementary Component	6.0
PEHE 4720	Internship in Teaching K-12: Secondary Component	6.0
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
EX 3580	Physiology of Exercise	3.0

Health Education Elective— complete one of the following:		3.0
HE 2900	Disease, Safety, and Environment (WECO)	
PE 2850	Wellness Choices for a Healthy, Active Lifestyle (WECO)	
HE 3105	Teaching Strategies, Methods, and Resources in Health Education	3.0
Health Education Content Courses— complete 9 credits:		9.0
HE 3200	Stress Management (WECO)	
HE 3220	Applied Nutrition for Healthy Living (TECO)	
HE 3700	Drug Behavior (WECO)	
HE 3710	Sex and Family Living Education	
HE 4100	Women's Health Issues (WECO)	
IS 4360	Cultural Diversity and American Society (DICO) (INCO)	3.0
General Education:		
EN 1400	Composition	4.0
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3.0
MA	Mathematics Foundations	3-4.0
CTDI	Creative Thought Direction	3-4.0
PPDI	Past and Present Direction	3-4.0
SSDI	Self and Society Direction	3-4.0
Directions (choose from CTDI, PPDI, SSDI)*		8-4.0
GACO	Global Awareness Connection	3.0
Elective		0.5
Total		120.0

*Directions should total 17-16 credits because SIDI is waived for BS Physical Education, Physical Education and Health Education Teacher Certification Option.

PE 3020 requires a minimum cumulative grade point average of 2.50. PE 4040 requires a minimum grade of C in PE 3020 and PE 3050, and a minimum cumulative grade point average of 2.60. PEHE 4710 and PEHE 4720 require a minimum grade of C in PE 4040 and PE 4050, 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 1400	Composition	4.0
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3.0
MA	Mathematics Foundations	3-4.0
PE 2405	Concepts of Fitness and Skill Performance	2.0
PE 2406	Concepts of Fitness and Skill Laboratory	1.0

PE 2415	Introduction to Physical Education and Health Instruction	3.0
PE 2424	Net and Wall Activities	1.5
PE 2425	Lifetime/Leisure Activities	1.5
PE 2440	Elementary Activities, Gymnastics, Rhythms	3.0
PE 2550	Foundations of Physical Education (TECO)	3.0
PE 2735	Motor Development	3.0
Group A—complete one course		1.5
Elective		0.5
		30-31.0

Year Two Credits

PE 2860	Adventure Programming for Physical Educators (WECO)	3.0
PE 2950	Territorial and Striking/Field Activities	3.0
PE 3020	Instructional Strategies I—Elementary	3.0
PE 3050	Instructional Strategies I: Elementary Physical Education Teaching Lab	1.0
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
CTDI	Creative Thought Direction	3-4.0
PPDI	Past and Present Direction	3-4.0
SSDI	Self and Society Direction	3-4.0
		30-33.0

Year Three Credits

PE 3315	Curriculum Design and Implementation	2.0
PE 3565	Measurement and Assessment in Physical Education (QRCO) (WRCO)	3.0
PE 3600	Adapted Physical Education	3.0
PE 3720	Motor Learning	3.0
EX 3580	Physiology of Exercise	3.0
Health Education Elective		3.0
HE 3105	Teaching Strategies, Methods, and Resources in Health Education	3.0

Health Education Content Courses 9.0

IS 4360	Cultural Diversity and American Society (DICO) (INCO)	3.0
		32.0

Year Four		Credits
PE 4040	Instructional Strategies II – Secondary	3.0
PE 4050	Instructional Strategies II: Secondary Physical Educaiton Teaching Lab	1.0
PE 4815	Teaching Seminar in Physical Education and Physical Education Health Education	1.0
PEHE 4710	Internship in Teaching K-12: Elementary Component	6.0
PEHE 4720	Internship in Teaching K-12: Secondary Component	6.0
	Directions (choose from CTDI, PPD, SSDI)*	8-4.0
GACO	Global Awareness Connection	3.0
		28-24.0
Total		120.0

PE 2405	Concepts of Fitness and Skill Performance
PE 2415	Introduction to Physical Education and Health Instruction
PE 2424	Net and Wall Activities
PE 2425	Lifetime/Leisure Activities
PE 2440	Elementary Activities, Gymnastics, and Rhythms
PE 2550	Foundations of Physical Education
PE 2860	Adventure Programming for Physical Educators
PE 2950	Territorial and Striking/fielding Activities

- 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.

*Directions should total 17-16 credits because SIDI is waived for BS Physical Education, Physical Education and Health Education Teacher Certification Option.

All Physical Education majors seeking teacher certification are required to become a Society of Health and Physical Educators (SHAPE) American member by the time they enroll in PE 2415 and to maintain that membership through graduation.

TEACHER CERTIFICATION (K-12) OPTION OF BS Physical Education

The Educator Preparation programs at Plymouth State University are approved by the New Hampshire Department of Education. The University is a member of the American Association of Colleges of Teacher Education (AACTE).

All teacher 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 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 clinical 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 Holmes Center for School Partnerships and Educator Preparation.

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 Holmes Center for School Partnerships and Educator Preparation section. Requirements for certification may change, subject to changes made by the New Hampshire Department of Education. Teacher candidates can find the most current New Hampshire Department of Education standards at education.nh.gov/index.htm.

In order for teacher candidates to participate in clinical experiences in diverse settings that are essential for their development as teachers and required for accreditation, teacher 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.

Human needs and development, pedagogical principles, skill acquisition, the science of human movement and many other related topics are practiced and demonstrated. Early clinical 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:

Degree Requirements	Credits
Courses required for the Option are shown in boldface.	
PE 2405 Concepts of Fitness and Skill Performance	2.0
PE 2406 Concepts of Fitness and Skill Laboratory	1.0
PE 2415 Introduction to Physical Education and Health Instruction	3.0
PE 2424 Net and Wall Activities	1.5
PE 2425 Lifetime/Leisure Activities	1.5
PE 2440 Elementary Activities, Gymnastics, and Rhythms	3.0
PE 2550 Foundations of Physical Education (TECO)	3.0
PE 2735 Motor Development	3.0

PE 2860	Adventure Programming for Physical Educators (WECO)	3.0
PE 2950	Territorial and Striking/Field Activities	3.0
PE 3020	Instructional Strategies I – Elementary	3.0
PE 3050	Instructional Strategies I: Elementary Physical Education Teaching Lab	1.0
PE 3315	Curriculum Design and Implementation	2.0
PE 3565	Measurement and Assessment in Physical Education (QRCO) (WRCO)	3.0
PE 3570	Kinesiology	3.0
PE 3600	Adapted Physical Education	3.0
PE 3720	Motor Learning	3.0
PE 4040	Instructional Strategies II – Secondary	3.0
PE 4050	Instructional Strategies II: Secondary Physical Education Teaching Lab	1.0
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
Group A – complete one course:		1.5
PE 2428	Flexibility, Core, and Balance Training	
PE 2640	Burdenko Conditioning	
PE 2831	Resistance Training Techniques	
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
EX 3580	Physiology of Exercise	3.0
IS 4360	Cultural Diversity and American Society (DICO) (INCO)	3.0
General Education:		
EN 1400	Composition	4.0
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3.0
MA	Mathematics Foundations	3-4.0
CTDI	Creative Thought Direction	3-4.0
PPDI	Past and Present Direction	3-4.0
SSDI	Self and Society Direction	3-4.0
Directions (choose from CTDI, PPDI, SSDI)*		8-4.0
GACO	Global Awareness Connection	3-4.0
Electives		15.5-14.5
Total		120.0

PE 3020 requires a minimum cumulative grade point average of 2.50. PE 4040 requires a minimum grade of C in PE 3020 and PE 3050, and a minimum cumulative grade point average of 2.60. PE 4710 and PE 4720 require a minimum grade of C in PE 4040 and PE 4050, 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 1400	Composition	4.0
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3.0
MA	Mathematics Foundations	3-4.0
PE 2405	Concepts of Fitness and Skill Performance	2.0
PE 2406	Concepts of Fitness and Skill Laboratory	1.0
PE 2415	Introduction to Physical Education and Health Instruction	3.0
PE 2424	Net and Wall Activities	1.5
PE 2425	Lifetime/Leisure Activities	1.5
PE 2550	Foundations of Physical Education (TECO)	3.0
PE 2735	Motor Development	3.0
Group A – complete one course		1.5
CTDI	Creative Thought Direction	3-4.0
		29.5-31.5
Year Two		Credits
PE 2440	Elementary Activities, Gymnastics, and Rhythms	3.0
PE 2860	Adventure Programming for Physical Educators (WECO)	3.0
PE 3020	Instructional Strategies I – Elementary	3.0
PE 3050	Instructional Strategies I: Elementary Physical Education Teaching Lab	1.0
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 Direction	3-4.0
SSDI	Self and Society Direction	3-4.0
Elective		3-1.0
		30.0

*Directions should total 17-16 credits because SIDI is waived for BS Physical Education, Teacher Certification Option.

Year Three		Credits
PE 2950	Territorial and Striking/Field Activities	3.0
PE 3315	Curriculum Design and Implementation	2.0
PE 3600	Adapted Physical Education	3.0
PE 3720	Motor Learning	3.0
EX 3580	Physiology of Exercise	3.0
IS 4360	Cultural Diversity and American Society (DICO) (INCO)	3.0
Directions (choose from CTDI, PPDI, SSDI)*		8-4.0
Electives		7.5-9.5
		32.5-30.5
Year Four		Credits
PE 3565	Measurement and Assessment in Physical Education (QRCO) (WRCO)	3.0
PE 4040	Instructional Strategies II – Secondary	3.0
PE 4050	Instructional Strategies II: Secondary Physical Education Teaching Lab	1.0
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	3-4.0
Electives		5-4.0
		28.0
Total		120.0

**Directions should total 17-16 credits because SIDI is waived for BS Physical Education, Teacher Certification Option.*

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 1025	American Government	4
PO 1035	World Politics (GACO)	4
PO 2025	Public Administration (DICO)	4
PO 3060	Political Analysis and Policy (WRCO)	4
PO 3125	Political Parties, Elections, and Interest Groups (TECO)	4
PO 3815	Political Thought	4
PO	3000/4000 level Political Science electives (not PODI)	12
American Politics – complete one of the following:		4
PO 3070	The Presidency and Congress	
PO 3635	Constitutional Law: Civil Liberties	
PO 3655	American Foreign Policy	
International Relations/Comparative Politics – complete one of the following:		4
PO 2050	Comparative Politics and Government	
PO 3255	Model United Nations (GACO) (INCO)	
PO 3305	Latin American Politics (GACO) (WRCO)	
PO 3355	Women in World Politics	
PO 3505	Politics and Conflict in the Middle East (GACO) (INCO)	
Quantitative Reasoning in the Discipline Connection – complete one of the following:		3-4
MA 2300	Statistics I (QRCO)	
SS 3705	Social Statistics (QRCO)	
General Education:		
EN 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3-4
CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4

SIDI	Scientific Inquiry Direction	3-4
Directions (choose from CTDI, PPDI, SIDI)*		8-4
INCO	Integration Connection	3-4
WECO	Wellness Connection	3-4
Foreign Language (GACO)		6
Electives		34-31
Total		120

*Directions should total 17-16 credits because SSDI is waived for BA Political Science.

A 2.50 grade point average in PO courses taken for the degree is required.

The foreign language requirement for all BA degrees calls for 0-6 credits: one year of one language (6 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 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3-4
PO 1025	American Government	4
PO 1035	World Politics (GACO)	4
CTDI	Creative Thought Direction	3-4
Foreign Language (GACO)		6
Elective		3-1
		30

Year Two		Credits
PO 2025	Public Administration (DICO)	4
PPDI	Past and Present Direction	3-4
SIDI	Scientific Inquiry Direction	3-4
Directions (choose from CTDI, PPDI, SIDI)*		8-4
QRCO	Quantitative Reasoning in the Discipline Connection	3-4
WECO	Wellness Connection	3-4
Electives		6
		30

Year Three		Credits
American Politics – complete one course		4
International Relations/Comparative Politics – complete one course		4
PO 3060 Political Analysis and Policy (WRCO)		4
PO 3125 Political Parties, Elections, and Interest Groups (TECO)		4
PO 3815 Political Thought		4
Electives		10
		30
Year Four		Credits
PO 3000/4000 level Political Science electives (not PODI)		12
INCO Integration Connection		3-4
Electives		15-14
		30
Total		120

**Directions should total 17-16 credits because SSDI is waived for BA Political Science.*

Psychology Honors Program

The Psychology Honors Program allows students to develop a research project under the supervision of an individual faculty member. The faculty member will assist the student in the planning of the project, but the student takes responsibility for the design, data collection and analysis, and final paper summarizing the project. The Honors project can assist students wishing to pursue graduate work in psychology. Along with letters of recommendation, solid grade point average and Graduate Record Examination scores, participating in research is one of the best ways to stand out when applying for graduate school.

Criteria for admission to the program:

- completion of 60 credit hours
- completion of the Psychology statistics and research methods requirements
- a 3.25 cumulative Psychology grade point average
- support of a faculty sponsor who will also serve as a supervisor for the research
- submission of an honors application to the Psychology department
- Approval of the honors application by the Psychology faculty.

Work to be done during the course of the project:

- Three credits of PS 4910 Independent Study or PS 4940 Independent Research during which the student, under the supervision of the faculty sponsor, conducts a literature review and designs a research project, culminating in a detailed research proposal which is then submitted to the Psychology department. The research proposal will be formatted as an informal introduction and method sections of an APA research paper.
- After submitting the research proposal, the student will give a presentation to the Psychology faculty of their proposal, during which the faculty will provide feedback. The faculty, at this time, may request further work on the proposal.
- Upon approval of the research proposal by the faculty, the student then enrolls in three credits of PS 4940 Independent Research, during which they collect data on their project, analyze the results, and complete an APA study research paper.

To receive Psychology Honors on the official PSU transcript:

- Submission of the final APA research paper to the Psychology faculty
- Presentation of the results at a department colloquium at least a week after submission of the final APA paper
- Preparation of a poster to be displayed at the end-of semester Psychology poster session
- Approval of the project by majority vote of the full time Psychology faculty.

PSYCHOLOGY

BACHELOR OF ARTS

120 credits

The BA degree in Psychology emphasizes understanding of the science and study of behavior and mental processes.

The foreign language requirement for all BA degrees calls for 0-6 credits: one year of one language (6 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.

Degree Requirements

	Credits
PS 2010 Introduction to General Psychology	3
PS 2050 Life-Span Developmental Psychology	3
PS 3115 Research Methods and Statistics I (QRCO) (TECO)	4
PS 3125 Research Methods and Statistics II (WRCO)	4
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	
General Education:	
EN 1400 Composition	4
IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA Mathematics Foundations	3-4
CTDI Creative Thought Direction	3-4
PPDI Past and Present Direction	3-4
SIDI Scientific Inquiry Direction	3-4
SSDI Self and Society Direction	3-4
Directions (choose from CTDI, PPDI, SSDI, SSDI)*	8-4
DICO Diversity Connection	3-4
INCO Integration Connection	3-4
WECO Wellness Connection	3-4
Foreign Language (GACO)	6
Electives	39-32
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 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3-4
PS 2010	Introduction to General Psychology	3
PS 2050	Life-Span Developmental Psychology	3
CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4
	Foreign Language (GACO)	6
	Elective	3-0
		31
Year Two		Credits
PS 3115	Research Methods and Statistics I (QRCO) (TECO)	4
PS	Psychology electives [not PSDI]	6
	Group B - complete one course	3
SIDI	Scientific Inquiry Direction	3-4
SSDI	Self and Society Direction	3-4
	Directions (choose from CTDI, PPDI, SIDI, SSDI)*	8-4
	Elective	2-4
		29
Year Three		Credits
PS 3125	Research Methods and Statistics II (WRCO)	4
PS 3600	Behavioral Neuroscience	3
	Group A – complete one course	4
DICO	Diversity Connection	3-4
WECO	Wellness Connection	3-4
	Electives	13-11
		30

*Directions should total 20 credits (unless the major has a waiver for a specific Direction).

Year Four	Credits
PS 4010 History and Systems	3
Capstone – complete one course	3 or 6
INCO Integration Connection	3-4
Electives	21 or 17
	30
Total	120

**Directions should total 20 credits (unless the major has a waiver for a specific Direction).*

Complementary Courses: It is recommended that BA Psychology majors take one year sequences in anthropology, biology, mathematics or sociology as well as 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.

**Directions should total 20 credits (unless the major has a waiver for a specific Direction).*

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.

DEVELOPMENTAL OPTION of BS Psychology

Degree Requirements		Credits	Year One		Credits
Courses required for the Option are shown in boldface.			EN 1400	Composition	4
PS 2010	Introduction to General Psychology	3	IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
PS 2050	Life-Span Developmental Psychology	3	MA	Mathematics Foundations	3-4
PS 3030	Social Psychology	3	PS 2010	Introduction to General Psychology	3
PS 3100	Adolescent Psychology	3	PS 2050	Life-Span Developmental Psychology	3
PS 3115	Research Methods and Statistics I (QRCO) (TECO)	4	CTDI	Creative Thought Direction	3-4
PS 3125	Research Methods and Statistics II (WRCO)	4	PPDI	Past and Present Direction	3-4
PS 3170	Child Development	3	GACO	Global Awareness Connection	3-4
PS 3560	Adulthood and Aging	3	Elective		5-1
PS 3600	Behavioral Neuroscience	3			30
PS 4010	History and Systems	3			
PS	Psychology elective [not PSDI]	3	Year Two		Credits
Group A - complete one of the following:		4	PS 3030	Social Psychology	3
PS 3210	Learning		PS 3100	Adolescent Psychology	3
PS 3220	Cognitive Psychology		PS 3115	Research Methods and Statistics I (QRCO) (TECO)	4
Capstone – complete one of the following:		3 or 6	PS 3170	Child Development	3
PS 4360	Internship in Psychology		SIDI	Scientific Inquiry Direction	3-4
PS 4400	Psychology Seminar		SSDI	Self and Society Direction	3-4
PS 4800	Advanced Research Seminar in Psychology		Directions (choose from CTDI, PPDI, SIDI, SSDI)*		8-4
PS 4940	Independent Research in Psychology		Electives		3-5
General Education:					30
EN 1400	Composition	4	Year Three		Credits
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3	PS 3125	Research Methods and Statistics II (WRCO)	4
MA	Mathematics Foundations	3-4	PS 3560	Adulthood and Aging	3
CTDI	Creative Thought Direction	3-4	PS 3600	Behavioral Neuroscience	3
PPDI	Past and Present Direction	3-4	Group A - complete one course		4
SIDI	Scientific Inquiry Direction	3-4	DICO	Diversity Connection	3-4
SSDI	Self and Society Direction	3-4	WECO	Wellness Connection	3-4
Directions (choose from CTDI, PPDI, SIDI, SSDI)*		8-4	Electives		10-8
DICO	Diversity Connection	3-4			30
GACO	Global Awareness Connection	3-4	Year Four		Credits
INCO	Integration Connection	3-4	PS 4010	History and Systems	3
WECO	Wellness Connection	3-4	PS	Psychology elective [not PSDI]	3
Electives		36-28			
Total		120			

Capstone – complete one course	3 or 6	INCO	Integration Connection	3-4
INCO		INCO	Integration Connection	3-4
Electives	18 or 14	WECO	Wellness Connection	3-4
	30	Electives		33-25
		Total		120

Total 120

**Directions should total 20 credits (unless the major has a waiver for a specific Direction).*

**Directions should total 20 credits (unless the major has a waiver for a specific Direction).*

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.

MENTAL HEALTH OPTION of BS Psychology

Degree Requirements	Credits	Year One	Credits
Courses required for the Option are shown in boldface.		EN 1400	Composition 4
PS 2010 Introduction to General Psychology	3	IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry 3
PS 2050 Life-Span Developmental Psychology	3	MA	Mathematics Foundations 3-4
PS 3115 Research Methods and Statistics I (QRCO) (TECO)	4	PS 2010	Introduction to General Psychology 3
PS 3125 Research Methods and Statistics II (WRCO)	4	PS 2050	Life-Span Developmental Psychology 3
PS 3320 Abnormal Psychology	3	CTDI	Creative Thought Direction 3-4
PS 3340 Personality	3	PPDI	Past and Present Direction 3-4
PS 3600 Behavioral Neuroscience	3	GACO	Global Awareness Connection 3-4
PS 4010 History and Systems	3	Elective	5-1
PS 4330 Community Mental Health	3		30
PS 4350 Treatment of Psychological Disorders	3		
PS 4440 Psychological Measurement	3	Year Two	Credits
PS Psychology elective [not PSDI]	3	PS 3115	Research Methods and Statistics I (QRCO) (TECO) 4
Group A - complete one of the following:	4	PS 3340 Personality	3
PS 3210 Learning		PS 3600	Behavioral Neuroscience 3
PS 3220 Cognitive Psychology		PS Psychology elective [not PSDI]	3
Capstone – complete one of the following:	3 or 6	SIDI	Scientific Inquiry Direction 3-4
PS 4360 Internship in Psychology		SSDI	Self and Society Direction 3-4
PS 4400 Psychology Seminar		Directions (choose from CTDI, PPDI, SIDI, SSDI)*	8-4
PS 4800 Advanced Research Seminar in Psychology		Electives	3-5
PS 4940 Independent Research in Psychology			30
General Education:			
EN 1400	4	Year Three	Credits
IS 1111	3	PS 3125	Research Methods and Statistics II (WRCO) 4
MA	3-4	PS 3320 Abnormal Psychology	3
CTDI	3-4	PS 4350 Treatment of Psychological Disorders	3
PPDI	3-4	Group A - complete one course	4
SIDI	3-4	DICO	Diversity Connection 3-4
SSDI	3-4	WECO	Wellness Connection 3-4
Directions (choose from CTDI, PPDI, SIDI, SSDI)*	8-4	Electives	10-8
DICO	3-4		30
GACO	3-4		

Year Four	Credits
PS 4010 History and Systems	3
PS 4330 Community Mental Health	3
PS 4440 Psychological Measurement	3
Capstone – complete one course	3 or 6
INCO Integration Connection	3-4
Electives	15 or 11
	30
Total	120

**Directions should total 20 credits (unless the major has a waiver for a specific Direction).*

PSYCHOLOGY AND LAW OPTION of BS Psychology

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 3030 Social Psychology	3
PS 3115 Research Methods and Statistics I (QRCO) (TECO)	4
PS 3125 Research Methods and Statistics II (WRCO)	4
PS 3320 Abnormal Psychology	3
PS 3600 Behavioral Neuroscience	3
PS 3700 Psychology and Law	3
PS 4010 History and Systems	3
Group A - complete one of the following:	4
PS 3210 Learning	
PS 3220 Cognitive Psychology	
Group B Psychology elective – complete one of the following:	3
PS 3000 Human Memory	
PS 3100 Adolescent Psychology	
PS 3340 Personality	
PS 4330 Community Mental Health	
PS 4440 Psychological Measurement	
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	
SO 2225 Foundations of Sociology (DICO)	4
Group C - complete one of the following:	3-4
SO 3065 Social Problems	
SO 3090 Criminology	
SO 3185 Sociology of Deviance (DICO)	

General Education:		Credits
EN 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3-4
CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4
SIDI	Scientific Inquiry Direction	3-4
SSDI	Self and Society Direction	3-4
	Directions (choose from CTDI, PPDI, SIDI, SSDI)*	8-4
GACO	Global Awareness Connection	3-4
INCO	Integration Connection	3-4
WECO	Wellness Connection	3-4
Electives		35-27
Total		120

**Directions should total 20 credits (unless the major has a waiver for a specific Direction).*

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 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3-4
PS 2010	Introduction to General Psychology	3
PS 2050	Life-Span Developmental Psychology	3
SO 2225 Foundations of Sociology (DICO)		4
CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4
Elective		4-1
		30

Year Two	Credits	
PS 3030 Social Psychology	3	
PS 3115	Research Methods and Statistics I (QRCO) (TECO)	4
PS 3600	Behavioral Neuroscience	3
Group C elective - complete one course	3-4	
SIDI	Scientific Inquiry Direction	3-4
SSDI	Self and Society Direction	3-4
	Directions (choose from CTDI, PPDI, SIDI, SSDI)*	8-4

Elective	3-4
	30

Year Three	Credits
PS 3125 Research Methods and Statistics II (WRCO)	4
PS 3320 Abnormal Psychology	3
PS 3700 Psychology and Law	3
Group A - complete one course	4
Group B Psychology elective – complete one course	3
GACO Global Awareness Connection	3-4
Electives	10-9
	30

Year Four	Credits
PS 4010 History and Systems	3
Capstone – complete one course	3 or 6
INCO Integration Connection	3-4
WECO Wellness Connection	3-4
Electives	18 or 13
	30

Total	120
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**Directions should total 20 credits (unless the major has a waiver for a specific Direction).*

Complementary Course: MA 2300 (MATH).

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 1025	American Government	4
PO 2025	Public Administration (DICO)	4
PO 3060	Political Analysis and Policy (WRCO)	4
PO 3125	Political Parties, Elections, and Interest Groups (TECO)	4
PO 4010	Political Science Internship	3
PO	3000/4000 level Political Science electives [not PODI]	8
BU 1152	Financial Accounting	3
EC 2560	Microeconomics	3
Group A - complete one of the following:		3-4
BU 2262	Management Accounting	
BU 2290	Organizational Communications (WRCO)	
BU 2440	Business, Ethics, and Society	
BU 2480	Business Law I	
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	
Group B – complete one of the following:		4
PO 3255	Model United Nations (GACO) (INCO)	
PO 3355	Women in World Politics	
SO 3065	Social Problems	
SO 3090	Criminology	
Quantitative Reasoning in the Discipline Connection – complete one of the following:		3-4

- MA 2300 Statistics I (QRCO)
- SS 3705 Social Statistics (QRCO)

General Education:

EN 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3-4
CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4
SIDI	Scientific Inquiry Direction	3-4
SSDI	Self and Society Direction	3-4
Directions (choose from CTDI, PPDI, SIDI, SSDI)*		8-4
GACO	Global Awareness Connection	3-4
INCO	Integration Connection	3-4
WECO	Wellness Connection	3-4
Electives		38-32

Total **120**

*Directions should total 20 credits (unless the major has a waiver for a specific Direction).

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 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3-4
PO 1025	American Government	4
CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4
SIDI	Scientific Inquiry Direction	3-4
Elective		7-3
		30
Year Two		Credits
PO 2025	Public Administration (DICO)	4
BU 1152	Financial Accounting	3
EC 2560	Microeconomics	3

SSDI	Self and Society Direction	3-4
Directions	(choose from CTDI, PPD1, SIDI, SSDI)*	8-4
Electives		9-12
		30

Year Three		Credits
PO 3060	Political Analysis and Policy (WRCO)	4
PO 3125	Political Parties, Elections, and Interest Groups (TECO)	4
Group A	- complete one course	3-4
Group B	- complete one course	4
GACO	Global Awareness Connection	3-4
QRCO	Quantitative Reasoning in the Discipline Connection	3-4
Electives		9-6
		30

Year Four		Credits
PO 4010	Political Science Internship	3
PO	3000/4000 level Political Science electives [not PODI]	8
INCO	Integration Connection	3-4
WECO	Wellness Connection	3-4
Electives		13-11
		30

Total		120
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*Directions should total 20 credits (unless the major has a waiver for a specific Direction).

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 Sciences Foundations – complete any 1000/2000 level course from one of the following disciplines:	3-4
AN Anthropology [not ANDI]	
PS Psychology [not PSDI]	
SO Sociology [not SODI]	
Economic Foundations – complete one of the following:	3-4
EC 2550 Macroeconomics (GACO)	
EC 2560 Microeconomics	
EC 3400 Economics for Educators	
GE 3080 Economic Geography	
Global Foundations – complete one of the following:	3-4
AN 2100 Foundations in Anthropology (GACO)	
GE 2002 Human Geography	
GE 3020 Geography for Educators (GACO)	
HI 2011 Modern World History, 1500 to Present (GACO)	
PO 1035 World Politics (GACO)	
TMP 2010 Introduction to Travel and Tourism (GACO)	
Political and Historical Foundations – complete both courses:	
HI 2025 Survey Themes in United States History	4
PO 1025 American Government	4
Social Science Core – complete one course at the 1000/2000 level in any of the following disciplines:	3-4
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]	

SSE Social Studies Education	
Concentration Disciplines – complete at least eight credits of 3000/4000 level courses in any two of the following disciplines, including the Writing in the Discipline Connection (WRCO)**:	16
AN Anthropology [not ANDI]	
EC Economics [not ECDI]	
GE Geography [not GEDI]	
PO Political Science [not PODI]	
PS Psychology [not PSDI]	
SO Sociology [not SODI]	
Social Science Upper-Level Electives – complete at least eight credits 3000/4000 level courses in any of the following disciplines:	8
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]	
SSE Social Studies Education	
TMP Tourism Management and Policy	
Quantitative Reasoning Connection - complete one of the following:	3-4
GE 2050 GIS I: Introduction to Geographic Information Systems (QRCO) (TECO)	
HI 2223 Methods, Theories, and Careers in History (QRCO) (WRCO)	
LI 2000 Introduction to Language and Linguistics (QRCO)	
MA 1900 Statistics Literacy in Today's Society (QRCO)	
MA 2300 Statistics I (QRCO)	
SS 3705 Social Statistics (QRCO)	
SSE 3010 Theories of Learning and Assessment in Social Studies (QRCO)	
SW 3705 Social Statistics (QRCO)	
Technology in the Discipline Connection – complete one of the following:	3-4
AN 4415 Methods of Social Research (TECO)	
CM 3090 Technical Communication (TECO) (WRCO)	
ED 3350 Classroom Planning, Management, and Organization for Middle School and Secondary Educators (TECO)	
GE 2050 GIS I: Introduction to Geographic Information Systems (QRCO) (TECO)	

UNDERGRADUATE PROGRAMS

PO 3125	Political Parties, Elections and Interest Groups (TECO)	
SO 4415	Methods of Social Research (TECO)	
General Education:		
EN 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3-4
CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4
SIDI	Scientific Inquiry Direction	3-4
SSDI	Self and Society Direction	3-4
Directions (choose from CTDI, PPDI, SIDI, SSDI)*		
DICO	Diversity Connection	3-4
GACO	Global Awareness Connection	3-4
INCO	Integration Connection	3-4
WECO	Wellness Connection	3-4
Electives		28-17
Total		120

*Directions should total 20 credits (unless the major has a waiver for a specific Direction).

**Writing in the Discipline Connection must be completed in a Concentration discipline.

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 1400	Composition 4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry 3
MA	Mathematics Foundations 3-4
HI 2025	Survey Themes in United States History 4
PO 1025	American Government 4
CTDI	Creative Thought Direction 3-4
PPDI	Past and Present Direction 3-4
	Electives 6-3
	30
Year Two	Credits
Behavioral Sciences Foundations – complete one course 3-4	
Economic Foundations – complete one course 3-4	
Global Foundations – complete one course 3-4	
Social Science Core, 1000/2000 level – complete one course 3-4	

SIDI	Scientific Inquiry Direction	3-4
SSDI	Self and Society Direction	3-4
Directions (choose from CTDI, PPDI, SIDI, SSDI)*		
Elective 4-2		
30		

Year Three	Credits
Concentration Disciplines – complete at least eight credits of 3000/4000 level courses in any two Social Science disciplines, including WRCO**	
DICO	Diversity Connection 3-4
QRCO	Quantitative Reasoning Connection 3-4
WECO	Wellness Connection 3-4
Electives	5-2
30	

Year Four	Credits
Social Science Upper-level Electives – complete at least eight additional credits of 3000/4000 level course in the Social Science disciplines	
GACO	Global Awareness Connection 3-4
INCO	Integration Connection 3-4
TECO	Technology in the Discipline Connection 3-4
Electives	13-10
30	
Total	120

*Directions should total 20 credits (unless the major has a waiver for a specific Direction).

**Writing in the Discipline Connection must be completed in a Concentration discipline.

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.

The Social Studies Education program provides students with great opportunities in the field of education. Students engage in partner schools regularly and work with faculty across disciplines in the Education, Democracy, and Social Change cluster. Students have the opportunity to attend and volunteer at state and national social studies conferences, providing valuable real-world experience. Students collaborate across Clusters. For example, students collaborate with the Arts and Technology cluster on the National History Day Program, where teacher candidates interact with middle and high school students, judge at local and state completion, and network with teachers throughout the region.

The Educator Preparation programs at Plymouth State University are approved by the New Hampshire Department of Education. The University is a member of the American Association of Colleges of Teacher Education (AACTE).

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 Holmes Center for School Partnerships and Educator Preparation section. Requirements for certification may change, subject to changes made by the New Hampshire Department of Education. Teacher candidates can find the most current New Hampshire Department of Education standards at education.nh.gov/index.htm.

All teacher 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 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 clinical experience begins. The fee for this processing is the responsibility of the teacher 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 Holmes Center for School Partnerships and Educator Preparation.

In order for teacher candidates to participate in clinical experiences in diverse settings that are essential for their development as teachers and required for accreditation, teacher 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 3.00 cumulative grade point average is required to take Internship in Secondary Social Studies. In addition, students must earn a minimum grade of C in all Group A and B courses.

Degree Requirements

Credits

Tier I – Pedagogy

Group A – complete all of the following pedagogy courses with a minimum grade of C:

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
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 3510	Teaching Lab II in Social Studies	1
SSE 4505	Advances in Social Studies Pedagogy and Learning (INCO) (WRCO)	3
SSE 4510	Teaching Lab III in Social Studies	1
SSE 4630	Social Studies Seminar	1
SSE 4640	Internship in Secondary Social Studies	12

Tier II – Content Core: Foundations and Breadth

Group B – complete all of the following content courses with a minimum grade of C:

HI 2011	Modern World History, 1500 to Present (GACO)	4
HI 2016	History of Modern Europe, 1300-2000	4
HI 2025	Surveying Themes in United States History	4
PO 1025	American Government	4

Group C - complete one of the following:

AN 2100	Foundations of Anthropology (GACO)	3-4
PS 2010	Introduction to General Psychology	
SO 2225	Foundations of Sociology (DICO)	

Group D – complete 3-4 credits at the 1000/2000 level in any of the following disciplines:

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]	
Group E – complete both of the following:		
EC 3400	Economics for Educators	3
GE 3020	Geography for Educators (GACO)	3
Tier III – Content Core: Upper-division Concentrations (3000/4000 level)		
Complete a minimum of 12 credits in ONE of the following disciplines:		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]	
Complete in disciplines other than the one chosen as the Concentration discipline, a minimum of eight 3000/4000 level credits in any of the following disciplines:		8
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]	
General Education:		
EN 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3-4
CTDI	Creative Thought Direction	3-4
SIDI	Scientific Inquiry Direction	3-4
SSDI	Self and Society Direction	3-4
Directions (choose from CTDI, SIDI, SSDI)*		8-4
WECO	Wellness Connection	3-4
Electives		8-5
Total		120

Recommended Course Sequence

Check all course descriptions for prerequisites before planning course scheduled. Course sequence is suggested but not required.

Year One		Credits
EN 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3-4
HI 2016	History of Modern Europe, 1300-2000	4
HI 2025	Survey Themes in United States History	4
PO 1025	American Government	4
CTDI	Creative Thought Direction	3-4
SSDI	Self and Society Direction	3-4
Elective		3-0
		31
Year Two		Credits
HI 2011	Modern World History, 1500 to Present (GACO)	4
SSE 2500	Planning, Management, and Organization of Social Studies Curriculum	3
SSE 2510	Teaching Lab I in Social Studies	1
Group C - complete one course		3-4
Group D - complete one course		3-4
Upper-division Concentrations (3000/4000 level)		
Complete a minimum of 12 credits in ONE of the following disciplines:		
AN, EC, GE, HI, PO, PS, SO		6
SIDI	Scientific Inquiry Direction	3-4
Directions (choose from CTDI, SIDI, SSDI)		8-4
		31-30

*Directions should total 17-16 credits because PPD1 is waived for BS Social Studies Education.

Social Studies Internship in Teaching requires a minimum cumulative grade point average of 3.00 and passing Praxis II. Students also must earn a minimum grade of C in all Group A and Group B courses.

Year Three	Credits
EC 3400 Economics for Educators	3
GE 3020 Geography for Educators (GACO)	3
IS 4360 Cultural Diversity and American Society (DICO) (INCO)	3
SE 3090 Introduction to Special Education: Middle and Secondary	3
SSE 3010 Theories of Learning and Assessment in Social Studies (QRCO)	3
SSE 3510 Teaching Lab II in Social Studies	1
Upper-division Concentrations (3000/4000 level)	
Complete a minimum of 12 credits in ONE of the following disciplines:	
AN, EC, GE, HI, PO, PS, SO	6
Complete in disciplines other than the one chosen as the Concentration discipline, a minimum of eight 3000/4000 level credits in any of the following disciplines:	
AN, EC, GE, HI, PO, PS, SO	8
	30
Year Four	Credits
ED 3350 Classroom Planning, Management, and Organization for Middle School and Secondary Educators (TECO)	3
SSE 4505 Advances in Social Studies Pedagogy and Learning (INCO) (WRCO)	3
SSE 4510 Teaching Lab III in Social Studies	1
SSE 4630 Social Studies Seminar	1
SSE 4640 Internship in Secondary Social Studies	12
WECO Wellness Connection	3-4
Electives	5
	28-29
Total	120

**Directions should total 17-16 credits because PPD1 is waived for BS Social Studies Education.*

SOCIAL WORK

BACHELOR OF SCIENCE

120 credits

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 site-visit for reaccreditation of the program occurred in December 2014; full accreditation from CSWE for the eight-year cycle ending 2023 is expected in June 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. Students may be accepted provisionally and will develop, with the help of a faculty member, an action plan for improvement in one or more of the above criteria to be worked on during the following semester.

Continuation and Graduation Requirements

Once admitted, students must meet the following continuation requirements in order to gain admission to SW 4430 Social Work Practicum (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 2300, SW 2400, SW 3450, SW 3520, SW 3530, SW 3610, SW 3660, 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 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).

Degree Requirements

SW 2200	Introduction to Social Work	4
SW 2300	Case Management and Advocacy	3
SW 2400	Professional Writing for Social Work	1
SW 3050	Perspectives on Aging (WECO)	3
SW 3450	Social Welfare Policy and Services	3
SW 3490	Diversity and Oppression	3
SW 3610	Theory and Practice of Social Work Intervention I	4
SW 3520	Theory and Practice of Social Work Intervention II	3
SW 3530	Theory and Practice of Social Work Intervention III	3
SW 3660	Human Behavior and the Social Environment	4
SW 4020	Social Work Research Methods (TECO)	3
SW 4430	Social Work Practicum	12
SW 4550	Social Work Integrative 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	
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 2225	Foundations of Sociology (DICO)	4
Quantitative Reasoning in the Discipline Connection – complete one of the following:		3-4
MA 2300	Statistics I (QRCO)	
SS 3705	Social Statistics (QRCO)	
SW 3705	Social Statistics (QRCO)	
General Education:		
EN 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3-4
CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4
SIDI	Scientific Inquiry Direction	3-4
Directions (choose from CTDI, PPDI, SIDI)*		8-4
INCO	Integration Connection	3-4
Electives		25-23
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. Course sequence is suggested but not required.

Year One

Credits

EN 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3-4
SW 2200	Introduction to Social Work	4
SW 2400	Professional Writing for Social Work	1
PS 2010	Introduction to General Psychology	3
CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4
Electives		6-3
		30

Year Two

Credits

SW 2300	Case Management and Advocacy	3
Health and Mental Health Elective - complete one course		3
SO 2225	Foundations of Sociology (DICO)	4
SIDI	Scientific Inquiry Direction	3-4
Directions (choose from CTDI, PPDI, SIDI)*		8-4
QRCO	Quantitative Reasoning in the Discipline Connection	3-4
Elective		6-8
		30

Year Three

Credits

SW 3050	Perspectives on Aging (WECO)	3
SW 3450	Social Welfare Policy and Services	3
SW 3490	Diversity and Oppression	3
SW 3610	Theory and Practice of Social Work Intervention I	4
SW 3520	Theory and Practice of Social Work Intervention II	3
SW 3660	Human Behavior and the Social Environment	4
SW 4020	Social Work Research Methods (TECO)	3
INCO	Integration Connection	3-4
Electives		4-3
		30

*Directions should total 17-16 credits because SSDI is waived for BS Social Work.

Year Four		Credits
SW 3530	Theory and Practice of Social Work Intervention III	3
SW 4430	Social Work Practicum	12
SW 4550	Social Work Integrative Seminar (WRCO)	3
Children and Families Elective - complete one course		3
Electives		9
		30
Total		120

**Directions should total 17-16 credits because SSDI is waived for BS Social Work.*

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 4370	Literature of Spain	3
SP 4380	Latin American Literature	3
SP 4800	Spanish Capstone Seminar	3
SP	Spanish electives [not SPDI]	12
IS 4370	Hispanic Culture in the United States (DICO) (INCO)	3
LI 2000	Introduction to Language and Linguistics (QRCO)	3
General Education:		
EN 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3-4
CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4
SIDI	Scientific Inquiry Direction	3-4
SSDI	Self and Society Direction	3-4
Directions	(choose from CTDI, PPDI, SIDI, SSDI)*	8-4
WECO	Wellness Connection	3-4
Electives		45-43
Total		120

*Directions should total 20 credits (unless the major has a waiver for a specific Direction).

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 1400 Composition	4

IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3-4
SP	Spanish electives [not SPDI]	6
CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4
Electives		8-5
		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
LI 2000	Introduction to Language and Linguistics (QRCO)	3
SIDI	Scientific Inquiry Direction	3-4
SSDI	Self and Society Direction	3-4
Directions	(choose from CTDI, PPDI, SIDI, SSDI)*	8-4
Electives		4-6
		30

Year Three	Credits	
SP 3120	Spanish Culture and Civilization	3
SP 3140	Spanish American Culture and Civilization	3
SP 4370	Literature of Spain	3
SP	Spanish elective [not SPDI]	3
WECO	Wellness Connection	3-4
Electives		15-14
		30

Year Four	Credits	
SP 4380	Latin American Literature	3
SP 4800	Spanish Capstone Seminar	3
SP	Spanish elective [not SPDI]	3
IS 4370	Hispanic Culture in the United States (DICO) (INCO)	3
Electives		18
		30
Total		120

*Directions should total 20 credits (unless the major has a waiver for a specific Direction).

Spanish majors entering with more than three years of high school Spanish should begin Year One with SP 3030, SP 3220, and SP 3330.

SPORTS MANAGEMENT

BACHELOR OF SCIENCE 120 credits

The Bachelor of Science in Sports Management is a collaborative effort between Plymouth State University and the Department of Health and Human Performance. This management degree is enhanced by classes related to athletics, fitness, recreation, and sports facilities management. As a management degree, students build knowledge having application in many career paths. Students are required to complete a practical experience to provide opportunity to apply classroom theory. All baccalaureate business degree programs offered are nationally accredited by the Association of Collegiate Business Schools and Programs.

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 I	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 3500 Sports Event Management	3
CC 3780 Sport in Society	3
Group A - complete one of the following:	3-4
CC 3881 Sports Management Practicum	
CC 4881 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)	

General Education:

EN 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4
SIDI	Scientific Inquiry Direction	3-4
SSDI	Self and Society Direction	3-4
Directions (choose from CTDI, PPDI, SIDI, SSDI)*		8-4
WECO	Wellness Connection	3-4
Electives		24-22
Total		120

*Directions should total 20 credits (unless the major has a waiver for a specific Direction).

CC 3881 requires a minimum cumulative grade point average of 2.00.
 CC 4881 requires a minimum cumulative grade point average of 2.70.

Recommended Course Sequence

Sports Management majors should take their required courses in the following order.

Year One	Credits	
EN 1400	Composition	4
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 I	3
CC 2200	Introduction to Sports Management	3
CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4
		31-33
Year Two	Credits	
BU 2262	Management Accounting	3
BU 2290	Organizational Communications (WRCO)	3
EC 2560	Microeconomics	3
EC 2550	Macroeconomics (GACO)	3
BU 3430	Sports Law	3
BU 3450	Sports Marketing	3
SSDI	Self and Society Direction	3
SIDI	Scientific Inquiry Direction	3-4

QRCO	Quantitative Reasoning in the Discipline Connection	3-4
Elective		3-1
		30

Year Three		Credits
BU 3210	Financial Management	3
BU 3300	Operations Management	3
BU 3420	Organizational Behavior (DICO)	3
CC 3500	Sports Event Management	3
CC 3780	Sport in Society	3
Directions (choose from CTDI, PPDI, SIDI, SSDI)*		8-4
Electives		7-11
		30

Year Four		Credits
CC 3300	Sports Facilities Management	3
BU 3240	Information Technology	3
BU 4220	Strategic Management (INCO)	3
Group A	Practicum or Internship	3-4
WECO	Wellness Connection	3-4
Electives		14-10
		29-27

Total		120
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**Directions should total 20 credits (unless the major has a waiver for a specific Direction).*

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 of BA Theatre Arts

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
TH 1650 Practicum in Production	3
TH 2100 Technology for Theatre Professionals (TECO)	3
TH 2200 Stage Management/Arts Management	3
TH 2260 Voice and Diction I	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 3160 Stage Movement	2
TH 3210 Script Analysis	3
TH 3270 Voice and Diction II	3
TH 3670 Advanced Practicum in Production	2
TH 3900 Acting II	3
TH 3930 American Drama (DICO) (WRCO)	3
TH 4610 Directing for the Stage (INCO)	3
TH 4810 Acting III	3
Group A – complete one of the following:	3
TH 2860 Acting for the Camera	
TH 3660 Audition Techniques	
TH 3950 Acting Topics	
Theatre History Elective - complete one of the following:	3
TH 4510 Theatre History I	
TH 4520 Theatre History II	
General Education:	
EN 1400 Composition	4
IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry	3

MA	Mathematics Foundations	3
PPDI	Past and Present Direction	3-4
SIDI	Scientific Inquiry Direction	3-4
SSDI	Self and Society Direction	3-4
	Directions (choose from PPDI, SIDI, SSDI)*	8-4
	Foreign Language (GACO)	6
	Electives	32
Total		120

*Directions should total 17-16 credits because CTDI is waived for BA Theatre Arts, Acting Option.

The foreign language requirement for all BA degrees calls for 0-6 credits: one year of one language (6 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 of BA Theatre Arts

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
TH 1650 Practicum in Production	4
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
TH 3670 Advanced Practicum in Production	4
TH 3930 American Drama (DICO) (WRCO)	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	
TH Contract courses [not THDI]	6
TH 3000/4000 level Contract courses [not THDI]	6

General Education:		
EN 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3-4
PPDI	Past and Present Direction	3-4
SIDI	Scientific Inquiry Direction	3-4
SSDI	Self and Society Direction	3-4
	Directions (choose from PPDI, SIDI, SSDI)*	8-4
	Foreign Language (GACO)	6
	Electives	37
Total		120

*Directions should total 17-16 credits because CTDI is waived for BA Theatre Arts, Contract Option.

At least six credits of Contract courses must be 3000/4000 level.

The foreign language requirement for all BA degrees calls for 0-6 credits: one year of one language (6 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.

DRAMATIC WRITING OPTION of BA Theatre Arts

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
TH 1650	Practicum in Production 4
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
TH 3670	Advanced Practicum in Production 4
TH 4610	Directing for the Stage (INCO) 3

Dramatic Writing Electives - complete 12 credits from the following:	12
TH 3340 Writing for Performance (Topics)	
EN 3680 Scriptwriting	
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)	

General Education:		
EN 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3-4
PPDI	Past and Present Direction	3-4
SIDI	Scientific Inquiry Direction	3-4
SSDI	Self and Society Direction	3-4
	Directions (choose from PPDI, SIDI, SSDI)*	8-4
	Foreign Language (GACO)	6
	Electives	37
Total		120

*Directions should total 17-16 credits because CTDI is waived for BA Theatre Arts, Dramatic Writing Option.

The subjects covered in Topics courses vary from semester to semester. Course may be repeated as long as topic covered is different.

The foreign language requirement for all BA degrees calls for 0-6 credits: one year of one language (6 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.

MUSIC THEATRE PERFORMANCE OPTION of BA Theatre Arts

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

Courses required for the Option are shown in boldface.

TH 1600	Introduction to Theatre	3
TH 1650	Practicum in Production (two enrollments)	2
TH 2100	Technology for Theatre Professionals (TECO)	3
TH 2230	American Musical Theatre (DICO) (WRCO)	3
TH 2260	Voice and Diction I	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 3160	Stage Movement	2
TH 3170	Musical Theatre Singing Techniques	2
TH 3210	Script Analysis	3
TH 3900	Acting II	3
TH 4610	Directing for the Stage (INCO)	3
Theatre History Elective - complete one of the following:		
TH 4510	Theatre History I	3
TH 4520	Theatre History II	3
MU 1150	Piano Class I	1
MU 1160	Piano Class II	1
MU 1210	Musicianship I	4
MU 1420	Vocal Performance Lab I	0
MU 1510	Voice Performance Studies (two enrollments)	2
MU 2370	The Music Theatre Company (two enrollments)	2
MU 2510	Voice Performance Studies (two enrollments)	2
MU 3420	Vocal Performance Lab II (three enrollments)	0
MU 3510	Voice Performance Studies (two enrollments)	2
MU 4510	Voice Performance Studies (two enrollments)	2
Choral Experiences - two enrollments in any combination:		
MU 2380	Chamber Singers	2
MU 2440	University Chorale	2
Dance Electives - complete six credits from the following:		
DN 1230	Ballet I	6
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	

Credits

DN 3360 Advanced Ballet

General Education:

EN 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3-4
PPDI	Past and Present Direction	3-4
SIDI	Scientific Inquiry Direction	3-4
SSDI	Self and Society Direction	3-4
Directions (choose from PPDI, SIDI, SSDI)*		8-4
Foreign Language (GACO)		6
Electives		21
Total		120

*Directions should total 17-16 credits because CTDI is waived for BA Theatre Arts, Music Theatre Performance Option.

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.

The foreign language requirement for all BA degrees calls for 0-6 credits: one year of one language (6 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.

THEATRICAL DESIGN/TECH OPTION of BA Theatre Arts

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
TH 1650	Practicum in Production	4
TH 2100	Technology for Theatre Professionals (TECO)	3
TH 2200	Stage Management/Arts Management	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
TH 3670	Advanced Practicum in Production	4

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)	
General Education:		
EN 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3
PPDI	Past and Present Direction	3-4
SIDI	Scientific Inquiry Direction	3-4
SSDI	Self and Society Direction	3-4
Directions (choose from PPDI, SIDI, SSDI)*		8-4
Foreign Language (GACO)		6
Electives		37-38
Total		120

**Directions should total 17-16 credits because CTDI is waived for BA Theatre Arts, Theatrical Design/Tech Option.*

The subjects covered in Topics courses vary from semester to semester. Course may be repeated as long as topic covered is different.

The foreign language requirement for all BA degrees calls for 0-6 credits: one year of one language (6 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.

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 2010 Introduction to Travel and Tourism (GACO)	4
TMP 2850 Tourism/Hospitality Practicum	1
TMP 4010 Tourism Development (INCO) (WRCO)	4
TMP 4100 Tourism Management and Policy Internship	8
BU 2450 Principles of Marketing	3
BU 3340 Consumer Behavior	3
BU 3420 Organizational Behavior (DICO)	3
EPL 2100 Community Planning	3
GE 2050 GIS I: Introduction to Geographic Information Systems (QRCO) (TECO)	4
GE 3080 Economic Geography	4
SO 3605 Sustainability in Practice	4
Group A - complete one of the following:	4
TMP 3040 Special Topics in Tourism and Hospitality	
TMP 3060 Ecotourism	
TMP 3070 Cultural and Heritage Tourism	
Group B - complete two of the following:	6-8
AN 2100 Foundations of Anthropology (GACO)	
ESP 2100 Introduction to Environmental Science and Policy I	
GE 2002 Human Geography	
PO 1035 World Politics (GACO)	
PO 2025 Public Administration (DICO)	
SO 2225 Foundations of Sociology (DICO)	

Group C—complete one of the following:	3
BU 3350 Event Marketing	
BU 3360 Marketing Research	
BU 3370 Branding and Marketing Communication	
BU 3450 Sports Marketing	
BU 4440 Global Marketing	
Quantitative Reasoning in the Discipline Connection—complete one of the following:	3-4
BU 2240 Business Statistics (QRCO)	
MA 2300 Statistics I (QRCO)	
SS 3705 Social Statistics (QRCO)	
General Education:	
EN 1400 Composition	4
IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA Mathematics Foundations	3-4
CTDI Creative Thought Direction	3-4
PPDI Past and Present Direction	3-4
SIDI Scientific Inquiry Direction	3-4
SSDI Self and Society Direction	3-4
Directions (choose from CTDI, PPDI, SIDI, SSDI)*	8-4
WECO Wellness Connection	3-4
Foreign Language (GACO)	6
Electives	24-19
Total	120

*Directions should total 20 credits (unless the major has a waiver for a specific Direction).

TMP 2850 requires a minimum major grade point average of 2.50. TMP 4100 requires a minimum grade point average in all TMP courses of 2.50.

The foreign language requirement for all BA degrees calls for 0-6 credits: one year of one language (6 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 1400 Composition	4
IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA Mathematics Foundations	3-4
TMP 2010 Introduction to Travel and Tourism (GACO)	4
BU 2450 Principles of Marketing	3

CTDI	Creative Thought Direction	3-4
	Foreign Language (GACO)	6
	Elective	4-2
		30

Year Two		Credits
TMP 2850	Tourism/Hospitality Practicum	1
EPL 2100	Community Planning	3
GE 2050	GIS I: Introduction to Geographic Information Systems	4
	Group B – complete two courses	6-8
PPDI	Past and Present Direction	3-4
SSDI	Self and Society Direction	3-4
	Directions (choose from CTDI, PPDI, SIDI, SSDI)*	8-4
	Elective	2
		30

Year Three		Credits
BU 3340	Consumer Behavior	3
BU 3420	Organizational Behavior (DICO)	3
GE 3080	Economic Geography	4
SO 3605	Sustainability in Practice	4
	Group A – complete one course	4
SIDI	Scientific Inquiry Direction	3-4
QRCO	Quantitative Reasoning in the Discipline Connection	3-4
	Electives	6-4
		30

Year Four		Credits
TMP 4010	Tourism Development (INCO) (WRCO)	4
TMP 4100	Tourism Management and Policy Internship	8
	Group C – complete one course	3
WECO	Wellness Connection	3-4
	Electives	12-11
		30

Total **120**

**Directions should total 20 credits (unless the major has a waiver for a specific Direction).*

Complementary Courses:

BU 2480	Business Law I
CM 2400	Public Speaking

YOUTH DEVELOPMENT AND EDUCATION

BACHELOR OF SCIENCE

120 credits

This program provides foundational knowledge and skills necessary for working with and for youth in a variety of community settings. This foundation includes child development (both typical development and individual differences); child health and safety; leadership and advocacy skills; interpersonal relationship skills; and personal and professional development. Extensive field experiences complement advanced coursework. Students complete a nine-credit internship during the final semester. Students are strongly encouraged to choose a minor or focused set of courses, and select an internship placement that combines the skills and knowledge from all coursework to further focus their professional preparation.

All Youth Development and Education majors who interact with youth through course-related field experiences, including internship, should be prepared to submit to background checks and fingerprinting prior to commencing work if required by the host site. The fee for this processing is the responsibility of the student. Each new site may require a separate fingerprinting and background check.

In order for student to participate in field experiences in diverse settings that are essential for their development as professionals, students must be willing and able to travel outside of the Plymouth area beyond walking distances. All Youth Development and Education majors should plan for and be able to secure their own transportation by the junior year.

Degree Requirements	Credits
CD 1000 Children and Youth in Schools and Community (TECO)	3
CD 3000 Philosophical and Historical Perspectives on the Child in Society (INCO) (WRCO)	3
CD 3300 Competencies for Youth Development Professionals	5
CD 3400 Integrated Arts	3
CD 4050 Leadership and Advocacy for Children and Youth	3
CD 4240 Youth Development and Education Seminar	3
CD 4330 Youth Development and Education Internship	9
ED 2350 Child and Youth Health and Development in Context (WECO)	3
ED 2500 Learning and Development (WRCO)	3
ED 2550 Mentoring and Empowering Youth	2
SE 2080 Children and Youth with Disabilities	3
Quantitative Reasoning in the Discipline Connection – complete one of the following	3-4
BU 2240 Business Statistics (QRCO)	
MA 1900 Statistical Literacy in Today's Society (QRCO)	
MA 2120 Mathematics for Grades 4-6 Educators (QRCO)	

MA 2300	Statistics I (QRCO)
SS 3705	Social Statistics (QRCO)
SW 3705	Social Statistics (QRCO)

General Education:

EN 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3-4
CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4
SIDI	Scientific Inquiry Direction	3-4
SSDI	Self and Society Direction	3-4
Directions (choose from CTDI, PPDI, SIDI, SSDI)*		8-4
DICO	Diversity Connection	3-4
GACO	Global Awareness Connection	3-4
Electives		41-37
Total		120

*Directions should total 20 credits (unless the major has a waiver for a specific Direction).

Recommended Course Sequence

Check all course descriptions for prerequisites before planning course schedule. Course sequence is suggested but not required.

Year One		Credits
EN 1400	Composition	4
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA	Mathematics Foundations	3-4
CD 1000	Children and Youth in Schools and Community (TECO)	3
ED 2350	Child and Youth Health and Development in Context (WECO)	3
CTDI	Creative Thought Direction	3-4
PPDI	Past and Present Direction	3-4
SSDI	Self and Society Direction	3-4
Elective		5-1
		30
Year Two		Credits
ED 2500	Learning and Development (WRCO)	3
ED 2550	Mentoring and Empowering Youth	2
SE 2080	Children and Youth with Disabilities	3
SIDI	Scientific Inquiry Direction	3-4
Directions (choose from CTDI, PPDI, SIDI, SSDI)*		8-4

QRCO	Quantitative Reasoning in the Discipline Connection	3-4	Psychology	19
Electives		8-10	Spanish	17-18
		30		
Year Three		Credits	Suggested Courses	
CD 3000	Philosophical and Historical Perspectives on the Child in Society (INCO) (WRCO)	3	AH 3150	Museum Studies: Objects and Collections
CD 3300	Competencies for Youth Development Professionals	5	CJDI 1030	The Individual and the Law (SSDI)
CD 3400	Integrated Arts	3-4	CJ 3085	Juvenile Delinquency
DICO	Diversity Connection	3-4	HE 2500	First Aid and CPR/AED
GACO	Global Awareness Connection	3-4	HE 3200	Stress Management (WECO)
Electives		13-10	HE 3210	Mental Health Issues (WECO)
		30	HI 3341	New Hampshire and New England History
Year Four		Credits	PS 2010	Introduction to General Psychology
CD 4050	Leadership and Advocacy for Children and Youth	3	SL 2950	American Sign Language I (DICO)
CD 4240	Youth Development and Education Seminar	3	SO 2225	Foundations of Sociology (DICO)
CD 4330	Youth Development and Educator Internship	9	SO 3385	Drugs and Society (INCO)
Electives		15	SW 2200	Introduction to Social Work
		30	SW 3130	Child Welfare and Family Services (DICO)
			SW 3150	Child Maltreatment
			SW 3300	Mental Health and Society (GACO)
Total		120		

**Directions should total 20 credits (unless the major has a waiver for a specific Direction).*

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	15-16
Applied Linguistics	15-16
Art	18-20
Art History	15
Child Welfare and Family Studies	16
Dance	16
French	15-17
Geography	15
Health	16.5
History	15
Political Science	16

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 3000/4000 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.

ADVENTURE EDUCATION MINOR 18-19 credits

Required:	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	

ANTHROPOLOGY/SOCIOLOGY MINOR 15-16 credits

Required:	Credits
Complete one of the following:	4
ANDI 1205 Artifacts, Customs, and Fossils: Study Humans Through Anthropological Perspectives (SID)	
AN 2100 Foundations of Anthropology (GACO)	
Complete one of the following:	4
SODI 2205 Exploring Social Life (SSDI)	
SO 2225 Foundations of Sociology (DICO)	
AN/SO 3000/4000 level Anthropology or Sociology courses	8

Students may substitute one of the following courses for either a 2000-level or a 3000-level Anthropology/Sociology course, depending upon the level of the substitution:

May substitute for one 2000-level elective:

BIDI 1400 Plagues and People (PPDI)	
CJ 2080 Crime and Criminals	
GE 2002 Human Geography	
HIDI 1315 Cultural Contact in World History (SSDI)	
PODI 1101 Citizen Politics (SSDI)	
PODI 1051 Global Problems, Power and Politics (SSDI)	
PODI 1056 Humanitarianism: Working in the Global Community (PPDI)	
SW 2200 Introduction to Social Work	

OR

May substitute for one 3000-level elective:

CJ 3075 Race, Class, Crime, and Justice (DICO)	
CJ 3515 Women and Crime (DICO) (GACO)	
HE 3700 Drug Behavior (WECCO)	
HE 4100 Women's Health Issues (WECCO)	
SS 3705 Social Statistics (QRCO)	
SW 3300 Mental Health and Society (GACO)	
SW 3490 Diversity and Oppression	

APPLIED ETHICS MINOR

15 credits

Philosophy courses develop critical and creative thinking skills while emphasizing global awareness. These are skills in high demand in an ever-changing world and are increasingly sought by employers today.

Required:	Credits
PYDI 1030 Thinking for Yourself (SSDI)	3
PYDI 2410 Creative Problem-solving in Ethics (CTDI)	3
PY 3390 Applied Ethics	3
Complete two of the following:	6
PY 3310 Environmental Ethics (INCO) (WECO)	
PY 3325 Medical Ethics (INCO) (WECO)	
PY 3330 Business Ethics (DICO) (INCO)	
PY 3345 Military Ethics (GACO)	
PY 3360 Ethics and Psychology (INCO) (WECO)	
PY 3370 Ethics and Communication (DICO) (INCO)	
PY 3380 Humans and Humanoids: Ethics in Technology	

APPLIED LINGUISTICS MINOR

15 or 16 credits

Required:	Credits
LI 2000 Introduction to Language and Linguistics	3
LIDI 2950 Language Acquisition (SIDI)	3
LI3500 Research in Applied Linguistics	3
Complete two of the following; one course must be taken at the 4000 level:	6 or 7
LIDI 2020 Queer Language, Cultural and Identity (SSDI) (DICO)	
LIDI 2450 Creating Language (CTDI)	
LIDI 2500 The History of the English Language (PPDI)	
TE 4100 TESOL Methods and Practice	
TE 4300 Literacy in Language Learning	

ART MINOR

18-20 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.

Required:	Credits
Complete one of the following:	3
AH 1130 Art History Foundations: 12 Monuments	
AH 1140 Art History Foundations: Visual Culture	
AHDI Exploring Art: Temples and Treasures (PPDI) 1200	
AHDI Exploring Art: Revelations and Revolutions 1210 (PPDI)	
Complete two of the following:	8
AR 1045 Art Foundations 2D: Composition and Content	
AR 1065 Art Foundations 3D: Materials and Meaning	
AR 1075 Art Foundations Drawing: Line and Language	
AR 1080 Art Foundations: Digital and New Media	
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

Required:	Credits
Complete one of the following:	3
AH 1130 Art History Foundations: 12 Monuments	
AHDI Exploring Art: Temples and Treasures (PPDI) 1200	
Complete one of the following:	3
AH 1140 Art History Foundations: Visual Culture	
AHDI Exploring Art: Revelations and Revolutions 1210 (PPDI)	
AH 2700 20/21: Art Since 1900	3
AH 3000/4000 level Art History courses	6

AUDIO PRODUCTION MINOR 17-18 credits

Many of the required courses for this minor are offered online.

Required:		Credits
MUDI 1105	Creating Sound Effects and Music for Video Games (CTDI)	4
MUDI 2005	Sound Design for Multimedia (CTDI)	4
MU 3200	Technology in Music Performance	3
MU 3410	Seminar in Music Business	3
Complete one of the following:		3-4
MUDI 1005	Jazz Styles: Past and Present (PPDI)	
MUDI 1310	Exploring Music (PPDI)	
MUDI 1355	American Popular Music: History and Creation (CTDI)	

BIOLOGY MINOR 18-20 credits

Required:		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	3-4
BI	3000/4000 level Biology courses	7-8

A maximum of four credits taken in Scientific Inquiry Direction (BIDI) courses can be applied towards the Biology minor.

BUSINESS ADMINISTRATION MINOR 18 credits

The Business Administration minor is designed to provide non-business majors a core understanding of business that can give students a competitive edge. The courses deliver a relevant foundation of business knowledge for students to bring business acumen into many careers and academic pursuits.

Required:		Credits
BU 1500	Financial Reporting and Analysis	3
BU 2450	Principles of Marketing	3
BU 3420	Organizational Behavior (DICO)	3
Complete one of the following:		3
EC 2550	Macroeconomics (GACO)	
EC 2560	Microeconomics	
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 I	
BU 3180	Human Resource Management	
BU 3240	Information Technology	
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	

CERAMICS MINOR 15-16 credits

Required:		Credits
AR 1065	Art Foundations 3D: Materials and Meaning	4
AR 3220	Foundations of Ceramics: Exploration	4
AR 3230	Foundations of Ceramics: Wheel Explorations	4
Complete one of the following courses:		3-4
AH	Art History	
AHDI 1200	Exploring Art: Temples and Treasures (PPDI)	
AHDI 1210	Exploring Art: Revelations and Revolutions (PPDI)	
AR 1045	Art Foundations 2D: Composition and Content	
AR 1075	Art Foundations Drawing: Line and Language	
ARDI 1200	Creativity and The Visual World (CTDI)	
ARDI 1400	The Art of Sketching (CTDI)	
ARDI 1450	Public Art: The Politics of Visual Meaning (CTDI)	
ARDI 2310	Table Manners: Functional Pottery (CTDI)	
AR 3940	Advanced Multi-Disciplinary Studio (3D)	

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.

Required:	Credits
SW 2200 Introduction to Social Work	4
SW 2300 Case Management and Advocacy	3
SW 3130 Child Welfare and Family Services (DICO)	3
SW 3150 Child Maltreatment	3
Complete one of the following:	3
SW 3490 Diversity and Oppression	
SW 3800 Social Work Internship (only available Falls or Springs)	

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.

COACHING MINOR

19.5 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.

Required	Credits
CC 2540 Coaching Effectiveness	3.0
CC 2660 Basic Athletic Training	2.0
CC 3200 Applied Sports Coaching	1.0
CC 3780 Sport in Society	3.0
CC 3860 Psychological Aspects of sports	3.0
HE 3220 Applied Nutrition for Healthy Living	3.0
PE 2831 Resistance Training Techniques	1.5
PE 3720 Motor Learning	3.0

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.

Required:	Credits
CS 2010 Computing Fundamentals	3
CS 2370 Introduction to Programming	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.

CREATIVE WRITING MINOR

15-16 credits

Required:	Credits
EN 2710 Creative Writing	4
Complete one of the following:	4
EN 3105 Fiction Workshop	
EN 3145 Poetry Workshop	
Complete two of the following:	7-8
EN 3050 Practicum in Publication	
EN 3125 Advanced Composition	
EN 3135 Non-Fiction Workshop	
EN 3685 Scriptwriting	
EN 3765 Topics in Writing	
EN 4035 Advanced Poetry Workshop	
EN 4910 Independent Study (writing)	
EN 4950 English Internship	
CM 3090 Technical Communication	
CM 3670 Journalism	

CRIMINAL JUSTICE MINOR

Required:

Complete one of the following:

CJ 1020 Criminal Justice in Action

CJDI 1030 The Individual and the Law (SSDI)

Complete one of the following:

CJ 2080 Crime and Criminals

SO 2080 Crime and Criminals

Criminal Justice Electives – complete 12 credits from the following; at least 8 credits must be taken at the 3000/4000 level:

CJ 2090 Criminal Law

CJ 2045 Criminal Procedure

CJ 3005 Criminal Investigation

CJ 3015 Cybercrime

CJ 3025 Forensic Science

CJ 3055 The Law Enforcement Environment

CJ 3075 Race, Class, Crime, and Justice (DICO)

CJ 3085 Juvenile Delinquency or

SO 3085 Juvenile Delinquency

CJ 3155 Society, Ethics, and the Law or

PY 3155 Society, Ethics, and the Law

CJ 3270 Explaining Crime or

SO 3270 Explaining Crime

CJ 3405 Homeland Security

CJ 3515 Women and Crime

CJ 3600 Restorative Justice Practice with Youth

CJ 3720 Topics in Criminal Justice

20 credits

Credits

4

4

12

CYBERSECURITY MINOR

16-17 credits

Offered by the Cybersecurity Council

Council: A M A Elman Bashar, Christopher T. Drever, Laura Dykstra, Francis W. Williams, Zhizhang Shen

The Cybersecurity minor addresses the growing need of professionals in the field of cybersecurity. Cybercrime has become a significant global threat and concern of cybersecurity has evolved from a strictly technological challenge to a socio-economic issue. To address the multifaceted aspects of cybercrime and cybersecurity, this minor program aims to equip the students with necessary technical and legal backgrounds. The technology part of the program provides foundation for understanding key issues of protecting digital information, identifying threats and determining protection levels, response to security incidents, examination of pre- and post-incident procedures, and designing consistent, reasonable cyber security system, with appropriate intrusion detection and reporting features. The legal component covers the issues related to identification of common types of fraudulent schemes and the laws that have been enacted and developed specifically for combatting cybercrime. Other topics may include, causes, victimization, legal issues, control strategies, and societal costs regarding the “cybercrime” problem.

Required:

Credits

CJ 3070 Cybercrime

4

CJ 3405 Homeland Security

4

CS 2010 Computing Fundamentals

3

CS 3420 Introduction to Cybersecurity

3

Electives – complete one of the following:

3-4

BU 3240 Information Technology

CJ 2405 White Collar Crime

CJ 3005 Criminal Investigation

CS 2370 Introduction to Programming

CS 4420 Computer Security

CS 4520 CyberEthics

SO 2405 White Collar Crime

The prerequisites for the courses in this minor can be found in the course descriptions in this Catalog.

DANCE MINOR

16 credits

The 16-credit minor in dance strengthens technical proficiency in dance techniques as well as develops artistry through dance-making and performance. 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 3060 Global Dance History (GACO)	4
DN 3070 Dance Design	4
DN 3080 Dance Project	2
DN select from any dance technique classes (DN) including Ballet, Jazz, Modern Dance, and Tap	6

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 3270 Advanced Modern Dance	3
DN 3360 Advanced Ballet	3
DN 3500 Dance Pedagogy I	3
DN 4010 Dance Practicum	1-3
DN 4500 Dance Pedagogy II	3

This curriculum is currently under review.

In addition, students may choose an Interdisciplinary Studies major to combine coursework in Dance with another area or areas.

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.

Required:	Credits
CM 2770 Introduction to Media and Cultural Studies	3
CM 3120 Communicating with Animation (INCO)	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 3850 Introduction to Game Design and Development (INCO)	
CM 3925 Topics in Screenwriting and Video Production	
CM 4870 Advanced Game Design and Development	

DRAWING MINOR

17-18 credits

Required:	Credits
AR 1075 Art Foundations Drawing: Line and Language	4
AR 2520 Drawing: Figure in Value	4
AR 3520 Drawing: Advanced	3
AR 4070 Drawing: Personal Voice	3
Complete one of the following:	3-4
AHDI 1200 Exploring Art: Temples and Treasures (PPDI)	
AHDI 1210 Exploring Art: Revelations and Revolutions (PPDI)	
AR 1045 Art Foundations 2D: Composition and Content	
AR 1080 Art Foundations: Digital and New Media (TECO)	
ARDI 1200 Creativity and The Visual World (CTDI)	

ECONOMICS MINOR

18 credits

The minor in Economics is designed to provide frameworks for analytical thinking that support problem solving and decision making in our global, connected world. Students study how societies, governments, businesses, households, and individuals make choices to use resources and how these choices shape economic policy and marketing conditions.

Required:

Group I

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.

EC 2550	Macroeconomics (GACO)	3
EC 2560	Microeconomics	3
EC 4460	Money and Banking	3

Complete one of the following: 3

- EC 3510 Intermediate Macroeconomics
- EC 3520 Intermediate Microeconomics

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 3510 Intermediate Macroeconomics (if not selected above)
- EC 3520 Intermediate Microeconomics (if not selected above)
- EC 3580 Managerial Statistics
- EC 3600 Public Finance
- EC 4090 Current Topics in Economics
- EC 4440 International Economics
- EC 4610 International Finance and Economic Policy
- EC 4910 Independent Study
 - HIDI American Economic Development (PPDI) 2310
- WS 4010 Women and the Economy

EXPOSITORY WRITING MINOR

18 credits

Required:

		Credits
EN 3050	Practicum in Publication	4
EN 3125	Advanced Composition	4
EN 3135	Non-Fiction Workshop	4
CM 3090	Technical Communication	3
CM 3670	Journalism	3

FILM STUDIES MINOR

20 credits

The Film Studies Minor offers students the opportunity to study the artistic, literary, critical, historical, and technical aspects of the motion picture.

Required:

		Credits
ENDI 2205	The Art of Film (CTDI)	4
EN 2360	Introduction to Film	4
EN 3305	The Craft of Screenwriting: Reading and Writing Screenplays	4
EN 3325	Literature into Film	4
EN 3595	The Filmmaker's Vision: An Introduction to Film Analysis	4

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.

Required:

		Credits
FR 3030	French Popular Culture and Technology (GACO)	3
Complete one of the following:		3
FR 3020	French Culture and Conversation	
FR 3130	Advanced French Composition	
FR	French electives	9-11

GEOGRAPHY MINOR

15 credits

Required:

		Credits
Complete one of the following:		3
GEDI 1200	Environmental Geography (SIDI)	
GE 2001	Physical Geography	
Complete one of the following:		3
GEDI 1300	Spatial Organization of Everyday Life (SSDI)	
GEDI 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 in this Catalog.

GERONTOLOGY MINOR

16 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.

Required:	Credits
SW 2200 Introduction to Social Work	4
Complete one of the following:	3
PS 2010 Introduction to General Psychology	
PS 2050 Life-Span Developmental Psychology	
Complete one of the following:	3
PS 3560 Adulthood and Aging	
SW 3050 Perspectives on Aging (WECO)	
Complete two of the following:	6
HE 3220 Applied Nutrition for Healthy Living	
HE 3230 Promoting Health Across the Lifespan	
HE 3240 Health Promotion Planning and Evaluation	
SW 3500 Health and Society (GACO) (WECO)	

Note: Psychology majors and Social Work majors can take no more than three credits in their discipline for this minor. SW 2200 meets this requirement for Social Work majors.

GLOBAL HEALTH MINOR

17-20 credits

With the health care industry being one of the largest sectors of employment, Global Health is a fast-growing and popular field of study. Students who minor in Global Health acquire knowledge and abilities that are useful as they pursue careers in health care, especially those who will be working with diverse client populations in the United States and overseas.

Required:	Credits
Complete one of the following:	4
AN 2100 Foundations of Anthropology (GACO)	
SO 2225 Foundations of Sociology (DICO)	
Complete one of the following:	3-4
BI 1110 Biological Science I	
HE 2300 Principles of Health (open to Health Education and Promotion majors only)	
HE 2900 Disease, Safety, and the Environment (WECO)	
NR 2100 Foundations of Professional Nursing (open to Nursing majors only)	
Complete one of the following:	4
AN 3505 Illness, Wellness and Healing (INCO) (WECO)	
SO 3505 Illness, Wellness and Healing (INCO) (WECO)	
Society, Culture and Policy – complete one of the following	3-4
BIDI 1400 Plagues and Peoples (PPDI)	
GE 2002 Human Geography	
PO 1035 World Politics (GACO)	
PODI 1056 Humanitarianism: Working in the Global Community (PPDI)	
PO 2025 Public Administration (DICO)	
Social Issues – complete one of the following:	3-4
AN 3605 Forensic Anthropology	
ESP 3550 Environment and Health (WECO)	
HE 4100 Women's Health Issues (WECO)	
NR 4020 Global Health and Population-Based Health Care (GACO) (open only to Nursing majors)	
PO 3255 Model United Nations	
PY 3325 Medical Ethics (INCO) (WECO)	
SW 3500 Health and Society (GACO) (WECO)	
HE 3700 Drug Behavior (WECO) or	
SO 3380 Drugs and Society (INCO)	

GLOBAL TOURISM MINOR

17-20 Credits

Required:	Credits
TMP 2010 Introduction to Travel and Tourism (GACO)	4
Complete one of the following:	3-4
AN 2100 Foundations of Anthropology	
GEDI 1400 Globalization and Diversity (PPDI)	
GE 2002 Human Geography	
GE 3080 Economic Geography	
PODI 1056 Humanitarianism: Working in Global Community (PPDI)	
Complete one of the following:	4
TMP 3040 Special Topics in Tourism and Hospitality	
TMP 3060 Ecotourism	
TMP 3070 Cultural and Heritage Tourism	
TMP 4010 Tourism Development (INCO)	
Complete two of the following:	6-8
AN 3120 Anthropology of Migration (GACO)	
AN 3295 Great Discoveries in Archaeology	
AN 3405 Anthropology of Sub-Saharan Africa	
FR 3170 The Francophone World	
FR 3020 French Culture and Conversation	
FR 3410 Quebec Culture and Literature	
GE 4110 Topics in Regional Geography (GACO)	
PO 3305 Latin American Politics (GACO) (INCO)	
PO 3505 Politics and Conflict in the Middle East (GACO) (INCO)	
TMP 3040 Special Topics in Tourism and Hospitality	
TMP 3060 Ecotourism	
TMP 3070 Cultural and Heritage Tourism	
TMP 4100 Tourism Development (INCO)	

GRAPHIC DESIGN MINOR

23 credits

Required:	Credits
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 3530 History of Graphic Design (INCO)	3
AR 1045 Art Foundations 2D: Composition and Content	4
AR 1075 Art Foundations Drawing: Line and Language	4

HEALTH MINOR

16.5 credits

This minor program is intended for one's personal growth, development and "wellness".

Required	Credits
HE 2500 First Aid and CPR/AED	1.5
PE 2850 Wellness Choices for a Healthy, Active Lifestyle (WECO)	3
Content Courses – complete four of the following:	12
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)	

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

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.

Required:	Credits
CS 2010 Computing Fundamentals	3
CS 2220 Computer Hardware	3
CS 2370 Introduction to Programming	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)	

LATIN AMERICAN STUDIES MINOR

18 credits

Offered by the Latin American Studies Council

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 students 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 2030 or above	
Content Courses - complete four of the following:	12
AN 3045 Ancient Mexico: Mayas, Aztecs, and Olmeas	
IS 4370 Hispanic Culture in the United States (DICO) (INCO)	
PO 3305 Latin American Politics (GACO) (INCO)	
SPDI 2200 Latin American Literature in English Translation (SSDI)	
SPDI 2250 The Latino Boom: A Survey of US-Latino Literature (SSDI)	
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 Engagement Office. Please see the Latin American Studies Council members for information on study abroad.

LITERATURE MINOR

16 credits

Required:

	Credits
EN 1600 Studies in English	4
Rethinking Literature – complete one of the following:	4
EN 2440 Rethinking Early American Literature (DICO)	
EN 2460 Rethinking Modern American Literature (DICO)	
EN 2490 Rethinking Modern British Literature, 1660-1945	
EN 3420 Rethinking Medieval and Renaissance Literature (INCO)	
Complete two Advanced Study in Literature and Film courses	8
EN 3040 Practicum in Production	
EN 3305 The Craft of Screenwriting: Reading and Writing Screenplays	
EN 3325 Literature into Film	
EN 3595 The Filmmaker's Vision: An Introduction to Film Analysis	
EN 3755 Topics in Literature and Film	
EN 4040 Mysticism and Contemplation (INCO) (WECO)	
EN 4155 Digitalit: Storytelling in the Digital Age	
EN 4805 Single Author	
EN 4950 English Internship	

MARKETING MINOR

18 credits

The Marketing minor is designed to provide non-business majors a core understanding of marketing practice that can give students a competitive edge. The courses deliver a foundation of marketing knowledge for students to bring marketing skills into many careers and academic pursuits.

Required:	Credits
BU 2450 Principles of Marketing	3
BU 3370 Branding and Marketing Communication	3
Complete a minimum of three courses from the following:	9-12
BU 3040 Special Topics in Marketing (three credit offering only)	
BU 3340 Consumer Behavior	
BU 3350 Event Marketing	
BU 3360 Marketing Research	
BU 3380 Business Innovation	
BU 3450 Sports Marketing	
BU 3460 Small Business/Entrepreneurship Marketing and Operations	
BU 3600 Introduction to Public Relations	
BU 4250 Marketing Management	
BU 4440 Global Marketing	
BU 4910 Independent Study (Marketing topic, three credit offering only)	
Complete a maximum of one course from the following:	3-0
CM 3090 Technical Communication	
CM 3400 Interactive Web Communication	
EN 2710 Creative Writing	
SO 2225 Foundations of Sociology (DICO)	
TMP 2010 Introduction to Travel and Tourism (GACO)	

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.

Required:	Credits
MA 2110 Mathematics for PreK-Grade 3 Educators	4
MA 2120 Mathematics for Grades 4-6 Educators	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.

Required:	Credits
MA 3050 Introduction to Mathematics Education	3
MA 3230 College 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	

MATHEMATICS: GENERAL MINOR

17 credits

Required:	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: TECHNICAL MINOR

15 credits

Required:	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.

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.

Required:	Credits
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 20th 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	

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.

Required:	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

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.

Required:	Credits
Performance Studies:	5
· In only one area: Woodwind, Brass, Percussion, Voice, Guitar, Piano	
· 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.

NEUROSCIENCE MINOR

Offered by the Neuroscience Council

Council: Christopher C. Chabot, Paul M. Fedorchak, Brian T. Healy, 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 members of the Neuroscience Council. Several of the courses stipulated in this minor have specific prerequisites.

Required:

BI 4780 Neurobiology

PS 3600 Behavioral Neuroscience

Complete one of the following:

BI 4950 Undergraduate Research

PS 4940 Independent Research in Psychology

Complete two of the following:

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

18 credits

NORTHERN NEW ENGLAND

HERITAGE STUDIES MINOR

15 credits

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 understanding 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 Center for Business and Community Partnerships and the Provost's 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 Tourism, Environment, & Sustainable Development Cluster. Initial inquiries should be directed to the student's faculty advisor.

Courses Fulfilling the Minor

AN 3115 Environmental Anthropology: Culture, Ecology, and Conservation

AN 3265 Archaeology of Early American Life

AN 3415 Native American History and Culture

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 3341 New Hampshire and New England History

SO 3395 Environment and Society (INCO)

SS 3620 Archaeological Field Methods: Prehistory

SS 3630 Archaeological Field Methods: Historical

SS 3640 Archaeological Field Methods: Nautical

The prerequisites for the courses in this minor can be found in the course descriptions 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).

PACIFIC RIM MINOR

15 credits

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.

Required:

Credits

Complete four of the following:

12

- HI 3730 Modern History of East Asia (GACO)
- HI 3742 History of Japan (GACO)
- HI 3761 History of Southeast Asia (GACO)
- PO 3240 International Political Economy
- PO 3305 Latin American Politics (GACO) (INCO)
- PO 3580 Politics of the Pacific Rim - ASEAN

Complete one of the following:

3

- AH 3530 Arts of the Far East (GACO) (INCO)
- HI 2710 History of Asian Cultures

PAINTING MINOR

16-17 credits

Required:

Credits

- | | | |
|--------------------------------|---|-----|
| AR 3010 | Painting: Theory and Process | 3 |
| AR 3120 | Painting: Exploring Personal Themes | 3 |
| AR 4080 | Painting: Advanced Concepts | 3 |
| Complete one of the following: | | 4 |
| AR 1045 | Art Foundations 2D: Composition and Content | |
| AR 1075 | Art Foundations Drawing: Line and Language | |
| Complete one of the following: | | 3-4 |
| AR 3040 | Painting: Figure in Context | |
| AR 4510 | Painting: Special Problems | |

PEACE and SOCIAL JUSTICE STUDIES MINOR 15 credits

Offered by the Peace and Social Justice Studies Council
 Council: Gary A. McCool, Filiz Ruhm, Sheryl L. Shirley, Katherine M. Tardif, Metasebia Woldemariam

Peace and social justice may be the most important subjects of serious study in the 21st 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
Gateway Course - complete one of the following	3
CM 2910 Human Communication and Conflict	
PO 1035 World Politics (GACO)	
PODI 1056 Humanitarianism: Working in the Global Community (PPDI)	
PODI 1101 Citizen Politics (SSDI)	
Upper-level Courses - complete two of the following:	6
CJ 3155 Society, Ethics, and the Law (DICO) (INCO)	
CM 3480 Global Perspectives in the Media (GACO)	
IS 3560 Philosophical Perspectives on War and Peace (GACO) (INCO)	
IS 4360 Cultural Diversity and American Society (DICO) (INCO)	
PO 3255 Model United Nations (GACO) (INCO)	
PY 3155 Society, Ethics, and the Law (DICO) (INCO)	
PY 3560 Philosophical Perspectives on War and Peace (GACO) (INCO)	
Domestic Issues - complete one of the following:	3
CJDI 1030 The Individual and the Law (SSDI)	
IS 3470 Women in Contemporary American Culture (INCO)	
IS 4370 Hispanic Culture in the United States (DICO) (INCO)	
LIDI 2020 Queer Language, Culture, and Identity (SSDI) (DICO)	
PS 3030 Social Psychology	
PYDI 1050 Building a Civil Society (SSDI)	
PYDI 1130 Ethics and Everyday Life (SSDI)	
PY 3345 Military Ethics (GACO)	
PY 3720 Philosophy of Law (DICO) (INCO)	
SO 3065 Social Problems	
Global Issues – complete one of the following:	3

HIDI 1450	Roots of Current Global Conflicts (PPDI)
PODI 1045	Terrorism and Counter-Terrorism (PPDI)
PODI 1051	Global Problems, Power, and Politics (SSDI)
PO 3305	Latin American Politics (GACO)
PO 3355	Women in World Politics
PO 3505	Politics and Conflict in the Middle East (GACO) (INCO)

PHILOSOPHY MINOR

15 credits

Required:	Credits
PY 1010 Ultimate Questions (GACO)	3
PYDI 1130 Ethics and Everyday Life (SSDI)	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	

PHOTOGRAPHY MINOR

15-17 credits

Required:	Credits
PTDI 2450 Digital Photography (CTDI)	3
Complete one of the following:	3
PTDI 2200 The Art of Photography (CTDI)	
PT 2600 Photography I	
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	

POLITICAL SCIENCE MINOR

16 credits

The Political Science minor requires a minimum of 16 credits in Political Science, of which at least 8 must be at the 3000/4000 level. (PODI courses are accepted.)

PRE-LAW MINOR

18 credits

Offered by the Pre-Law Council
 Pre-Law Council: Roger O. Babin, Samuel D. Brickley 2nd, Robert G. Egbert, Jr., Mark J. Fischler, Chantalle R. Forgues
 Pre-Law Advisors: Roger O. Babin, Esq., Samuel D. Brickley 2nd, Esq., Mark J. Fischler, Esq., Chantalle R. Forgues, 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).

Required:	Credits
Group I – complete three of the following:	9
BU 2290 Organizational Communications	
CM 2400 Public Speaking	
CM 2500 Basic Argumentation and Debate	
CM 3090 Technical Communication	
EN 3125 Advanced Composition	
EN 3135 Non-Fiction Workshop	
PY 2310 Elements of Logic	
Group II – complete one of the following:	3
BU 2440 Business, Ethics, and Society	
CJ 3155 Society, Ethics, and the Law (DICO) (INCO)	
CS 4520 CyberEthics (DICO) (INCO)	
PY 3155 Society, Ethics, and the Law (DICO) (INCO)	
PY 3330 Business Ethics (DICO) (INCO)	
Group III – complete two of the following:	6
BU 2480 Business Law I	
BU 3410 Labor and Employment Law for Managers	
BU 3430 Sports Law	
BU 3470 Small Business Law and Human Resources	
BU 3560 Land Use Law and Development	
BU 4040 Business Law II	
CJDI 1030 The Individual and the Law (SSDI)	

CJ 2045	Criminal Procedure
HI 3358	US Legal History (DICO)
PO 3635	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 3430, BU 3470, and BU 4040 have a prerequisite of BU 2480.

PRINTMAKING MINOR

16 credits

Required:	Credits
AR 3295 Printmaking Foundations: Cut, Carve, Etch	4
AR 3325 Printmaking Foundations: Silk and Stone	4
AR 4325 Advanced Printmaking	4
Complete one of the following:	4
AR 1045 Art Foundations 2D: Composition and Content	
AR 1075 Art Foundations Drawing: Line and Language	
AR 1080 Art Foundations: Digital and New Media	

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.

Required:	Credits
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.*

PROFESSIONAL SALES MINOR

19-21 credits

The Professional Sales minor teaches students to build relationships and solve problems for prospective customers. Sales is not about convincing someone or something; it is about understand the complexities of business and offering solutions. Advanced sales classes offer content equal to the first year of corporate sales training.

Required:	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 4250 Marketing Management	3
BU 4330 Sales Management	3
Complete one of the following:	1-3
BU 3350 Event Marketing	
BU 3370 Branding and Marketing Communication	
BU 3480 Social Media Strategy	
BU 4440 Global Marketing	
BU 4620 Internship (1-3 credits)*	

*The maximum of 3 credits for the choice of BU 4620 may be accumulated in any combinations of 1 to 3 credits internships.

PSYCHOLOGY MINOR

19 credits

Required:	Credits
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	

SCULPTURE MINOR

15-16 credits

Required:	Credits
AR 1065 Art Foundations 3D: Materials and Meaning	4
AR 3060 Foundations of Sculpture: Representing the Body	4
AR 3160 Foundations of Sculpture: Objects and Ideas	4
Complete one of the following courses:	3-4
AH Art History	
AHDI 1200 Exploring Art: Temples and Treasures (PPDI)	
AHDI 1210 Exploring Art: Revelations and Revolutions (PPDI)	
AR 1045 Art Foundations 2D: Composition and Content	
AR 1075 Art Foundations Drawing: Line and Language	
ARDI 1200 Creativity and The Visual World (CTDI)	
ARDI 1400 The Art of Sketching (CTDI)	
ARDI 1450 Public Art: The Politics of Visual Meaning (CTDI)	
ARDI 2310 Table Manners: Functional Pottery (CTDI)	
AR 3940 Advanced Multi-Disciplinary Studio (3D)	

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.

Required:	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

SUSTAINABILITY MINOR

19-20 credits

Offered by the Sustainability Council

Sustainability Council: Kathleen F. Bush, Brian W. Eisenhauer, Patrick May, Mary Ann McGarry, Maria A. Sanders, Amy M. Villamagna, Stephen W. Whitman

Sustainability perspectives and practices are emerging as essential tools in the 21st century at local, national, and global scales. To prepare graduates from all fields to create and work in a more sustainable world, this interdisciplinary minor allows all students the opportunity to develop a solid mastery of the fundamental components of sustainability and its applications across multiple disciplines. Students are provided opportunities through course selection and capstone experiences to develop a focus that compliments the content of their major curriculum and provides them with skills to directly apply to their future professional and personal practices.

The program allows for student choice while maintaining a focus that ensures all students learn core sustainability concepts. Within the minor all students must take the Issues in Sustainability and the Capstone courses, and no more than six credits in the minor can be double counted with a student’s major. Four of the six classes taken in the minor must be at the 3000 or 4000 level. Students interested in the minor are encouraged to contact a member of the Sustainability Council for assistance in planning their studies.

Required:	Credits
ISDI 2100 Issues in Sustainability (SSDI)	3
IS 4461 Sustainability Capstone (INCO)	4
Environmental Systems - complete two of the following courses:	6-8
BI 2070 Botany	
BI 3240 Conservation (DICO) (GACO) (INCO)*	
BI 4050 Ecology*	
BI 4800 Current Environmental Issues*	
CH 3600 Environmental Chemistry (INCO)*	
EPL 3150 Introduction to Permaculture	
ESDI 2500 Environmental Science (SIDI)	
ESDI 2610 Earth Systems Science: The Hazardous Earth (SIDI)	
ESP 3200 Energy and Society	
GEDI 1200 Environmental Geography (SIDI)	
MTDI Weather and Climate (SIDI)	
1200	
MT 2800 Climatology (GACO)*	
MT 4440 Climate Change (INCO)*	
Social and Economic Systems – complete two of the following courses:	6
AR 3570 The Art of Sustainability (INCO)*	
BU 3220 Business and the Environment	

EPL 3100	Environmental Planning*
EPL 3270	Sustainability in Residences
ESP 3270	Sustainable Structures
HIDI 1207	The American West (PPDI)
PY 3310	Environmental Ethics (INCO) (WECO)
PY 3330	Business Ethics (DICO) (INCO)
PY 3610	Philosophy of Technology (INCO)
SO 3605	Sustainability in Practice (WECO)

**course has prerequisites*

Four of the required six courses must be taken at the 3000/4000 level. No more than six credits may double count with the student’s major.

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) MINOR **19-25 credits**

Corequisite: an approved Teacher Certification program

Required:	Credits
LI 2000 Introduction to Language and Linguistics	3
LIDI 2950 Language Acquisition (SIDI)	3
TE 3300 Foundations of Multilingual Multicultural Studies (DICO)	3
TE 4100 TESOL Methods and Practice	4
TE 4300 Literacy in Language Learning	3
TE 4820 Language Assessment	3
Two semesters of one foreign language at the university level or equivalent	0-6

TE 4100 requires a 30-hour field experience.

THEATRE MINOR

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 Director of Theatre.

19 credits

Required:	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)	

WELFARE AND JUSTICE FOR CHILDREN AND YOUTH MINOR

23-24 credits

Offered by: Welfare and Justice for Children and Youth Council Council: Jessica Dutille, Stephanie Halter, Kristina Lind, Kelly Swindlehurst, Marianne True

The Welfare and Justice for Children and Youth certificate provides students the opportunity to develop and be credentialed for additional professional skills for working with youth across multiple systems. Increasing knowledge of children and youth's development, especially brain development and the impact of trauma on development, a growing focus on crossover youth and the growing use of a balance and restorative approaches across many social institutions (e.g., schools, court diversion, prevention/intervention/diversion programs and institutional/correctional settings) has left many agencies that serve children and youth challenged to hire qualified individuals. To make a difference in the lives of some of the most at-risk children and youth in our society today, agencies need effective and qualified staff equipped with the necessary skills to effectively engage and support this unique population.

Required:	Credits
CJ 3085 Juvenile Delinquency or	
SO 3085 Juvenile Delinquency	4
CJ 3600 Restorative Justice Practice with Youth	4
CJ 3720 Topics in Criminal Justice	4
SW 2300 Case Management and Advocacy	3
SW 3150 Child Maltreatment	3
Complete two courses from the following:	5-6
CM 2910 Human Communication and Conflict	
ED 2350 Child and Youth Health and Development in Context (WECO)	
ED 2550 Mentoring and Empowering Youth	
SE 2080 Children and Youth with Disabilities	
SW 3130 Child Welfare and Family Services	
SW 3490 Diversity and Oppression	

WOMEN'S STUDIES MINOR**15 credits**

Offered by the Women's Studies Council

Council: Jessica Dutille, Laura Dykstra, Abby Goode, Katharine N. Harrington, Anne Jung-Matthews, S. Lauren Lavigne, Brigid C. O'Donnell, Mary Beth Ray, Wendy J. Palmquist, Alice P. Staples, Kristen Stelmok, Janette Wiggett

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 and approved courses offered by several departments. 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
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 3515 Women and Crime	
CMDI 2020 Sex and Cinema in the 20th Century (and Beyond) (PPDI)	
EN 2250 Identity and Difference in American Literature (DICO)	
HE 4100 Women's Health Issues (WECO)	
HI 3350 American Women's History (DICO)	
IS 3470 Women in Contemporary American Culture (INCO)	
PO 3355 Women in World Politics	
PS 3200 Psychology of Women (DICO)	
SO 3075 Sociology of the Family	
WS 3500 Topics in Women's Studies	
WS 4000 Internship	
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, to request consideration of another course to meet the Approved Courses requirement.

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.

AFTERSCHOOL PROFESSIONAL CERTIFICATE 17 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.

	Credits
CD 1000 Children and Youth in Schools and Community	3
CD 2360 Foundations of Diversity (DICO)	3
CD 3300 Creating Positive Learning Environments for Children	5
CD 4050 Leadership and Advocacy for Youth	3
ED 2350 Child and Youth Health and Development in Context (WECO)	3

[Afterschool Professional Gainful Employment Disclosure can be found here.](#)

GEOGRAPHIC INFORMATION SYSTEMS CERTIFICATE 18-20 credits

Required:	Credits
Complete one of the following:	2 or 4
GE 2040 Digital Cartography	
GEDI 2400 Mapping Our Worlds: Creating Realities (CTDI)	
GE 2050 GIS I: Introduction to Geographic Information Systems	4
GE 3050 GIS II: Advanced Geographic Information Systems	4
Upper Level Electives – complete at least 8 credits from the following:	8
GE 4010 Remote Sensing and Digital Image Processing	
GE 4040 Topics in Geospatial Technologies	
GE 4050 Advanced GIS Applications	
GE 4060 GIS Programming	
GE 4100 GIS Internship	

[Geographic Information Systems Gainful Employment Disclosure can be found here.](#)

**HOSPITALITY
MANAGEMENT CERTIFICATE**

19-20 credits

PROFESSIONAL SALES CERTIFICATE

19-21 credits

Required:	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:	3-4
AN 2100 Foundations of Anthropology (GACO)	
GE 2002 Human Geography	
SO 2225 Foundations of Sociology (DICO)	
TMP 2010 Introduction to Travel and Tourism (GACO)	
Complete one course from the following:	4
SO 3405 Human Dimensions of Natural Resource Management	
TMP 3040 Special Topics in Tourism and Hospitality	

[Hospitality Management Gainful Employment Disclosure can be found here.](#)

Required:	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 4250 Marketing Management	3
BU 4330 Sales Management	3
Complete one of the following:	1-3
BU 3350 Event Marketing	
BU 3370 Branding and Marketing Communication	
BU 3480 Social Media Strategy	
BU 4440 Global Marketing	
BU 4620 Internship (1-3 credits)*	

**The maximum of 3 credits for the choice of BU 4620 may be accumulated in any combinations of 1 to 3 credits internships.*

[Professional Sales Gainful Employment Disclosure can be found here.](#)

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) CERTIFICATE **16 credits**

Required:

		Credits
LIDI 2950	Language Acquisition (SIDI)	3
TE 3300	Foundations of Multilingual Multicultural Studies (DICO)	3
TE 4100	TESOL Methods and Practice	4
TE 4300	Literacy in Language Learning	3
TE 4820	Language Assessment	3

TE 4100 requires a 30-hour field experience.

The TESOL Certificate program is open to matriculated (degree-seeking) Plymouth State University students and to continuing education students. The Certificate does not provide New Hampshire K-12 ESOL certification.

Continuing education students submit an application, including an essay and a \$25 application fee, to the Admissions Office. An official secondary school transcript with date of graduation or a satisfactory secondary school equivalency certificate (GED) is also submitted to the Admissions 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 Admission Office and the Department Chair or designee. Transfer credits are processed by the Admissions 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 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. 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.

Students in these Certificate programs may be eligible for federal financial aid. Students should contact the Financial Aid Team for more information. Please visit: plymouth.edu/finaid.

[TESOL Gainful Employment Disclosure can be found here.](#)

Gainful Employment Disclosures

Gainful Employment Program Disclosures are available at <https://www.plymouth.edu/undergraduate/academic-certificates/>. This information is provided to maintain compliance with the US Department of Education Gainful Employment Programs Disclosure regulations. This data will be updated regularly as new information becomes available. For any questions regarding the information on this site, please contact the Chair of the Department offering the Certificate.

GRADUATE PROGRAMS

ACCOUNTING (MS)

Advisor: Shari Colby

E-mail: sacolby@plymouth.edu

The Master of Science in Accounting is designed for accounting professionals interested in pursuing licensure as a Certified Public Accountant (CPA) or certification as a Certified Management Accountant (CMA). This program prepares students for high demand careers with course content specifically geared to help prepare students for the rigorous certification exams.

Admissions Requirements

A baccalaureate degree with a 3.0 or higher grade point average in the undergraduate academic major, strong recommendations, a well-written Statement of Interest and Intent, and a résumé are required for admittance. When admission documents have been received, the application is then screened by the Admissions Review Board. The application deadline for all graduate business programs are September 1 and January 1. Students will be admitted in the Fall or Spring terms only. All applicants are informed of their admission status.

Students who do not possess a Bachelor's degree in Accounting may be accepted into the program pending a discussion with PSU advisors regarding their career ambition due to CPA licensing requirements. Additional coursework may be necessary.

Common Professional Component (CPC)

Five CPC competencies are required for admittance into the Master of Science in Accounting program: accounting, business finance, economics, management, and quantitative/statistics.

Common Professional Components may be satisfied using coursework, work experience, non-credit workshops, College Level Examination Program (CLEP) or DANTES tests, or a departmental competency exam. There is a fee for each competency examination, ranging from \$50 to \$75. Any competencies not satisfied are listed in the admittance letter and result in a conditional admittance until they are completed.

Grades of C or better for CPC-related courses will be accepted for entry in the graduate program. Grades below a C will be reviewed and may be considered satisfactory. A score equivalent to the grade of C or better will be required if CLEP, DANTES, or PSU competency examinations are used as an alternative for satisfying the prerequisite competencies. All competencies must be completed before being fully accepted into the MS in Accounting program.

Graduate Study by Undergraduate Seniors

Plymouth State University seniors with a cumulative grade point average of 3.0 or better may take up to six graduate credits with the prior permission of the instructor, advisor, and the chair as outlined on

the Student Request form. Students wishing to take advantage of this opportunity should plan early and discuss with their advisor.

Transfer Credits

Students who have earned graduate credits from another regionally accredited program prior to enrolling at PSU may request to transfer up to 9 credit hours of business or business-related courses. Once enrolled in the MS in Accounting program, only courses completed at other ACBSP or AACSB accredited institutions may be transferred into the MS in Accounting program. All courses considered for transfer must have the approval of the program coordinator. Approval prior to taking a course for transfer credit is recommended. Grades for transfer courses must be at the B level or higher and appropriate to the MS in Accounting program. Only credits are transferred, not grades; therefore, the grades for transfer courses do not count toward the required 3.0 grade point average (on an A = 4.0 scale) for program completion. No graduate credit will be given for correspondence courses, curriculum workshops (unless designed for graduate credit), or Pass/No Pass courses. An official transcript must be on file before credits can be transferred into the MS in Accounting program.

Degree Requirements

The graduate faculty sets degree requirements that include completion of all required courses (30 graduate credits) with a cumulative grade point average of 3.0 or higher.

Completion Deadline

All graduate degree requirements must be completed within six years from the date of admittance. The MS in Accounting program can be completed by either full- or part-time study.

Curriculum Requirements		Credits
Accounting Core Component		
BU 5120	Financial Analysis	3
BU 5192	Advanced Financial Accounting	3
BU 5190	Accounting for Managers	3
BU 5210	Economic Analysis	3
BU 5226	Business Law for Accountants	3
BU 5510	Operations Management	3
BU 5600	Federal Taxes and Business Decisions	3
BU 5620	Auditing Perspectives	3
Electives (choose two courses)		
BU 5590	Budgeting and Fund Accounting	3
BU 5227	Accounting Information Systems	3
BU 5228	Accounting Research and Communication	3
BU 5229	Professional Ethics for Accountants	3
Total for MS in Accounting		30

APPLIED METEOROLOGY (MS)

The Master of Science in Applied Meteorology program is housed in the Judd Gregg Meteorology Institute in the Boyd Science Center. The degree is designed to meet regional and national needs for professional meteorologists who require more than baccalaureate-level education and qualifications. The program offers students the latest knowledge and research skills in many core areas of operational meteorology that are needed to provide modern weather support to a wide variety of customers. The program focuses on such areas as advanced weather analysis and forecasting; air quality; aviation meteorology; hydrology; mesonet/road weather meteorology; radar/satellite meteorology; and computer-based programming and other meteorological applications.

Program Highlights

- The only MS in meteorology program in New Hampshire and one of only a handful in the northeastern United States
- Outstanding technology and facilities
- Dedicated faculty willing to work closely with students
- Most professors have real operational meteorological experience
- Active collaborations with NOAA, NASA, NWS, UNH, USAF, MWO, NHDOT, and USA CRREL
- Some assistantships with tuition waivers are available
- Flexibility in course selection to tailor a program to the student's needs
- Well-qualified students may be able to complete the program in approximately 18 months
- Office area for graduate students
- Cost-efficient program

Admission

Plymouth considers applications on a rolling admissions basis that allows students to apply at any time of the year. The program is based on full fall, spring, and summer terms. However, it is generally recommended that students start the program during the fall term. Applicants planning to begin studies during the fall term should submit completed admissions applications by January 31 for priority consideration for the limited enrollment slots and available assistantships. Prospective students will automatically be considered for assistantships during the admission process. Applicants wanting to start in the spring term should apply by August 31 for limited enrollment slots, but should be advised that assistantship support may not be available. An official score report is required from the Graduate Record Examination for the quantitative, verbal, and analytical writing components. Applicants with degrees in subjects other than meteorology or atmospheric science should have had at least an introductory course in meteorology, calculus courses through multivariate calculus, and two calculus-based physics courses. All interested candidates are encouraged to contact the program coordinator for an in-person or phone interview before submitting their application.

Types of Admittance

Full admission to the program may be granted to students meeting all of the criteria for admission. The most highly qualified admitted students may be offered assistantships or tuition waivers or both based on available resources. Students not initially receiving assistantships or tuition waivers may later be considered eligible for them based on their academic performance in the program.

Graduate Study by Undergraduate Seniors

Plymouth State University seniors with a cumulative GPA (CGPA) of 3.0 or better may take up to six graduate credits with prior permission as outlined on the Student Request form.

GPA Requirements

Graduate students in the program must maintain a CGPA of 3.0 or higher in the program to maintain satisfactory progress. Only one passing course grade of less than B- will be allowed to count toward the 30-credit degree.

Students enrolled in the program who fall below a 3.0 CGPA will have one semester to restore it to the satisfactory level. If a student does not achieve this level after one semester, the student will be barred from future coursework and pursuit of the MS degree and lose assistantship support (if applicable).

Students who fail more than one graduate course will also not be allowed to continue in the program.

Curriculum and Degree Requirements

The program requires 30 credits to complete an MS degree. By the end of their second full semester, students will choose either the thesis or non-thesis degree option. However, not all students may be able to select the thesis option since the number of students that can be supported in this option is limited by faculty availability. Students desiring to pursue the thesis option will need to consult with their advisor and other meteorology faculty to identify a faculty mentor.

Credit for each option are:

Thesis: 24 credits of coursework and six credits of thesis research
 Non-thesis: 27 credits of coursework (not to include thesis research credits) and three credits of independent study

Students taking the thesis option would take fewer formal courses and make up credits through thesis research. Non-thesis students would be expected to complete a shorter research paper through a three-credit independent study course arranged with a member of the meteorology faculty. As part of their coursework, all students must take a one-credit Graduate Seminar course each full semester. Only three credits from this course may count toward the 30-credit degree requirement

Coursework

There are no specific courses required for degree completion except the three semesters of Graduate Seminar and either six credits of thesis research or three credits of independent study/research credits. Students are encouraged to complete courses in a variety of areas, but have flexibility in selecting the courses that will fit their academic goals. Students will work closely with their academic advisors to develop an appropriate program of study, generally by the end of their first semester in the program. This plan must be approved by the advisor.

Co-listed Courses

Some upper-division undergraduate courses are co-listed as graduate courses. Graduate students enrolled in these courses will be expected to complete additional coursework, such as papers and projects, to earn graduate credit in these courses. The co-listed courses are as follows:

Co-listed Meteorology Courses		Credits
MT 5150/4150	Air Quality	3
MT 5280/4280	Synoptic Meteorology II*	3
MT 5310/4310	Dynamic Meteorology I*	3
MT 5320/4320	Dynamic Meteorology II*	3
MT 5400/4400	Numerical Weather Prediction	3
MT 5410/4410	Atmospheric Physics*	3
MT 5420/4420	Tropical Weather and Climate	3
MT 5430/4430	Climate Change	3
MT 5450/4450	Advanced Synoptic Meteorology	3
MT 5470/4470	Micrometeorology	3
MT 5480/4480	Mesoscale Meteorology	3
MT 5560/4560	Topics in Meteorology	1-3

Students with undergraduate degrees in meteorology or atmospheric science are expected to have already completed MT 4280, MT 4310, MT 4320, and MT 4410 along with undergraduate courses in Atmospheric Thermodynamics and Synoptic Meteorology I or their equivalents, and these students cannot usually take these courses for graduate credit. Eligible undergraduate students desiring graduate credit for the other courses listed should sign up for the courses using the graduate course numbers listed (MT 5150, 5280, etc.). Students entering into the program without a BS in meteorology or sufficient meteorology course background will need to complete the four courses highlighted with an asterisk at a minimum, and MT 5560 topics courses listed as Introduction to Synoptic Meteorology and Atmospheric Thermodynamics. Note that only the credits from two of the () or topics courses can be counted toward the 30 graduate credit requirement. Any further prerequisite deficiencies would have to be made up with non-degree credits.

Graduate Courses

At least 15 of the credits counting toward the MS degree must come from the non-co-listed, 5000-level meteorology courses listed below. All students must sign up for the Graduate Seminar during each of their fall and spring semesters and may count up to three seminar credits toward the 30-credit degree requirement.

Non Co-listed Meteorology Courses		Credits
MT 5200	Transportation Meteorology	3
MT 5330	Satellite Meteorology	3
MT 5340	Radar Meteorology	3
MT 5350	Boundary Layer Meteorology	3
MT 5400	Numerical Weather Prediction	3
MT 5600	Computer Applications in Meteorology	3
MT 5700	Graduate Seminar Meteorology	1
MT 5800	Thesis Research	1-6
MT 5910	Independent Study	1-3

Additional non-meteorology courses could also be used to fulfill up to nine credits toward degree requirements with approval of the advisor and meteorology program coordinator.

Total for MS in Applied Meteorology **30**

ART EDUCATION (MAT)

Program Coordinator: Jason Swift, EdD

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The graduate program in Art Education has three options. The first is a fifth-year option that is an extension of the PSU BA and BFA degrees in graphic design and studio art. The second is an MAT in Art Education degree for those who possess a baccalaureate degree in fine arts, visual arts, studio art, or graphic design. The third is a certification only option for those who possess a baccalaureate in fine arts, visual arts, studio art, or graphic design. Each of these options are paths to endorsement for K–12 Art Education Certification.

The fifth-year BA/BFA/MAT in Art Education degree for PSU students consists of 36 graduate credits. The 36 credits are based on students fulfilling nine credits of undergraduate art education courses within their BA or BFA degree: Foundations of Art Education, Methods and Materials for Art Education, Instructional Planning and Pedagogy for Art Education, and Curriculum and Assessment for Art Education. If not completed, additional graduate coursework in art education will be required to fulfill these equivalencies.

The MAT in Art Education consists of 36 graduate credits. Students in this concentration are required to take three art education courses fulfilling the professional competencies: Elementary Methods and Materials in Art Education, Pedagogy and Planning in Secondary Level Art Education, and Curriculum Development and Assessment in the Arts. Individual cases will be reviewed to determine studio and art history preparation relevant to certification competencies. Additional coursework may be required.

The K–12 Art Education Certification-only concentration consists of 27 graduate credits. Students in this concentration are required to take three art education courses fulfilling the professional competencies: Elementary Methods and Materials in Art Education, Pedagogy and Planning in Secondary Level Art Education, and Curriculum Development and Assessment in the Arts. Individual cases will be reviewed to determine studio and art history preparation relevant to certification competencies. Additional coursework may be required.

The MAT in Art Education and the K–12 Art Education Certification only require passing scores in both the Praxis Core Academic Skills for Educators and Praxis Art: Content Knowledge (0134) tests for endorsement for NH K–12 Art Education certification. Please see Teacher Certification section for additional information.

Program Objectives

The MAT in Art Education addresses the following art education competencies, which ensure that as a result of successfully completing the program, students will:

- acquire knowledge, understanding, and appreciation of the visual arts in diverse contemporary and past cultures;
- have knowledge of and competence to teach a variety of studio art forms including drawing, painting, printmaking, ceramics, sculpture, and crafts;
- develop a portfolio of personal art work and exhibit selected art works in accordance with professional artistic and technical standards;
- complete a supervised observation and internship with pupils of both elementary and secondary levels;
- have a knowledge of comprehensive programs of visual arts education; procedures for organizing, promoting, and managing a comprehensive visual arts education program; and the selection and organization of visual arts learning experiences and curriculum development in visual arts education;
- have a knowledge of diverse technical and skill-related aspects of visual arts education including diverse mediums and the related techniques for working with them; the elements and principles of the visual arts; display and exhibition design; tool appropriateness, function, and use; and visual arts vocabulary;
- develop an appreciation of the other arts including dance, film, music, literature, theatre, and practical arts;
- have awareness, comprehension, and ability to describe, analyze, interpret, and evaluate works of visual art;
- have knowledge and understanding of the technical and safety aspects of methods and materials used in visual arts instruction.

These objectives meet all of the New Hampshire state-mandated competencies in art education that address dispositions, pedagogy, curriculum and assessment, and art content.

Requirements for certification may change, subject to changes made by the New Hampshire Department of Education (NHDOE). Teacher candidates can find the latest NHDOE standards at education.nh.gov/index.htm.

Admission Requirements

Qualified candidates must have a baccalaureate degree with a 3.0 or higher grade point average; have a portfolio review by the Art Education program coordinator; and have been accepted by Plymouth State.

Art Education, K–12 Certification

Curriculum Requirements		Credits
Master's Core Component		
ED 5000	Social Behavior in a Diverse Society	3
ED 5010	Philosophy, Ethics, and Education	3
ED 5180	Collaborative Action Research	3
or		
ED 5030	Research Design	3
Learning Theory Component		
ED 5060	Theories of Learning and Cognitive Development	3
ED 5270	Foundations of Teaching	3
SE 5400	Classroom Interventions and Special Education Strategies	3
Content Area Component		
Choose 9 credits from the following		
AE 5560	Special Topics in Art Education	1-3
AR 5300	The Arts in Society	3
AR 5560	Special Topics: Studio Art	1-3
AR 5910	Independent Study: Studio	1-3
IN 5560	Special Topics in Integrated Arts	1-4
IN 5970	Integrating the Arts	3
IN 5400	Imagination, Creativity, and Innovation	3
Professional Competencies (if not previously met)		
AE 5050	Elementary Methods and Materials in Art Education	3
AE 5060	Pedagogy and Planning in Secondary Level Art Education	3
AE 5700	Curriculum Development and Assessment in the Arts	3
Capstone Experience		
AE 5410	Art Education Internship in Teaching: K–12	9
Total for MAT in Art Education, K–12 Certification		36

Art Education, K–12 Certification Only

Curriculum Requirements		Credits
Learning Theory Component		
ED 5060	Theories of Learning and Cognitive Development	3
ED 5270	Foundations of Teaching	3
SE 5400	Classroom Interventions and Special Education Strategies	3
Content Area Component		
(Choose 9 credits from the following)		
AE 5560	Special Topics in Art Education	1-3
AR 5300	The Arts in Society	3
AR 5560	Special Topics: Studio Art	1-3
AR 5910	Independent Study: Studio	1-3
IN 5560	Special Topics in Integrated Arts	1-4
IN 5970	Integrating the Arts	3
IN 5400	Imagination, Creativity, and Innovation	3
Professional Competencies (if not previously met)		
AE 5050	Elementary Methods and Materials in Art Education	3
AE 5060	Pedagogy and Planning in Secondary Level Art Education	3
AE 5700	Curriculum Development and Assessment in the Arts	3
Capstone Experience		
AE 5410	Art Education Internship in Teaching: K–12	9
Total for Art Education, K–12 Certification Only		27

ARTS, LEADERSHIP, AND LEARNING (CAGS)

Program Coordinator: Patricia Lindberg, PhD

E-mail: plindber@plymouth.edu

The Certificate of Advanced Graduate Studies (CAGS) in Arts, Leadership, and Learning is a 33-credit program that addresses the needs of practicing educators and administrators who have completed a master's degree and are interested in pursuing advanced academic work in arts, leadership, and learning. The program is a natural extension of the work being done at PSU in arts integration and serves to address current national trends and legislation toward the integration of the arts as an integral part of the core curriculum.

Typical students in this program are classroom teachers, arts educators in visual art, music, theatre, or dance, or arts administrators who wish to pursue coursework beyond the master's in a supportive and engaging program of study.

The information in this [link](#) is provided to maintain compliance with the US Department of Education Gainful Employment Programs Disclosure regulations.

Curriculum Requirements	Credits
Arts, Leadership, and Learning Component	
EP 7020 Collaborative Leadership	3
EP 7030 Transforming the Educational Agenda	3
EP 7050 Advanced Mixed Research Methodology	3
EP 7090 Critical Perspectives for Arts Advocacy	3
EP 7110 Arts and Learning	3
EP 7130 Shaping Policies and Practices in Arts Education	3
EP 7840 Capstone in Arts, Leadership, and Learning	3
Specialization Component	
Coursework selected in conjunction with advisor.	12
Total for CAGS in Arts, Leadership, and Learning	33

ATHLETIC TRAINING (MS)

Program Coordinator: Julie N. Bernier, EdD, ATC

E-mail: jnbernier@plymouth.edu

The MS in Athletic Training program offers two concentration areas:

1. Professional for those seeking a CAATE-accredited program in preparation for taking the Board of Certification examination in athletic training and
2. Post-Professional for those Certified Athletic Trainers seeking combined clinical and teaching roles in Athletic Training higher education.

Athletic Training, Professional

The CAATE-accredited Professional concentration 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 National Athletic Trainers' Association (NATA) Education Council, and to further develop skills and knowledge in the field of athletic training through research and advanced courses. During each semester, for a minimum of four semesters, students will complete clinical rotations in an athletic training setting. During the clinical rotation, students will be placed under the supervision of a clinical preceptor. Students must earn a minimum grade of B in the following core courses: Lower Extremity Assessment, Upper Extremity Assessment, Spine, Posture, and Function, Therapeutic Interventions I and II. The Professional concentration is a two-year program that begins each fall.

Admission

Applications are accepted on a rolling basis, but since enrollment is limited, we encourage prospective students to apply as early as possible. Admission is competitive, limited, and is not guaranteed even to those who meet the minimum requirements. Students must verify that they can comply with the program's Technical Standards. Technical Standards are available to all interested students and can be obtained by visiting the Athletic Training website at <https://www.plymouth.edu/academics/graduate-academic-programs/masters/athletic-training/athletic-training/professional-program-in-athletic-training/>

Prerequisites

- Baccalaureate degree from accredited institution
- 3.0 undergraduate GPA
- Comprehensive statement of professional goals
- Three letters of recommendation
- Minimum of 50 hours observation under direct supervision of a BOC Certified Athletic Trainer. Original letters of documentation must be submitted as part of the application.
- Completed Health Screening within the last 6 months with proof of immunizations
- Current CPR/BLS for Healthcare Providers certification
- Minimum grade of B in the following college or university courses (must be taken within the past seven years):
 - Anatomy and Physiology I (with lab): 4 credits
 - Anatomy and Physiology II (with lab): 4 credits
 - Kinesiology: 3 credits
 - Exercise Physiology: 3 credits
 - Nutrition: 3 credits
 - Exercise Prescription: 3 credits
 - Current First Aid and CPR/AED certification

Program Requirements

Curriculum Requirements		Credits
AT 5400	Preventative Theories and Psychomotor Skills	4
AT 5410	Lower Extremity Assessment	4
AT 5420	Upper Extremity Assessment	4
AT 5430	Spine, Posture and Function	4
AT 5440	Athletic Training Administration	4
AT 5450	Pathology & Pharmacology in Sports Medicine	4
AT 5460	Evidence Based Research in Athletic Training	4
AT 5470	Therapeutic Intervention I	4
AT 5480	Therapeutic Intervention II	4
AT 5490	Capstone	4
AT 5810	Clinical Athletic Training I	4
AT 5820	Clinical in Athletic Training II	4
AT 5830	Clinical in Athletic Training III	4
AT 5840	Clinical in Athletic Training IV	8
Total for MS in Athletic Training, Professional		60

Athletic Training, Post-Professional

The MS in Athletic Training Post-Professional master's program with a focus in Higher Education provides students the opportunity to further develop skills and knowledge through research and advanced courses in athletic training and education. The Post-Professional in Higher Education concentration is designed to prepare certified athletic trainers for a variety of teaching and leadership roles in higher education.

Admission

The application deadline for admission into the master's program is January 15 of each year. Athletic Training candidates must submit a completed graduate program application, have BOC certification and one year of experience (preferred) as a certified athletic trainer (ATC), and provide proof of current CPR/AED certification.

Curriculum Requirements	Credits
Master's Core Component	
ED 5030 Research Design	3
BI 5200 Methods in Biostatistical Analysis	3
AT 5950 Graduate Thesis	6
or	
AT 5900 Directed Research	6
Post-Professional Component	
ED 5000 Social Behavior in a Diverse Society	3
ED 5060 Theories of Learning & Cognitive Development	3
ED 5140 Assessment Principles and Practice	3
AT 5970 Advanced Practicum in Athletic Training	6
Elective Component	
Choose 6-7 credits from the following:	
AT 5310 Fundamentals in AT Education Instruction I	3
AT 5320 Fundamentals in AT Education Instruction II	3
AT 5630 Principles and Theories of Strength and Conditioning	3
AT 5640 Principles and Theories of Strength and Conditioning Lab (must be taken with AT 5630)	1
AT 5700 Instructional Strategies in Burdenko Conditioning	3
AT 5875 Special Topics in Athletic Training	3
AT 5910 Independent Study in Athletic Training	1-6
Total for MS in Athletic Training, Post-Professional	33-34

BIOLOGY (MS)

Program Coordinator: Heather Doherty, PhD

E-mail: hedoherty@plymouth.edu

The Master of Science (MS) in Biology program provides students with the knowledge and research skills that are necessary for students to attain their professional goals in several exciting core areas of the biological sciences. The program consists of two primary focal areas, coursework, and original research. Coursework prepares students to become professional biologists by introducing them to the wide variety of skills needed to address current and future biological problems. The research emphasis of this program will help students further enhance their skills and contribute to the body of knowledge in the field of biology while preparing for PhD programs or professional employment.

Program Objectives

Students in PSU's MS in Biology program will develop research skills by investigating unanswered questions in the field of biology, becoming familiar with the latest biological methodology relating to their topic of choice, understanding the capabilities and limitations of these various methods, and learning to communicate biological concepts effectively both verbally and in writing. Professors in the department have exciting and vibrant research programs in fields of study including animal or plant physiology, animal behavior, neurobiology, molecular and cell biology, bioinformatics, genetics, microbiology, development, and ecology.

Admissions Standards

Candidates will be selected for admission by the biological sciences faculty. Admission is competitive and is dependent upon a faculty member agreeing to serve as a research advisor for a student; therefore, students should contact potential advisors about availability and mutual interest before applying to the program. Applicants must possess a 3.0 cumulative grade point average on a 4.0 scale from their undergraduate coursework to be considered for full matriculation in the program, with particular emphasis on success in the areas of science and math. Applicants must provide official Graduate Record Examination (GRE) results and these scores are weighed in reviewing applications. Successful applicants will also need sufficient background in key areas such as mathematics, physics, chemistry, and biology. International students from a country where English is not the primary language must provide proof of English proficiency as outlined in the Admissions section of the catalog. All other admissions policies, fees, and conditions apply.

Exceptions to the Admissions standards described above may be possible with other compelling evidence of sufficient qualifications. Students without the necessary prerequisites may gain conditional admission, pending completion of necessary requirements and/or success in the program. Students admitted conditionally will meet with a program advisor to develop a plan to complete prerequisites for the program. Any remedial undergraduate credits will not count toward the 30 graduate credits required for completion of the program. Admission requirements may also be met prior to

admission by taking courses as a non-matriculated student. Only students fully admitted into the Biology program are eligible for assistantships and tuition waivers.

Assistantships and Tuition Waivers

There are a limited number of competitively awarded assistantships and tuition waivers available. Please be sure to contact individual professors or the Program Coordinator for more information.

Degree Requirements

The program requires 30 credits with the following framework for thesis and non-thesis options:

Thesis: 18–24 credits of coursework and 6–12 credits of thesis research

Non-thesis: 28 credits of coursework and two credits of independent study

The required courses for all students are: Biology Graduate Skills Seminar, Biology Colloquium, and University Biology Teaching. Students in the thesis track are expected to accomplish a body of work of publishable caliber within their field of expertise. Those in the non-thesis track must coordinate the design and completion of a 2-credit Independent Study and an accompanying literature review.

Students admitted to the Biology program can apply for up to 6 credits from their qualifying upper division undergraduate coursework to count toward the MS degree. The credits must be approved by their advisor and thesis committee. All students are required to maintain a 3.0 cumulative graduate grade point average on a 4.0 scale.

Curriculum Requirements

Students, along with their faculty advisor, will design a program of study in one or more of the following areas: animal or plant physiology, animal behavior, neurobiology, molecular and cell biology, bioinformatics, genetics, microbiology, development, and ecology. Students will complete coursework beyond the required courses in a variety of biology disciplines in accordance with their thesis topic and program of study. Along with their faculty advisor and graduate committee, students will determine the best course selections. Some of the current upper-division undergraduate courses are co-listed as graduate courses. Graduate students in the co-listed courses may be required to complete additional graduate-level assigned papers or projects. Graduate students can only enroll at the graduate 5000 level in co-listed courses. All coursework will require a grade of B or better to pass.

In addition to research and courses, students are expected to fulfill a teaching requirement and take the course University Biology Teaching. Students receiving graduate assistantship support are required to teach one lab section generally in an introductory course and assist in teaching an upper-level course each year they receive support. Students who are supported by other funding are only required to take University Biology Teaching.

Course Offerings

Required Courses—Thesis option (9–15 credits)

BI 5000	Biology Graduate Skills Seminar	1
BI 5105	Biology Colloquium	1
BI 5810	University Biology Teaching	1
BI 5950	Thesis Research: Biology	6–12

Required Courses—Non-thesis option (5 credits)

BI 5000	Biology Graduate Skills Seminar	1
BI 5105	Biology Colloquium	1
BI 5810	University Biology Teaching	1
BI 5910	Independent Study	2

Elective Courses (15–25 credits)

BI 5110	Cell Structure and Function	3
BI 5130	Ecology	3
BI 5140	Animal Behavior	3
BI 5150	Animal Physiology	3
BI 5160	Neurobiology	3
BI 5170	Ecology and Development	3
BI 5185	Molecular Biology	3
BI 5220	Winter Ecology	3
BI 5380	Avian Ecology	3
BI 5560	Special Topics in Biological Sciences	1–3
BI 5600	Current Environmental Issues	3
BI 5610	Plant Environmental Physiology	3
BI 5620	Developmental Biology	3
BI 5900	Graduate Seminar: Biology	1
BI 5910	Independent Study: Biology	1–4

Total for MS in Biology **30**

Outcomes

Upon completion of the program, students will have the skills necessary to read and write scientific literature, ask and answer life sciences questions, and direct independent research projects. In addition, students will be prepared to progress into PhD programs or professional employment in their field of study.

COUNSELING

Admission Process

Professional organizations recommend that program admissions criteria include consideration of the applicant's openness to self-examination and personal and professional self-development. For this reason, students need to participate in the Counselor Education and School Psychology (CESP) Department Group Interview, as part of the admissions process. The Group Interview is a half-day event held quarterly, and involves an informational session along with a group interview. Participation in the interview process is open to any prospective student and is not dependent on students having completed the application process to Plymouth State University. An admissions decision will be made upon completion of both of the application and admissions interview.

While students are allowed to take up to 12 credits before completing the application process, it is important for students to understand that successful completion of coursework is not a guarantee of admission into the counseling programs.

Counseling Program Monitoring and Dismissal Process

The program faculty has the responsibility to monitor students' personal and professional characteristics that have the potential to interfere with their ability to perform in an ethically and professionally competent manner. Additionally, faculty monitor students' academic performance. Thus, all counseling students are continuously monitored while they are enrolled in counseling courses. This review is done at regularly scheduled faculty meetings by counseling faculty in consultation with graduate teaching lecturers. All students' academic, personal, and professional progress is reviewed at the end of each academic term.

As part of the regular review of students' personal and professional performance, faculty members note personal and professional issues that significantly affect students' ability to function adequately as counselors, graduate students, and professionals. The counseling faculty delineates specific action steps for students as needed. The students' advisors (some-times in conjunction with the Program Coordinator) meet with students to discuss remediation action steps. Depending upon the nature and severity of the concerns, appropriate action steps range from (a) collaborative strategies for personal and professional improvement to (b) a required leave of absence to (c) dismissal from the counseling programs. For those continuing in their program, a schedule of follow-up meetings occurs as part of the process.

A review of all dismissal decisions can be requested from the Office of the Provost.

CLINICAL MENTAL HEALTH COUNSELING (MS)

Program Coordinator: Michael Mariska, PhD

E-mail: mamariska@plymouth.edu

The Master of Science (MS) in Clinical Mental Health Counseling is designed to prepare students to function as licensed clinical mental health counselors. Students may choose to complete concentrations in Addictions Treatment, Couples and Family Therapy, Eating Disorders, Organizational Approaches to Transformation and Healing, Parent Involvement and Education, Personal Approaches to Transformation and Healing, and Play Therapy. The program provides the educational requirements outlined by the New Hampshire Board of Mental Health Practice as requisite to attaining clinical mental health counseling licensure. Students should note that there are significant post-degree requirements to undertake prior to being licensed. The clinical mental health counseling program is nationally accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

Internship

Students in the Clinical Mental Health Counseling program must successfully complete a 600-hour mental health counseling internship in a mental health setting. Students can choose to remain in one setting or can split their time between two settings. A mental health provider licensed under the New Hampshire Board of Mental Health Practice must provide individual supervision at the internship site on a weekly basis. Students interning out of state need to be supervised by mental health providers licensed in the state in which they are practicing. In addition to their field experience, students are required to attend a weekly University-based internship seminar. Typically, the internship requirement is met over two academic terms and carries six credits. Students must complete their internship experience within two calendar years.

Curriculum Requirements		Credits
Counselor Education Component		
CO 5010	Professional Orientation, Ethics, and Advocacy	3
CO 5020	Counseling Skills	3
CO 5040	Social Behavior and Diversity	3
CO 5050	Advanced Human Development	3
CO 5070	Research Design in the Helping Professions	3
CO 5230	Career Counseling and Development	3
CO 5260	Counseling Theories and Personality	3
CO 5430	Assessment for Counselors	3
CO 5460	Group Counseling	3
CO 5100	Practicum	3
Clinical Mental Health Specialization Component		
CO 5130	Psychopharmacology and the Biological Basis of Mental Health	3
CO 5600	Foundations of Clinical Mental Health Counseling	3
CO 5670	Working with Children and Families	3
CO 5710	Crisis and Trauma Counseling	3
CO 5720	Addictions and Related Disorders	3
CO 5770	Psychopathology: Disorders of Childhood, Adolescence, and Adulthood	3
CO 5790	Assessment, Diagnosis, and Treatment Planning	3
CO 5880	Seminar and Internship in Mental Health Counseling	6–9
Elective		3–6
Total for MS in Clinical Mental Health Counseling		63

Clinical Mental Health Counseling, Addictions Treatment

Curriculum Requirements		Credits
Counselor Education Component		
CO 5010	Professional Orientation, Ethics, and Advocacy	3
CO 5020	Counseling Skills	3
CO 5040	Social Behavior and Diversity	3
CO 5050	Advanced Human Development	3
CO 5070	Research Design in the Helping Professions	3
CO 5230	Career Counseling and Development	3
CO 5260	Theories of Counseling and Personality	3
CO 5430	Assessment for Counselors	3
CO 5460	Group Counseling	3
CO 5100	Practicum	3
Clinical Mental Health Specialization Component		
CO 5130	Psychopharmacology and the Biological Basis of Mental Health	3
CO 5600	Foundations of Clinical Mental Health Counseling	3
CO 5670	Working with Children and Families	3
CO 5710	Crisis and Trauma Counseling	3
CO 5720	Addictions and Related Disorders	3
CO 5770	Psychopathology: Disorders of Childhood, Adolescence & Adulthood	3
CO 5790	Assessment, Diagnosis, and Treatment Planning	3
CO 5880	Seminar and Internship in Mental Health Counseling	6–9
Addictions Treatment Component		
CO 5730	Addictions Treatment Modalities	3
CO 5740	Seminar and Internship in Addictions Treatment	3
Total for MS in Clinical Mental Health Counseling, Addictions Treatment Concentration		63–66

Clinical Mental Health Counseling, Couples and Family Therapy

Curriculum Requirements		Credits
Counselor Education Component		
CO 5010	Professional Orientation, Ethics, and Advocacy	3
CO 5020	Counseling Skills	3
CO 5040	Social Behavior and Diversity	3
CO 5050	Advanced Human Development	3
CO 5070	Research Design in the Helping Professions	3
CO 5230	Career Counseling and Development	3
CO 5260	Theories of Counseling and Personality	3
CO 5430	Assessment for Counselors	3
CO 5460	Group Counseling	3
CO 5100	Practicum	3
Clinical Mental Health Specialization Component		
CO 5130	Psychopharmacology and the Biological Basis of Mental Health	3
CO 5600	Foundations of Clinical Mental Health Counseling	3
CO 5670	Working with Children and Families	3
CO 5710	Crisis and Trauma Counseling	3
CO 5720	Addictions and Related Disorders	3
CO 5770	Psychopathology: Disorders of Childhood, Adolescence & Adulthood	3
CO 5790	Assessment, Diagnosis, and Treatment Planning	3
CO 5880	Seminar and Internship in Mental Health Counseling	6–9
Couples and Family Therapy Component		
CFT 5010	Foundational Methods in Couples and Family Therapy	3
CFT 5020	Current Issues in Couples and Family Therapy	3
CFT 5030	Foundations and Ethics in Couples and Family Therapy	3
CFT 5900	Seminar and Internship in Couples and Family Therapy	6
Total for MS in Clinical Mental Health Counseling, Couples and Family Therapy Concentration		72–75

Clinical Mental Health Counseling, Eating Disorders

Curriculum Requirements		Credits
Counselor Education Component		
CO 5010	Professional Orientation, Ethics, and Advocacy	3
CO 5020	Counseling Skills	3
CO 5040	Social Behavior and Diversity	3
CO 5050	Advanced Human Development	3
CO 5070	Research Design in the Helping Professions	3
CO 5230	Career Counseling and Development	3
CO 5260	Theories of Counseling and Personality	3
CO 5430	Assessment for Counselors	3
CO 5460	Group Counseling	3
CO 5100	Practicum	3
Clinical Mental Health Specialization Component		
CO 5130	Psychopharmacology and the Biological Basis of Mental Health	3
CO 5600	Foundations of Clinical Mental Health Counseling	3
CO 5670	Working with Children and Families	3
CO 5710	Crisis and Trauma Counseling	3
CO 5720	Addictions and Related Disorders	3
CO 5770	Psychopathology: Disorders of Childhood, Adolescence & Adulthood	3
CO 5790	Assessment, Diagnosis, and Treatment Planning	3
CO 5880	Seminar and Internship in Mental Health Counseling	6-9
Eating Disorders Component		
CO 5150	Eating Disorders Clinical	3
CO 5160	Eating Disorders: Awareness and Prevention	3
CO 5170	Treatment Modalities for Eating Disorders	3
CO 5180	Nutritional Fundamentals and Counseling in the Recovery of Eating Disorders	3
CO 5190	Medical and Physiological Aspects of Eating Disorders	3
Total for MS in Clinical Mental Health Counseling, Eating Disorders Concentration		72–75

Clinical Mental Health Counseling, Organizational Approaches to Transformation and Healing

Curriculum Requirements		Credits
Counselor Education Component		
CO 5010	Professional Orientation, Ethics, and Advocacy	3
CO 5020	Counseling Skills	3
CO 5040	Social Behavior and Diversity	3
CO 5050	Advanced Human Development	3
CO 5070	Research Design in the Helping Professions	3
CO 5230	Career Counseling and Development	3
CO 5260	Theories of Counseling and Personality	3
CO 5430	Assessment for Counselors	3
CO 5460	Group Counseling	3
CO 5100	Practicum	3
Clinical Mental Health Specialization Component		
CO 5130	Psychopharmacology and the Biological Basis of Mental Health	3
CO 5600	Foundations of Clinical Mental Health Counseling	3
CO 5670	Working with Children and Families	3
CO 5710	Crisis and Trauma Counseling	3
CO 5720	Addictions and Related Disorders	3
CO 5770	Psychopathology: Disorders of Childhood, Adolescence & Adulthood	3
CO 5790	Assessment, Diagnosis, and Treatment Planning	3
CO 5880	Seminar and Internship in Mental Health Counseling	6–9
OATH Component		
OH 5180	Exploring Personal and Organizational Health	3
HH 5590	Transpersonal Psychology	3
HH 5570	Mindfulness Meditation: Theory and Practice	3
OH 5400	Evolutionary Change for a Sustainable Future	3
OH 5200	Creating Socially Responsible Organizations	3
OH 5300	Work as a Personal Journey	3
Total for MS in Clinical Mental Health Counseling, Organizational Approaches to Transformation and Healing Concentration		75–78

Clinical Mental Health Counseling, Personal Approaches to Transformation and Healing

Curriculum Requirements		Credits
Counselor Education Component		
CO 5010	Professional Orientation, Ethics, and Advocacy	3
CO 5020	Counseling Skills	3
CO 5040	Social Behavior and Diversity	3
CO 5050	Advanced Human Development	3
CO 5070	Research Design in the Helping Professions	3
CO 5230	Career Counseling and Development	3
CO 5260	Theories of Counseling and Personality	3
CO 5430	Assessment for Counselors	3
CO 5460	Group Counseling	3
CO 5100	Practicum	3
Clinical Mental Health Specialization Component		
CO 5130	Psychopharmacology and the Biological Basis of Mental Health	3
CO 5600	Foundations of Clinical Mental Health Counseling	3
CO 5670	Working with Children and Families	3
CO 5710	Crisis and Trauma Counseling	3
CO 5720	Addictions and Related Disorders	3
CO 5770	Psychopathology: Disorders of Childhood, Adolescence & Adulthood	3
CO 5790	Assessment, Diagnosis, and Treatment Planning	3
CO 5880	Seminar and Internship in Mental Health Counseling	6–9
PATH Component		
HH 5180	Exploring Personal and Organizational Health	3
HH 5570	Mindfulness Meditation: Theory and Practice	3
HH 5590	Transpersonal Psychology	3
HH 5600	Energy, Body and Health	3
HH 5610	Circle of Life: Living and Dying Well	3
HH 5620	Spiritual Health	3
Total for MS in Clinical Mental Health Counseling, Personal Approaches to Transformation and Healing Concentration		75–78

Clinical Mental Health Counseling, Play Therapy

Curriculum Requirements	Credits
Counselor Education Component	
CO 5010 Professional Orientation, Ethics, and Advocacy	3
CO 5020 Counseling Skills	3
CO 5040 Social Behavior and Diversity	3
CO 5050 Advanced Human Development	3
CO 5070 Research Design in the Helping Professions	3
CO 5230 Career Counseling and Development	3
CO 5260 Theories of Counseling and Personality	3
CO 5430 Assessment for Counselors	3
CO 5460 Group Counseling	3
CO 5100 Practicum	3
Clinical Mental Health Specialization Component	
CO 5130 Psychopharmacology and the Biological Basis of Mental Health	3
CO 5600 Foundations of Clinical Mental Health Counseling	3
CO 5670 Working with Children and Families	3
CO 5710 Crisis and Trauma Counseling	3
CO 5720 Addictions and Related Disorders	3
CO 5770 Psychopathology: Disorders of Childhood, Adolescence & Adulthood	3
CO 5790 Assessment, Diagnosis, and Treatment Planning	3
CO 5880 Seminar and Internship in Mental Health Counseling	6–9
Play Therapy Component	
CO 7010 Dynamic Play Therapies	1
CO 7020 Child-Centered Play Therapy	1
CO 7030 Expressive Play Therapies	1
CO 7040 Special Populations in Play Therapy	1
CO 7560 Special Topics in Play Therapy	4
(Students take four, one-credit special topics courses)	
Total for MS in Clinical Mental Health Counseling, Play Therapy Concentration	65–68

COUPLES AND FAMILY THERAPY (MS)

Program Coordinator: Stephen Flynn, PhD

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The Master of Science in Couples and Family Therapy provides the knowledge and skills needed to become a licensed marriage and family therapist and an American Association of Marriage and Family Therapy (AAMFT) Clinical Fellow. This 60-credit degree program prepares graduates for work in private practice, counseling centers, mental health agencies, hospitals, family service clinics, shelters, and state departments for children and family services.

Couples and family therapy is one of the core mental health disciplines, and is based on the research and theory that mental illness and family issues are best treated in a systemic context. Therapists in this area focus on understanding their clients' symptoms and interaction patterns within their existing environment. All licensed marriage and family therapists are trained and licensed to, independently, treat mental health and substance abuse issues within an individual, couple, and family format.

Admission Process

Professional organizations recommend that program admissions criteria include consideration of the applicant's openness to self-examination and personal and professional self-development. For this reason, students need to participate in the Counselor Education and School Psychology (CESP) Department Group Interview, as part of the admissions process. The Group Interview is a half-day event held quarterly, and involves an informational session along with a group interview. Participation in the interview process is open to any prospective student and is not dependent on students having completed the application process to PSU. An admissions decision will be made upon completion of both of the application and admissions interview.

While students are allowed to take up to 12 credits before completing the application process, it is important for students to understand that successful completion of coursework is not a guarantee of admission into CESP Department programs.

CESP Department Monitoring and Dismissal Process

The program faculty has the responsibility to monitor students' personal and professional characteristics that have the potential to interfere with their ability to perform in an ethically and professionally competent manner. Additionally, faculty monitor students' academic performance. Thus, all CESP Department students are continuously monitored while they are enrolled in CESP courses. This review is done at regularly scheduled faculty meetings by CESP faculty in consultation with adjunct faculty. All students' academic, personal, and professional progress is reviewed at the end of each academic term.

As part of the regular review of students' personal and professional

performance, faculty members note personal and professional issues that significantly affect students' ability to function adequately as counselors, graduate students, and professionals. The CESP faculty delineates specific action steps for students as needed. The students' advisors (sometimes in conjunction with the Department Chair) meet with students to discuss remediation action steps. Depending upon the nature and severity of the concerns, appropriate action steps range from (a) collaborative strategies for personal and professional improvement to (b) a required leave of absence to (c) dismissal from the CESP Department programs. For those continuing in their program, a schedule of follow-up meetings occurs as part of the process.

A review of all dismissal decisions can be requested from the associate vice president for academic affairs and the vice president for academic affairs.

A 15-credit graduate certificate is also available for those who want to add a concentration in a related mental health counseling program or for professional development that could lead to dual licensure as a marriage and family therapist.

Curriculum Requirements		Credits
CO 5670	Working with Children and Families	3
CO 5780	Working with Youth and Their Systems	3
CO 5040	Social Behavior and Diversity	3
CO 5050	Advanced Human Development	3
CO 5070	Research Design in the Helping Professions	3
CO 5260	Theories of Counseling and Personality	3
CO 5790	Assessment, Diagnosis, and Treatment Planning	3
CO 5020	Counseling Skills	3
CO 5430	Assessment for Counselors	3
CO 5770	Psychopathology: Disorders of Childhood, Adolescence and Adulthood	3
CO 5720	Addictions and Related Disorders	3
CO 5130	Psychopharmacology and the Biological Basis of Mental Health	3
CO 5100	Practicum	3
Couples and Family Therapy Specialization Component		
CFT 5010	Foundational Methods in Couples and Family Therapy	3
CFT 5020	Current Issues in Couples and Family Therapy	3
CFT 5030	Foundations and Ethics in Couples and Family Therapy	3
CFT 5040	Human Sexuality	3
CFT 5900	Seminar and Internship in Couples and Family Therapy (900 hours)	9
Total for MS in Couples and Family Therapy		60

Couples and Family Therapy, Addictions Treatment

Curriculum Requirements		Credits
CO 5020	Counseling Skills	3
CO 5040	Social Behavior and Diversity	3
CO 5050	Advanced Human Development	3
CO 5070	Research Design in the Helping Professions	3
CO 5130	Psychopharmacology and the Biological Basis of Mental Health	3
CO 5260	Theories of Counseling and Personality	3
CO 5430	Assessment for Counselors	3
CO 5670	Working with Children and Families	3
CO 5720	Addictions and Related Disorders	3
CO 5770	Psychopathology: Disorders of Childhood, Adolescence, and Adulthood	3
CO 5780	Working with Youth and Their Systems	3
CO 5790	Assessment, Diagnosis, and Treatment Planning	3
CO 5100	Practicum	3
Couples and Family Therapy Specialization Component		
CFT 5010	Foundational Methods in Couples and Family Therapy	3
CFT 5020	Current Issues in Couples and Family Therapy	3
CFT 5030	Foundations and Ethics in Couples and Family Therapy	3
CFT 5040	Human Sexuality	3
CFT 5900	Seminar and Internship in Couples and Family Therapy (900 hrs)	9
Addictions Treatment Component		
CO 5730	Addictions Treatment Modalities	3
CO 5740	Seminar and Internship in Addictions Treatment	3
Total for MS in Couples and Family Therapy, Addictions Treatment Concentration		66

Couples and Family Therapy, Eating Disorders

Curriculum Requirements		Credits
CO 5020	Counseling Skills	3
CO 5040	Social Behavior and Diversity	3
CO 5050	Advanced Human Development	3
CO 5070	Research Design in the Helping Professions	3
CO 5130	Psychopharmacology and the Biological Basis of Mental Health	3
CO 5260	Theories of Counseling and Personality	3
CO 5430	Assessment for Counselors	3
CO 5670	Working with Children and Families	3
CO 5720	Addictions and Related Disorders	3
CO 5770	Psychopathology: Disorders of Childhood, Adolescence, and Adulthood	3
CO 5780	Working with Youth and Their Systems	3
CO 5790	Assessment, Diagnosis, and Treatment Planning	3
CO 5100	Practicum	3
Couples and Family Therapy Specialization Component		
CFT 5010	Foundational Methods in Couples and Family Therapy	3
CFT 5020	Current Issues in Couples and Family Therapy	3
CFT 5030	Foundations and Ethics in Couples and Family Therapy	3
CFT 5040	Human Sexuality	3
CFT 5900	Seminar and Internship in Couples and Family Therapy (900 hrs)	9
Eating Disorder Component		
CO 5150	Eating Disorders Clinical	3
CO 5160	Eating Disorders: Awareness and Prevention	3
CO 5170	Treatment Modalities for Eating Disorders	3
CO 5180	Nutritional Fundamentals and Counseling in the Recovery of Eating Disorders	3
CO 5190	Medical and Physiological Aspects of Eating Disorders	3
Total for MS in Couples and Family Therapy, Eating Disorder Concentration		75

Couples and Family Therapy, Personal Approaches to Transformation and Healing

Curriculum Requirements		Credits
CO 5020	Counseling Skills	3
CFT 5030	Foundations and Ethics in Couples and Family Therapy	3
CFT 5040	Human Sexuality	3
CO 5040	Social Behavior and Diversity	3
CO 5050	Advanced Human Development	3
CO 5070	Research Design in the Helping Professions	3
CO 5130	Psychopharmacology and the Biological Basis of Mental Health	3
CO 5260	Theories of Counseling and Personality	3
CO 5430	Assessment for Counselors	3
CO 5670	Working with Children and Families	3
CO 5720	Addictions and Related Disorders	3
CO 5770	Psychopathology: Disorders of Childhood, Adolescence, and Adulthood	3
CO 5780	Working with Youth and Their Systems	3
CO 5790	Assessment, Diagnosis, and Treatment Planning	3
Couples and Family Therapy Specialization Component		
CFT 5010	Foundational Methods in Couples and Family Therapy	3
CFT 5020	Current Issues in Couples and Family Therapy	3
CFT 5030	Foundations and Ethics in Couples and Family Therapy	3
CFT 5040	Human Sexuality	3
CFT 5900	Seminar and Internship in Couples and Family Therapy (900 hrs)	9
CO 5100	Practicum	3
PATH Component		
HH 5180	Exploring Personal and Organizational Health	3
HH 5570	Mindfulness Meditation: Theory and Practice	3
HH 5590	Transpersonal Psychology	3
HH 5600	Energy, Body and Health	3
HH 5610	Circle of Life: Living and Dying Well	3
HH 5620	Spiritual Health	3
Total for MS in Couples and Family Therapy, Personal Approaches to Transformation and Healing Concentration		78

Couples and Family Therapy, Play Therapy

Curriculum Requirement		Credits
CO 5020	Counseling Skills	3
CO 5040	Social Behavior and Diversity	3
CO 5050	Advanced Human Development	3
CO 5070	Research Design in the Helping Professions	3
CO 5130	Psychopharmacology and the Biological Basis of Mental Health	3
CO 5260	Theories of Counseling and Personality	3
CO 5430	Assessment for Counselors	3
CO 5670	Working with Children and Families	3
CO 5720	Addictions and Related Disorders	3
CO 5770	Psychopathology: Disorders of Childhood, Adolescence, and Adulthood	3
CO 5780	Working with Youth and Their Systems	3
CO 5790	Assessment, Diagnosis, and Treatment Planning	3
Couples and Family Therapy Specialization Component		
CFT 5010	Foundational Methods in Couples and Family Therapy	3
CFT 5020	Current Issues in Couples and Family Therapy	3
CFT 5030	Foundations and Ethics in Couples and Family Therapy	3
CFT 5040	Human Sexuality	3
CFT 5900	Seminar and Internship in Couples and Family Therapy (900 hrs)	9
CO 5100	Practicum	3
Play Therapy Component		
CO 7010	Dynamic Play Therapies	1
CO 7020	Child-Centered Play Therapy	1
CO 7030	Expressive Play Therapies	1
CO 7040	Special Populations in Play Therapy	1
CO 7560	Special Topics in Play Therapy	4
(Students take four, one-credit special topics courses)		
Total for MS in Couples and Family Therapy, Play Therapy Concentration		68

GRADUATE CERTIFICATE

Couples and Family Therapy Certificate

Curriculum Requirements		Credits
CFT 5010	Foundational Methods in Couples and Family Therapy	3
CFT 5020	Current Issues in Couples and Family Therapy	3
CFT 5030	Foundations and Ethics in Couples and Family Therapy	3
CFT 5900	Seminar and Internship in Couples and Family Therapy (600 hours)	6
Total for Couples and Family Therapy Certificate		15

CURRICULUM AND INSTRUCTION (MED)

Program Coordinator: Clarissa M. Uttley, PhD

E-mail: cmuttley@plymouth.edu

The Master of Education (MEd) in Curriculum and Instruction offers students the opportunity to explore new and emerging research-based practices in teaching and learning. Those wishing to improve their teaching skills and content knowledge are encouraged to pursue this option. Designed with the flexibility to meet the individual needs and interests of candidates, this option allows students to pursue various specialization areas to meet their professional goals.

In addition to the MEd in Curriculum and Instruction, candidates may pursue the following concentration: the Shanghai American School Partnership.

Curriculum Requirements		Credits
Master's Core Component		
ED 5000	Social Behavior in a Diverse Society	3
IN 5400	Imagination, Creativity, and Innovation	3
ED 5030	Research Design	3
ED 5060	Theories of Learning and Cognitive Development	3
ED 5140	Assessment Principles and Practices	3
Or		
ED 6100	Curriculum Integration and Performance-Based Assessment	3
Specialization Component		
Electives to be determined with advisor		15
Capstone Experience		
ED 6900	Graduate Capstone Project	3
Total for MEd in Curriculum and Instruction		33

SHANGHAI AMERICAN SCHOOL PARTNERSHIP

Program Coordinator: Patricia Lindberg, PhD

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Individuals teaching at Shanghai American School (SAS) in Shanghai, China, may take advantage of professional development completed during their work at SAS in combination with PSU courses to earn a Master of Education (MEd) in Curriculum and Instruction. Twice a year, Plymouth State University professors travel to Shanghai to provide face-to-face courses and advising to graduate students. The balance of the courses required for the MEd are facilitated by SAS personnel to provide a seamless integration of theory and practice while working in the SAS environment.

Curriculum Requirements	Credits
Master's Core Component	
ED 5000 Social Behavior in a Diverse Society	3
IN 5400 Imagination, Creativity, and Innovation	3
ED 5030 Research Design	3
ED 5540 Graduate Seminar	3
ED 5541 Arts and Learning	3
Specialization Component	15
Capstone Experience	
ED 6900 Graduate Capstone Project	3
Total for MEd in Curriculum and Instruction, Shanghai American School Partnership Concentration	33

EDUCATION TECHNOLOGY INTEGRATOR (MED)

Program Coordinator: Pamela Harland, MLS

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Professional organizations across the country have repeatedly emphasized the importance of technology in the classroom for both educators and students. As a result, the New Hampshire Department of Education has created standards for Education Technology Integrator certification. The Education Technology Integrator program prepares educators to use computers and related technologies to improve their ability to integrate technology into their curriculum and classroom, while simultaneously enhancing the educator's professional growth and productivity. This concentration is designed around International Society for Technology in Education (ISTE) competency standards in educational computing and technology literacy, as well as the competencies for New Hampshire certification for Technology Educator.

PSU also offers students a dual certification option in this area. This program enables students to earn Education Technology Integrator K–12 Certification and Library Media Specialist K–12 Certification. See information about this program in the MEd in Library Media chapter of the catalog.

Requirements for certification may change, subject to changes made by the New Hampshire Department of Education (NHDOE). Teacher candidates can find the latest NHDOE standards at education.nh.gov/index.htm.

Education Technology Integrator, Non-Certification

Curriculum Requirements		Credits
Master's Core Component		
ED 5000	Social Behavior in a Diverse Society	3
IN 5400	Imagination, Creativity, and Innovation	3
ED 5030	Research Design	3
or		
AD 5030	Research Design for the Professions	3
Education Component		
ED 5060	Theories of Learning and Cognitive Development	3
ED 5270	Foundations of Teaching	3
SE 5581	Technology for Diverse Learners	3
Specialization Component		
LM/CE 5010	Leadership and Management	3
LM/CE 5040	Technology and Innovation	3
CE 5120	The Integration of Digital Technology into the Common Core Standards	3
CE 5140	Electronic Portfolio Development and Assessment	3
Capstone Experience		
ED 6900	Graduate Capstone Project	3
Total for MEd in Education Technology Integrator, Non-Certification		33

Education Technology Integrator, K–12 Certification

Curriculum Requirements		Credits
Master's Core Component		
ED 5000	Social Behavior in a Diverse Society	3
IN 5400	Imagination, Creativity, and Innovation	3
ED 5030	Research Design	3
or		
AD 5030	Research Design for the Professions	3
Education Component		
ED 5060	Theories of Learning and Cognitive Development	3
ED 5270	Foundations of Teaching	3
SE 5581	Technology for Diverse Learners	3
Specialization Component		
LM/CE 5010	Leadership and Management	3
LM/CE 5040	Technology and Innovation	3
CE 5120	The Integration of Digital Technology into the Common Core Standards	3
CE 5140	Electronic Portfolio Development and Assessment	3
Capstone Experience		
CE 5960	Technology Educator Teaching Internship	3–9
Total for MEd in Education Technology Integrator, K–12 Certification		33–39

Education Technology Integrator, K–12 Certification Only

Curriculum Requirements		Credits
Education Component		
ED 5060	Theories of Learning and Cognitive Development	3
ED 5270	Foundations of Teaching	3
SE 5581	Technology for Diverse Learners	3
Specialization Component		
LM/CE 5010	Leadership and Management	3
LM/CE 5040	Technology and Innovation	3
CE 5120	The Integration of Digital Technology into the Common Core Standards	3
CE 5140	Electronic Portfolio Development and Assessment	3
Capstone Experience		
CE 5960	Technology Educator Teaching Internship	3–9
Total for Education Technology Integrator, K–12 Certification Only		24–30

EDUCATIONAL LEADERSHIP (MED)

Program Coordinator: Christie Sweeney, EdD

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The Master of Education (MED) in Educational Leadership prepares candidates for a variety of leadership roles (e.g. teacher leader, department chair, principal) at the elementary, middle, and secondary levels in both public and private school settings. The program provides educators with the knowledge, skills, and understanding they need to successfully practice effective leadership in their learning organizations.

Courses of study are based on the realization that specific methods of shaping and operating educational organizations change, but sound theory related to management, decision making, human relations, and participatory leadership remains constant.

The program provides candidates with an expanded awareness of the roles of school leaders; an ability to identify and prioritize steps that lead an educational institution toward continuous improvement; a wide variety of approaches to school leadership that reflect flexibility in methodology and outlook; opportunities to learn from, and share ideas with, colleagues and other practitioners; opportunities to build leadership experience; knowledge of current research concerning school reform and innovation; and support in developing the self-confidence necessary for providing leadership to others.

There are two options for those interested in completing the MED in Educational Leadership: a broad-based, non-certification program and a School Principal K–12 Certification concentration.

Educational Leadership, Non-Certification

Curriculum Requirements	Credits
Master's Core Component	
ED 5000 Social Behavior in a Diverse Society	3
IN 5400 Imagination, Creativity, and Innovation	3
AD 5030 Research Design for the Professions	3
Leadership Component	
AD 5010 Organizational Leadership in Schools	3
AD 5830 Educational Planning and Problem Solving	3
Individual Elective Component	
15–21 credits to be approved by advisor	
Capstone Experience	
ED 6900 Graduate Capstone Project	3
or	
ED 5580 Individual Research in Education	3
or	
ED 5950 Graduate Thesis	6
Total for MED in Educational Leadership, Non-Certification	33–39

School Principal, K–12 Certification

Educators who wish to explore the possibilities of school building leadership will find Plymouth State University's School Principal K–12 certification programs rich in opportunities for collaboration, research, and practical experience. From curriculum development and assessment to school law, school budgets, and community partnerships, candidates will master the knowledge, skills, and understandings they need to successfully practice effective leadership in their learning organizations.

Students must have at least five years of teaching experience to complete this concentration. Graduates of this program are eligible for certification as a school principal in New Hampshire. Reciprocity through interstate compacts may extend this certification to additional states.

Requirements for certification may change, subject to changes made by the New Hampshire Department of Education (NHDOE). Teacher candidates can find the latest NHDOE standards at education.nh.gov/index.htm.

Curriculum Requirements	Credits
Master's Core Component	
AD 5030 Research Design for the Professions	3
ED 5000 Social Behavior in a Diverse Society	3
IN 5400 Imagination, Creativity, and Innovation	3
ED 5060 Theories of Learning and Cognitive Development	3
SE 5770 Behavioral Disorders in School-Aged Children	3
Principal Certification Component	
AD 5010* Organizational Leadership in Schools	3
AD 5020 Staff Development and Evaluation	3
AD 5300 School Finance and Negotiation	3
AD 5330 Leadership in Curriculum Development and Assessment	3
AD 5700 School Law	3
AD 5830 Educational Planning and Problem Solving	3
*Initial Course in the Sequence	
Capstone Experience	
AD 5800 Practicum in Educational Leadership: The Principalship	6
Total for MED in Educational Leadership, School Principal, K–12 Certification Concentration	39

School Principal, K–12 Specialist Certification Only

Students must have at least five years of teaching experience. Students must have a master's degree or be awarded a master's degree at the same time as this certification.

Curriculum Requirements		Credits
Requisite Knowledge		
ED 5060	Theories of Learning and Cognitive Development	3
SE 5770	Behavioral Disorders in School-Aged Children	3
Principal Certification Component		
AD 5010 or	Organizational Leadership in Schools	3
EP 7020	Collaborative Leadership	3
AD 5020	Staff Development and Evaluation	3
AD 5700	School Law	3
EP 7060	Legal Issues in Policy Making	3
or		
AD 5300	School Finance and Negotiation	3
AD 5330	Leadership in Curriculum Development and Assessment	3
or		
EP 7210	Leading Curriculum & Instruction to Transform School	3
AD 5830 or	Educational Planning and Problem Solving	3
EP 7040	Planning in Education and Human Services	3
Capstone Experience		
AD 5800	Practicum in Educational Leadership: The Principalship	6
Total for School Principal K–12, Professional Certification Only		30

GRADUATE CERTIFICATE

Middle Level Leadership Certificate

Program Coordinator: Linda Carrier, EdD

E-mail: llcarrier@plymouth.edu

Plymouth State University's Middle Level Leadership certificate provides a unique learning opportunity for middle level educators to enhance their leadership skills and increase their knowledge of the developmental needs of young adolescents.

This certificate consists of five graduate courses focusing on curriculum and instruction, adolescent development, leadership, and community partnerships. This is a cohort program that will start and end at the annual NELMS conference, with additional classes completed online, allowing you to earn the certificate in just one year. Courses can be rolled into a MEd in Educational Leadership or School Principal certification program.

Curriculum Requirements		Credits
AD 5400	Organizational Leadership for Middle Level Educators	3
ED 5060	Theories of Learning and Cognitive Development	3
AD 5410	Curriculum Development and Assessment for Middle Level Educators	3
AD 6230	Extending Leadership - Community Outreach	3
AD 5420	Transforming the Educational Agenda for Middle Level Educators	3
Total for Middle Level Leadership Certificate		15

EDUCATIONAL LEADERSHIP (CAGS)

Program Coordinator: Christie Sweeney, EdD

E-mail: clsweeney@plymouth.edu

The Certificate of Advanced Graduate Studies (CAGS) in Educational Leadership is a post-master's degree program designed for professionals in education, or a related field, who have completed a master's degree and are interested in pursuing advanced-level graduate studies. Students choose a CAGS degree based on their individual interests and goals. Some students pursue a CAGS to obtain certification in:

Curriculum Administration, K–12
School Principal, K–12
Special Education Administrator, K–12
Superintendent of Schools, K–12

Still other students design their own Certificate of Advanced Graduate Studies program in Educational Leadership. In this case, students collaborate with their advisor to develop a program of study that includes coursework specific to their individual educational goals.

Students must earn 33 credits to complete a CAGS degree. Each CAGS program requires core CAGS courses, additional coursework determined by the major concentration focus, and a capstone course.

In many universities, a CAGS degree is a prerequisite for a doctoral application. For example, 27 of the 33 credits from a CAGS degree can be transferred into the Plymouth State University EdD program. A number of other NH institutions allow students to transfer credits from their CAGS into a doctoral program as well.

The information in this [link](#) is provided to maintain compliance with the US Department of Education Gainful Employment Programs Disclosure regulations.

Curriculum Requirements		Credits
Educational Leadership Component		
EP 7020	Collaborative Leadership	3
EP 7030	Transforming the Educational Agenda	3
EP 7040	Planning in Education and Human Services	3
EP 7050	Advanced Mixed Research Methodology	3
EP 7060	Legal Issues in Policy Making	3
EP 7080	Ethical Leadership and Decision Making	3
Specialization Component		
Credits approved by advisor		12-18
Capstone Experience (3–6 credits)		
EP 7850	CAGS Capstone	3–6
or		
EP 7910	Independent Study	1–4
or		
EP 7560	Special Topics in Educational Leadership	1–4
Total for CAGS in Educational Leadership		33–39

Curriculum Administrator, K–12 Specialist Certification

Program Coordinator: Linda Carrier, EdD
E-mail: llcarrier@plymouth.edu

The K–12 Curriculum Administrator concentration is designed for instructional leaders who direct the curriculum, instruction, and assessment activities of a school, school district or administrative unit.

The program of study addresses the role of the curriculum administrator as a district leader who is charged with the responsibilities of planning, implementing, and evaluating educational programs that are relevant and responsive to the needs of learners.

Coursework addresses the competencies required of the curriculum administrator as collaborative leader, decision-maker, consultant, and specialist in advising administrators, teachers, the community, and other professional personnel on the research and best practices in curriculum development, instruction, and assessment of student learning.

Candidates for the Curriculum Administrator program must have at least three years of experience as a K–12 educator and hold at least a master's degree in curriculum and instruction, or in education, with additional coursework in the areas of curriculum, instruction, and assessment.

Candidates will participate in coursework and field experiences and construct a portfolio based on the standards for certification to demonstrate their skills, competencies, and knowledge before completing the program for certification endorsement.

Requirements for certification may change, subject to changes made by the New Hampshire Department of Education (NHDOE). Teacher candidates can find the latest NHDOE standards at education.nh.gov/index.htm.

Curriculum Requirements		Credits
CAGS Core Component		
EP 7020	Collaborative Leadership	3
EP 7030	Transforming the Educational Agenda	3
EP 7040	Planning in Education and Human Services	3
EP 7050	Advanced Mixed Research Methodology	3
EP 7080	Ethical Leadership and Decision Making	3
Curriculum Administration Component		
AD 5020	Staff Development and Evaluation	3
AD 5300	School Finance and Negotiation	3
EP 7060	Legal Issues in Policy Making	3
EP 7210	Leading Curriculum and Instruction to Transform Schools	3
Capstone Experience (1–6 credits)		
EP 7830	Practicum: K–12 Curriculum Administrator*	6
Total for CAGS in Educational Leadership, Curriculum Administrator, K–12 Specialist Certification		33

*To be eligible for certification, students must successfully complete EP 7830. Those who instead complete EP 7850 (3 credits) and an additional elective (3 credits) will graduate without certification eligibility.

Curriculum Administrator, K–12 Specialist Certification Only

All candidates must have at least 3 years of teaching experience.

Curriculum Administrator Component (in suggested order)		
AD 5700 or	School Law	3
SE 5300	Special Education Law	3
AD 5020	Staff Development and Evaluation	3
AD 5300	School Finance and Negotiation	3
EP 7210	Leading Curriculum and Instruction to Transform Schools Practicum	3
EP 7830	Practicum: K–12 Curriculum Administrator	6
Total for Curriculum Administrator, K–12 Specialist Certification Only		18

School Principal, K–12 Certification

Program Coordinator: Christie Sweeney, EdD
E-mail: clsweeney@plymouth.edu

Educators who wish to explore the possibilities of school building leadership will find Plymouth State University's School Principal K-12 certification programs rich in opportunities for collaboration, research, and practical experience. From curriculum development and assessment to school law, school budgets, and community partnerships, candidates will master the knowledge, skills, and understandings they need to successfully practice effective leadership in their learning organizations.

Candidates must possess a master's degree in order to apply for admission to the CAGS program.

Graduates of this degree program who possess at least five years of K–12 teaching experience are eligible for certification as a school principal in the state of New Hampshire. Reciprocity through interstate compacts may extend this certification to additional states.

Requirements for certification may change, subject to changes made by the New Hampshire Department of Education (NHDOE). Teacher candidates can find the latest NHDOE standards at education.nh.gov/index.htm.

Curriculum Requirements	Credits
Requisite Knowledge	
AD 5700 School Law or	3
SE 5300 Special Education Law	3
SE 5770 Behavioral Disorders in School-Aged Children	3
CAGS Core Component	
EP 7020 Collaborative Leadership	3
EP 7030 Transforming the Educational Agenda	3
EP 7040 Planning in Education and Human Services	3
EP 7050 Advanced Mixed Research Methodology	3
EP 7080 Ethical Leadership and Decision Making	3
School Principal Component	
AD 5020 Staff Development and Evaluation	3
AD 5300 School Finance and Negotiation	3
AD 5330 Leadership in Curriculum Development and Assessment	3
EP 7060 Legal Issues in Policy Making	3
Capstone Experience	
AD 5800 Practicum in Educational Leadership: The Principalship	6
Total for CAGS in Educational Leadership, School Principal K–12 Certification	39

Special Education Administration, K–12 Certification

Program Coordinator: Marcel Lebrun, PhD
E-mail: mrlebrun@plymouth.edu

Candidates in the Special Education Administration concentration must have a minimum of five years teaching experience and possess certification in General Special Education K–12.

Requirements for certification may change, subject to changes made by the New Hampshire Department of Education (NHDOE). Teacher candidates can find the latest NHDOE standards at education.nh.gov/index.htm.

Curriculum Requirements	Credits
Educational Leadership Component	
EP 7020 Collaborative Leadership	3
EP 7030 Transforming the Educational Agenda	3
EP 7040 Planning in Education and Human Services	3
EP 7050 Advanced Mixed Research Methodology	3
EP 7080 Ethical Leadership and Decision Making	3
Special Education Administration Component	
AD 5020 Staff Development and Evaluation	3
AD 5300 School Finance and Negotiation	3
SE 5564 PBIS: Comprehensive Approaches	3
ED 5060 Theories of Learning and Cognitive Development	3
SE 5760 Collaboration, Consultation, and Leadership in Special Education	3
SE 6040 Curriculum Development in Special Education	3
EP 7060 Legal Issues in Policy Making	3
Capstone Experience	
SE 7800 Special Education Leadership Practicum	3
Total for CAGS in Educational Leadership, Special Education Administration, K–12 Certification	39

Superintendent of Schools, K–12 Certification

Program Coordinator: Linda L. Carrier, EdD

E-mail: llcarrier@plymouth.edu

The Certificate of Advanced Graduate Studies (CAGS) in Educational Leadership with a Superintendent of Schools K–12 certification concentration provides educators with the knowledge, skills, and understandings they need to successfully practice effective leadership in a school system or systems. This program offers educational leaders an opportunity to collaborate with, explore, and gain practical experiences from school district level leaders.

The school superintendent program is focused on the specialized leadership work conducted by school system leaders. This work is summarized in eight major areas of responsibility: general leadership; curriculum and instruction; personnel management; finance; student services; communications and community relations; technology and maintenance; and capital improvement. In addition to the courses specified in the program of study, students that have matriculated into the superintendent program are eligible to earn course competency through a portfolio assessment course (EP 7888). Students interested in pursuing the portfolio assessment option should contact Dr. Carrier for more information.

Candidates must possess a master's degree in order to apply for admission to the CAGS program and have completed at least three years as an education administrator in a K–12 setting.

Requirements for certification may change, subject to changes made by the New Hampshire Department of Education (NHDOE). Teacher candidates can find the latest NHDOE standards at education.nh.gov/index.htm.

Curriculum Requirements		Credits
Prerequisite Requirement		
AD 5300	School Finance and Negotiation	3
Educational Leadership Component		
EP 7020	Collaborative Leadership	3
EP 7030	Transforming the Educational Agenda	3
EP 7050	Advanced Mixed Research Methodology	3
EP 7080	Ethical Leadership and Decision Making	3
Superintendent Component		
EP 7060	Legal Issues in Policy Making	3
EP 7100	School Labor Relations, Negotiations, and Personnel Management	3
EP 7200	School Buildings and Transportation	3
EP 7210	Leading Curriculum and Instruction to Transform Schools	3
EP 7300	The Superintendency and School District Leadership	3
Capstone Experience		
EP 7800	Practicum in Educational Leadership: The Superintendency (required for certification endorsement)	6
or		
EP 7850	CAGS Capstone	3
EP 7xxx	Elective	3
(Students in this option will not receive certification endorsement)		
Total for CAGS in Educational Leadership, Superintendent of Schools K–12 Certification Concentration*		33

**To be eligible for certification, students must successfully complete EP 7800. Those who instead complete EP 7850 (3 credits) and an additional elective (3 credits) will graduate without certification eligibility.*

Superintendent of Schools, K–12 Specialist Certification Only

Students must have completed at least 3 years of experience as an education administrator in a K–12 setting.

Curriculum Requirements		Credits
Superintendent Component		
AD 5300	School Finance and Negotiation	3
EP 7100	School Labor Relations, Negotiations, and Personnel Management	3
EP 7200	School Buildings and Transportation	3
EP 7210	Leading Curriculum and Instruction to Transform Schools	3
EP 7300	The Superintendency and School District Leadership	3
Capstone Experience		
EP 7800	Practicum in Educational Leadership: The Superintendency	6
Total for Superintendent of Schools, K–12 Specialist Certification Only		21

Dual Certification: Education Leadership, Superintendent of Schools K–12 and Curriculum Administrator K–12

The CAGS in Educational Leadership with dual concentrations in Superintendent of Schools K–12 and Curriculum Administrator K–12 certifications provide future district leaders with the knowledge, skills, and understanding they need to effectively practice school district leadership. This program offers candidates the opportunity to collaborate with, and gain practical experiences from school district leaders.

This dual certification option is focused on the specialized leadership work conducted by district level leaders. In addition to the strong focus on the leadership of school districts, the Superintendent/Curriculum Administrator program provides educational leaders the opportunity to examine deeply the issue of curriculum leadership in schools in the 21st century.

Candidates must possess a master's degree in order to apply to the CAGS program and must have completed at least three years as an education administrator in a K–12 setting.

Curriculum Requirements		Credits
CAGS Core Component		
EP 7020	Collaborative Leadership	3
EP 7030	Transforming the Educational Agenda	3
EP 7040	Planning in Education and Human Services	3
EP 7050	Advanced Mixed Research Methodology	3
EP 7080	Ethical Leadership and Decision Making	3
Superintendent and Curriculum Administrator Component		
AD 5300	School Finance and Negotiation	3
EP 7060	Legal Issues in Policy Making	3
EP 7100	School Labor Relations, Negotiations, and Personnel Management	3
EP 7200	School Buildings and Transportation	3
EP 7210	Leading Curriculum and Instruction to Transform Schools	3
EP 7300	The Superintendency and School District Leadership	3
Capstone Experience		
EP 7800	Practicum: Superintendency	6
EP 7830	Practicum: Curriculum Administrator	3
Total for CAGS in Educational Leadership, Superintendent K–12 and Curriculum Administrator K–12 Certifications		42

ENGLISH EDUCATION (MED)

Program Coordinator: Meg Petersen, PhD

E-mail: megp@plymouth.edu

This program is designed for students interested in obtaining New Hampshire Teacher Certification in English (grades 5–12). Graduates will be endorsed for certification in New Hampshire and fully qualified to teach English and language arts in grades 5–12. The program is designed to meet all New Hampshire and NCTE standards for the preparation of teachers of English and language arts as well as providing a background in the subject areas of literature, writing, and language at the graduate level.

Required college-level coursework or equivalent competencies (audit, portfolio, or exam): analyzing and interpreting literature and literary criticism; creative and non-fiction writing above composition level; study of language; study of grammar; completion of four upper-level literature courses; sign language, journalism, communications, or media; and completion of six credits in American literature, British literature, or humanities.

Requirements for certification may change, subject to changes made by the New Hampshire Department of Education (NHDOE). Teacher candidates can find the latest NHDOE standards at education.nh.gov/index.htm.

English Education, 5–12 Certification (MED)

Curriculum Requirements	Credits
Master's Core Component	
ED 5000 Social Behavior in a Diverse Society	3
ED 5010 Philosophy, Ethics, and Education	3
EN 5000 Teacher Action Research	3
Learning Theory Component (if not met in undergraduate work)	
ED 5060 Theories of Learning and Cognitive Development	3
ED 5270 Foundations of Teaching	3
SE 5400 Classroom Interventions and Special Education Strategies	3
English Methods Component	
EN 5645 Teaching Writing: Knowledge and Experience	3
EN 5875 Teaching Literature: Knowledge and Experience	3
EN 5316 Teaching Writing: Practice	1
EN 5556 Teaching Literature: Practice	1
Literature/Writing courses approved by advisor	6
Capstone Experience	
EN 5900 English Education Teaching Internship*	6–9
<i>*Passing PRAXIS II scores required before starting field experience</i>	
Total for MEd in English Education, 5–12 Certification	38–41

English Education, 5–12 Certification Only

Curriculum Requirements	Credits
Learning Theory Component (If not met in undergraduate work)	
ED 5060 Theories of Learning and Cognitive Development	3
ED 5270 Foundations of Teaching	3
SE 5400 Classroom Interventions and Special Education Strategies	3
English Methods Component	
EN 5645 Teaching Writing: Knowledge and Experience	3
EN 5875 Teaching Literature: Knowledge and Experience	3
EN 5316 Teaching Writing: Practice	1
EN 5556 Teaching Literature: Practice	1
English Component (Literature/Writing Courses)	
With your advisor, you'll choose 6 credits of electives appropriate for your program of study.	
Capstone Experience	
EN 5900 English Education Teaching Internship*	6–9
<i>*Passing PRAXIS II scores required before starting field experience</i>	
Total for English Education, 5–12 Certification Only	29–32

ENVIRONMENTAL SCIENCE AND POLICY (MS)

Program Coordinator: June Hammond Rowan, EdD

E-mail: jhammondrowan@plymouth.edu

The Master of Science (MS) in Environmental Science and Policy is designed to expand understanding across the many dimensions of environmental issues. Students work with faculty members with specialties in limnology, forest ecosystems, hydrology, climate change, and land use planning, to examine the relationship between science and policy. The program's multidisciplinary, applied research approach gives students hands on exposure to real-world concerns. The program develops and enhances student's individual abilities in analytical and creative thinking on environmental issues. It trains them in the scientific basis of complex environmental problems alongside the social factors that shape appropriate management and policy responses.

Coursework

Each student is required to complete 30 credits, including two required core courses (Watershed Systems and Environmental Law, Policy and Management) and at least one skill-building course (Science-Based Research Design and Data Visualization, Environmental Communication and Outreach, or Applied Environmental GIS). Students are also required to engage in a research project as part of their program. For the research requirement, students work closely with their research advisor and a committee.

The program's built-in flexibility is designed to meet the varied needs of individual students coming from many different undergraduate majors and work experiences. Students may complete the program on a full- or part-time basis. Depending on availability, full-time graduate students may be eligible to receive graduate assistantships, which typically include a stipend and tuition benefits. Contact the Graduate Program Coordinator for more information about funding opportunities.

Curriculum Requirements		Credits
Core Environmental Science and Policy Component		
ESP 5430	Environmental Law, Policy, and Management	3
ESP 5440	Watershed Systems	3
Integrative Skills Component (choose one)		
ESP 5450 or	Environmental Outreach & Communication	3
ESP 5530 or	Science-based Research Design and Data Visualization	3
ESP 5780	Applied Environmental GIS	3
Electives (15–18 credits from courses listed)		
ESP 5040	Environmental Consulting	3
ESP 5060	Ecological Economics: Theory and Applications	3
ESP 5070	Decision Making in Natural Resource Management	3
ESP 5080	Soils and Environmental Change	3
ESP 5090	Environmental Chemistry	3
ESP 5160	Land Conservation Techniques	3
ESP 5210	Forest Ecosystems	3
ESP 5320	Watershed Hydrology	3
ESP 5500	Special Topics in Environmental Science and Policy	3
ESP 5510	Analysis of Limnological Systems	3
ESP 5580	Climate Change	3
ESP 5700	Graduate Seminar in Ecology and the Environment	3
ESP 5720	Environmental Planning Seminar	3
ESP 5910	Independent Study in Environmental Science and Policy	3
Research Component (3–6 credits total)		
ESP 5900 or	Master's Thesis Research	6
ESP 5920	Independent Environmental Research	3
Total for MS in Environmental Science and Policy		30

EXPERIENTIAL LEARNING AND DEVELOPMENT (MED)

Program Coordinator: Jamie Hannon, EdD

E-mail: jhannon@plymouth.edu

PSU's Master of Education (MEd) in Experiential Learning and Development serves professionals who seek to further their careers in such fields as outdoor adventure education, wilderness leadership, corporate experiential training, college or high-school outdoor programs, youth adventure programming or summer adventure recreation programming. This 34-credit degree is distance based, and is designed for students who are currently working in outdoor adventure education or a related field of experiential learning. (Students who wish to pursue an adventure-related career in physical education or a similar field should consider the MEd in Physical Education, Adventure Learning concentration.)

The program does not require students to complete coursework on the Plymouth, NH, campus. A portion of this degree is offered through partnerships with Project Adventure and High 5 Adventure Learning Center, two leading providers of professional training in adventure education. Students choose 8–12 credits of specialization component coursework that is taken directly through either Project Adventure or High 5 multi-day workshops. Remaining credits of the specialization component are comprised of guided projects and other customized learning experiences. Master's Core Component courses, and the required Risk Management, Theories of Learning, and Capstone courses are all completed in a distance format directly through PSU.

Curriculum Requirements	Credits
Master's Core Component	
ED 5000 Social Behavior in a Diverse Society	3
ED 5010 Philosophy, Ethics, and Education	3
ED 5030 Research Design	3
Experiential Learning Component	
EE 5105 Risk Management for Experiential Education	3
ED 5060 Theories of Learning and Cognitive Development	3
Project Adventure/High 5/Approved Electives	16
Capstone Experience	
ED 6900 Graduate Capstone Project	3
Total for MEd in Experiential Learning and Development	34

GENERAL MANAGEMENT (MBA)

Advisor: Shari Colby

E-mail: sacolby@plymouth.edu

Program Objectives

Plymouth State University offers Master of Business Administration (MBA) programs in General Management for students who hold a baccalaureate degree and would like to gain a strategic, in-depth understanding of business to support their personal and professional goals. The MBA learning experience is a stepping stone to higher levels of intellectual and career growth.

The MBA starts out with two Cornerstone courses. Students possessing an undergraduate degree in business may have the option to waive these Cornerstone courses after an assessment of their undergraduate coursework and grades by the Admissions Review Board.

Building on this firm base of business knowledge, the programs extend and refine a student's business proficiency through a series of theoretical and practical courses. Working with faculty members who have real-world experience in business, industry, and government, students can tailor their program by selecting courses from a variety of business areas and business-related electives.

PSU's MBA in General Management is accredited by NEASC (New England Association of Schools and Colleges) and ACBSP (Accreditation Council for Business Schools and Programs).

Plymouth State began offering the MBA in 1974 and the program has continued to evolve and expand to meet the needs of today's students. The programs are designed to be affordable, convenient, and flexible to meet the needs of working professionals. Courses are delivered in a variety of formats (online, evening and weekend intensive, executive seminar-style) and at locations both on and off campus, including Plymouth, Concord, and Waterville Valley, NH, depending on the program. Students have the option to complete their program 100% online or mix and match in whatever combination that suits their needs and preferences.

The program can be completed full time in as few as 12 months or part time in as little as 2.5 years. Note: International students who wish to pursue an MBA at PSU must speak with a program advisor to determine if their visa requirements can be accommodated.

Four professional certificates can be pursued independently or in addition to the General Management degree:

Accounting

Health Care Administration

International Business

Strategic Marketing Management

Admissions Requirements

A baccalaureate degree with a 3.0 or higher grade point average in the undergraduate academic major, strong recommendations, a well-written Statement of Interest and Intent, and a résumé are required for admittance. When admission documents have been received, the application is then screened by the Admissions Review Board. All applicants are informed of their admission status by e-mail. The application deadline for all graduate business programs are September 1 and January 1. Students will be admitted in the Fall or Spring terms only.

Graduate Study by Undergraduate Seniors

Plymouth State University seniors with a cumulative grade point average of 3.0 or better may take up to six graduate credits with the prior permission of the instructor, advisor, and the chair as outlined on the Student Request form. Students wishing to take advantage of this opportunity should plan early and discuss with their advisor.

Transfer Credits

Students who have earned graduate credits from another regionally accredited program prior to enrolling at PSU may request to transfer up to 9 credit hours of business or business-related courses. Once enrolled in an MBA program, only courses completed at other ACBSP- or AACSB-accredited institutions may be transferred into PSU's MBA programs. All courses considered for transfer must have the approval of the MBA Program Coordinator. Approval prior to taking a course for transfer credit is recommended. Grades for transfer courses must be at the B level or higher and appropriate to the MBA program. Only credits are transferred, not grades; therefore, the grades for transfer courses do not count toward the required 3.0 grade point average for program completion. Courses containing material that is considered out of date or no longer relevant (as determined by the appropriate content-area faculty) will not count toward or transfer to the PSU MBA degree. No graduate credit will be given for correspondence courses, curriculum workshops (unless designed for graduate credit), or Pass/No Pass courses. An official transcript must be on file before credits can be transferred into the MBA program.

Degree Requirements

The graduate faculty sets degree requirements that include completion of all required courses (30 or 36 graduate credits) with a cumulative grade point average of 3.0 or higher.

Completion Deadline

All graduate degree requirements must be completed within six years from the date of admittance. The MBA program can be completed by either full- or part-time study.

Curriculum Requirements**Cornerstone Courses**

The cornerstone courses set the foundation and reference points for the entire MBA program. At the time of admission, these two courses (6 credits) may be waived for students possessing an undergraduate degree in business with the recommendation of the Admissions Review Board.

BU 5070	Foundations in Accounting and Finance	3
BU 5075	Foundations in Management and Strategy	3

Functional Core Courses

Eight functional courses form the core of the MBA program for a total of 24 credits. These courses cover a common body of knowledge required of all General Management MBA students.

BU 5110	Managing Organizational Behavior	3
BU 5120	Financial Analysis	3
BU 5190	Accounting for Managers	3
BU 5210	Economic Analysis	3
BU 5220	The Legal Environment of Business	3
BU 5510	Operations Management	3
BU 5700	Marketing Techniques	3
BU 5720	Seminar in Executive Management	3

Electives

Students are required to complete six credits of business electives. This requirement may be satisfied using traditional coursework, independent studies, Master's Research Projects or approved partnership programs.

Total for MBA in General Management 30 or 36

GRADUATE CERTIFICATES

Four graduate certificate programs have been developed for students to focus their studies in a particular area of the business environment. The certificates consist of 12 credits, and can be pursued as a post-baccalaureate certificate, or in addition to an MBA degree.

Accounting Certificate

The Accounting certificate prepares today's graduate student with a deeper understanding of practical accounting skills valued by management. If you have ever considered a career in accounting or want to supplement your current accounting knowledge or credits toward certification, this is an opportunity to explore this integral area of business. For students interested in earning an MBA, the four Accounting courses plus an additional six graduate business courses can be applied toward a full MBA General Management degree.

Curriculum Requirements		Credits
BU 5120	Financial Analysis	3
BU 5190	Accounting for Managers	3
Choose two from:		
BU 5227	Accounting Information Systems	3
BU 5228	Accounting Research and Communication	3
BU 5229	Professional Ethics for Accountants	3
BU 5590	Budgeting and Fund Accounting	3
BU 5600	Federal Taxes and Business Decisions	3
BU 5620	Auditing Perspectives	3
Total for Accounting Certificate		12

Health Care Administration Certificate

Plymouth State University's Health Care Administration certificate addresses issues that challenge today's health care professionals. The certificate program consists of four courses designed and taught by leaders in the health care industry.

Curriculum Requirements		Credits
BU 5410	Human Resources in Health Care Administration	3
BU 5420	Health Care Laws and Ethics	3
BU 5430	Health Care Administration and Financial Management	3
BU 5490	Capstone: Health Care Topics	3
Total for Health Care Administration Certificate		12

International Business Certificate

The International Business certificate delivers a rich, multicultural learning experience paired with a rigorous curriculum and diverse faculty.

Curriculum Requirements		Credits
BU 5110	Managing Organizational Behavior	3
BU 5220	The Legal Environment of Business	3
BU 5770	International Business	3
BU 5700	Marketing Techniques	3
EC 5615	Global Economics	3
Total for the International Business Certificate		15

Strategic Marketing Management Certificate

Marketing professionals wanting to update their experience with contemporary issues in marketing or business generalists looking to focus on marketing and revenue generating strategies will benefit from the Strategic Marketing Management certificate. The certificate provides coverage of various aspects of strategic marketing in today's business world and introduces theoretical and practical application for current and future marketing professionals. For students interested in earning an MBA, the four Strategic Marketing Management courses and an additional six graduate business courses can be applied toward a full MBA General Management degree.

Curriculum Requirements		Credits
BU 5220	The Legal Environment of Business	3
BU 5700	Marketing Techniques	3
Choose two from:		
BU 5360	Social Media Marketing	3
BU 5530	Multinational Marketing	3
BU 5690	Customer Relationship Marketing	3
BU 5730	Current Issues in Marketing	3
BU 5810	Seminar in Corporate Public Relations	3
Total for Strategic Marketing Management Certificate		12

HEALTH EDUCATION (MED)

Program Coordinator: Irene Cucina, DPE

E-mail: icucina@plymouth.edu

The goal of the health education field is to promote, maintain, and improve individual and community health through the educational process in a wide variety of settings. Professional health educators are prepared to address 10 basic content areas:

- Community health
- Family life, growth, and development
- Nutrition
- Personal health
- Mental and emotional health
- Prevention and control of disease and disorders
- Safety and accident prevention
- Environmental health
- Consumer health
- Substance use and abuse

Health educators are active in the development and delivery of educational services in schools, clinical and corporate settings, and in community service organizations. Activities of a health educator may involve teaching, counseling, consulting, and communication using all types of media.

Applicants for this degree must hold a baccalaureate degree in the biological sciences with a concentration in the sciences, health education, physical education, or nursing. Coursework in human anatomy, physiology, and psychology are necessary prerequisites for all content coursework.

In addition to the major, three concentrations are available: K–12 Certification (leading to endorsement for New Hampshire certification as a K–12 Health Education Teacher), Health Promotion, and Eating Disorders. The core education courses are offered year-round, and the required health education courses are offered primarily as weekend and hybrid courses. A limited number of courses will be offered during the fall terms. Content classes are offered on a rotating basis. This schedule allows students to complete their degree in two or three years on a part-time basis. Full-time students may be able to complete the requirements in less time.

Students in the K–12 Certification concentration may be required to take additional coursework at the undergraduate level to meet certification standards and should plan to meet with their advisor. All students should meet with the health education program coordinator to review their transcripts and develop a program of study.

Courses in the Health Education program prepare students to take the Certified Health Education Specialist (CHES) examination offered by the National Commission for Health Education Credentialing. Successful achievement of this certification assures employers that the individual has met the national standards for health education professionals.

Health Education (Non-Certification)

Curriculum Requirements		Credits
Master's Core Component		
ED 5000	Social Behavior in a Diverse Society	3
ED 5010	Philosophy, Ethics, and Education	3
ED 5030	Research Design	3
Health Education Component		
21 credits approved by advisor		
Capstone Experience		
HL 5750 or	Individual Research: Health Education	3
HL 5800 or	Practicum in Health Education	3
ED 6900	Graduate Capstone Project	3
Total for MEd in Health Education		33

Health Education, K–12 Certification

Students interested in obtaining endorsement for New Hampshire Health Education Teacher certification should select this concentration. Coursework also provides preparation for the Certified Health Education Specialist (CHES) examination.

Required college-level coursework or equivalent competencies (audit, portfolio, or exam) are the following: exercise theory and programming, CPR, environmental issues in health and disease, first aid or CPR instructor course, drug behavior, sex and family living education, and anatomy and physiology with labs I and II.

Requirements for certification may change, subject to changes made by the New Hampshire Department of Education (NHDOE). Teacher candidates can find the latest NHDOE standards at education.nh.gov/index.htm.

Curriculum Requirements	Credits
Master's Core Component	
ED 5000 Social Behavior in a Diverse Society	3
ED 5010 Philosophy, Ethics, and Education	3
ED 5030 Research Design	3
Learning Theory Component	
ED 5060 Theories of Learning and Cognitive Development	3
ED 5270 Foundations of Teaching	3
SE 5400 Classroom Interventions and Special Education Strategies	3
Health Education Component	
HP 5010 Introduction to Health Education and Health Promotion	3
HP 5020 Designing and Implementing Health Promotion Programs	3
HP 5030 Evaluation of Health Promotion Programs	3
HP 5090 Mind Body Techniques for Stress and Health	3
HP 5130 Teaching Strategies in Health Education	3
HP 5220 Disease and the Environment	1
HP 5230 Substance Abuse	1
HP 5250 Consumer Health	1
HP 5260 Mental Health and Sexuality	2
HP 5300 Principles of Physical Activity and Nutrition	3
Capstone Experience	
HP 5960 Health Education Teaching Internship K–12	6–9
Total for MEd in Health Education, K–12 Certification Concentration	47–50

Health Education, K–12 Certification Only

Curriculum Requirements	Credits
Learning Theory Component	
ED 5270 Foundations of Teaching	3
ED 5060 Theories of Learning and Cognitive Development	3
SE 5400 Classroom Interventions and Special Education Strategies	3
Health Education Component	
HP 5010 Introduction to Health Education and Health Promotion	3
HP 5020 Designing and Implementing Health Promotion Programs	3
HP 5030 Evaluation of Health Promotion Programs	3
HP 5090 Mind Body Techniques for Stress and Health	3
HP 5130 Teaching Strategies in Health Education	3
HP 5220 Disease and the Environment	1
HP 5230 Substance Abuse	1
HP 5250 Consumer Health	1
HP 5260 Mental Health and Sexuality	2
HP 5300 Principles of Physical Activity and Nutrition	3
Capstone Experience	
HP5960 Health Education Teaching Internship K–12	6–9
Total for Health Education, K–12 Certification Only	38–41

Health Education, Health Promotion

Students interested in community, clinical, and corporate health promotion should choose this concentration. Coursework also provides preparation for the Certified Health Education Specialist (CHES) examination.

Curriculum Requirements		Credits
Master's Core Component		
ED 5000	Social Behavior in a Diverse Society	3
ED 5010	Philosophy, Ethics, and Education	3
ED 5030	Research Design	3
Health Education Component		
HP 5010	Introduction to Health Education and Health Promotion	3
HP 5020	Designing and Implementing Health Promotion Programs	3
HP 5030	Evaluation of Health Promotion Programs	3
HP 5070	Community Health Promotion	3
HP 5090	Mind Body Techniques for Stress and Health	3
HP 5220	Disease and the Environment	1
HP 5230	Substance Abuse	1
HP 5250	Consumer Health	1
HP 5260	Mental Health and Sexuality	2
HP 5300	Principles of Physical Activity and Nutrition	3
Management Component		
HH 5180	Exploring Personal and Organizational Health	3
Elective Component		
Capstone Experience		
HL 5750	Individual Research: Health Education	3
or		
HL 5800	Practicum in Health Education	3
Total for MEd in Health Education, Health Promotion Concentration		43

Health Education, Eating Disorders

Program Coordinator: Margaret Burckes-Miller, EdD
E-mail: margaret@plymouth.edu

This concentration is designed to offer students the knowledge and skills to understand eating disorders and disordered eating. This concentration is for health care professionals, counselors, social workers, nurses, and dietitians, and school professionals. The focus is on education and outreach for schools/communities and training health care and mental health professionals to treat and counsel those with eating disorders.

The courses specific to eating disorders are also offered as a graduate certificate program, the Eating Disorders Institute Certificate, for post-baccalaureate students.

Curriculum Requirements		Credits
Master's Core Component		
ED 5000	Social Behavior in a Diverse Society	3
ED 5010	Philosophy, Ethics, and Education	3
ED 5030	Research Design	3
Eating Disorders Institute Component		
HL 5160	Eating Disorders, Awareness, and Prevention	3
HL 5190	Medical and Physiological Aspects of Eating Disorders	3
HL 5180	Nutrition: Education and Counseling	3
HL 5170	Treatment Modalities for Eating Disorders	3
Elective Component		
Choose 9 credits		
Capstone Experience		
HL 5150	Eating Disorders Clinical	3
Total for MEd in Health Education, Eating Disorders Concentration		33

GRADUATE CERTIFICATE

Eating Disorders Institute Certificate

Director: Margaret Burckes-Miller, EdD (603) 535-2515

E-mail: margaret@plymouth.edu

The Eating Disorders Institute is designed to provide knowledge and skills to a wide range of professionals seeking to further their expertise in the area of eating disorders. All health care professionals, mental health professionals, and educators (i.e., counselors, psychologists, dietitians, nurses, physicians, and dentists) who work with students and clients will benefit from this program. Coursework also may be incorporated into a MEd in Health Education or MA in Human Relations.

Curriculum Requirements	Credits
CO/HL 5150 Eating Disorders, Clinical	3
CO/HL 5160 Eating Disorders, Awareness and Prevention	3
CO/HL 5170 Treatment Modalities for Eating Disorders	3
CO/HL 5180 Nutritional Education and Counseling	3
CO/HL 5190 Medical and Physiological Aspects of Eating Disorders	3
Total for Eating Disorders Institute Certificate	15

HERITAGE STUDIES (MED)

Program Coordinator: Patrick May, PhD

E-mail: pmay@plymouth.edu

Heritage Studies explores the intricate relationships and subjects of identity, memory, intangibility/tangibility, dissonance and place. It is a multidisciplinary program in understanding the construction of heritage within the social sciences. Using place-based methods, our accomplished faculty including folklorists and archivists will explore a number of heritage landscapes to uncover the meanings of what is a living heritage.

In this flexible master's degree program, students may design a program of study based on their personal or professional interests, using local, national, and global cultures as inspiration. The program consists of three core education courses, two Heritage Studies courses, a 15-credit elective component and a 3–4 credit internship or practicum. Students in this degree program could expect to complete coursework within two years.

Graduates of this program work in a variety of settings including museums, public and private schools, tourist destinations, and libraries and historical societies. Some teach, while others conduct research and manage heritage materials and sites.

Curriculum Requirements		Credits
Master's Core Component		
ED 5000	Social Behavior in a Diverse Society	3
ED 5010	Philosophy, Ethics, and Education	3
ED 5030	Research Design	3
Professional Component		
HS 5100	Heritage Studies: Foundations	3
HS 5200	World Heritage Studies	3
Elective Component		
Together with their advisor, students choose 15 credits from the following areas: heritage studies, anthropology, geography, history, political science, and sociology.		
AN 5140	Special Topics in Anthropology	3
AN 5410	Native Americans: Past and Present	3
AN 5910	Independent Study in Anthropology	1–3
GE 5150	Topics in Geography	3
GE 5910	Independent Study in Geography	1–3
HI 5300	New Hampshire and New England History	3
HI 5910	Independent Study in History	1–3
HS 5560	Special Topics in Heritage Studies	3
HS 5620	Archaeological Field Methods: Prehistory	2–9
HS 5630	Archaeological Field Methods: Historical	2–9
HS 5650	Archaeological Field Methods: Prehistoric Materials Analysis	2–9
PO 5130	Topics in Political Science	3
PO 5910	Independent Study in Political Science	1–3
SO 5140	Special Topics in Sociology	3
SO 5910	Independent Study in Sociology	1–3
Capstone Experience		
HS 5710	Internship in Heritage Studies	3–4
Total for MEd in Heritage Studies		33

HIGHER EDUCATION (EDD)

Program Coordinator: Marcel Lebrun, PhD

E-mail: mrlebrun@plymouth.edu

PSU's Doctor of Education (EdD) in Higher Education is designed to provide doctoral students with the skills and knowledge needed for successful careers in a variety of higher education environments. Doctoral students who currently work in higher education, and those who aspire to, will be able to explore the field of higher education through core and specialization courses, and participate in a practicum experience designed to give them direct experience in their areas of interest.

The Higher Education program provides experiences in and assessment of these learning outcomes: Leadership, Advocacy, Reflection, Innovation, Scholarship, Application, Professionalism, Service, Global Awareness, Social Responsibility, Reflective Writing, Academic Writing, Research Methodology, Systems Analysis, Information Management and Collaboration.

The field of Higher Education is evolving and changing to meet the demands of 21st century demographics and work force needs. By incorporating principles of reflective practice and contemplative pedagogy into this program, the Higher Education faculty members look to prepare innovative leaders and instructors who will be equipped to do transformative work in their chosen higher education environments. The Doctor of Education (EdD) degree is designed for experienced practitioners and professionals, including teachers, administrators, counselors and individuals working in higher education, community agencies and other organizations. Discovery, dissemination, and application of knowledge and research are integral to the program. Doctoral students participate in a cohort model that is developed into a learning community. The program courses and faculty support intellectual challenge, collaborative inquiry, and focused scholarship.

The EdD Program Faculty have incorporated the Graduate Program Hallmarks into each of their core doctoral courses through both the course content and selected assignments required in each course. The Hallmarks are paired, intentionally, to give equal emphasis to both theory and praxis.

- Leadership and Advocacy
- Scholarship and Application
- Reflection and Innovation
- Professionalism and Service
- Global Awareness and Social Responsibility

Doctor of Education program students have many opportunities to develop and demonstrate their knowledge and skills, and we encourage all doctoral students to share what they are learning in local, regional, national and international programs and publications and to develop exemplary programs in their work and communities.

Doctor of Education Learning Outcomes

The EdD degree provides experiences in and assessment of learning outcomes related to the Graduate Program Hallmarks and is designed to:

Enhance the leadership capacity of professionals through the expansion of knowledge and the refinement of skills;
Foster inquiry and reflective practice through course content, learning, leadership, pedagogy, social theory and research;
Develop participants' knowledge and expertise through research addressing current and best practices;
Encourage creative scholarship, reflection, and inquiry;
Examine global and local issues of diversity and their impact in organizations as well as the larger society;
Prepare participants to be system leaders and agents of change in their communities;
Support and advance the application of knowledge and research that contributes to innovation and transformation in a variety of local, regional, national and international settings.

The Cohort Model

Students in the PSU doctoral program participate in their core courses as part of a cohort. The cohort is an integral component of the PSU doctoral program.

Two cohort models exist, and they begin in alternating summers. Doctoral students in the year-round model take their core courses on campus throughout the year, starting with their first summer, and they transfer in up to 27 credits of CAGS or equivalent post-master's work so their specialization courses are complete before enrolling. Doctoral students in the summer model take their core courses on campus over four summers and have time to take their specialization courses during the fall, winter and spring terms between the summers. Individuals who live at a considerable distance from campus, particularly those from outside New England, including international students, and those applicants who do not yet have a CAGS or equivalent post-masters work, will find the summers model designed for them.

The core courses, specialization coursework, and externship are sequenced across the terms of enrollment. Doctoral candidates in a year-round cohort take one or two courses during each term on campus, in sequence, starting in one summer and ending the following summer. Doctoral candidates in a summer cohort take two core courses each summer on campus, and conduct research, participate in practica or externships, or enroll in their specialization or elective courses (hybrid or online) during the academic year (falls, winters, springs). Core courses are offered in an intensive or hybrid format, with pre-and post-course assignments required. It is expected that students will complete the 60-credit degree within three to six years, depending on their cohort model. The total time taken to complete the degree may not exceed eight years.

Admissions

Admission to the doctoral program is competitive. The EdD degree is open to individuals who possess a master's degree and at least five years of successful experience in education and who have demonstrated evidence of or potential for professional leadership. Preference will be given to those with a Certificate of Advanced Graduate Studies (CAGS) or its equivalent.

Admission to the EdD degree program is based on the following:

- Submission of the Plymouth State University online application and application fee
- An official transcript from each institution attended (graduate and undergraduate) indicating, at minimum, a master's degree
- A professional résumé or curriculum vitae
- A professional writing sample displaying research and writing skills
- Three letters of recommendation that provide evidence of five years of experience, collaboration, and leadership in schools or education-related organizations
- An on-campus interview conducted by the doctoral admissions committee

The application deadline is March 1 of the year the cohort commences. The doctoral faculty serve as the admissions review board for this program and they select the applicants to be interviewed, and from those a cohort is chosen. Not every applicant who is interviewed will be admitted. Prospective applicants are encouraged to meet with the program coordinator well ahead of the application deadline for advising about the cohort model, application process, and other program information.

Higher Education, Administrative Leadership

Curriculum Requirements		Credits
Prerequisite Coursework		
·	A graduate-level Research Design course	
·	An advanced graduate-level Qualitative Methodologies course	
·	Administrative Leadership Component	
EP 7121	Designing and Leading Healthy Organizations	3
HD 7000	Foundations of Higher Education	3
HD 7010	Legal and Ethical Issues in Higher Education	3
HD 7030	Higher Education Administration and Organizational Management	3
HD 7040	Emerging Trends in Higher Education	3
or		
HD 7045	Strategic Enrollment Planning	3
HD 7050	Coaching Innovative Leaders	3
HD 7022	Practicum in Higher Education Administrative Leadership	3–6
Plus one–two elective courses		3–6
Possible electives are:		
HD 7015	Special Topics in Higher Education	3
HD 7020	Collaboration in Higher Education	3
HD 7055	Transformative Research	3
HD 7070	Teaching Post-Secondary Learners	3
HD 7090	Teacher Transformation	3
HD 7045	Strategic Enrollment Planning (if not already taken)	3
Doctoral Core Component		
EP 8000	Emerging Perspectives on Learning and Development	3
EP 8010	Program Evaluation: Theory and Practice	3
EP 8020	Ethical Leadership and Advocacy	3
EP 8030	Leadership in a Diverse World	3
EP 8045	Quantitative Research Methods	3
EP 8025	Writing a Literature Review	3
EP 8820	Externship	3
EP 8050	Vision: Synergy and Synthesis Dissertation	3
EP 8800	Dissertation Research	9
Total for EdD in Higher Education, Administrative Leadership Concentration		60

Higher Education, Curriculum and Instruction

Curriculum Requirements

Prerequisite Coursework

A graduate-level Research Design course

An advanced graduate-level Qualitative Methodologies course

Curriculum and Instruction Component

HD 7000 Foundations of Higher Education 3

HD 7010 Legal and Ethical Issues in Higher Education 3

HD 7060 Integrating Technology in Higher Education 3

HD 7070 Teaching Post-Secondary Learners 3

HD 7080 Innovations in Curriculum, Instruction and Assessment 3

HD 7090 Teacher Transformation 3

HD 7021 Practicum in Higher Education Instruction 3-6

Plus one–two elective courses 3-6

Possible electives are:

HD 7015 Special Topics in Higher Education 3

HD 7020 Collaboration in Higher Education 3

HD 7030 Higher Education Administration and Organizational Management 3

HD 7040 Emerging Trends in Higher Education 3

HD 7055 Transformative Research 3

Doctoral Core Component

EP 8000 Emerging Perspectives on Learning and Development 3

EP 8010 Program Evaluation: Theory and Practice 3

EP 8020 Ethical Leadership and Advocacy 3

EP 8030 Leadership in a Diverse World 3

EP 8045 Quantitative Research Methods 3

EP 8025 Writing a Literature Review 3

EP 8820 Externship 3

EP 8050 Vision: Synergy and Synthesis Dissertation 3

EP 8800 Dissertation Research 9

Total for EdD in Higher Education, Curriculum and Instruction Concentration 60

Credits

The Dissertation

The purpose of the dissertation is to produce knowledge, insight, or new methods in the candidate's field of specialization. The dissertation must be meaningful and provide evidence of familiarity with existing research in the field. The dissertation should display mastery of and the ability to apply research findings, new analyses, syntheses, interpretations, and other research methods and procedures in order to contribute to a scholarly knowledge base.

Continuous Enrollment

Candidates must remain enrolled continuously through the completion of the dissertation. The program is designed for students to complete their dissertation over three terms (9 dissertation credits). Students needing more time must register for Dissertation Research until their dissertation is complete.

Awarding the Doctor of Education Degree

The assessment for the award of the EdD degree is based on three components: coursework, the dissertation with proposal and final defenses, and the final approval by the dissertation committee.

HISTORIC PRESERVATION (MA)

Program Coordinator: Patrick May, PhD

E-mail: pmay@plymouth.edu

The Master of Arts (MA) in Historic Preservation is a 33-credit program that offers a thesis or graduate practicum option. The main program objectives are (1) To develop fundamental understanding of historic preservation issues and opportunities that promote the protection of historic and cultural resources; (2) To provide individuals with strong organizational, practical and administrative skills for careers in historic preservation, heritage tourism and/or heritage resource management; (3) To build skills in stewardship and leadership for individuals working in community preservation organizations and/or government agencies and commissions.

Admission Requirements

Qualified candidates must possess a baccalaureate degree with a 3.0 or higher grade point average; have applied and been accepted to Plymouth State University; submit GRE (Graduate Record Exam) scores, and complete an interview with the program coordinator.

GRADUATE CERTIFICATE Historic Preservation Certificate

Curriculum Requirements		Credits
Historic Preservation Component		
HPR 5100	Principles of Historic Preservation	3
or		
HS 5100	Heritage Studies: Foundations	3
HPR 5200	Rural Cultural Environment: Architecture and Landscape	3
Elective Component (Choose two)		
HPR 5120	American Architectural History	3
HPR 5300	Historic Preservation Methods and Documentation	3
HPR 5310	Historic Methods and Materials of Construction	3
HPR 5400	Preservation Planning and Management	3
HPR 5500	Cultural Property Law	3
HPR 5600	Archaeological Methods	3
HPR 5700	Sustainability and Historic Preservation	3
Total for Historic Preservation Certificate		12

Curriculum Requirements		Credits
Historic Preservation Component		
HPR 5100	Principles of Historic Preservation	3
HPR 5120	American Architectural History	3
HPR 5200	Rural Cultural Environment: Architecture and Landscape	3
HPR 5300	Historic Preservation Methods and Documentation	3
HPR 5310	Historic Methods and Materials of Construction	3
HPR 5320	Building Investigation and Evaluation	3
Elective Component		
For thesis option, choose 9 credits from the list below.		
For internship option, choose 12 credits from the list below.		
HPR 5400	Preservation Planning and Management	3
HPR 5500	Cultural Property Law	3
HPR 5600	Archaeological Methods	3
HPR 5700	Sustainability and Historic Preservation	3
HPR 5560	Special Topics in Historic Preservation	1–3
HPR 5910	Independent Study in Historic Preservation	1–3
Capstone Experience		
HPR 5950	Thesis Research	6
or		
HPR 5210	Internship in Historic Preservation	3
Total for MA in Historic Preservation		33

GRADUATE CERTIFICATE

Hospitality and Tourism Management Certificate

Designed to serve the needs of one of the region's leading growth industries, the Hospitality and Tourism Management certificate is designed to help fill the demand for qualified managers and key service personnel in local hospitality and tourism venues. Employment opportunities will vary depending on prior experience and the chosen career path. Whether you are looking for a professional position, to move into an administrative role, or to supplement your income, this program will provide you with the needed skills to support the region's accommodations, attractions, and related businesses.

This four-course graduate certificate utilizes a hands-on or applied learning approach and will provide opportunities to work directly with clients in the industry. Coursework will cover tourism marketing, planning and development, and the core issues impacting the hospitality business, along with an internship to provide a culminating experience.

This graduate certificate may be completed independently, or six credits may be applied to the elective requirement of the Master of Business Administration (MBA) in General Management.

Curriculum Requirements	Credits
TMP 5001 Understanding the Visitor Experience	3
TMP 5002 Sustainable Destination Development	3
TMP 5003 Hospitality Management	3
TMP 6000 Tourism/Hospitality Internship	3
Total for Hospitality and Tourism Certificate	12

HUMAN RELATIONS (MA)

Program Coordinator: Nancy Puglisi, PhD

E-mail: npuglisi@plymouth.edu

The Master of Arts (MA) in Human Relations offers students advanced study in the theoretical and pragmatic nuances of human relationships. Designed for students who do not wish to obtain counseling licensure or certification, this degree program is appropriate for a variety of professionals including, but not limited to, teachers, administrators, clergy members, and business professionals. The program is built on foundational core courses in human development, social behavior and diversity, research design, counseling or educational theories, and a practicum field experience. One of the major benefits of the program is its flexibility. Along with the foundational core courses, students complete 15 credits of electives, which they tailor to their individual interests.

Admission Process

Professional organizations recommend that program admissions criteria include consideration of the applicant's openness to self-examination and personal and professional self-development. For this reason, students need to participate in the Counselor Education and School Psychology (CESP) Department Group Interview, as part of the admissions process. The Group Interview is a half-day event held quarterly, and involves an informational session along with a group interview. Participation in the interview process is open to any prospective student and is not dependent on students having completed the graduate application process to Plymouth State. An admissions decision will be made upon completion of both of the application and admissions interview.

While students are allowed to take up to 12 credits before completing the application process, it is important for students to understand that successful completion of coursework is not a guarantee of admission into CESP Department programs.

CESP Department Monitoring and Dismissal Process

The program faculty has the responsibility to monitor students' personal and professional characteristics that have the potential to interfere with their ability to perform in an ethically and professionally competent manner. Additionally, faculty monitor students' academic performance. Thus, all CESP Department students are continuously monitored while they are enrolled in CESP courses. This review is done at regularly scheduled faculty meetings by CESP faculty in consultation with graduate teaching lecturers. All students' academic, personal, and professional progress is reviewed at the end of each academic term.

As part of the regular review of students' personal and professional performance, faculty members note personal and professional issues that significantly affect students' ability to function adequately as counselors, graduate students, and professionals. The CESP faculty delineates specific action steps for students as needed. The students' advisors (some-times in conjunction with the Department Chair) meet with students to discuss remediation action steps. Depending

upon the nature and severity of the concerns, appropriate action steps range from (a) collaborative strategies for personal and professional improvement to (b) a required leave of absence to (c) dismissal from the CESP Department programs. For those continuing in their program, a schedule of follow-up meetings occurs as part of the process.

A review of all dismissal decisions can be requested from the associate vice president for academic affairs and the vice president for academic affairs.

Curriculum Requirements		Credits
Master's Core Component		
CO 5090	Introduction to Human Relations	3
CO 5050	Advanced Human Development	3
CO 5040	Social Behavior and Diversity	3
or		
ED 5000	Social Behavior in a Diverse Society	3
CO 5070	Research Design in the Helping Professions	3
or		
ED 5030	Research Design	3
CO 5260	Counseling Theories	3
or		
ED 5060	Theories of Learning and Cognitive Development	3
Human Relations Specialization Component To be determined with an advisor		15
Capstone Experience		
CO 5810		
or	Human Relations Practicum	3
CO 6900	Graduate Capstone Project	3
Total for MA in Human Relations		33

INTEGRATED ARTS (MEd)

Program Coordinator: Patricia Lindberg, PhD

E-mail: plindber@plymouth.edu

The MEd in Integrated Arts is designed for students who want to enhance their professional development by incorporating the arts into educational, cultural, human services, and recreational settings.

Integrated Arts graduates are typically classroom teachers, art educators, visual and performing artists, and arts or resource or media specialists employed in schools, museums, libraries, hospitals, and other educational and cultural institutions. In addition to gaining general MEd competencies, students will develop a specialization in the integration of the arts through a series of workshop and practicum experiences with professionals in the field, including opportunities for international study.

The Integrated Arts program highlights the power of the arts in education by offering the following:

- Integrated arts conferences
- Flexible scheduling of classes in a variety of settings
- Opportunities for international study
- Opportunities for participating in the award-winning Educational Theatre Collaborative and Theater Integrating Guidance Education and Responsibility (TIGER)
- State-of-the-art facilities, including the Silver Center for the Arts and the Draper & Maynard building

The Integrated Arts program addresses the following knowledge base tenets: knowledge of current standards of professional practice in the arts; the ability to express an aesthetic concept through a multiplicity of symbol systems; an understanding of the importance of the arts to human experience; an understanding of the interactive dynamics of the arts in creation and reflection of culture; an understanding of the historical perspectives and consciousness as it relates to the arts; the ability to act as an advocate for the arts; knowledge of curriculum development as it relates to the process of creative and critical thinking; knowledge of current trends and standards of practice in technology in the arts; the skills necessary to plan, implement, and manage an integrated arts project within a given setting; and an understanding of the consultant and supervisory skills necessary to effect programmatic and instructional change for the integration of the arts in various settings.

Curriculum

The Integrated Arts program curriculum is built around a professional core of courses designed to provide a foundation and framework in research, philosophy, and learning theories. The integrative component builds upon that foundation with a course sequence that explores the value and implications of the arts in society, as well as the arts integration process itself. Elective coursework enables participants to be introduced to new artistic disciplines, as well as to expand their areas of expertise and knowledge. A capstone experience provides an opportunity to demonstrate arts integration in a supervised professional or educational setting.

Students can participate in a variety of coursework tailored to their individual goals, including completing special arts integration projects in their schools and classrooms. Summer Arts and Culture Institutes in a variety of international locations, as well as the Arts in Education Summer Institute, and the Integrated Arts Conference, provide innovative opportunities to focus on diversity, equity, and excellence through the arts.

Curriculum Requirements		Credits
Master's Core Component		
ED 5000	Social Behavior in a Diverse Society	3
IN 5400	Imagination, Creativity, and Innovation	3
ED 5030 or	Research Design	3
ED 5180	Collaborative Action Research	3
Learning Theory Component		
ED 5060	Theories of Learning and Cognitive Development	3
IN 5700	Integrated Arts Curriculum Development and Assessment	3
Integration Component		
AR 5300	The Arts in Society	3
IN 5970	Integrating the Arts	3
Elective Component		9
Students will select from a variety of arts electives with an elementary or secondary education focus. Students select courses based on interest and individual needs.		
Capstone Experience		
IN 5210	Graduate Practicum in Integrated Arts	3
Total for MEd in Integrated Arts		33

LANGUAGE EDUCATION (MED)

Teaching English to Speakers of Other Languages (TESOL) Education, Non-Certification

Program Coordinator: James Whiting, PhD

E-mail: jcwhiting@plymouth.edu

The non-certification program, like the K–12 certification option, is grounded in linguistics, language acquisition, TESOL methodology, multi-cultural learning, language assessment and literacy, as well as technology and foundations of teaching and curriculum design. The program enables students to focus additional time, depending on their area of interest, on adult education, technology, assessment, literacy, special needs, classroom practices or classroom-based research.

Curriculum Requirements		Credits
Learner and Learning Component		
TE 5009	Intercultural Communication in Multilingual Classrooms	3
AL 5070 or	Learning in Adulthood	3
ED 5060	Theories of Learning and Cognitive Development	3
Content Component		
TE 5003	Language Acquisition	3
TE 5004	Language and Linguistics	3
Instructional Practice Component		
ED 5270 or	Foundations of Teaching	3
AL 5080	Teaching Adults	3
TE 5005	Foundations of TESOL Methodology	3
TE 5007	ESOL Literacy	3
TE 5006	Language Evaluation and Assessment	3
or		
ED 5140	Assessment Principles and Practices	3
Elective Component		
Choose one of the following:		
CE 5160	Teaching and Learning in a Networked Classroom	3
CE 5120	The Integration of Digital Technology into the Common Core Standard	3
CE 5150	Inspiring Digital Media Fluency in the K–12 Classroom	3
CE 5320	Web-Enhanced Classroom	3
CE 5310	21st Century Teaching and Learning	3
SE 5581	Technology for Diverse Learners	3

Choose two of the following:

Note: Students may also choose any CE or SE class listed above that they have not already taken

ED 6100	Curriculum Integration and Performance-Based Assessment	3
SE 5600	Language and Learning Disabilities	3
ED 5080	Instructional Strategies and Curriculum Design	3
RL 5170	Content Area Literacy	3
RL 5110	Research in Reading and Writing	3
RL 5770	Developing Language and Literacy for Diverse Learners	3
EN 5000	Teacher Action Research	3
TE 5050	Mainstream Classroom Strategies for English Language Learners	3
AL 5060	Psychology of Adulthood	3
Professional Responsibility Component		
TE 5010	Practicum in TESOL	3
Total for MEd in Language Education, TESOL Education, Non-Certification		36

Teaching English to Speakers of Other Languages (TESOL) Education, K–12 Certification

The Teaching English to Speakers of Other Languages (TESOL) Education K–12 Certification concentration prepares students to teach English language learners of all ages and abilities in the United States and overseas.

Students who complete the program meet the requirements for the New Hampshire Department of Education license to teach K–12 English language learners.

The program's focus is experiential and hands-on, with the emphasis on the application of what is learned in classes to the world at large. The program's classes blend theory and practice, and provide a complete foundation in language teaching methodologies, language assessment, literacy, language acquisition, and linguistics for language teachers. The goal is to promote alternative practices while training language teachers who foreground progressive, student-centered, communicative-language classrooms that value students' native languages and cultures.

The program's classes are offered throughout the year in online and blended (online and in-person) formats. Students may also take classes on a part-time basis. In-person and blended classes are offered in the evenings and on weekends.

Requirements for certification may change, subject to changes made by the New Hampshire Department of Education (NHDOE). Teacher candidates can find the latest NHDOE standards at education.nh.gov/index.htm.

Curriculum Requirements		Credits
Learner and Learning Component		
TE 5009	Intercultural Communication in Multilingual Classrooms	3
TE 5050	Mainstream Classroom Strategies for English Language Learners	
Content Component		
TE 5003	Language Acquisition	3
TE 5004	Language and Linguistics	3
Instructional Component		
ED 5270 or	Foundations of Teaching	3
ED 5060	Theories of Learning and Cognitive Development	3
TE 5005	Foundations of TESOL Methodology	3
TE 5007	ESOL Literacy	3
TE 5006 or	Language Evaluation and Assessment	3
ED 5140	Assessment Principles and Practices	3
Elective Component		
Choose one of the following:		
CE 5160	Teaching and Learning in a Networked Classroom	3
CE 5120	The Integration of Digital Technology into the Common Core Standard	3
CE 5150	Inspiring Digital Media Fluency in the K–12 Classroom	3
CE 5320	Web-Enhanced Classroom	3
CE 5310	21st Century Teaching and Learning	3
SE 5581	Technology for Diverse Learners	3
Choose one of the following:		
ED 6100	Curriculum Integration and Performance-Based Assessment	3
SE 5600	Language and Learning Disabilities	3
SE 5400	Classroom Interventions and Special Education Strategies	3
ED 5080	Instructional Strategies and Curriculum Design	3
RL 5170	Content Area Literacy	3
RL 5110	Research in Reading and Writing	3
RL 5770	Developing Language and Literacy for Diverse Learners	3
EN 5000	Teacher Action Research	3
Professional Responsibility Component		
TE 5960	Language Education Teaching Internship	
Total for MEd in Language Education, TESOL Education, K–12 Certification Concentration		36-39

Teaching English to Speakers of Other Languages TESOL, K–12 Certification Only

Curriculum Requirements		Credits
Learner and Learning Component		
TE 5009	Intercultural Communication in Multilingual Classrooms	3
Content Component		
TE 5003	Language Acquisition	3
TE 5004	Language and Linguistics	3
Instructional Component		
TE 5005	Foundations of TESOL Methodology	3
TE 5007	ESOL Literacy	3
TE 5006 Or	Language Evaluation and Assessment	3
ED 5140	Assessment Principles and Practices	3
Professional Responsibility Component		
TE 5960	Language Education Teaching Internship	6–9
Total for TESOL, K–12 Certification Only		24–27

LEARNING, LEADERSHIP, AND COMMUNITY (EDD)

Program Coordinator: Marcel Lebrun, PhD

E-mail: mrlebrun@plymouth.edu

The Doctor of Education (EdD) is designed for experienced practitioners and professionals, including teachers, administrators, counselors and individuals working in higher education, community agencies and other organizations. Discovery, dissemination, and application of knowledge and research are integral to the program. Doctoral students participate in a cohort model that is developed into a learning community. The program courses and faculty support intellectual challenge, collaborative inquiry, and focused scholarship.

Doctor of Education Learning Outcomes

The EdD degree provides experiences in and assessment of learning outcomes related to the Graduate Program Hallmarks and is designed to:

Enhance the leadership capacity of professionals through the expansion of knowledge and the refinement of skills;
Foster inquiry and reflective practice through course content, learning, leadership, pedagogy, social theory and research;
Develop participants' knowledge and expertise through research addressing current and best practices;
Encourage creative scholarship, reflection, and inquiry;
Examine global and local issues of diversity and their impact in organizations as well as the larger society;
Prepare participants to be system leaders and agents of change in their communities;
Support and advance the application of knowledge and research that contributes to innovation and transformation in a variety of local, regional, national and international settings.

The Cohort Model

Students in the PSU doctoral program participate in their core courses as part of a cohort. The cohort is an integral component of the PSU doctoral program.

Two cohort models exist, and they begin in alternating summers. Doctoral students in the year-round model take their core courses on campus throughout the year, starting with their first summer, and they transfer in up to 27 credits of CAGS or equivalent post-master's work so their specialization courses are complete before enrolling. Doctoral students in the summer model take their core courses on campus over four summers and have time to take their specialization courses during the fall and spring terms between the summers. Individuals who live at a considerable distance from campus, particularly those from outside New England, including international students, and those applicants who do not yet have a CAGS or equivalent post-masters work, will find the summers model designed for them.

The core courses, specialization coursework, and externship are

sequenced across the terms of enrollment. Doctoral candidates in a year-round cohort take one or two courses during each term on campus, in sequence, starting in one summer and ending the following summer. Doctoral candidates in a summer cohort take two core courses each summer on campus, and conduct research, participate in practica or externships, or enroll in their specialization or elective courses (hybrid or online) during the academic year (falls, springs). Core courses are offered in an intensive or hybrid format, with pre-and post-course assignments required. It is expected that students will complete the 60-credit degree within three to six years, depending on their cohort model. The total time taken to complete the degree may not exceed eight years.

Admissions

Admission to the doctoral program is competitive. The EdD degree is open to individuals who possess a master's degree and at least five years of successful experience in education and who have demonstrated evidence of or potential for professional leadership. Preference will be given to those with a Certificate of Advanced Graduate Studies (CAGS) or its equivalent.

Admission to the EdD program is based on the following:

- Submission of the Plymouth State University graduate online application and application fee
- An official transcript from each institution attended (graduate and undergraduate) indicating, at minimum, a master's degree
- A professional résumé or curriculum vitae
- A professional writing sample displaying research and writing skills
- Three letters of recommendation that provide evidence of five years of experience, collaboration, and leadership in schools or education-related organizations
- An on-campus interview conducted by the doctoral admissions committee

The application deadline is March 1 of the year the cohort commences. The doctoral faculty serve as the admissions review board for this program and they select the applicants to be interviewed, and from those a cohort is chosen. Not every applicant who is interviewed will be admitted. Prospective applicants are encouraged to meet with the program coordinator well ahead of the application deadline for advising about the cohort model, application process, and other program information.

PSU's Doctor of Education in Learning, Leadership and Community is designed to provide doctoral students with the skills and knowledge needed for transformative leadership in a wide variety of settings. The core courses are trans-disciplinary and afford students opportunities to extend their skills and knowledge and to find challenges with course content that may be completely new to them. All doctoral program students explore their chosen area of specialization through the development of a program of study designed to incorporate work from the CAGS, explore a new specialization or certification area, or a combination that will assist in the development of a strong research agenda. In addition to the program outcomes stated above, students also develop their skills in Reflective Writing, Academic Writing,

Research Methodology, Systems Analysis, Information Management and Collaboration.

Prerequisite coursework

- A graduate-level Research Design course
- An advanced graduate-level Qualitative Methodologies course

Curriculum Requirements		Credits
Doctoral Core Component		24
EP 8000	Emerging Perspectives on Learning and Development	3
EP 8010	Program Evaluation: Theory and Practice	3
EP 8020	Ethical Leadership and Advocacy	3
EP 8030	Leadership in a Diverse World	3
EP 8045	Quantitative Research Methods	3
EP 8025	Writing a Literature Review	3
EP 8820	Externship	3
EP 8050	Vision: Synergy and Synthesis	3
Concentration or Specialization		27

Students select coursework based on their professional goals, certification needs, and interests. In some instances, career goals may require a degree program in excess of 60 credits; therefore, consultation with an academic advisor prior to taking courses is essential. Course selection must have the approval of the academic advisor and the doctoral program coordinator.

The concentration or specialization component can be fulfilled with courses taken for the student's Certificate of Advanced Graduate Studies (CAGS) or equivalent program. For example, students may apply courses from any of the Plymouth State University CAGS program options.

Dissertation

EP 8800	Dissertation Research	9
Total for EdD in Learning, Leadership, and Community		60

The Dissertation

The purpose of the dissertation is to produce knowledge, insight, or new methods in the candidate's field of specialization. The dissertation must be meaningful and provide evidence of familiarity with existing research in the field. The dissertation should display mastery of and the ability to apply research findings, new analyses, syntheses, interpretations, and other research methods and procedures in order to contribute to a scholarly knowledge base.

Continuous Enrollment

Candidates must remain enrolled continuously through the completion of the dissertation. The program is designed for students to complete their dissertation over three terms (9 dissertation credits). Students needing more time must register for Dissertation Research until their dissertation is complete.

Awarding the Doctor of Education Degree

The assessment for the award of the EdD degree is based on three components: coursework, the dissertation with proposal and final defenses, and the final approval by the dissertation committee.

LIBRARY MEDIA (MED)

Program Coordinator: Pam Harland, MLS

E-mail: pcharland@plymouth.edu

Plymouth State University offers the only comprehensive program in New Hampshire for individuals interested in working in a school library setting or wanting to renew their New Hampshire state certification.

According to ED 507.21 Library Media Specialist requirements, candidates must possess a baccalaureate degree and complete a combination of academic and supervised practical experiences addressing the following areas: administration; ethical, legal, and responsible use of information; collection development; teaching and learning; and literature.

Students may choose one of the following concentrations: Non-Certification, K–12 Library Media Specialist Certification or Dual Certification to earn Library Media K–12 and Education Technology Integrator K–12 certifications.

Requirements for certification may change, subject to changes made by the New Hampshire Department of Education (NHDOE). Teacher candidates can find the latest NHDOE standards at education.nh.gov/index.htm.

Library Media, Non-Certification

Curriculum Requirements	Credits
Master's Core Component	
ED 5000 Social Behavior in a Diverse Society	3
IN 5400 Imagination, Creativity, and Innovation	3
ED 5030 Research Design or	3
AD 5030 Research Design for the Professions	3
Library Media Specialization Component	
LM/CE 5010 Leadership and Management	3
LM 5020 Cataloging and Curation	3
LM 5030 Resource Selection and Instruction	3
LM/CE 5040 Technology and Innovation	3
LM 5300 Advanced Children's/Young Adult Literature	3
Elective Component	
6	
Capstone Experience	
ED 6900 Graduate Capstone Project	3
Total for MEd in Library Media, Non-Certification	33

Library Media Specialist K–12 Certification

Curriculum Requirements	Credits
Master's Core Component	
ED 5000 Social Behavior in a Diverse Society	3
IN 5400 Imagination, Creativity, and Innovation	3
ED 5030 Research Design Or	3
AD 5030 Research Design for the Professions	3
Library Media Specialist Component	
LM/CE 5010 Leadership and Management	3
LM 5020 Cataloging and Curation	3
LM 5030 Resource Selection and Instruction	3
LM/CE 5040 Technology and Innovation	3
LM 5300 Advanced Children's/Young Adult Literature	3
Elective Component	
6	
Capstone Experience	
LM 5210 Practicum in School Media	3
Total for MEd in Library Media, K–12 Library Media Specialist Certification	33

Library Media Specialist K–12 Certification Only

Curriculum Requirements	Credits
Library Media Specialist Component	
LM/CE 5010 Leadership and Management	3
LM 5020 Cataloging and Curation	3
LM 5030 Resource Selection and Instruction	3
LM/CE 5040 Technology and Innovation	3
LM 5300 Advanced Children's/Young Adult Literature	3
Capstone Experience	
LM 5210 Practicum in School Media	3
Total for Library Media, K–12 Certification Only	18

Dual Certification: Library Media Specialist K–12 and Education Technology Integrator K–12

Students may choose to pursue a dual-certification option to obtain Library Media Specialist K–12 and Education Technology Integrator K–12 certifications. Students may complete the dual-certification program on its own or in conjunction with a Master of Education (MEd) degree with a double major in Library Media and Education Technology Integrator.

Certified teachers are required to complete 36 credits (excluding the Learning Theory Component provided these course requirements have already been met). Non-Certified teachers are required to complete all 45 credits.

Curriculum Requirements	Credits
Master's Core Component	
ED 5000 Social Behavior in a Diverse Society	3
IN 5400 Imagination, Creativity, and Innovation	3
ED 5030 or Research Design	3
AD 5030 Research Design for the Professions	3
Learning Theory Component (if not previously met)	
ED 5060 Theories of Learning and Cognitive Development	3
ED 5270 Foundations of Teaching	3
SE 5581 Technology for Diverse Learners	3
Library Media Specialist Component	
LM/CE 5010 Leadership and Management	3
LM 5020 Cataloging and Curation	3
LM 5030 Resource Selection and Instruction	3
LM/CE 5040 Technology and Innovation	3
LM 5300 Advanced Children's/Young Adult Literature	3
Technology Integrator Component	
CE 5120 The Integration of Digital Technology into the Common Core Standards	3
CE 5140 Electronic Portfolio Development and Assessment	3
Capstone Experience	
LM 5210 Practicum in School Media	3
CE 5960 Technology Educator Teaching Internship	3
Total for MEd in Library Media Specialist K–12 Certification and MEd in Education Technology Integrator K–12 Certification	36–45

Dual Certification Only: Library Media Specialist K–12 and Education Technology Integrator K–12

Curriculum Requirements	Credits
Learning Theory Component	
ED 5060 Theories of Learning and Cognitive Development	3
ED 5270 Foundations of Teaching	3
SE 5581 Technology for Diverse Learners	3
Library Media Specialist Component	
LM/CE 5010 Leadership and Management	3
LM 5020 Cataloging and Curation	3
LM 5030 Resource Selection and Instruction	3
LM/CE 5040 Technology and Innovation	3
LM 5300 Advanced Children's and Young Adult Literature	3
Technology Integrator Component	
CE 5120 The Integration of Digital Technology in the Common Core Standards	3
CE 5140 Electronic Portfolio Development and Assessment	3
Capstone Experience	
LM 5210 Practicum in School Media	3
CE 5960 Technology Educator Teaching Internship	3
Total for Dual Certification Only in Library Media Specialist K–12 and Education Technology Integrator K–12	36

LITERACY AND THE TEACHING OF WRITING (MEd)

Program Coordinator: Meg Petersen, PhD

E-mail: megp@plymouth.edu

PSU's Master of Education (MEd) in Literacy and the Teaching of Writing is designed to meet a wide variety of students' needs and interests. Student in this program work closely with faculty members who have extensive experience and expertise in the field.

Students may complete the program with no concentration or choose from the two following concentrations: National Writing Project Teacher Consultant, or Teaching Writing. Students in each option take a Masters Core Component, Specialization Component, Elective Component, and a Capstone Experience to complete their degree.

In addition, the MEd in Literacy and the Teaching of Writing is available to undergraduates who wish to pursue a 5th year master's degree in Literacy and the Teaching of Writing.

Literacy and the Teaching of Writing

Those who do not elect a concentration can select from a wide range of courses to create a broad master's program with a high degree of flexibility to pursue their own field of interests.

Curriculum Requirements	Credits
Master's Core Component	
ED 5000 Social Behavior in a Diverse Society	3
RL 5110 Research in Reading and Writing	3
EN 5000 Teacher Action Research	3
Electives, credits determined with advisor	21
Capstone Experience	
ED 5580 Individual Research in Education or	3
ED 6900 Graduate Capstone Project	3
Total for MEd in Literacy and the Teaching of Writing	33

Literacy and the Teaching of Writing, National Writing Project Teacher Consultant

The National Writing Project Teacher Consultant concentration builds on the NWPNH summer institutes to prepare teacher leaders in the area of writing instruction who will act as teacher consultants for the NWPNH.

Curriculum Requirements	Credits
Master's Core Component	
ED 5000 Social Behavior in a Diverse Society	3
RL 5110 Research in Reading and Writing	3
EN 5000 Teacher Action Research	3
Writing Pedagogy Component	
EN 5050 Theory and Practice in the Teaching of Writing	6–9
EN 5450 Leadership in Writing	6
National Writing Project Electives, credits determined with advisor	9–12
Capstone Experience	
EN 5330 Writing Project Practicum	3
Total for MEd in Literacy and the Teaching of Writing, National Writing Project Teacher Consultant Concentration	33

Literacy and the Teaching of Writing, Teaching Writing

The Teaching Writing concentration is designed for students who want to enhance their own writing in various genres and becoming writing specialists in various settings at all levels of education and in the community or to prepare for further graduate study in writing-related fields.

Curriculum Requirements	Credits
Master's Core Component	
ED 5000 Social Behavior in a Diverse Society	3
RL 5110 Research in Reading and Writing	3
EN 5000 Teacher Action Research	3
Writing Pedagogy Component (3–9 credits from list below)	
EN 5050 Theory and Practice in the Teaching of Writing	6–9
EN 5640 Theory and Practice in the Teaching of Writing/ Secondary School	3
EN 5710 Open Institute for Teachers or Writing	6
Reading and Writing Electives, credits determined with advisor	12–18
Capstone Experience	
ED 5580 Individual Research in Education or	3
ED 6900 Graduate Capstone Project	3
Total for MEd in Literacy and the Teaching of Writing, Teaching Writing Concentration	33

GRADUATE CERTIFICATES

National Writing Project Teacher Consultant Certificate

This certificate program is designed for writing project fellows. It provides an extensive background in pedagogy, research and theory in the teaching of writing, as well as in facilitation of professional development programming and the mentoring of other teachers.

Curriculum Requirements	Credits
EN 5050 Theory and Practice in the Teaching of Writing	6–9
EN 5330 Writing Project Practicum	3
EN 5450 Leadership in Writing	6
Total For National Writing Project Teacher Consultant Certificate	15–18

Reading and Writing Certificate

This certificate program is designed for those who may be interested in professional development in the field of reading and writing or in obtaining a Reading and Writing Certificate. The 15-credit program consists of five Reading and Writing (RL) courses.

Curriculum Requirements	Credits
RL 5110 Research in Reading and Writing	3
RL 5770 Developing Language and Literacy for Diverse Learners	3
RL 5170 Content Area Literacy	3
RL 5014 Reading, Writing, and Literature	3
RL 5710 Advanced Diagnostic Testing and the Improvement of Reading	3
Total for Reading and Writing Certificate	15

MATHEMATICS EDUCATION (MEd)

Program Coordinator: Osama Ta'ani, PhD
E-mail: otaani@plymouth.edu

The Master of Education (MEd) in Mathematics Education degree offers three areas of concentration: a flexible non-certification concentration, Middle School 5–8 Mathematics Certification, or Secondary School 7–12 Mathematics Certification. Middle school teachers may select either certification concentration, as both are appropriate to that educational level and are designed to strengthen the mathematics and pedagogical background of the MEd candidate.

The MEd program seeks to raise students' awareness of current thinking in the field of mathematics education and in education in general.

The goals of the program are to have candidates deepen their own mathematical knowledge; have candidates broaden their teaching strategies and techniques; encourage candidates to consider their goals and broaden their professional background by completing selected professional education offerings; offer candidates an opportunity to complete coursework in an area not previously considered; and encourage candidates to complete courses pertinent to their teaching assignments.

Requirements for certification may change, subject to changes made by the New Hampshire Department of Education (NHDOE). Teacher candidates can find the latest NHDOE standards at education.nh.gov/index.htm.

Mathematics Education, Non-Certification

Curriculum Requirements		Credits
Mathematics Education Component		
MG 5320	Number, Quantity, and Algebra for Middle/Secondary School Teachers	4
MG 5330	Functions and Modeling for Middle/Secondary School Teachers	4
MG 5340	Geometry for Middle/Secondary School Teachers	4
MG 5350	Statistics and Probability for Middle/Secondary School Teachers	4
Learning Theory/Elective Component		
ED 5060	Theories of Learning and Cognitive Development	3
ED 5140	Assessment Principles and Practices	3
ED 5030	Research Design	3
Electives	Selected with advisor	6
Capstone Experience		
ED 5950	Graduate Thesis	6
or		

ED 6900	Graduate Capstone Project	3
Total for MEd in Mathematics Education, Non-Certification		34–37

Mathematics Education, 5–8 or 7–12 Certification

Curriculum Requirements		Credits
Mathematics Education Component		
MG 5320	Number, Quantity, and Algebra for Middle/Secondary School Teachers	4
MG 5330	Functions and Modeling for Middle/Secondary School Teachers	4
MG 5340	Geometry for Middle/Secondary School Teachers	4
MG 5350	Statistics and Probability for Middle/Secondary School Teachers	4
Learning Theory Component		
ED 5060	Theories of Learning and Cognitive Development	3
ED 5140	Assessment Principles and Practices	3
SE 5400	Classroom Intervention and Special Education Strategies	3
ED 5080	Instructional Strategies and Curriculum Design	3
Capstone Experience		
MG 5960	Mathematics Teaching Internship	9
Total for MEd in Mathematics Education, 5–8 or 7–12 Certification		37

Mathematics Education, 5–8 or 7–12 Certification Only

Curriculum Requirements		Credits
Mathematics Education Component		
MG 5320	Number, Quantity, and Algebra for Middle/Secondary School Teachers	4
MG 5330	Functions and Modeling for Middle/Secondary School Teachers	4
MG 5340	Geometry for Middle/Secondary School Teachers	4
MG 5350	Statistics and Probability for Middle/Secondary School Teachers	3
Graduate Component		
ED 5060	Theories of Learning and Cognitive Development	3
ED 5140	Assessment Principles and Practices	3
SE 5400	Classroom Intervention and Special Education Strategies	3
ED 5080	Instructional Strategies and Curriculum Design	3
Capstone Experience		
MG 5960	Mathematics Teaching Internship	9
Total for Mathematics Education, 5–8 or 7–12 Certification Only		37

MUSIC EDUCATION (MED)

Program Coordinator: Mark Stickney

E-mail: mastickney@plymouth.edu

The Master of Education (MEd) in Music Education degree offers one concentration area: Instrumental Music Education. This program offers instrumental music educators an opportunity to address musical and academic issues pertaining to their multifaceted responsibilities as band directors in the public schools. In addition to the core education component, students will be afforded flexibility in enhancing their professional development through their involvement with those topic areas that are based upon their professional interests, those that build upon their undergraduate training, or those that may reflect changes in music teaching methodologies since they last undertook formal study.

Instrumental Music Education

Curriculum Requirements	Credits
Master's Core Component	
ED 5000 Social Behavior in a Diverse Society	3
ED 5010 Philosophy, Ethics, and Education	3
ED 5030 Research Design	3
ED 5060 Theories of Learning and Cognitive Development	3
Specialization Component	
ME 5120 New England Band Directors Institute	3
ME 5260 Instrumental Conducting and Repertoire	3
ME 5300 Music Technology for Educators	3
ME 5560 Special Topics in Music Education	6
Capstone Experience	
ME 5290 Practicum in Instrumental Music Education or	6
ED 5580 Individual Research in Education or	6
ED 5950 Graduate Thesis	6
Total for MEd in Music Education, Instrumental Music Education Concentration	33

ONLINE INSTRUCTIONAL DESIGN (MED)

Program Coordinator: Stacey Curdie, EdD

E-mail: scurdie@plymouth.edu

The Master of Education (MEd) in Online Instructional Design will provide professionals from a variety of backgrounds with the knowledge and hands-on practice needed to design online learning experiences for a variety of audiences. Throughout the program, there will be numerous opportunities for students to integrate their professional experiences into their learning, apply course assignments to current professional activities, and actively engage with other professionals in the development of online learning experiences.

Curriculum Requirements		Credits
Master's Core Component		
ED 5000	Social Behavior in Diverse Society	3
IN 5400	Imagination, Creativity, and Innovation	3
ED 5030	Research Design	3
or		
AD 5030	Research Design for the Professions	3
ED 5060	Theories of Learning and Cognitive Development	3
Online Instructional Design Component		
ID 5010	Introduction to Instructional Design	3
ID 5020	Designing Online Learning Experiences	3
ID 5030	Instructional Strategies and Assessment	3
ID 5040	Technologies for Online Learning	3
Elective Component		6
Capstone Experience		
ID 6900	Capstone: Developing Online Learning Experiences	3
Total for MEd in Online Instructional Design		33

GRADUATE CERTIFICATE Online Instructional Design

The Online Instructional Design Certificate will enable students to plan, manage, and create effective online learning experiences, allowing students to pursue rewarding careers in instructional design or expand their current work in education or training. Taught by practicing online instructors and instructional designers, this five-course certificate may be completed in as little as three terms.

Curriculum Requirements		Credits
ID 5010	Introduction to Instructional Design	3
ID 5020	Designing Online Learning Experiences	3
ID 5030	Instructional Strategies and Assessment	3
ID 5040	Technologies for Online Learning	3
ID 6900	Capstone: Developing Online Learning Experiences	3
Total for Online Instructional Design Certificate		15

PERSONAL AND ORGANIZATIONAL WELLNESS (MA)

Program Coordinator: Nancy Puglisi, PhD

E-mail: npuglisi@plymouth.edu

The Master of Arts (MA) in Personal and Organizational Wellness provides adult learners with an opportunity for personal, intellectual, and professional growth and development through a program of study based in a holistic perspective of the human experience. The concepts and applications of good intention, open mind and compassionate heart provide the foundations for course work. Personal and/or organizational applications of transpersonal and global awareness will be explored and developed in a rigorous academic context. Learners are provided with intensive, community-based experiential learning opportunities and a contemplative approach for examining the paradigms of personal and organizational transformation and healing. This program is appropriate for growth-oriented individuals, professionals from business, government, and social services, allied health, education, science, and those in leadership roles.

The MA in Personal and Organizational Wellness has two concentrations, Organizational Approaches to Transformation and Healing (OATH) and Personal Approaches to Transformation and Healing (PATH).

Organizational Approaches to Transformation and Healing (OATH)

Curriculum Requirements	Credits
Personal and Organizational Wellness Component	
OH 5180 Exploring Personal and Organizational Health	3
HH 5570 Mindfulness Meditation: Theory and Practice	3
HH 5590 Transpersonal Psychology	3
HH 5630 Transformational Inquiry and Research	3
OATH Component	
OH 5100 Full Spectrum Leadership or	3
OH 5820 Women as Leaders	3
OH 5400 Evolutionary Change for a Sustainable Future	3
OH 5200 Creating Socially Responsible Organizations	3
OH 5300 Work as a Personal Journey	3
Elective Component (6 credits, choose with advisor)	
Capstone Experience	
CO 6900 Graduate Capstone Project	3
Total for MA in Personal and Organizational Wellness, OATH Concentration	33

Personal Approaches to Transformation and Healing (PATH)

Curriculum Requirements	Credits
Personal and Organizational Wellness Component	
CO 5570 Mindfulness Meditation: Theory and Practice	3
CO 5590 Transpersonal Psychology	3
HH 5180 Exploring Personal and Organizational Health	3
HH 5630 Transformational Inquiry and Research	3
PATH Component	
CO 5620 Spiritual Health	3
CO 5610 Circle of Life: Living and Dying Well	3
HH 5600 Energy, Body and Health	3
Elective Component (9 credits, choose with advisor)	
Capstone Experience	
CO 6900 Graduate Capstone Project	3
Total for MA in Personal and Organizational Wellness, PATH Concentration	33

GRADUATE CERTIFICATES

Organizational Approaches to Transformation and Healing (OATH) Certificate

This 18-credit graduate certificate program is offered by the PATH Institute at PSU. The program challenges traditional models and examines the implications of emerging paradigms for organizational health. Students will explore ways to transform the work environment through the integration of holistic approaches to leadership, interpersonal relationships, social responsibility, and self-reflection. Emphasis will be placed on cultivating the qualities of a compassionate heart, an open mind, and good intention. Through an examination of personal, organizational, and global contexts, students will develop as agents of change in work environments.

Curriculum Requirements		Credits
CO 5590	Transpersonal Psychology	3
CO 5570	Mindfulness Meditation: Theory and Practice	3
OH 5180	Exploring Personal and Organizational Health	3
OH 5200	Creating socially Responsible Organizations	3
OH 5300	Work as a Personal Journey	3
OH 5400	Evolutionary Change for a Sustainable Future	3
Total for OATH Certificate		18

Personal Approaches to Transformation and Healing (PATH) Institute Certificate

The Personal Approaches to Transformation and Healing (PATH) Institute Certificate provides experiential, academic opportunities to study integrative health and healing concepts. Based on the growing awareness of mind, body, and spirit interactions in holistic healing and wellness, this program builds on the movement that influenced Congress in 1992 to establish what is now the Center for Complementary and Alternative Medicine within the National Institutes of Health.

The PATH Institute is an 18-credit graduate certificate program that focuses on alternative health and healing modalities. In three-day residential seminars, the PATH Institute allows students to examine concepts of health that consider the whole person—physical, environmental, emotional, mental, social, and spiritual; investigate the difference between healing and curing, and the interface of alternative and conventional approaches to health and healing; learn in a safe and healing environment surrounded by the natural world and supported by health promoting activities; participate in the dynamic exchange of student perspectives; and collaborate on individual and small group exercises and projects.

This instructional model invites strong interactive relationships between students and faculty, and encourages deep personal reflection and learning. Students will prepare before class sessions and complete individual assignments during and after the residential weekends.

Curriculum Requirements		Credits
CO 5570	Mindfulness Meditation: Theory and Practice	3
CO 5590	Transpersonal Psychology	3
CO 5610	Circle of Life: Living and Dying Well	3
CO 5620	Spiritual Health	3
HH 5180	Exploring Personal and Organizational Health	3
HH 5600	Energy, Body and Health	3
Total for PATH Institute Certificate		18

PHYSICAL EDUCATION (MED)

PSU's Master of Education in Physical Education serves professionals who seek to further their careers in such fields as physical education teaching, coaching, and directing athletic or recreation programs. Within the major, candidates may choose one of two concentrations: Adventure Education or Athletic Administration.

Prior college-level coursework or the equivalent in fitness activities, adventure skills, motor learning and development, dual and team sports, kinesiology, human anatomy and physiology, first aid, CPR, and personal wellness may be required to pursue this degree.

Physical Education, Adventure Education

Program Coordinator: Jamie Hannon, EdD

E-mail: jhannon@plymouth.edu

When you pursue Adventure Education in conjunction with a master's degree you are completing a 34 credit Master of Education in Physical Education with a concentration in Adventure Education. This distance learning program is designed for students who are currently working in the adventure education field, and does not require students to complete coursework on the Plymouth, NH campus. Students without background or career aspirations related to Physical Education or a similar field should consider the MEd in Experiential Learning and Development.

The Adventure Education concentration is offered through partnerships with Project Adventure and High 5 Adventure Learning Center, two leading providers of professional training in adventure education. Through multi-day workshops, guided projects and other customized learning experiences, students choose 22 credits of specialization component coursework that are taken directly through either Project Adventure or High 5. The master's core courses and capstone completed directly through PSU are delivered online.

Curriculum Requirements	Credits
Master's Core Component	
ED 5000 Social Behavior in a Diverse Society	3
ED 5010 Philosophy, Ethics, and Education	3
ED 5030 Research Design	3
Adventure Learning Component	
Project Adventure or High 5 Adventure courses	19
EE 5105 Risk Management for Experiential Education	3
Capstone Experience	
ED 6900 Graduate Capstone Project	3
Total for MEd in Physical Education, Adventure Education Concentration	34

Physical Education, Athletic Administration

Program Coordinator: Irene Cucina, DPE

E-mail: icucina@plymouth.edu

The Athletic Administration concentration is for students seeking career opportunities within the professional and collegiate sport industry. Occupational paths for athletic administration graduates include sport facility and arena management; professional sport organizations; managerial positions at sporting goods companies; management of resorts, private clubs, and camps; and managerial jobs in governmental agencies and sport marketing organizations. The graduate curriculum includes coursework in organizational theory, personnel management, sport marketing, and liability issues. The program is designed to meet the interests and needs of students coming from a variety of undergraduate backgrounds, including business management. Individual coursework and electives are determined on the basis of the candidate's educational experience, vocational training, needs, and interests.

Curriculum Requirements	Credits
Master's Core Component	
ED 5000 or Social Behavior in a Diverse Society	3
PE 5640 Sports, Society, and Cultures	3
ED 5010 Philosophy, Ethics, and Education	3
ED 5030 Research Design	3
or	
AT 5600 Research Design in Health Sciences	3
Athletic Administration Component	
PE 5600 Athletic Administration	3
PE 5610 Sport Law	3
PE 5620 Sport Finance, Budgeting, and Marketing	3
PE 5630 Sport Psychology	3
Athletic Administration Electives	
Choose 9 credits of electives with approval of advisor.	
Capstone Experience	
ED 6900 Graduate Capstone Project	3
or	
ED 5210 Graduate Practicum	6
Total for MEd in Physical Education, Athletic Administration Concentration	33–36

GRADUATE CERTIFICATE

Athletic Administration Certificate

Curriculum Requirements	Credits
PE 5600 Athletic Administration	3
PE 5610 Sport Law	3
PE 5620 Sport Finance, Budgeting and Marketing	3
PE 5630 Sport Psychology	3
Total for Athletic Administration Certificate	12

DOCTOR OF PHYSICAL THERAPY

Program Coordinator: Sean Collins, ScD

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The DPT curriculum at Plymouth State University features hands on clinical practice experiences early and often. Students are involved in practice experiences starting with their first semester and throughout the entire curriculum whether on campus through the Integrated Clinical or off campus through Clinical Education. In addition to this highly practice oriented feature, the curriculum includes a theoretical depth and breadth commensurate with the broad Vision set by the American Physical Therapy Association (APTA) for the profession: "Transforming society by optimizing movement to improve the human experience."

The DPT graduate of Plymouth State University will be positioned to enter the field ready to practice and be positioned for lifelong learning, leadership, innovation and transformation. The curriculum's required 117 graduate credits are a well balanced mix of foundational and clinical theory course work and clinical practice course work and experiences. Faculty and students work together to foster an environment, both in and out of the classroom, of learning and scholarship.

Compliance with Accreditation

Plymouth State University is accredited by the New England Association of Schools and Colleges, Inc., which accredits schools and colleges in the six New England states.

Graduation from a physical therapist education program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA 22314; phone; 703-706-3245; accreditation@apta.org) is necessary for eligibility to sit for the licensure examination, which is required in all states.

Effective November 9, 2016, the Doctor of Physical Therapy program at Plymouth State University has been granted Candidate for Accreditation status by CAPTE. Candidate for Accreditation is a pre-accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates that the program is progressing toward accreditation and may matriculate students in technical/professional courses. Candidate for Accreditation is not an accreditation status nor does it assure eventual accreditation.

NOTE: Students admitted and matriculating into the program in 2017, 2018 and 2019 should be aware that if the program fails to achieve accreditation that they will not be eligible to sit for the licensure examination to practice physical therapy.

Filing a Complaint with CAPTE

Any person may file a complaint with CAPTE if that person believes that the Department of Physical Therapy program at PSU is failing to fulfill its commitment to CAPTE standards. To file such a complaint, follow this link <http://www.capteonline.org/Complaints/>

Mission Statement

The Mission of the Department of Physical Therapy is to provide a vibrant scholarly community for physical therapy in New Hampshire through teaching, research, service and practice contributing to the American Physical Therapy Association's vision of "transforming society by optimizing movement to improve the human experience." The Department's focus is on the education of physical therapists to serve the community in the fields of movement and rehabilitation to provide competent care as autonomous providers, leaders, collaborative team members, and innovators while being respectful, culturally sensitive and socially responsible.

Educational Philosophy

The Department of Physical Therapy adopts the educational philosophy of PSU based on academic excellence, learner-centered teaching, experiential learning, applied research, regional service, and leadership. Along with the University, the Department embraces the complementary relationship between liberal arts and professional studies, between academic and professional development, between service and individual growth, and between the University campus and the larger community.

Department Philosophy

The Department embraces a critical realist philosophy of science and its associated consequences that ontology determines epistemology, and the stratification of reality. We fully support the use of evidence-based empirical observations in the development of knowledge, and the subsequent rationale development of knowledge for use in practice, a framework we describe as knowledge-based practice. We believe the best representations of knowledge for practice are causal structures, including models and networks from which logical inferential rules can be applied in clinical decision-making.

Expected Costs

Please see tuition and fees section for annual cost.

Additional costs to consider:

- APTA Student Membership (\$95 annually)
- PT Tool Kit (~\$90-\$100 – APTA site - member)
- Background checks (PTCAS Background Check \$75/applicant)
- Travel to/from clinical sites (varies)
- Immunizations/Drug Screens (varies)
- Health Insurance (varies)
- Room & Board (varies - students may need to relocate during full time clinical education experiences for 10 - 14 weeks)
- Books (Varies)
- Laptop requirement (varies)
- Health Insurance (varies)

Graduation from the DPT Program

Graduation from the DPT program requires successful completion in good academic standing of the full course of study (See Curriculum) within 6 calendar years. When students successfully complete this course of study, it is the expectation of the DPT department, based on the organization, requirements and sequence of the Curriculum and course (including Clinical Education) requirements that the student is ready for Entry Level Practice as a Physical Therapist and, pending full Accreditation by CAPTE eligible to sit for the National Physical Therapy Examination to be considered for Licensure as a Physical Therapist.

Practicing physical therapy requires licensure. Licensure requires passing the licensure examination. Sitting to take the licensure exam requires graduation from an accredited DPT program.

Therefore, the program is compelled to due diligence in outlining a process to identify and distinguish false negatives from true negatives. And then how to proceed if it is determined to be a true negative (that a student's final Clinical Experience did not reach entry level performance).

When a student is not making progress towards achieving entry-level performance on their final Clinical Experience it should be identified through prior coursework, including Integrated Clinical courses and Clinical Experiences I and II. In such cases remediation strategies are developed in process and a student's final Clinical Experience (and therefore graduation may be delayed).

The following describes the process when a student does not achieve the required entry level performance by the end of their Clinical Experience III. This process starts with a presentation of the case by the Director of Clinical Education (DCE) to the core faculty with all relevant information regarding the students progress towards and ultimate performance on the final Clinical Experience. The DCE's case includes both the student's and clinical instructor's written statements, the CPI including all comments, weekly summaries, and notes from any meetings during the Clinical Experience. As many details of the case will be presented. After the presentation of facts the DCE then provides their evaluative summary and recommendation. Much weight is given to the DCE's recommendation for the following reason. We believe we can minimize the likelihood of false negatives by maintaining a small set of core clinical education partners and clinical faculty. This includes maximizing the number of clinical faculty that are credentialed clinical instructors and providing continuing education and other professional development activities to clinical faculty. Through this process the DCE develops a sense of the capabilities of a given clinical instructor providing the assessment. The DCE is expected to include these considerations in their evaluative summary and recommendation.

Outcome 1: If it is deemed that not achieving entry-level performance on Clinical Experience III was a false negative then the student will proceed to graduation.

Outcome 2: If it is deemed that we cannot determine whether not achieving entry-level performance on Clinical Experience III was a false negative then the faculty will develop a final comprehensive practical clinical examination for the student. If passed the student will graduate. If failed the student will proceed to outcome 3.

Outcome 3: If it is deemed that the student has not achieved entry level performance on Clinical Experience III then a remediation plan will be developed which will first require on campus coursework and either an extension or repeating of Clinical Experience III.

Note: Either outcome 2 or 3 will allow the student due process with an appeal accepted and considered. Prior to the faculty decision the student's contribution is considered as part of the DCE presentation of the case.

Academic Standing

Students should become familiar with Plymouth State University policies and procedures:

Plymouth State University Policies

<https://campus.plymouth.edu/registrar/catalog-academic-policies-and-programs/>

DPT Specific Policies

Note: The Department of Physical Therapy, Doctor of Physical Therapy program Policies for Academic Standing, Retention, Progression and Dismissal are more restrictive than the Graduate Studies policies due to the particular requirements and expectations of the program.

Academic Standing

A DPT student is in good academic standing when the following conditions are present:

- The student has a cumulative grade point average (GPA) of 3.0 or higher
- The student has no incomplete grades (IC)
- The student has no more than 9 credits below a grade of B
- A passing grade in all DPT courses
- The student has no written complaints for violations of Professional Conduct (See Professional Conduct)
- The student is considered ready for clinical education

A DPT student is not in good academic standing if either of these conditions is present:

- The student has a cumulative grade point average (GPA) below 3.0
- The student has an incomplete grades (IC)
- The student has more than 9 credits below a grade of B
- A failure grade in any DPT course
- The student has a written complaint for a violation of Professional Conduct
- The student is not considered ready for clinical education

Students are notified through a letter from the Program Director if they are not in good academic standing. Due to the integrated and sequential nature of the DPT program students cannot progress in

the program or graduate from the program unless they are in good academic standing.

Students that are not in good academic standing must meet with their advisor and develop a corrective plan within 10 university business days of not being in good academic standing. The corrective plan is subject to approval by the faculty at its next scheduled faculty meeting. If the faculty do not approve the corrective plan then the student is dismissed from the program with the right to appeal (see below). Faculty consider the feasibility, adherence to curriculum policies such as the sequential nature of course requirements and pre-requisites as well as the student's history in the program such as success with previous corrective plans. Students may only submit one corrective plan while in the DPT program, therefore, if a student is not in good academic standing a second time they are immediately dismissed with the right to appeal (see below).

If the student does not follow their corrective plan within the time frame, they will be dismissed from the degree program with the right to appeal (see below).

Due to the integrated and sequenced DPT curriculum it is typical for a corrective plan to involve a delay in graduation due to the need to repeat courses that are not offered again until the next academic year.

Right to Appeal Dismissal

If the student wishes to appeal a dismissal, he or she should do so by submitting an appeal letter to the Program Director of the DPT Program that includes an explanation for why they believe they can return and be successful in the DPT program. This explanation should include suspected reasons for their prior problems and corrective strategies that would be utilized if the appeal is granted. This appeal will be brought to the Faculty for consideration. If accepted terms will be provided. If a student returns to the program following dismissal they will no longer have the right to appeal on a second dismissal.

If an appeal is not accepted by the Department a written explanation will be provided.

If an appeal is not accepted by the Department, or if the student does not have the right to an appeal (second dismissal) the student may appeal through a Student Request form to the associate vice president for academic affairs on matters related to affordance of due process and whether the student received fair consideration during the process.

After a final dismissal, should the student want to continue, he or she must reapply and be accepted into the program.

Please note that academic standing may impact financial aid status and veterans' and eligible dependents' receipt of GI Bill benefits.

Continual Enrollment

DPT students must continue to make progress toward earning their degree. Students who do not take all required courses during each semester in the program will be considered inactive and informed of

this status in writing. Once notified of their inactive status, students must request reactivation in writing within 10 business days. Inactive students are automatically delayed one year since the courses they require will not be offered again until the next year. The student's program of study must still be completed within the original six-year program period. An inactive student will lose access to myPlymouth, and his or her student ID will be deactivated.

An inactive student must meet with their advisor to develop a corrective plan that is to be accepted by the full faculty. The corrective plan is subject to approval by the faculty at its next scheduled faculty meeting. If the faculty do not approve the corrective plan then the student is dismissed from the program with the right to appeal. The purpose of this corrective plan is to assure that the student will be engaged in activities during the year that will increase the retention of previously learned DPT course work. Returning from inactive status may require passing an examination that provides evidence that the student has retained the knowledge of all pre-requisite coursework for courses they will be taking in the semester they return.

After three years of inactivity, a student will be automatically withdrawn from the graduate program and will receive written notification of the withdrawal. At that time, the student's enrollment documents will be destroyed, unless the student immediately submits a written request for continuation. If, at a later date, the student decides to re-enroll in the graduate program, a new application must be submitted through the Physical Therapy Centralized Application System.

Students who choose to withdraw from the program must notify the Registrar's office in writing.

Incompletes and Extensions

An instructor may decide to enter a grade of incomplete (IC) on a student's record if unusual circumstances prevent completion of the course on time, and a minimal portion of the total class work needs to be completed. The course must be completed by the date specified by the instructor which must be set prior to the start of the next semester since all DPT courses are sequenced and dependent on all previous coursework being completed. If the course is not completed by this date, the grade specified by the instructor will be recorded. If no grade is specified, a default grade of F will be recorded. The instructor is responsible for documenting and notifying the student of the work to be completed and the deadline. A student may not graduate with an incomplete on his or her transcript.

Pass/No Pass Courses

Some courses are designated as Pass/No Pass. 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 Pass/No Pass courses do not affect grade point average. These courses are particularly important in the DPT program since a No Pass grade in one single Pass/No Pass course means the student is not in good academic standing.

First Day Drop/Non-Participation

DPT Students who do not appear for the DPT Orientation and do not notify the Program Director before that meeting that they will be absent may be dropped from the program by the Program Director and their place may be given to another student.

Professional Conduct

As DPT students and representatives of the PSU DPT program, students are expected to adhere to the American Physical Therapy Association's Guide for Professional Conduct.

The essence of Professional Conduct for the physical therapist comes from the fact that it is a profession that provides a service. As such the emphasis is on the rights of person(s) for whom the service is being provided. Professional Conduct recognizes that all steps should be taken to facilitate interaction with the patient / client in a manner that does not detract the patient / client's attention, focus or purpose from that which is intended by the relationship developed with them as their physical therapist.

It is not appropriate to claim that your rights are violated by forcing you to adhere to conduct that does not suit your personal preferences or approach. As a professional it is not about your rights, it is about your responsibilities to the patient / client's rights.

Professional Conduct is required with interactions with all individuals in which the relationship is established, or currently in effect, due to your role as a student of the PSU DPT program. This mandates that a certain approach and discretion be taken in all interactions. It does not mandate an adherence to the status quo for the sake of authority, but it does mandate an appropriate response and approach to challenging the status quo, or questioning authority.

Students must recognize that Social Media is an extension and amplification of face to face communication and therefore is subject to consideration based on the Guide for Professional Conduct. Social Media is not to be considered a personal communication, but rather a public, social declaration that is often not commensurate with communication that adheres to Professional Conduct due to the scope and nature of it's audience. While on Clinical Rotations it is only appropriate to share experiences on Social Media with the explicit permission of your Clinical Instructor; during classes, labs or Integrated Clinical Experiences with the explicit permission of the Instructor; during Department Social Events with the explicit permission of all of those involved with the post (comments, pictures, etc).

Students must familiarize themselves with this guide (linked below) and bring questions regarding particular situations to their advisor, Faculty, Director of Clinical Education or the Program Director.

Violations of Professional Conduct

If a student is found to violate an aspect of Professional Conduct, or reasonable professional expectations that form the core or extend from the intent of this Guide for Professional Conduct (See Reasonable Professional Expectations), it is the obligation of the

Faculty to make the student aware, and to offer guidance to help the student recognize how they have deviated from expected Professional Conduct. If the student continues to demonstrate an inability to adhere to the Guide for Professional Conduct a written behavioral remediation plan will be developed on a case by case basis with the student, observing / reporting Faculty, student advisor and Director of Clinical Education.

Continued failure to comply with the terms of the written behavioral remediation plan will result in a written complaint for a violation of Professional Conduct and will therefore result in the student not being in good academic standing (see Academic Standing).

http://www.apta.org/uploadedFiles/APTAorg/Practice_and_Patient_Care/Ethics/GuideforProfessionalConduct.pdf

Curriculum Semester 1 (Summer)		Credits
PTH 6110	Clinical & Functional Anatomy	4
PTH 6111	Clinical Physiology	3
PTH 6112	Ethics & Value Systems	2
PTH 6115	Patient / Client Management I	2
PTH 6116	Integrated Clinical I	1

Semester 2 (Fall)		Credits
PTH 6120	Neuroscience	4
PTH 6121	Musculoskeletal Conditions & Management	3
PTH 6122	Dynamic Systems I: Movement & Adaptation	3
PTH 6124	Clinical Inquiry I: Causality & Inference	3
PTH 6125	Patient / Client Management II	4
PTH 6126	Integrated Clinical II	1

Semester 3 (Spring)		Credits
PTH 6130	Pathophysiology & Pharmacology I	3
PTH 6131	Exercise Prescription & Nutrition	3
PTH 6132	Movement Systems	4
PTH 6133	Dynamic Systems II: Movement & Adaptation	3
PTH 6135	Patient / Client Management III	4
PTH 6136	Integrated Clinical III	1

Semester 4 (Summer)		Credits
PTH 8210	Pathophysiology & Pharmacology II	3
PTH 8215	Patient / Client Management IV	5
PTH 8216	Integrated Clinical IV	2

Semester 5 (Fall)		Credits
PTH 8226	Clinical Education I	8
PTH 8227	Clinical Reflection I	1

PTH 8224	Clinical Inquiry II: Study Design	3
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Semester 6 (Spring)		Credits
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PTH 8232	Psycho/Social Systems	3
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PTH 8234	Clinical Inquiry III: Models, Reviews & Guidelines 3	
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PTH 8235	Patient / Client Management V	6
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PTH 8236	Integrated Clinical V	2
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Semester 7 (Summer)		Credits
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PTH 8316	Clinical Education II	8
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PTH 8317	Clinical Reflection II	1
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Semester 8 (Fall)		Credits
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PTH 8322	Health Systems	6
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PTH 8324	Capstone I	3
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PTH 8326	Integrated Clinical VI	3
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Semester 9 (Spring)		Credits
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PTH 8336	Clinical Education III	10
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PTH 8337	Clinical Reflection III	1
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PTH 8334	Capstone II	1
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Total Program		117
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SCHOOL COUNSELING (MED)

Program Coordinator: Robin Hausheer, EdD, NCC

E-mail: rh1041@plymouth.edu

The MEd in School Counseling is designed to prepare students to function as K–12 Certified Professional School Counselors. This program is approved by the New Hampshire Department of Education and leads to New Hampshire certification in school (guidance) counseling. PSU's school counseling program is nationally accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). It is the only school counseling program in New Hampshire to hold this prestigious accreditation.

The program focuses on preparing counselors who understand and are sensitive to the needs of the individuals with whom they work, and emphasizes those abilities that enable practitioners to promote the development of children not only in direct ways, but also through consultation and the initiation of systemic change.

In this professional preparation program, emphasis is placed on personal and interpersonal growth in addition to academic excellence. The program is structured so that students progress through a foundational core to self-development, skill development, and application. This is facilitated by a sequence of field experiences that progressively assist students to connect theory with practice. For example, pre-practicum experiences are integrated into selected professional courses (CO 5030 and CO 5230) and include brief counseling and other activities in schools or other settings. Practica are taken in order for students to develop and practice counseling skills and community outreach with a number of students and clients. Finally, the internship places students in settings that allow them to experience the full range of activities that are associated with the role of the counselor. While completing their internship experiences, students must be able to attend weekly seminars in Plymouth.

Requirements for certification may change, subject to changes made by the New Hampshire Department of Education (NHDOE). Teacher candidates can find the latest NHDOE standards at education.nh.gov/index.htm.

Internship

All required professional courses must be successfully completed before students can enroll in the internship experience. Students must contact the clinical experiences coordinator during the term prior to their internship experience in order to make appropriate arrangements.

Students in the School Counseling program must successfully complete a 600-hour comprehensive public school internship in school counseling at the elementary, middle, and secondary levels in order to demonstrate and further develop relevant competencies. In order to be recommended for certification as a school counselor, students must complete six credits of CO 5850 Seminar and Internship in School Counseling K–12. The internship component of

these experiences must be completed in school settings that have as their primary function the education of public school students. In addition, students must be supervised on site by a certified school counselor and must be able to attend on-campus seminars during the terms they are involved in their internship experiences. Internships must be completed during the academic year and must be approved in advance by the Counselor Education faculty. Prior to completing an internship, candidates must demonstrate basic skills in reading, writing, and mathematics by passing the Praxis Core Academic Skills for Educators exam.

School Counseling, K–12 Certification

Curriculum Requirements		Credits
Counselor Education Component		
CO 5010	Professional Orientation, Ethics, and Advocacy	3
CO 5020	Counseling Skills	3
CO 5040	Social Behavior and Diversity	3
CO 5050	Advanced Human Development	3
CO 5070	Research Design in the Helping Professions	3
CO 5230	Career Counseling and Development	3
CO 5260	Counseling Theories and Personality	3
CO 5430	Assessment for Counselors	3
CO 5460	Group Counseling	3
CO 5100	Practicum	3
School Counseling Specialization Component		
CO 5030	Foundations of School Counseling	3
CO 5080	The Counselor in the Classroom	3
CO 5650	Critical Issues in Schools	3
CO 5780	Working with Youth and Their Systems	3
CO 5850	Seminar and Internship in School Counseling	6
Total for MEd in School Counseling, K–12 Certification		48

School Counseling, K–12 Specialist Certification Only

Students must already have a master's degree or be awarded a master's degree at the same time this credential is awarded.

Curriculum Requirements	Credits
Counselor Education Component	
CO 5010 Professional Orientation, Ethics and Advocacy	3
CO 5260 Counseling Theories and Personality	3
CO 5050 Advanced Human Development	3
CO 5020 Counseling Skills	3
CO 5070 Research Design in the Helping Professions	3
CO 5040 Social Behavior and Diversity	3
CO 5230 Career Counseling and Development	3
CO 5460 Group Counseling	3
CO 5430 Assessment for Counselors	3
CO 5100 Practicum (100 hours)	3
School Counseling Specialization Component	
CO 5030 Foundations of School Counseling	3
CO 5080 The Counselor in the Classroom	3
CO 5650 Critical Issues in Schools	3
CO 5780 Working with Youth and Their Systems	3
CO 5850 Seminar and Internship in School Counseling (600 hours)	6
Total for School Counseling, K–12 Specialist Certification Only	48

School Counseling, Eating Disorders

Curriculum Requirements	Credits
Counselor Education Component	
CO 5010 Professional Orientation, Ethics, and Advocacy	3
CO 5020 Counseling Skills	3
CO 5040 Social Behavior and Diversity	3
CO 5050 Advanced Human Development	3
CO 5070 Research Design in the Helping Professions	3
CO 5230 Career Counseling and Development	3
CO 5260 Theories of Counseling and Personality	3
CO 5430 Assessment for Counselors	3
CO 5460 Group Counseling	3
CO 5100 Practicum	3
School Counseling Specialization Component	
CO 5030 Foundations of School Counseling	3
CO 5080 The Counselor in the Classroom	3
CO 5650 Critical Issues in Schools	3
CO 5780 Working with Youth and Their Systems	3
CO 5850 Seminar and Internship in School Counseling	6
Eating Disorder Component	
CO 5150 Eating Disorders Clinical	
CO 5160 Eating Disorders: Awareness and Prevention	
CO 5170 Treatment Modalities for Eating Disorders	3
CO 5180 Nutritional Fundamentals and Counseling in the Recovery of Eating Disorders	3
CO 5190 Medical and Physiological Aspects of Eating Disorders	3
Total for MEd in School Counseling, Eating Disorder Concentration	63

School Counseling, Organizational Approaches to Transformation and Healing

Curriculum Requirements		Credits
Counselor Education Component		
CO 5010	Professional Orientation, Ethics, and Advocacy	3
CO 5020	Counseling Skills	3
CO 5040	Social Behavior and Diversity	3
CO 5050	Advanced Human Development	3
CO 5070	Research Design in the Helping Professions	3
CO 5230	Career Counseling and Development	3
CO 5260	Theories of Counseling and Personality	3
CO 5430	Assessment for Counselors	3
CO 5460	Group Counseling	3
CO 5100	Practicum	3
School Counseling Specialization Component		
CO 5030	Foundations of School Counseling	3
CO 5080	The Counselor in the Classroom	3
CO 5650	Critical Issues in Schools	3
CO 5780	Working with Youth and Their Systems	3
CO 5850	Seminar and Internship in School Counseling	6
OATH Component		
OH 5180	Exploring Personal and Organizational Health	3
HH 5590	Transpersonal Psychology	3
HH 5570	Mindfulness Meditation: Theory and Practice	3
OH 5400	Evolutionary Change for a Sustainable Future	3
OH 5200	Creating Socially Responsible Organizations	3
OH 5300	Work as a Personal Journey	3
Total for MEd in School Counseling, Organizational Approaches to Transformation and Healing Concentration		66

School Counseling, Organizational Approaches to Transformation and Healing

Curriculum Requirements		Credits
Counselor Education Component		
CO 5010	Professional Orientation, Ethics, and Advocacy	3
CO 5020	Counseling Skills	3
CO 5040	Social Behavior and Diversity	3
CO 5050	Advanced Human Development	3
CO 5070	Research Design in the Helping Professions	3
CO 5230	Career Counseling and Development	3
CO 5260	Theories of Counseling and Personality	3
CO 5430	Assessment for Counselors	3
CO 5460	Group Counseling	3
CO 5100	Practicum	3
School Counseling Specialization Component		
CO 5030	Foundations of School Counseling	3
CO 5080	The Counselor in the Classroom	3
CO 5650	Critical Issues in Schools	3
CO 5780	Working with Youth and Their Systems	3
CO 5850	Seminar and Internship in School Counseling	6
PATH Component		
HH 5180	Exploring Personal and Organizational Health	3
HH 5570	Mindfulness Meditation: Theory and Practice	3
HH 5590	Transpersonal Psychology	3
HH 5600	Energy, Body and Health	3
HH 5610	Circle of Life: Living and Dying Well	3
HH 5620	Spiritual Health	3
Total for MEd in School Counseling, Personal Approaches to Transformation and Healing Concentration		66

School Counseling, Play Therapy

Curriculum Requirements		Credits
Counselor Education Component		
CO 5010	Professional Orientation, Ethics, and Advocacy	3
CO 5020	Counseling Skills	3
CO 5040	Social Behavior and Diversity	3
CO 5050	Advanced Human Development	3
CO 5070	Research Design in the Helping Professions	3
CO 5230	Career Counseling and Development	3
CO 5260	Theories of Counseling and Personality	3
CO 5430	Assessment for Counselors	3
CO 5460	Group Counseling	3
CO 5100	Practicum	3
School Counseling Specialization Component		
CO 5030	Foundations of School Counseling	3
CO 5080	The Counselor in the Classroom	3
CO 5650	Critical Issues in Schools	3
CO 5780	Working with Youth and Their Systems	3
CO 5850	Seminar and Internship in School Counseling	6
Play Therapy Component		
CO 7010	Dynamic Play Therapies	1
CO 7020	Child-Centered Play Therapy	1
CO 7030	Expressive Play Therapies	1
CO 7040	Special Populations in Play Therapy	1
CO 7560	Special Topics in Play Therapy	4
(Students take four, one-credit special topics courses)		
Total for MEd in School Counseling, Play Therapy Concentration		56

GRADUATE CERTIFICATES**Addictions Treatment Certificate****Program Coordinator:** Robin Hausheer, EdD, NCC**E-mail:** rh1041@plymouth.edu

The Addictions Treatment Certificate provides a specialized education to professionals and students interested in providing treatment for individuals and families affected by substance abuse and addictive behaviors. The certificate provides a comprehensive overview of assessment, treatment planning, and relapse prevention. Prevention and intervention treatment models are also examined.

The certificate is in alignment with the professional licensing standards in the State of New Hampshire for alcohol and other drug abuse counselors. It is for practicing licensed therapists or students enrolled in master's level clinical programs.

Curriculum Requirements		Credits
CO 5720	Addictions and Related Disorders	3
CO 5730	Addictions Treatment Modalities	3
CO 5740	Seminar and Internship in Addictions Treatment	3
Total for Addictions Treatment Certificate		9

Play Therapy Certificate

Program Coordinator: Dorothy J. Nold, MSW, PhD

E-mail: djnold@plymouth.edu

Play is the universal language of children. Play Therapy is a natural form of communication that allows children to communicate their awareness of what is occurring in their world in a manner that is cognitively and developmentally appropriate.

The Play Therapy post-master's certificate provides school and mental health counselors and school psychologists with useful, research-based tools and techniques to help children and adolescents through a variety of social, emotional, behavioral, and learning difficulties, including post-traumatic stress disorder, conduct disorder, aggression or impulsive anger, anxiety, depression, ADHD, and low self-esteem.

PSU's play therapy courses prepare post-master's counseling professionals and master's degree students with prior coursework in counseling children with the necessary 150-hour educational requirement to gain the Registered Play Therapist credential through the Association for Play Therapy.

Registered Play Therapists and Registered Play Therapists-Supervisors are licensed or certified practitioners, including school-based counselors, who have earned a master's degree or advanced mental health degree; have taken 150 or more hours of specialized play therapy training; and have documented 500 hours of clinical and play therapy-specific experience under supervision with a Registered Play Therapist-Supervisor. Supervision is not provided by the University, but is available from Registered Play Therapist-Supervisors in the area.

Curriculum Requirements	Credits
CO 7010 Dynamic Play Therapies	1
CO 7020 Child-Centered Play Therapy	1
CO 7030 Expressive Play Therapies	1
CO 7040 Special Populations in Play Therapy	1
CO 7560 Special Topics in Play Therapy	4
(Students take four, one-credit special topics courses)	
Total for Play Therapy Certificate	8

SCHOOL PSYCHOLOGY (CAGS)

Program Coordinator: Cindy Waltman, PhD

E-mail: cwaltman@plymouth.edu

This program is designed for students who already have a master's degree in a discipline related to school psychology. This flexible degree program contains a minimum of 33 credits, but may include up to 57 credits depending on the relatedness to school psychology of the candidate's previous master's degree. Please see the MEd in School Psychology program for a complete listing of courses needed to become certified as a school psychologist.

Internship

All required professional courses must be successfully completed before students can enroll in the internship experience. Students must contact their program coordinator during the term prior to their internship experience in order to make appropriate arrangements. The deadline is October 1 for the spring term and February 1 for the fall term (or the first business day of those months).

Students must successfully complete a 1,200-hour comprehensive public school internship in school psychology that spans the K–12 grade levels in order to demonstrate and further develop relevant competencies.* In order to be recommended for certification as a school psychologist, students must complete 12 credits of SY 6800 Seminar and Internship in School Psychology. The internship component of these experiences must be completed in school settings that have as their primary function the education of public school students. In addition, students must be supervised on site by a certified school psychologist and must be able to attend on-campus seminars during the terms they are involved in their internship experiences. Typically, the internship requirement is met over three academic terms (fall and spring) and carries 12 credits. Students must complete their internship experience within two calendar years.

Requirements for certification may change, subject to changes made by the New Hampshire Department of Education (NHDOE). Teacher candidates can find the latest NHDOE standards at education.nh.gov/index.htm.

The information in this [link](#) is provided to maintain compliance with the US Department of Education Gainful Employment Programs Disclosure regulations.

**Students may complete up to 600 hours in a clinical setting.*

School Psychology, K–12 Certification

Curriculum Requirements		Credits
Counselor Education Component		
CO 7300 or	Counseling Supervision	3
EP 7040	Planning in Education and Human Services	3
EP 7020 or	Collaborative Leadership	3
EP 7030	Transforming the Educational Agenda	3
EP 7050	Advanced Mixed Research Methodology	3
School Psychology Specialization Component 12+		
Students take what they need for certification based on the competencies met in their master's degree program.		
Capstone Experience		
SY 6800	School Psychology Internship and Seminar	12
Minimum Total for CAGS in School Psychology, K–12 Certification		33

School Psychology, K–12 Specialist Certification Only

Students must already have a master's degree or be awarded a master's degree at the same time this credential is awarded.

Curriculum Requirements	Credits
Foundation Component	
CO 5040 Social Behavior and Diversity	3
CO 5050 Advanced Human Development	3
CO 5070 Research Design in the Helping Professions	3
ED 5060 Theories of Learning and Cognitive Development	3
CO 5260 Counseling Theories and Personality	3
CO 5130 Psychopharmacology and the Biological Basis of Mental Health	3
CO 5770 Psychopathology: Disorders of Childhood, Adolescence, and Adulthood	3
SY 5300 Foundations and Multicultural Aspects of Parenting	3
CO 5650 Critical Issues in Schools	3
Professional Component	
SY 6010 Foundations of School Psychology	3
CO 5020 Counseling Skills	3
SY 6600 Principles of School Neuropsychology	3
SY 6200 Behavioral Assessment, Analysis, and Intervention	3
CO 5780 Working with Youth and Their Systems	3
SY 6500 Educational Assessment and Consultation	3
SY 6400 Administering Individual Intelligence Tests	3
SY 6300 Social/Emotional/Behavioral Assessment	3
SY 6700 Practicum I: Assessment, Intervention, and Consultation	3
SY 6710 Practicum II: Integration and Case Studies	3
SY 6800 School Psychology Internship and Seminar (1200 hrs)	12
Total for School Psychology, K–12 Specialist Certification Only	69

School Psychology (CAGS), Positive Behavioral Interventions and Support (PBIS)

Curriculum Requirements	Credits
Counselor Education Component	
CO 7300 Counseling Supervision or	3
EP 7040 Planning in Education and Human Services	3
EP 7020 or Collaborative Leadership	3
EP 7030 Transforming the Educational Agenda	3
EP 7050 Advanced Mixed Research Methodology	3
School Psychology Specialization Component	
Students take what they need for certification based on the competencies met in their master's degree program 12+	
PBIS Component	
SE 5563 PBIS: School-wide Approaches for All Students	3
SE 5564 PBIS: Comprehensive Approach for Students with Intense and Chronic Needs	3
SE 5566 PBIS: Targeted Approaches for Students at Risk	3
SE 5568 PBIS: Facilitation Specialist as Coach and Resource Person	3
Minimum total for CAGS in School Psychology, Positive Behavioral Interventions and Support concentration	36

SCHOOL PSYCHOLOGY (MED)

Program Coordinator: Cindy Waltman, PhD

E-mail: cwaltman@plymouth.edu

The MEd in School Psychology is a National Association of School Psychologists (NASP)-approved 69-credit program designed for individuals who desire certification in school psychology at the state and national level. Those candidates who already possess a master's degree in a related field will want to explore the post-master's CAGS or professional certification program. Candidates are expected to possess strong interpersonal skills.

The program focuses on preparing school psychologists who understand and are sensitive to the needs of the individuals with whom they work, and emphasizes those abilities that enable practitioners to promote the development of children not only in direct ways, but also through consultation and the initiation of systemic change.

In this professional preparation program, emphasis is placed on personal and interpersonal growth in addition to academic excellence. The program is structured so that students progress through a foundational core of knowledge, skill development, and application. This is facilitated by a sequence of field experiences that progressively assist students to connect theory with practice. The pre-practicum experience is integrated into Foundations of School Psychology (SY 6010) and includes shadowing a school psychologist in a school setting. Finally, the 1,200-hour internship places students in settings that allow them to experience the full range of activities that are associated with the role of the school psychologist. While completing their internship experiences, students must be able to attend weekly seminars in Plymouth.

Admission Process

Professional organizations recommend that program admissions criteria include consideration of the applicant's openness to self-examination and personal and professional self-development. For this reason, students need to participate in the Counselor Education and School Psychology (CESP) Department Group Interview, as part of the admissions process. The Group Interview is a half-day event held quarterly, and involves an informational session along with a group interview. Participation in the interview process is open to any prospective student and is not dependent on students having completed an application. An admissions decision will be made upon completion of both of the application and admissions interview.

While students are allowed to take up to 12 credits before completing the application process, it is important for students to understand that successful completion of coursework is not a guarantee of admission into CESP Department programs.

CESP Department Monitoring and Dismissal Process

The program faculty has the responsibility to monitor students' personal and professional characteristics that have the potential to interfere with their ability to perform in an ethically and professionally competent manner. Additionally, faculty monitor

students' academic performance. Thus, all CESP Department students are continuously monitored while they are enrolled in CESP courses. This review is done at regularly scheduled faculty meetings by CESP faculty in consultation with graduate teaching lecturers. All students' academic, personal, and professional progress is reviewed at the end of each academic term.

As part of the regular review of students' personal and professional performance, faculty members note personal and professional issues that significantly affect students' ability to function adequately as school psychologists, graduate students, and professionals. The CESP faculty delineates specific action steps for students as needed. The students' advisors (sometimes in conjunction with the Department Chair) meet with students to discuss remediation action steps. Depending upon the nature and severity of the concerns, appropriate action steps range from (a) collaborative strategies for personal and professional improvement to (b) a required leave of absence to (c) dismissal from the CESP Department programs. For those continuing in their program, a schedule of follow-up meetings occurs as part of the process.

A review of all dismissal decisions can be requested from the Office of the Provost.

Internship

All required professional courses must be successfully completed before students can enroll in the internship experience. Students must contact their program coordinator during the term prior to their internship experience in order to make appropriate arrangements. The deadlines are October 1 for the winter and spring terms and February 1 for the fall term (or the first business day of those months).

Students in the School Psychology program must successfully complete a 1,200-hour comprehensive public school internship in school psychology that spans the K-12 grade levels in order to demonstrate and further develop relevant competencies. Students may complete up to 600 hours in a clinical setting. In order to be recommended for certification as a school psychologist, students must complete 12 credits of SY 6800 Seminar and Internship in School Psychology. The internship component of these experiences must be completed in school settings that have as their primary function the education of public school students. In addition, students must be supervised on site by a certified school psychologist and must be able to attend on-campus seminars during the terms they are involved in their internship experiences. Typically, the internship requirement is met over two academic terms (fall and spring) and carries 12 credits. Students must complete their internship experience within two calendar years.

Comprehensive Assessment/Praxis II

School psychology candidates will be expected to develop an electronic portfolio based on the New Hampshire state standards and NASP Professional Standards of Practice. This portfolio will be reviewed and completed during the internship. Candidates must also submit passing scores on the Praxis II test prior to completion of the program.

Prior to completing an internship, candidates must demonstrate basic skills in reading, writing, and mathematics by passing the Praxis Core Academic Skills for Educators exam.

Requirements for certification may change, subject to changes made by the New Hampshire Department of Education (NHDOE). Teacher candidates can find the latest NHDOE standards at education.nh.gov/index.htm.

School Psychology, K–12 Certification

Curriculum Requirements	Credits
Foundation Component	
CO 5040 Social Behavior and Diversity	3
CO 5050 Advanced Human Development	3
CO 5070 Research Design in the Helping Professions	3
CO 5130 Psychopharmacology and the Biological Basis of Mental Health	3
CO 5260 Counseling Theories and Personality	3
SY 5300 Foundations and Multicultural Aspects of Parenting	3
CO 5770 Psychopathology: Disorders of Childhood, Adolescence, and Adulthood	3
ED 5060 Theories of Learning and Cognitive Development	3
CO 5650 Critical Issues in Schools	3
Professional Component	
CO 5020 Counseling Skills	3
CO 5780 Working with Youth and Their Systems	3
SY 6600 Principles of School Neuropsychology	3
SY 6010 Foundations of School Psychology	3
SY 6200 Behavioral Assessment, Analysis, and Intervention	3
SY 6300 Social/Emotional/Behavioral Assessment	3
SY 6400 Administering Individual Intelligence Tests	3
SY 6500 Educational Assessment and Consultation	3
SY 6700 Practicum I: Assessment, Intervention, and Consultation	3
SY 6710 Practicum II: Integration and Case Studies	3
SY 6800 School Psychology Internship and Seminar (1,200 hours with certified school psychologist)	12
Total for MEd in School Psychology, K–12 Certification	69

Note: Students who complete the program may wish to apply for national certification, which is granted by the National School Psychology Certification Board and is called NCSP for the Nationally Certified School Psychologist. The University's school psychology graduate program has been approved by the New Hampshire Department of Education and is NASP approved.

School Psychology, Eating Disorders Institute

Curriculum Requirements	Credits
Foundation Component	
CO 5040 Social Behavior and Diversity	3
CO 5050 Advanced Human Development	3
CO 5070 Research Design in the Helping Professions	3
ED 5060 Theories of Learning and Cognitive Development	3
CO 5260 Theories of Counseling and Personality	3
CO 5130 Psychopharmacology and the Biological Basis of Mental Health	3
CO 5770 Psychopathology: Disorders of Childhood, Adolescence, and Adulthood	3
SY 5300 Foundations and Multicultural Aspects of Parenting	3
CO 5650 Critical Issues in Schools	3
Professional Component	
SY 6010 Foundations of School Psychology	3
CO 5020 Counseling Skills	3
SY 6600 Principles of School Neuropsychology	3
SY 6200 Behavioral Assessment, Analysis, and Intervention	3
CO 5780 Working with Youth and Their Systems	3
SY 6500 Educational Assessment and Consultation	3
SY 6400 Administering Individual Intelligence Tests	3
SY 6300 Social/Emotional/Behavioral Assessment	3
SY 6700 Practicum I: Assessment, Intervention, and Consultation	3
SY 6710 Practicum II: Integration and Case Studies	3
SY 6800 School Psychology Internship and Seminar (1,200 hours with certified school psychologist)	12
Eating Disorders Institute Component	
CO 5150 Eating Disorders Clinical	3
CO 5160 Eating Disorders: Awareness and Prevention	3
CO 5170 Treatment Modalities for Eating Disorders	3
CO 5180 Nutritional Fundamentals and Counseling in the Recovery of Eating Disorders	3
CO 5190 Medical and Physiological Aspects of Eating Disorders	3
Total for MEd in School Psychology, Eating Disorders Institute Concentration	84

School Psychology, Organizational Approaches to Transformation and Healing

Curriculum Requirements		Credits
Foundation Component		
CO 5040	Social Behavior and Diversity	3
CO 5050	Advanced Human Development	3
CO 5070	Research Design in the Helping Professions	3
ED 5060	Theories of Learning and Cognitive Development	3
CO 5260	Theories of Counseling and Personality	3
CO 5130	Psychopharmacology and the Biological Basis of Mental Health	3
CO 5770	Psychopathology: Disorders of Childhood, Adolescence, and Adulthood	3
SY 5300	Foundations and Multicultural Aspects of Parenting	3
CO 5650	Critical Issues in Schools	3
Professional Component		
SY 6010	Foundations of School Psychology	3
CO 5020	Counseling Skills	3
SY 6600	Principles of School Neuropsychology	3
SY 6200	Behavioral Assessment, Analysis, and Intervention	3
CO 5780	Working with Youth and Their Systems	3
SY 6500	Educational Assessment and Consultation	3
SY 6400	Administering Individual Intelligence Tests	3
SY 6300	Social/Emotional/Behavioral Assessment	3
SY 6700	Practicum I: Assessment, Intervention, and Consultation	3
SY 6710	Practicum II: Integration and Case Studies	3
SY 6800	School Psychology Internship and Seminar (1,200 hours with full-time school psychologist)	12
OATH Component		
OH 5180	Exploring Personal and Organizational Health	3
HH 5590	Transpersonal Psychology	3
HH 5570	Mindfulness Meditation: Theory and Practice	3
OH 5400	Evolutionary Change for a Sustainable Future	3
OH 5200	Creating Socially Responsible Organizations	3
OH 5300	Work as a Personal Journey	3
Total for MEd in School Psychology, Organizational Approaches to Transformation and Healing Concentration		87

School Psychology, Personal Approaches to Transformation and Healing

Curriculum Requirements		Credits
Foundation Component		
CO 5040	Social Behavior and Diversity	3
CO 5050	Advanced Human Development	3
CO 5070	Research Design in the Helping Professions	3
ED 5060	Theories of Learning and Cognitive Development	3
CO 5260	Theories of Counseling and Personality	3
CO 5130	Psychopharmacology and the Biological Basis of Mental Health	3
CO 5770	Psychopathology: Disorders of Childhood, Adolescence, and Adulthood	3
SY 5300	Foundations and Multicultural Aspects of Parenting	3
CO 5650	Critical Issues in Schools	3
Professional Component		
SY 6010	Foundations of School Psychology	3
CO 5020	Counseling Skills	3
SY 6600	Principles of School Neuropsychology	3
SY 6200	Behavioral Assessment, Analysis, and Intervention	3
CO 5780	Working with Youth and Their Systems	3
SY 6500	Educational Assessment and Consultation	3
SY 6400	Administering Individual Intelligence Tests	3
SY 6300	Social/Emotional/Behavioral Assessment	3
SY 6700	Practicum I: Assessment, Intervention, and Consultation	3
SY 6710	Practicum II: Integration and Case Studies	3
SY 6800	School Psychology Internship and Seminar (1,200 hours with full-time school psychologist)	12
PATH Component		
HH 5180	Exploring Personal and Organizational Health	3
HH 5570	Mindfulness Meditation: Theory and Practice	3
HH 5590	Transpersonal Psychology	3
HH 5600	Energy, Body and Health	3
HH 5610	Circle of Life: Living and Dying Well	3
HH 5620	Spiritual Health	3
Total for MEd in School Psychology, Personal Approaches to Transformation and Healing Concentration		87

School Psychology, Play Therapy

Curriculum Requirements		Credits
Foundation Component		
CO 5040	Social Behavior and Diversity	3
CO 5050	Advanced Human Development	3
CO 5070	Research Design in the Helping Professions	3
ED 5060	Theories of Learning and Cognitive Development	3
CO 5260	Theories of Counseling and Personality	3
CO 5130	Psychopharmacology and the Biological Basis of Mental Health	3
CO 5770	Psychopathology: Disorders of Childhood, Adolescence, and Adulthood	3
SY 5300	Foundations and Multicultural Aspects of Parenting	3
CO 5650	Critical Issues in Schools	3
Professional Component		
SY 6010	Foundations of School Psychology	3
CO 5020	Counseling Skills	3
SY 6600	Principles of School Neuropsychology	3
SY 6200	Behavioral Assessment, Analysis, and Intervention	3
CO 5780	Working with Youth and Their Systems	3
SY 6500	Educational Assessment and Consultation	3
SY 6400	Administering Individual Intelligence Tests	3
SY 6300	Social/Emotional/Behavioral Assessment	3
SY 6700	Practicum I: Assessment, Intervention, and Consultation	3
SY 6710	Practicum II: Integration and Case Studies	3
SY 6800	School Psychology Internship and Seminar (1,200 hours with full-time school psychologist)	12
Play Therapy Component		
CO 7010	Dynamic Play Therapies	1
CO 7020	Child-Centered Play Therapy	1
CO 7030	Expressive Play Therapies	1
CO 7040	Special Populations in Play Therapy	1
CO 7560	Special Topics in Play Therapy	4
(Students take four, one-credit special topics courses)		
Total for MEd in School Psychology, Play Therapy Concentration		77

School Psychology (MEd), Positive Behavioral Interventions and Support (PBIS)

Curriculum Requirements		Credits
Foundation Component		
CO 5040	Social Behavior and Diversity	3
CO 5050	Advanced Human Development	3
CO 5070	Research Design in the Helping Professions	3
ED 5060	Theories of Learning and Cognitive Development	3
CO 5260	Theories of Counseling and Personality	3
CO 5130	Psychopharmacology and the Biological Basis of Mental Health	3
CO 5650	Critical Issues in Schools	3
CO 5770	Psychopathology: Disorders of Childhood, Adolescents, and Adulthood	3
SY 5300	Foundations and Multicultural Aspects of Parenting PBIS Component Professional Component	3
SE 5563	PBIS: School-wide Approaches for All Students	3
SY 6010	Foundations of School Psychology	3
SE 5564	PBIS: Comprehensive Approach for Students with Intense and Chronic Needs	3
CO 5020	Counseling Skills	3
SY 6600	Principles of School Neuropsychology	3
SE 5566	PBIS: Targeted Approaches for Students at Risk	3
SY 6200	Behavioral Assessment, Analysis, and Intervention	3
SE 5568	PBIS: Facilitation Specialist as Coach and Resource Person	3
CO 5780	Working with Youth and Their Systems	3
SY 6500	Educational Assessment and Consultation	3
SY 6400	Administering Individual Intelligence Tests	3
SY 6300	Social/Emotional/Behavioral Assessment	3
SY 6700	Practicum I: Assessment, Intervention, and Consultation	3
SY 6710	Practicum II: Integration and Case Studies	3
SY 6800	School Psychology Internship and Seminar (1,200 hours with certified school psychologist)	12
Total for MEd in School Psychology, Positive Behavioral Interventions and Support concentration		81

SPECIAL EDUCATION (MEd)

Program Coordinator: Ann Berry, PhD

E-mail: aberry@plymouth.edu

PSU offers a MEd in Special Education (non-certification), which is the most flexible option for students who are not interested in pursuing certification. In addition to the major, students may choose from the following concentrations:

General Special Education K–12 Certification

One-Year Intensive General Special Education K–12 Certification
K–12 Administrator Certification

Note: Students may also pursue a post-master's Certificate of Advanced Graduate Studies (CAGS) in Educational Leadership with a concentration in Special Education Administrator K–12 Certification.

MEd in Special Education (non-certification)

Curriculum Requirements	Credits
Learning Theory Component	
ED 5030 Research Design	3
ED 5060 Theories of Learning and Cognitive Development	3
General Special Education Component	
SE 5300 Special Education Law	3
SE 5581 Technology for Diverse Learners	3
SE 5600 Language and Learning Disabilities	3
SE 5760 Collaboration, Consultation and Leadership in Special Education	3
SE 5765 Families and Children: Ethical and Legal Issues	3
Elective Component (Choose 4 courses below, or 5xxx courses in AD, CO, ED, IN, OH, RL, SE, SY or TE)	
SE 6040 Curriculum Development in Special Education	3
IN 5970 Integrating Arts	3
IN 5400 Imagination, Creativity, and Innovation	3
ED 5140 Assessment Principles and Practices	3
CE 5040 Technology and Innovation	3
SE 5190 Educational Testing	3
SE 5570 Autism and Spectrum Disorders	3
SE 5563 PBIS: School-wide Approaches for All Students	3
SE 5564 PBIS: Comprehensive Approaches for Students with Intense and Chronic Needs	3
SE 5566 PBIS: Targeted Approaches for Students at Risk	3
SE 5568 PBIS: Facilitation Specialist as Coach and Resource Person	3
SE 5770 Behavioral Disorders in School-Aged Children	3
Capstone Experience	
ED 6900 Graduate Capstone Project or	3

SE 5181 Collaborative Action Research in Special Education	3
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Total for MEd in Special Education (non-certification)	36
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MEd General Special Education, K–12 Certification

Courses in special education address competencies in such areas as classroom management, survey of exceptionalities, human development, foundations, assessment, and teaching strategies. This concentration is aligned with the Council of Exceptional Children standards and is nationally accredited.

Requirements for certification may change, subject to changes made by the New Hampshire Department of Education (NHDOE). Teacher candidates can find the latest NHDOE standards at education.nh.gov/index.htm.

Plymouth State University's General Special Education certification programs are aligned with the national Council for Exceptional Children (CEC) Standards.

Curriculum Requirements	Credits
Master's Core Component	
ED 5000 Social Behavior in a Diverse Society	3
SE 5765 Working with Families and Children: Legal and Ethical Issues	3
ED 5030 Research Design or	3
SE 5181 Collaborative Action Research in Special Education	3
Learning Theory Component	
ED 5060 Theories of Learning and Cognitive Development	3
SE 5600 Language and Learning Disabilities	3
SE 5400 Classroom Interventions and Special Education Strategies	3
SE 5581 Technology for Diverse Learners	3
Specialization Component	
SE 5300 Special Education Law	3
SE 5770 Behavioral Disorders in School-Aged Children	3
SE 5190 Educational Testing	3
SE 5760 Collaboration, Consultation, and Leadership in Special Education	3
SE 6040 Curriculum Development in Special Education	3
Capstone Experience	
SE 5960 Special Education Teaching Internship	6
Total for MEd in Special Education, General Special Education, K–12 Certification	42

General Special Education, K–12 Certification Only

Curriculum Requirements		Credits
Learning Theory Component		
ED 5060	Theories of Learning and Cognitive Development	3
SE 5600	Language and Learning Disabilities	3
SE 5400	Classroom Interventions and Special Education Strategies	3
SE 5581	Technology for Diverse Learners	3
Specialization Component		
SE 5300	Special Education Law	3
SE 5770	Behavioral Disorders in School-Aged Children	3
SE 5190	Educational Testing	3
SE 5760	Collaboration, Consultation, and Leadership in Special Education	3
SE 6040	Curriculum Development in Special Education	3
Capstone Experience		
SE 5960	Special Education Teaching Internship	6
Total for General Special Education, K–12 Certification Only		33

One-Year Intensive General Special Education, K–12 Certification Program Coordinator: Ann Berry, PhDE-mail: abberry@plymouth.edu

This concentration is designed for the professional who would like to engage in intensive training to gain knowledge and skills in the field of special education. The one-year intensive program follows a prescribed sequence of coursework paired with a special education internship. Through this intensive format, candidates receive a Master of Education (MEd) with NH General Special Education K–12 certification in one year. Taught by faculty who are specialists and leaders in the field, courses are designed to provide candidates with the knowledge and skills crucial to teaching effectively in today's inclusive classrooms.

This 42-credit full-time program is for candidates who have completed an undergraduate degree in a teacher certification program or related educational field and are interested in working effectively in today's inclusive classrooms or related fields. Courses in this program are taught using a hybrid format (some face-to-face meetings with some online components) and are designed in scope and sequence to allow candidates to apply course concepts in school settings, to collaborate with professionals in the field, and to collaborate within a cohort model. Beginning in the summer term, candidates progress through the program three to four courses at a time over one year. In addition, candidates engage with students with exceptionalities through an internship in the fall and spring terms, providing candidates with a variety of opportunities for field-based project completion and practical application of course concepts.

Plymouth State University's General Special Education certification programs are aligned with the national Council for Exceptional Children (CEC) Standards.

Program Requirements

The candidate must have successfully completed an undergraduate degree in K–3, K-6, K–8, K–12, 5–12, or 7–12 teacher certification, or related educational field (e.g., Adventure Education, Early Intervention, Social Work).

The candidate must successfully complete a comprehensive screening interview with the special education program coordinator in addition to meeting graduate admissions requirements. Application materials must be received by May 15 of the admitting year with courses to begin in June.

Required Courses

The cohort groups will be formed at the onset of the program, summer term, and will be monitored by the special education program coordinator. Students entering the program must meet the following prerequisite-sites: courses in human development, diversity, general exceptionalities, philosophy, and literacy.

Curriculum Requirements		Credits
SE 5181 or	Collaborative Action Research in Special Education	3
ED 5030	Research Design	3
SE 5190	Educational Testing	3
SE 5300	Special Education Law	3
SE 5570	Autism and Spectrum Disorders	3
SE 5581	Technology for Diverse Learners	3
SE 5600	Language and Learning Disabilities	3
SE 5760	Collaboration, Consultation, and Leadership in Special Education	3
SE 5765	Working with Families and Children: Legal and Ethical Issues	3
SE 5770	Behavioral Disorders in School-Aged Children	3
TE 5050	Mainstream Classroom Strategies for ELL	3
SE 6040	Curriculum Development in Special Education	3
SE 5961	Teaching Internship in Special Education	9
Total for MEd in One-Year Intensive General Special Education, K–12 Certification		42

Special Education, K–12 Administrator Certification**Program Coordinator:** Marcel Lebrun, PhD**E-mail:** mrlebrun@plymouth.edu

Graduates of this concentration are eligible for certification as a special education administrator in New Hampshire. Reciprocity through inter-state compacts extends this certification to additional states. This pro-gram requires previous certification in K–12 General Special Education as well as five years of teaching experience.

Requirements for certification may change, subject to changes made by the New Hampshire Department of Education (NHDOE). Teacher candidates can find the latest NHDOE standards at education.nh.gov/index.htm.

Curriculum Requirements	Credits
Master's Core Component	
AD 5030 Research Design for the Professions	3
ED 5000 Social Behavior in a Diverse Society	3
IN 5400 Imagination, Creativity, and Innovation	3
ED 5060 Theories of Learning and Cognitive Development	3
Initial Course in Educational Leadership Component	
AD 5010 Organizational Leadership in Schools	3
Educational Leadership Component	
AD 5020 Staff Development and Evaluation	3
AD 5300 School Finance and Negotiation	3
AD 5700 School Law	3
or	
SE 5300 Special Education Law	3
Special Education Component	
SE 5564 PBIS: Comprehensive Approaches	3
SE 5760 Collaboration, Consultation, and Leadership in Special Education	3
SE 6040 Curriculum Development in Special Education	3
Capstone Experience	
SE 7800 Special Education Leadership Practicum	3
Total for MEd in Special Education, K–12 Administrator Certification	36

Special Education Administrator, K–12 Specialist Certification Only

Students in this program must already have prior certification in General Special Ed K–12. Students must already have a master's degree or be awarded a master's degree at the same time this credential is awarded.

Curriculum Requirements	Credits
Special Education Administration Certification Component	
AD 5010 Organizational Leadership in Schools	3
AD 5020 Staff Development and Evaluation	3
AD 5300 School Finance and Negotiations	3
SE 5564 PBIS: Comprehensive Approaches	3
SE 5760 Collaboration, Consultation and Leadership in Special Education	3
SE 6040 Curriculum Development in Special Education	3
ED 5060 Theories of Learning and Cognitive Development	3
AD 5700 or School Law	3
SE 5300 Special Education Law	3
Capstone Experience	
SE 7800 Special Education Leadership Practicum	3
Total for Special Education Administrator, K–12 Specialist Certification Only	27

GRADUATE CERTIFICATE

Positive Behavioral Interventions and Support (PBIS) Certificate

Program Coordinator: Marcel Lebrun, PhD
E-mail: mrlebrun@plymouth.edu

The Positive Behavioral Interventions and Support (PBIS) graduate certificate is designed for teachers, para-educators, administrators, guidance counselors, psychologists and other school or community providers, and family members interested in increasing their understanding of the process of enhancing the emotional well being of students through systemic, positive, prevention-focused, and data-based decision making in schools. This program may be completed fully online.

Program Requirements

- The candidate must hold a baccalaureate degree in education or a related field.
- The special education program coordinator must interview the candidate.
- The candidate must complete 12 credits from the PBIS course list. Courses will be determined according to the student's needs and must be approved by the program coordinator.
- The student must maintain a 3.0 grade point average or higher in the program.

Competencies

- Knowledge and application of positive behavioral interventions and supports designed to enhance the emotional well-being of all students in schools.
- Knowledge and application of universal, positive, and proactive school-wide approaches designed to enhance discipline practices and school climate, including:
 - developing skills in collaboration and consultation with colleagues and families;
 - developing and implementing school-wide expectations;
 - developing and implementing a behavior matrix of expectations across settings;
 - developing and implementing teaching scripts to address pro-social behaviors;
 - developing and implementing a school-wide reinforcement system;
 - determining office versus classroom referrals;
 - developing and implementing a database system for behavior;
 - evaluating the universal system using data-based decision making for improving practice.
- Knowledge and application of targeted approaches aimed at addressing the behavior of students for whom universal interventions are insufficient, including:
 - developing skills in collaboration and consultation with colleagues and families;
 - developing and implementing a process for addressing the behavior of students who are not experiencing success with universal interventions;
 - completing functional behavioral assessments on targeted

- students;
- completing behavior intervention plans based on functional behavioral assessments;
- designing and implementing targeted group interventions aimed at reducing problem behavior and increasing pro-social behavior and academic achievement;
- evaluating the targeted system using data-based decision making for improving practice.
- Knowledge and application of intensive approaches aimed at addressing the behavior of students for whom targeted interventions are insufficient, including:
 - developing skills in collaboration and consultation with colleagues and families;
 - developing and implementing a process for addressing the behavior of students who are not experiencing success with universal and targeted interventions;
 - developing skills in wrap-around planning;
 - developing skills in interagency coordination;
 - evaluating the intensive system using data-based decision making for improving practice.

Curriculum Requirements

Curriculum Requirements		Credits
PBIS Component		
SE 5563	PBIS: School-wide Approaches for All Students	3
SE 5564	PBIS: Comprehensive Approaches for Students with Intense and Chronic Needs	3
SE 5566	PBIS: Targeted Approaches for Students at Risk	3
SE 5568	PBIS: Facilitation Specialist as Coach and Resource Person	3
Total for PBIS Certificate		12

Students who are part of a school that is implementing PBIS may register and receive graduate credits for some of the work that they are doing at the school level.

COURSE LISTINGS

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, graduate. Course descriptions are listed alphabetically by the following discipline codes:

Select code to navigate to the course.

Code	Discipline
AD	Administration
AE	Art Education
AG	Graphic Design
AH	Art History
AL	Adult Learning
AN	Anthropology
AP	Adventure Education
AR	Fine Art
AT	Athletic Training
BI	Biology
BU	Business
CC	Coaching
CD	Youth Development and Education
CE	Computer/Technology Education
CFT	Couples and Family Therapy
CH	Chemistry
CJ	Criminal Justice
CL	Cross-Cultural Studies
CM	Communication and Media Studies
CN	Chinese
CO	Counseling
CS	Computer Science
DN	Dance
EC	Economics
ED	Education
EE	Experiential Education
EL	Elementary Education
EN	English
EP	Educational Leadership
EPL	Environmental Planning
ER	Early Childhood Studies
ERSE	Early Childhood Special Education
ES	Earth Science
ESP	Environmental Science and Policy
EV	Environmental Science
EX	Exercise and Sport Physiology
FL	Foreign Language
FR	French
GE	Geography
GR	German
HD	Higher Education
HE	Health Education (undergraduate)
HH	Health and Healing
HI	History
HL	Health Education (graduate)
HP	Health Promotion
HPR	Historic Preservation
HS	Heritage Studies
ID	Online Instructional Design
IN	Integrated Arts
IP	Interdisciplinary Studies Program
IS	Interdisciplinary Studies
IT	Italian
LI	Applied Linguistics
LL	Language and Linguistics
LM	Library Media
MA	Mathematics (undergraduate)
ME	Music Education
MG	Mathematics (graduate)
MT	Meteorology
MU	Music
ND	Neurodevelopmental Approach to Teaching
NR	Nursing
NS	Natural Science
OH	Organizational Health
PA	Project Adventure
PE	Physical Education
PEHE	Physical Education and Health Education
PH	Physics
PO	Political Science
PS	Psychology
PT	Photography
PTH	Physical Therapy
PY	Philosophy
RL	Reading
SE	Special Education
SL	Sign Language
SO	Sociology
SP	Spanish
SS	Social Science
SSE	Social Studies Education
SW	Social Work
SY	School Psychology
TE	Teaching English to Speakers of Other Languages (TESOL)
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

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.

AD - Administration

AD 5010 Organizational Leadership in Schools 3 credits

Students in the educational leadership program are strongly encouraged to take this course first in the educational leadership course sequence. Roles and functions of administrators in elementary and secondary schools will be addressed. A variety of theories will be analyzed and applied in the context of the dynamic milieu, personal and group biases, and the multivariate issues facing organizational life in schools.

AD 5020 Staff Development and Evaluation 3 credits

Major functions concerning the supervision of staff in a school setting, including the selection, orientation, and development of staff members, will be covered. Theories and techniques for promoting a positive school climate will be explored and applied. Alternative approaches to assessing and enhancing a staff's instructional competence will be examined.

Prerequisite: AD 5010 or EP 7020, and AD 5830 or EP 7040.

AD 5030 Research Design for the Professions 3 credits

This course is designed for students in the Educational Leadership and Counseling programs. Students will gain knowledge of statistical concepts, including reliability and validity, scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations. Each student will develop a complete proposal for a program in their profession, including a needs assessment, data collection design, review of related literature, and plans for implementation and evaluation.

- AD 5300 School Finance and Negotiation** **3 credits**
The development of school budgets that support the planning processes within a school setting will be covered. Other relevant topics will include cost effectiveness, revenue sources, communication with the public, capital projects, state and federal programs, using the budget to pro-mote excellence in the schools, and principles and practices in collective bargaining.
- AD 5330 Leadership in Curriculum Development and Assessment** **3 credits**
Leading the participatory process for developing curricula in schools will be addressed. The relationship of philosophy, a school's identity, and mission to curricula is emphasized. Included are strategies for developing, assessing, and revising curricula as well as a review of recent research and trends. The course is intended for experienced educators who currently fill or aspire to the roles of school principal, team leader, or department chair.
- AD 5400 Organizational Leadership for Middle Level Educators** **3 credits**
This course provides an overview of middle level philosophies, attributes and characteristics. Students will investigate the historical development of the middle school concept in relationship to elementary and secondary school programs. Middle level programs and how they impact the organization of middle schools will be examined.
- AD 5410 Curriculum Development and Assessment for Middle Level Educators** **3 credits**
Leading the participatory process for developing curricula in middle level programs will be addressed. The relationship of philosophy, a school's identity, and mission to curricula, and developmentally responsive practices is emphasized. Included are strategies for developing, assessing, and revising curricula as well as a review of recent research and trends in middle level teaching and learning.
Prerequisite: AD 5010 or AD 5400.
- AD 5420 Transforming the Educational Agenda for Middle Level Educators** **3 credits**
This course focuses on the development of a self-renewing capability inherent in professionals and organizations. Students will discuss the notion of transformation in the context of knowledge base, self-reflection, and the socio-professional processes in educational change. Students will explore the integration of ecological perspectives within a changing society and the demand for greater tolerance of human behavior in the context of learning. Students will demonstrate an understanding of the need to keep student learning and development as the central core of educational change.
Prerequisite: AD5010 or AD 5400.
- AD 5560 Special Topics in Educational Leadership** **1–3 credits**
An in-depth study of a particular topic, contemporary issue, or concern will be the focus of this course. It will be taught by a specialist within the field being studied or as an alternative methodology. A faculty member will coordinate a series of guest speakers who will meaningfully address the topic. Since topics vary, the course may be repeated with permission of the instructor.
- AD 5700 School Law** **3 credits**
Federal and state laws that apply to school systems, educational programs, and personnel will be discussed. Also covered will be the legal prerogatives available to the administrator and local boards of education. Consideration of constitutional, statutory, and case-law foundations of education systems, and the school administrator's role, will be discussed.
- AD 5800 Practicum in Educational Leadership: The Principalship** **3–6 credits**
The purpose of the practicum is to provide students with meaningful field-based experiences that focus on the role of a school administrator. This is a collaborative, 300-hour supervised experience intended to support students in applying the knowledge, skills, and understandings they have gained throughout their principal certification program. Supervision of the practicum is the responsibility of two individuals: the university instructor, a Plymouth State University faculty member; and the site supervisor (or mentor), a school administrator currently holding principal certification. Attendance at three seminar sessions is required during the practicum. The seminars, combined with the field experience, focus on current issues in the students' practicum sites and specifically on issues of the principalship.
Prerequisite(s): admission to the Principal certification program and AD 5010 or EP 7020, AD 5020, AD 5700 or EP 7060, AD 5300, AD 5330 or EP 7210, AD 5830 or EP 7040.
- AD 5830 Educational Planning and Problem Solving** **3 credits**
An overview of sound planning and evaluation models as applied to specific educational problems. Discussion will include collaborative strategies to implement effective change within the school setting.
Prerequisite(s): AD 5010.
- AD 5910 Independent Study in Educational Leadership** **1–3 credits**
This course provides the enrichment of the background of students in education through the pursuit of a special topic pertinent to their interests and abilities. This offers a chance for an in-depth study of a problem in the field of education. Consent of a faculty supervisor and the chair is required.

AD 6220 Dynamic Teacher Leadership 3 credits

Dynamic Teacher Leadership is a course designed for the master/experienced classroom teacher/specialist who is passionate about making a difference in education and aspires to a leadership role in his/her school district. Current best practices will be examined, along with emerging standards in the area of teacher leadership. The various ways in which an educator can apply leadership skills, without being an administrator in a school, will be explored.

AD 6230 Extending Leadership-Community Outreach 3 credits

Becoming a teacher leader includes understanding and responding to all stakeholders involved in education. Stakeholders include not only those directly involved in education such as students and parents, but also the extended community. This course will enable participants to identify various constituencies and understand the importance of multiple perspectives related to education and educational change. Participants will examine the psychological issues of change and begin to create opportunities to address those issues through comprehensive communication plans.

AD 6240 Staying Current as Teacher Leaders 3 credits

It is the responsibility of all educators to participate in ongoing professional development. It is through this high level of professional engagement that educators gain the knowledge they need to be successful in the classroom. This course examines alternative ways of providing individualized, sustained professional development opportunities within an educator's work environment. Participants will review levels of advocacy and how they might become educational advocates within their organizations. This course will provide participants the opportunity to create personalized learning opportunities for themselves and their colleagues. Participants will create a gap analysis regarding a specific educational goal and develop a plan to advocate for change.

AE – Art Education**AE 1000 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.

AE 2000 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.

AE 3050 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 and secondary levels. 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.

AE 3060 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)

AE 3100 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.

AE 4020 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.

AE 4910 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.

AE 4950 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.

AE 4960 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.

AE 4970 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.

AE 5050 Elementary Methods and Materials in Art Education 3 credits

This course will provide the opportunity to develop an in-depth understanding of the correlative roles of children's holistic learning, artistic growth, and development, which will provide the foundation for the study and application of constructivist and learner-centered approaches to instructional planning and dialogic pedagogy applied to art education. Study will encompass content of undergraduate courses AE 2000 and AE 3050, and extend to an applied research project and expanded theoretical reading in art education. Readings, research, discussion, studio production, and classroom observations will provide the framework for the study of art education as a discipline incorporating studio production, aesthetics, art history, and criticism. Art materials health and safety regulations will be examined. A 20-hour school observation component is required. Offered Fall term only.

AE 5060 Pedagogy and Planning in Secondary Level Art Education 3 credits

This course provides extended study of holistic methodology and inquiry based on learning for art education and diverse student populations, with an emphasis on adolescent development and instructional planning at the middle and high school levels. Components include community and citizenship, multicultural education, diversity issues, and inclusion. Standards-based unit planning at the secondary level will address interdisciplinary and multicultural social themes. A 20-hour school observation and teaching component is required. Study will encompass content of undergraduate course AE 3060 and extend to an applied research project and expanded theoretical readings in art education. Offered Winter term only.

AE 5410 Art Education Internship in Teaching: K–12 1–9 credits

This is the culminating public school field-based teaching experience for MAT Art Education majors that fulfills the internship in teaching requirements for New Hampshire K–12 teacher certification in art education. The internship is a continuous, full-time (five days per week) experience at both elementary and secondary levels 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 is conducted under the supervisory guidance of certified K–12 school art faculty and PSU Art Education University Supervisors. Required seminars complement the experience. Falls and springs.

Prerequisite: completion of all course requirements for the MAT in Art Education. All the policies related to the undergraduate and graduate field experience apply to this course.

AE 5560 Special Topics in Art Education 1–3 credits

This course provides a specialized offering by a specialist in art education. Students will participate in an intensive hands-on art education experience. A departmental faculty supervisor and/or technician will be available to assist the specialist in guiding the students in a focused environment. Students may repeat this course when offered under a different topic.

AE 5700 Curriculum Development and Assessment in the Arts 3 credits

Curriculum design, implementation, and assessment for curriculum developers, supervisors, educators, and students in the arts will be addressed. The course provides an introduction to the goals, history, content, theory, and practice of arts curriculum in public education as an independent discipline and an integrated component of a child's education. Emphasis is placed on state and national standards in the arts and reflects state mandates on arts assessment in K–12 public education. Participants will develop a working knowledge of the field through the development of balanced, discipline-based curriculum and assessment models for the arts which may be adapted to specific school sites. Offered Spring term only.

AG – Graphic Design**AG 2330 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)

AG 2350 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 1045 and AR 1075.

AG 3050 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.

AG 3300 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.

AG 3360 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.

AG 3490 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. (QRCO)

AG 3530 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. Springs. *Prerequisite(s): Junior status. (INCO) (WRCO)*

AG 3550 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 3490); Junior status as a Graphic Design major; portfolio review and acceptance by Graphic Design Coordinator.*

AG 3600 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.

AG 3650 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 3490); Junior status as a Graphic Design major; portfolio review and acceptance by Graphic Design Coordinator. Corequisite(s): AG 3550.

AG 4350 Advanced Web and Multimedia Design**3 credits**

Focuses on the development of Web and Multimedia design using various business standard applications. Develop Web sites for various mobile communication tools and digital video editing skills. Covers the Web and digital video editing related techniques of other programs such as Adobe Dreamweaver, Adobe Edge Animate, Adobe Muse, Adobe Premier, Adobe After Effects, Adobe Media Encoder, Adobe Photoshop, and Adobe Illustrator to maximize the visual effects. Students learn how to upload and maintain their Web sites via File Transfer Protocol (FTP) program. Additional course fee required. Falls.

Prerequisite(s): AG 3050.

AG 4370 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.

AG 4380 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.

AG 4390 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.

AG 4550 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.

AG 4900 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.

AG 4910 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**AH 1130 Art History Foundations: 12 Monuments****3 credits**

Foundations course. From the Great Wall of China to Times Square, studies in-depth 12 monuments, exploring issues such as patronage, technology, politics, religion, and materials. Analyzes the importance of space and place as key themes in art history from the ancient past to the present day. Students investigate and question how diverse cultures and cities use visual language to convey meaning. Not open to students who have earned credit for AH 1110. Falls.

AH 1140 Art History Foundations: Visual Culture**3 credits**

Foundations course. Introduces the contemporary field of visual culture, which investigates the various ways that images are seen and interpreted in the 21st century. Through theoretical and practical approaches to visual experience, questions how the creation of art objects in the past has influenced art making in the present, how we understand the things we see, as well as what tools we have for interpreting the visual field. Not open to students who have earned credit for AH 1120. Springs.

AHDI 1200 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)

- AHDI 1210 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)
- AH 2700 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. Springs. (WRCO)
- AH 3100 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)
- AH 3150 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.
- AH 3170 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.
- AH 3530 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)
- AH 3540 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)
- AH 3600 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)
- AH 3620 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)
- AH 3730 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)
- AH 3750 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)

AH 4500 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.

AH 4880 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.

AH 4910 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.

AL - Adult Learning**AL 5060 Psychology of Adulthood** 3 credits

This course takes a life-span developmental approach to adulthood in contemporary American society and includes the major theoretical perspectives regarding developmental transitions and age-related tasks. The course seeks to acquaint the student with seven broad themes of adult development: Theory; Research; Changes that occur within oneself throughout adulthood (e.g., physical, cognitive, health, social); Personality characteristics; Meaning in life; Stages and pointers for a successful journey; and Death and dying. Students use their own life experiences as a context for creating understanding in these seven areas.

AL 5070 Learning in Adulthood 3 credits

This course focuses on the nature and process of learning in adulthood, especially in formal learning situations in business, industry, adult basic education, and adult higher education. Emphasizes the concept of learning how to learn and the ways in which adults function in independent learning situations. Examines theory, research, and practice from several different discipline perspectives to answer the question: "How do adults learn?"

AL 5080 Teaching Adults 3 credits

This course builds on adult learning theory and examines the role of the instructor as the facilitator of learning. Major focus is on incorporating strategies for encouraging active learning, collaboration, self-directed learning, and self-assessment by learners into a variety of learning situations. Class participants will be involved in demonstrating teaching methodologies and receiving feedback from group members.

AL 5090 Program Design and Evaluation 3 credits

This course addresses a broad spectrum of program development ranging from an individual course to a complete program of major learning activities conducted over a period of time. Participants will design programs based on their own special interests, for example, adult higher education, business and industry training, adult basic education, etc. Major emphasis will also be placed on designing program evaluations tailored to meet specified goals.

AL 5140 The Learning Workplace 3 credits

This course deals with the professional learning needs and priorities of the workplace. It examines the variety of ways in which employees and their managers gain new knowledge and skills as part of their professional growth. Particular emphasis is given to the concept of 'learning organization': its characteristics, how the concept of 'learning organization' is implemented in different types of organizations, the benefits of a learning organization to both the employee and the organization, and the role that the professional educator or trainer plays in building a learning organization. Also included is the role knowledge management plays in the development of the learning organization.

AN - Anthropology**ANDI 1205 Artifacts, Customs, and Fossils: Studying Humans Through Anthropological Perspectives** 4 credits

Anthropology brings insights into humankind's past, present, and future. Explores what it means to be human through the perspectives and methods of linguists, ethnographers, biological anthropologists, and archaeologists. Students understand the advantages of examining contemporary issues through multiple scientific methods and how doing so can provide a holistic outlook on the diversity of human experience. Not open to students who have earned credit for ANDI 1200. Falls and Springs. (SIDI)

AN 2100 Foundations of Anthropology 4 credits

Introduction to the study of people and cultures around the world through the 4 divisions of anthropology (cultural, linguistic, bio-physical, and archaeology). Topics include the diversity of modern human beliefs and behaviors regarding the body, food, economy, sustainability, gender, kinship, politics, and religion, as well as their evolutionary and historical origins. Not open to students who have earned credit for AN 2210, AN 2250, AN 2300. Falls and Springs. (GACO)

ANDI 2205 The Science of Archaeology 4 credits

Archaeology is the study of the past. It uses a variety of scientific methods to better understand how cultures change and adapt in response to both natural and cultural stimuli. Explores archaeological field and laboratory techniques, the analysis of artifacts, and all of the hands-on approaches that are necessary to reconstruct past cultures using the fragmentary remains in the archaeological records. Not open to students who have earned credit for ANDI 2200. Falls and Springs. (SIDI)

- AN 3035 Ancient Egypt - Land of the Pharaohs** 4 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. Not open to students who have earned credit for AN 3030. Fall of odd years.
Prerequisite(s): (AN 2100 or AN 2210) or AN 2250.
- AN 3045 Ancient Mexico: Mayas, Aztecs, and Olmecs** 4 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. Not open to students who have earned credit for AN 3040. Fall of even years.
Prerequisite(s): (AN 2100 or AN 2210) or (SO 2200 or SO 2225).
- AN 3115 Environmental Anthropology: Culture, Ecology, and Conservation** 4 credits
Examines culture as a human adaptation to nature, with attention to how societies around the world succeed or fail to live sustainably. Explores human-nature interactions in non-Western contexts, such as present-day traditional societies in developing countries and industrialized nations. Case studies investigate the role of culture in creating and solving environmental programs including population pressure, biodiversity loss, and climate change. Not open to students who have earned credit for AN 3110. Fall of odd years.
- AN 3120 Anthropology of Migration** 4 credits
Surveys ethnographic research on modern human migration in the United States and around the world. Includes perspectives of both voluntary migrants and refugees. Selected topics include impacts of migration on host societies and places of origin, assimilation and acculturation, remittances and other economic impacts, immigration policies and their impacts, and New Hampshire's "New American" community. Spring of even years. (GACO)
- AN 3130 Wealth and Poverty** 4 credits
Combining principles and concepts from anthropology and sociology, examines the cultural and social forces that affect economic behavior, outcomes, and inequality in the United States and around the world. Selected topics include: causes and consequences of class and status differences within societies, social mobility, and how class interacts with race and gender. Not open to students who have earned credit for AN 3520 and SO 3450. Fall of even years.
- AN 3205 Anthropology of Religion, Ritual, and Myth** 4 credits
Examines human belief systems from cultures around the world, from major world religions to local and animistic traditions. Introduces anthropological analysis of selected topics, such as origins and functions of religion, rituals, myths, shamanism, voodoo, witchcraft, altered states of consciousness, healing, death customs, and modern fundamentalism and syncretism. Not open to students who have earned credit for AN 3200. Unscheduled.
- AN 3215 Topics in Anthropology** 4 credits
Examines specialized areas in anthropology which are not covered in regularly scheduled courses.
Prerequisite(s): AN 2100 or AN 2210.
- AN 3265 Archaeology of Early American Life** 4 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. Not open to students who have earned credit for AN 3260. Spring of even years.
Prerequisite(s): upper-level student.
- AN 3295 Great Discoveries in Archaeology** 4 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. Not open to students who have earned credits for AN 3290. Springs.
Prerequisite(s): (AN 2100 or AN 2210) or AN 2250.
- AN 3405 Anthropology of Sub-Saharan Africa** 4 credits
Surveys anthropological research on African peoples from the early 20th century to the present day on such topics as religion and witchcraft, social change and urbanization, sustainability, development, migration, and globalization. Contemporary challenges of the continent are contextualized in light of historical trends such as slavery and colonialism. Not open to students who have earned credit for AN 3400. Spring of odd years. (GACO)
- AN 3415 Native American History and Culture** 4 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. Not open to students who have earned credit for AN 3410. Falls.
Prerequisite(s): (AN 2100 or AN 2210) or (SO 2220 or SO 2225).

- AN 3505 Illness, Wellness, and Healing** 4 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. Not open to students who have earned credit for AN/SO 3500. Falls and Springs.
Prerequisite(s): (AN 2210 or AN 2100) or (SO 2220 or SO 2225); Junior status. (INCO) (WECO)
- AN 3605 Forensic Anthropology** 4 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. Not open to students who have earned credit for AN 3600. Springs.
- AN 4415 Methods of Social Research** 4 credits
 Students learn how to critically evaluate studies in anthropology and sociology, and to design and plan a study of social phenomena of their own. 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 and analysis, and proposal writing. Not open to students who have earned credit for AN 4410. May be taken as SO 4415. Fall of even years.
Prerequisite(s): MA 2300 or (SS 3700 or SS 3705) or (SW 3700 or SW 3705). (TECO)
- AN 4605 Seminar: Theory, Practice, and Careers** 4 credits
 Capstone course for majors; provides an overview of anthropological and sociological methodology and theory and their application to careers. Heavily emphasizes research and the practical applications of anthropology and sociology. Not open to students who have earned credit for AN 4600. Spring of odd years.
Prerequisite(s): (AN 4400 or SO 4400) or (AN 4410 or SO 4410) or (AN 4415 or SO 4415) and Junior or Senior standing as a major. (WRCO)
- AN 4610 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.
- AN 4910 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.
- AN 5140 Special Topics in Anthropology** 3 credits
 Specialized topics chosen for Graduate Seminar by individual faculty. Scheduled as needed.
- AN 5410 Native Americans: Past and Present** 3 credits
 This course traces the history of native cultures in North America with an accent on the northeastern region for teachers and other educators. Various Indian cultures will be described in traditional anthropological categories such as language, kinship, religion, politics, and subsistence. Cultural change, relativism, ethnocentrism, and social conflict are some of the topics used to understand their culture from the past into the present.
- AN 5910 Independent Study in Anthropology** 1-3 credits
 Independent study provides students with the opportunity to round out their background in anthropology through reading and research that supplements previous coursework in the field. A research paper, periodic conferences, and an oral examination may be required. Consent of a faculty supervisor and the department chair is required.
- AP – Adventure Education**
- AP 2010 Foundations of Adventure Education** 3 credits
 Provides a first hand 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 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.
- AP 2210 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.

- AP 2300 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.
- AP 2309 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, Early Springs, Springs, Summers.
Prerequisite(s): approval of Adventure Education Program Coordinator.
- AP 2400 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.
- AP 2409 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, Early Springs, Springs, Summers.
Prerequisite(s): approval of Adventure Education Program Coordinator.
- AP 2500 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.
- AP 3101 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)
- AP 3108 AMC Wilderness Expedition** **4 credits**
 Part of the AMC Gap-Semester experience. Students registering for this course need to register and pay for an AMC Gap-Semester course. Presents an in-depth and practical coverage of the technical and environmental skills used in extended wilderness travel. Students participate in a wilderness trip lasting from 2 to 4 weeks. Does not satisfy the TECO requirement. Falls.
Corequisite(s): AP 3308 and AP 3408.
- AP 3109 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, Early Springs, Springs, Summers.
Prerequisite(s): approval of Adventure Education Program Coordinator.
- AP 3110 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. Spring of even years.
Prerequisite(s): AP 2210 and (AP 2300 or AP 2309).
- AP 3201 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 3301 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.

AP 3308 AMC Adventure Leadership and Group Management 4 credits

Part of the AMC Gap-Semester experience. Students registering for this course need to register and pay for an AMC Gap-Semester course. Presents the theories and application of outdoor leadership, including leadership characteristics, models, styles, judgment and decision making strategies. Students participate in a wilderness trip lasting from 2 to 4 weeks. Falls.

Corequisite(s): AP 3108 and AP 3408.

AP 3309 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, Early Springs, Springs, Summers.

Prerequisite(s): approval of Adventure Education Program Coordinator.

AP 3310 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).

AP 3319 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, Early Springs, Springs, Summers.

Prerequisite(s): approval of Adventure Education Program Coordinator.

AP 3320 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 3400 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.

AP 3401 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.

AP 3408 AMC Wilderness First Responder 4 credits

Part of the AMC Gap-Semester experience. Students registering for this course need to register and pay for an AMC Gap-Semester course. Provides knowledge needed to handle medical emergencies requiring extended care in remote settings. Students receive a Wilderness First Responder certificate, good for 3 years. Students also receive a CPR certification. Uses lecture, scenarios, and rescue simulations. Falls.

Corequisite(s): AP 3108 and AP 3308.

AP 3409 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, Early Springs, Springs, Summers.

Prerequisite(s): approval of Adventure Education Program Coordinator.

- AP 3410 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).
- AP 3419 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, Early Springs, Springs, Summers.
Prerequisite(s): approval of Adventure Education Program Coordinator.
- AP 3500 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).
- AP 3510 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).
- AP 3709 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, Early Springs, Springs, Summers.
Prerequisite(s): approval of Adventure Education Program Coordinator.
- AP 3810 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).
- AP 3819 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, Early Springs, Springs, Summers.
Prerequisite(s): approval of Adventure Education Program Coordinator.
- AP 3880 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.
- AP 3890 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.
- AP 3950 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.

AP 3959 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, Early Springs, Springs, Summers.
Prerequisite(s): approval of Adventure Education Program Coordinator.

AP 4200 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.

AP 4600 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.

AP 4880 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 4200 or AP 4300; completion of 60 days of documented leadership/instruction experience; taken before the semester immediately prior to graduation.

AP 4910 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**AR 1045 Art Foundations 2D: Composition and Content 4 credits**

Foundations course. Introduces design principles, visual language, and color theory through a survey of concepts, techniques, processes, and media. Emphasizes critical thinking and creative problem solving through investigations of compositional arrangement, visual perception, studio practice, and the intersections of form and concept. Students explore the diversity and richness of the contemporary art practice and its relationship to a diverse global culture. Not open to students who have earned credit for AR 1040. Additional course fee required. Falls and Springs.

AR 1065 Art Foundations 3D: Materials and Meaning 4 credits

Foundations studio course. Investigates how dimensional space, as a context for art, affects both materials and meaning. Through exposure to aesthetic and critical theory and art history, students develop a process of working that allows them to conceptualize and investigate their own ideas. Focuses on concepts and practices surrounding the use of dimensional space and form as a visual language. Introduces students to a wide range of materials, from clay to video, and to a variety of issues in contemporary art. Not open to students who have earned credit for AR 1060. Additional course fee required. Falls and Springs.

AR 1075 Art Foundations Drawing: Line and Language 4 credits

Foundations studio course. Addresses the act of drawing spanning all dimensions in art. By combining the study of foundational drawing skills and practices of mark-making with exposure to aesthetic and critical theory and art history, students develop their own system of sketching and drawing that allows them to investigate, conceptualize, and execute their own ideas. Focuses on formal and contemporary concepts and studio practices addressing and utilizing drawing as a visual language. Not open to students who have earned credit for AR 1120. Additional course fee required. Falls and Springs.

AR 1080 Art Foundations: Digital and New Media 4 credits

Foundations course. Cross-disciplinary course investigates emerging trends in new media technology and its role in the artistic process and practice. Students engage in explorations of digital technology, software, and time-based media and their implications in aesthetic choices, decisions, and interpretations of contemporary and historic art practices. Falls and Springs. (TECO)

- ARDI 1200 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)
- ARDI 1300 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).
- ARDI 1400 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)
- ARDI 1450 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. Unscheduled. (CTDI)
- ARDI 2310 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)
- AR 2520 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 1075.
- AR 3010 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 1045 or AR 1075.
- AR 3040 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 3010.
- AR 3060 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 1065. (QRCO)
- AR 3120 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 3010 or AR 3040.

AR 3160 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 postmodern. 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 1065. (QRCO)

AR 3220 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 1065.

AR 3230 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 1065.

AR 3295 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, softground, woodcut/linocut, embossing and monoprinting processes. Additional course fee required. Falls and Springs.
Prerequisite(s): AR 1045 or AR 1075 or AR 1080.

AR 3325 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 1045 or AR 1075 or AR 1080.

AR 3520 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 1075 and AR 2520.

AR 3570 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)

AR 3900 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.

AR 3940 Advanced Multi-Disciplinary Studio (3D) 4 credits

Emphasizes idea development; the relationship between the Artist, the Art Object, and the Viewer within the context of contemporary culture; and finding one’s own artistic voice. Students work intensively with peers across art disciplines. Projects are developed and adapted to fit specific students’ chosen media. Additional course fee required. Falls.
Prerequisite(s): (AR 3220 and AR 3230) or (AR 3060 and AR 3160).

- AR 4070 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 1075 and AR 2520.
- AR 4080 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 3120.
- AR 4110 BFA Thesis I** 6 credits
The first half of a year-long capstone experience. Fosters professional studio practice and research as students begin the process of developing a coherent body of work based upon formal and conceptual criteria. Students immerse themselves in the studio practice and largely work independently alongside a faculty advisor. The objectives and progress of Thesis I are examined and evaluated by the BFA coordinator in conjunction with the studio art faculty. Falls.
Prerequisite(s): application to and acceptance by the Thesis Committee.
- AR 4120 BFA Thesis II** 6 credits
The second half of a year-long capstone experience. Thesis II fosters the refinement of professional studio practice, the development of a coherent body of artwork, and investigations into career development. Culminates in a professional exhibition. Students focus on creating a sustainable, lifelong studio art practice. Springs.
Prerequisite(s): acceptance by the Thesis Committee.
- AR 4325 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.
- AR 4510 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.
- AR 4525 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.
- AR 4550 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.
- AR 4560 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 1075 and AR 2520.
- AR 4580 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): permission of the instructor.
- AR 4700 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. Summers.
Prerequisite(s): permission of the instructor or department sponsor for a guest artist.
- AR 4910 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.
- AR 5300 The Arts in Society** 3 credits
An exploration of the relationship of the creative artist and the arts (i.e., visual arts, theatre, and music) to society is addressed. The changing role of the arts will be considered within the context of the socio-economic, historical, political, and cultural forces that shape them. Particular attention will be given to the societal values that mold and are expressed by the arts in a range of cultures, both East and West. The role of the artist as a force in cultural change also will be studied. Summers.

- AR 5560 Special Topics in Art** 1–3 credits
This course provides a specialized offering by a specialist in a studio method. Students will participate in an intensive hands-on studio experience during the course. A departmental faculty supervisor and/or technician will be available to assist the specialist in guiding students in a focused environment. Students may repeat this course when offered under a different topic.
- AR 5910 Independent Study in Art** 1–3 credits
Advanced work in a limited area of studio art, art history, or art education, selected and carried out in consultation with an art faculty advisor. Consent of a faculty supervisor and the department chair is required.
- AT – Athletic Training**
- AT 2000 Introduction to Athletic Training** 2 credits
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): Allied Health Sciences only, BI 2110, and 20 hours of observation in athletic training setting.
- AT 2750 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 clinical hours under the direct supervision of a Clinical Preceptor. Last offering Spring 2019.
Prerequisite(s): current CPR/AED for the Professional Rescuer certification, valid NATA membership, 2.33 core and cumulative GPA, permission of instructor.
- AT 3000 Athletic Training Clinical Skills I** 4 credits
Introduces students to a broad range of knowledge and skills required in athletic training clinical practice. Students engage in experiential learning as an orientation to clinical guidelines and standards of practice. Students complete clinical rotations under the direct supervision of a clinical preceptor. Springs.
Prerequisite(s): AT 2000, current First Aid and CPR/AED (BLS for Healthcare Provider) certification.
- AT 3015 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. Last offering Spring 2020.
Prerequisite(s): AT 2750.
- AT 3100 Athletic Training Clinical Skills II** 4 credits
Students engage in experiential learning for the acquisition and application of knowledge and skills necessary for athletic training clinical practice. Students complete clinical rotations under the direct supervision of a clinical preceptor. Falls.
Prerequisite(s): AT 3000, current First Aid and CPR/AED (BLS for Healthcare Provider) certification.
- AT 3250 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. Last offering Fall 2018.
Prerequisite(s): AT 2250 or CC 2660. Corequisite(s): AT 3260.
- AT 3260 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. Last offering Fall 2018.
Corequisite(s): AT 3250.
- AT 3270 Injury Assessment II** 3 credit
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. Last offering Spring 2019.
Prerequisite(s): AT 3250 and AT 3260. Corequisite(s): AT 3280.
- AT 3280 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. Last offering Spring 2019.
Prerequisite(s): AT 3250 and AT 3260. Corequisite(s): AT 3270.

AT 3350 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. Last offering Fall 2020.

Prerequisite(s): AT 3250. (WECO)(WRCO)

AT 3400 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. Last offering Spring 2020.

Prerequisite(s): Health and Human Performance major and minors only.

AT 3760 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 clinical hours under the direct supervision of a Clinical Preceptor. Last offering Spring 2020.

Prerequisite(s): AT 2750, current CPR/AED for the Professional Rescuer certification, valid NATA membership, minimum 2.50 cumulative GPA, permission of instructor.

AT 3880 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.

AT 4015 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. Last offering Fall 2021.

Prerequisite(s): AT 4760.

AT 4100 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. Last offering Fall 2021.

Prerequisite(s): AT 2750 and Junior status. (INCO)

AT 4200 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. Last offering Fall 2021.

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. Last offering Spring 2020.

Prerequisite(s): AT 4500. Corequisite(s): AT 4260.

AT 4260 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. Last offering Spring 2020.

Corequisite(s): AT 4250.

AT 4500 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. Last offering Fall 2019.

Prerequisite(s): AT 3270 and AT 3280. Corequisite(s): AT 4510. (TECO)

- AT 4510 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. Last offering Fall 2019.
Corequisite(s): AT 4500.
- AT 4760 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 clinical hours under the direct supervision of a Clinical Preceptor. Last offering Fall 2021.
Prerequisite(s): AT 3760, current CPR/AED for the Professional Rescuer certification, valid NATA membership, minimum 2.70 cumulative GPA, permission of instructor.
- AT 4800 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 clinical hours under the direct supervision of a Clinical Preceptor. Last offering Spring 2022.
Prerequisite(s): AT 4760, current CPR/AED for the Professional Rescuer certification, valid NATA membership, minimum 2.75 cumulative GPA, permission of instructor.
- AT 4880 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.
- AT 4910 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.
- AT 5255 Introduction to Burdenko Conditioning** 1 credit
This course will identify the principles for, and the relationship between, water and land exercises. Participants will learn how to use water as a modality to develop the qualities of flexibility, balance, endurance, strength, speed, and coordination.
- AT 5310 Fundamentals In AT Education Instruction I** 3 credits
This course introduces the post-professional athletic training student to classroom teaching methodologies in a CAATE-accredited athletic training education program. Students will learn about and apply skills in didactic as well as practical settings under the guidance of assigned classroom instructors. This is an introductory course in the fundamentals of classroom instruction.
- AT 5320 Fundamentals In AT Education Instruction II** 3 credits
This course is designed for the post-professional athletic training student to develop and refine teaching methodologies in CAATE-accredited athletic training education program. Students will learn about and apply skills in didactic as well as practical settings under the guidance of assigned classroom instructors. This is an advanced level course in the fundamentals of classroom instruction.
- AT 5400 Preventative Theories and Psychomotor Skills** 4 credits
This course will examine the preventative theories and psychomotor skills that the professional athletic trainer must possess to effectively prevent and treat the injuries of athletes and others involved in physical activity.
Prerequisite: admission to the Professional Athletic Training degree program.
- AT 5410 Lower Extremity Assessment** 4 credits
A systematic approach to orthopedic assessment will be examined. Each body section will be studied individually, stressing the anatomy, myology, neurology, physiology, etiology, pathology, and assessment techniques. This course will cover the lower extremity, trunk, abdomen, and lumbar spine. Assessment techniques will be presented and discussed in a didactic manner as well as applied through lab experiences.
- AT 5420 Upper Extremity Assessment** 4 credits
A systematic approach to orthopedic assessment will be examined. Each body section will be studied individually, stressing the anatomy, myology, neurology, physiology, etiology, pathology, and assessment techniques. This course will cover the upper extremity, cervical spine, head, and face. Assessment techniques will be presented and discussed in a didactic manner as well as applied through lab experiences.
- AT 5430 Spine, Posture, and Function** 4 credits
Examines a systematic approach to assessment of the spine and functional movement patterns with an emphasis on the clinical reasoning skills. The osteology, arthrology, myology, neurology, etiology, pathology and orthopedic assessment techniques for the spine, segmental and comprehensive posture, and functional movement patterns are covered. Springs.
Prerequisite(s): AT 5410 and AT 5420.
- AT 5440 Athletic Training Administration** 4 credits
This course will examine the knowledge, skills, and values that the professional athletic trainer must possess to develop, administer, and manage a health care facility and associated venues that provide health care to athletes and others involved in physical activity. Additionally, this course will provide the knowledge, skills, and values that a professional 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.

**AT 5450 Pathology and Pharmacology
in Sports Medicine****4 credits**

This course will examine the knowledge, skills, and values that the professional athletic trainer must possess to recognize, treat, and refer, when appropriate, the general medical conditions and disabilities of athletes and others involved in physical activity.

AT 5460 Evidence Based Research in Athletic Training**4 credits**

Introduces the research process in athletic training with an emphasis on evidence-based medicine. Students will learn to evaluate the quality of available research evidence and interpret statistical data and relevance. Scientific writing experience will be gained in the form of research proposals, literature reviews, case studies and critical appraisals. Fall of odd years.

Prerequisites: admission to the EL Athletic Training Degree Program, AT 5410, and Statistics is recommended but not required.

AT 5470 Therapeutic Intervention I**4 credits**

This course provides students with the introductory theory, knowledge and skills necessary to identify the stage of physiological healing, create treatment goals, and select appropriate therapeutic interventions designed to enhance function by identifying, remediating, and preventing impairments and activity restrictions to maximize the patient's participation and health-related quality of life. Springs.

Prerequisite(s): AT 5420 and AT 5810.

AT 5480 Therapeutic Intervention II**4 credits**

This course provides students with advanced theory, knowledge and skills necessary to create treatment goals and select appropriate therapeutic interventions designed to enhance function by identifying, remediating, and preventing impairments and activity restrictions to maximize the patient's participation and health-related quality of life. Springs.

Prerequisite(s): AT 5470.

AT 5490 Athletic Training Capstone**4 credits**

Provides students with a capstone opportunity to demonstrate competence in professional practice and the importance of life-long learning, evidence-based practice and the use of appropriate patient-based outcomes measures to evaluate clinical outcomes. Students will develop a clinical question, conduct a review of available research, critically appraise that research and analyze and disseminate valid results. Springs.

Prerequisite(s): AT 5460.

AT 5600 Research Design in Health Sciences**3 credits**

This course is designed to develop skills in research design, as well as to enhance the student's understanding of literature searching, reading, and synthesizing of information in health science. In this course, students will conduct a review of literature to explore potential research topics. Students will develop a research question in preparation for their research experience.

AT 5610 Statistics in Health Sciences**3 credits**

This course is designed to be a continuation of Research Design in Health Sciences and will further develop skills in statistical design and research procedures. This course will outline the procedures for piloting and collecting data, and will provide guidelines for writing results, discussion, and the development of a paper acceptable for submission for publication.

AT 5620 Corrective Exercise Specialist**3 credits**

This course will identify the assessment and intervention principles for a corrective exercise approach based on the National Academy of Sports Medicine (NASM) Correct Exercise Specialist training. Participants will learn assessment tools to identify orthopedic imbalances. Once identified, participants will learn appropriate intervention strategies, guided by the NASM continuum principles, for the restoration of biomechanical and neuromuscular function.

AT 5630 Principles and Theories**of Strength and Conditioning****3 credits**

This course addresses the advanced study of scientific principles and theories related to strength and condition for varying populations. Discussion relative to concepts and application in the exercise science, testing and evaluation, program design and strength and conditioning facility organization and administration will be emphasized.

Corequisite: AT 5640.

AT 5640 Principles and Theories**of Strength and Conditioning Lab****1 credit**

Practical application of strength and conditioning principles introduced in AT 5630. Emphasis is on exercise testing and technique.

Corequisite: AT 5630.

AT 5700 Instructional Strategies**in Burdenko Conditioning****1–3 credits**

Students will learn and apply the instructional knowledge base on how to plan, implement, and evaluate comprehensive conditioning programs based on the Burdenko Method of conditioning. This method identifies the principles for, and the relationship between, water and land exercises. Students will learn how to use water as a modality to develop the qualities of flexibility, balance, endurance, strength, speed, and coordination.

AT 5790 Advanced Practicum in Athletic Training**3 credits**

Practicum in Athletic Training is designed to provide the graduate student in athletic training a variety of opportunities to expand their knowledge of the profession. The practicum coordination, content, and requirements are determined by the student's advisor. Repeatable up to 6 credits.

AT 5800 Current Issues in Athletic Training**3 credits**

This course was designed to provide a forum for discussion of contemporary issues in athletic training. Presentations will be made by students, instructor, and guest lecturers.

AT 5810 Clinical Athletic Training I 4 credits

Clinical Athletic Training I is designed to provide the graduate student in Athletic Training with hands-on experiences with which to understand, recognize, evaluate and treat athletic injuries and illnesses using the range of skills required of an athletic training professional. Experience is completed under the direct supervision of a certified athletic trainer.

AT 5820 Clinical Athletic Training II 4 credits

Clinical Athletic Training II is designed to provide the graduate student in Athletic Training with hands-on experiences with which to understand, recognize, evaluate and treat athletic injuries and illnesses using the range of skills required of an athletic training professional. Experience is completed under the direct supervision of a certified athletic trainer.

AT 5830 Clinical Athletic Training III 4 credits

Clinical Athletic Training III is designed to provide the graduate student in Athletic Training with hands-on experiences with which to understand, recognize, evaluate and treat athletic injuries and illnesses using the range of skills required of an athletic training professional. Experience is completed under the direct supervision of a certified athletic trainer.

AT 5840 Clinical Athletic Training IV 8 credits

Clinical Athletic Training IV is designed to provide the graduate student in Athletic Training with an immersive hands-on experiences with which to understand, recognize, evaluate and treat athletic injuries and illnesses using the range of skills required of an athletic training professional. Experience is completed under the direct supervision of a certified athletic trainer.

AT 5875 Special Topics in Athletic Training 1–3 credits

An in-depth study of a particular topic, contemporary issue, or concern in athletic training. The course will be taught by a specialist in the field related to the topic. May be repeated with a different topic.

AT 5900 Directed Research 1–12 credits

This course will give students valuable experience in research design, data collection, or analysis by playing an integral role in a faculty sponsored research project. Repeatable.

AT 5910 Independent Study 1–6 credits

This course is designed to provide enrichment to the background of students in athletic training through the pursuit of a special topic pertinent to their interest and abilities. This course provides an opportunity for in-depth study of a problem in the field of athletic training. The consent of a faculty supervisor is required.

AT 5950 Graduate Thesis 1–6 credits

Students select a topic for study in consultation with their program advisor and related faculty. A timeline, thesis proposal, and defense are outlined. Two copies of the thesis must be submitted to Lamson Library; bound copies are presented to the thesis committee. Students will be required to enroll in AT 5950 Thesis every term until thesis is complete. Repeatable. Pass/No Pass.

BI – Biology**BI 1110 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)*

BI 1120 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.*

**BIDI 1220 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)

**BIDI 1320 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)

BIDI 1400 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. Falls and Springs. (PPDI)

- BIDI 1500 Insects and Society** 3 credits
An exploration of human interactions with and attitudes toward insects from different perspectives. Investigates roles of insects in areas including agriculture, artistic expression, commercial products, and health, and how and why societies have responded to varying interactions with insects in different ways. Through this exploration, students consider how our concept of self is shaped by interactions with other species. Falls and Springs. (SSDI)
- BIDI 2010 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)
- BIDI 2020 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)
- BI 2030 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.
- BI 2040 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.
- BIDI 2050 Plants and Society** 3 credits
Students discuss how human interactions with plants have influenced human perception and impacted the development of human societies from pre-historic to modern times. The biology of plants (how they grow, reproduce, and function) and human cultivation and use of plants for food, fiber, medicine and recreation are explored in the context of their consequences in shaping human perception of self, culture and society. Springs. (SSDI)
- BI 2070 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 and how they can be used to identify species in the local flora (New Hampshire and environs). Laboratories for experimentation and illustration. Additional course fee required. Spring of even years.
- BI 2110 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.
- BI 2120 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.
- BI 2130 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.
- BI 2140 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.

- BI 2340 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.
- BI 2360 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.
- BI 3025 Obesity—The Biology and Sociology of an Epidemic** 3 credits
A sharp rise in obesity has left the US healthcare system overcome with increased diabetes and cardiovascular disease. The epidemic is touching every social class and sub-culture in America. Obesity has deep social stigma and a wealth of misinformation spread by the multi-billion dollar fitness and beauty industries, which makes prevention difficult. Examines the biology and health implications of obesity and examines the sociocultural causes and solutions. Falls.
Prerequisite(s): Junior status; any BI, BIDI, CH or CHDI course or permission of instructor. (INCO) (WECO)
- BI 3035 Biochemistry I** 4 credits
See CH 3035 for course description. Additional course fee required. Falls.
Prerequisite(s): CH 3370. (INCO)
- BI 3040 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.
- BI 3060 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. Falls.
Prerequisite(s): BI 1110, BI 1120, (CH 2330 or CH 2335), and CH 2340.
- BI 3130 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.
- BI 3210 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. Early Springs of even years.
Prerequisite(s): permission of the instructor.
- BI 3240 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)
- BI 3250 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.
- BI 3260 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.
- BI 4050 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)

- BI 4100 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. Springs.
- BI 4150 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. Fall of odd years.
Prerequisite(s): BI 1110 and BI 1120. (WRCO)
- BI 4170 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. Fall of even years.
Prerequisite(s): junior or senior status; sophomores with permission of instructor only. (WRCO)
- BI 4188 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. Springs.
Prerequisite(s): BI 3060, (CH 2330 or CH 2335), and CH 2340.
- BI 4190 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. Springs.
- BI 4200 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. Additional course fee required.
Prerequisite(s): permission of the Department Chair and Faculty Supervisor.
- BI 4330 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. Last offering Fall 2018.
- BI 4600 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.
- BI 4610 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 Early Springs. Pass/No Pass.
Prerequisite(s): approval of the Coordinator of Environmental Biology, Junior/Senior status, enrollment in Environmental or Interdisciplinary majors.
- BI 4750 Plant Diversity and Evolution** 4 credits
In this advanced botany course, students traverse plant systematics and the major concepts and skill sets relevant to modern studies of plant diversification patterns and evolutionary processes. The course of study includes reading and discussion of scientific papers, phylogenetic and network methods, phytogeography and mapping, cytology, statistical methods for characterizing morphological variation, and the use of natural history specimens in the Plymouth State University Herbarium (PSH) for scientific research. Additional course fee required. Unscheduled.
Prerequisite(s): BI 1110 and BI 1120.

- BI 4760 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)
- BI 4770 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)
- BI 4780 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)
- BI 4800 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.
- BI 4910 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.
- BI 4950 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. Repeatable for a maximum of 12 credits. Additional course fee required. Consent required of the faculty research mentor and the Department Chair.
- BI 4970 Biology Seminar** 1 credit
Reports and discussions of current literature and recent developments in the biological sciences. Presentations by seniors of their research projects. Springs.
Prerequisite(s): Biology majors with Senior status.
- BI 5000 Biology Graduate Skills Seminar** 0.5 credit
Pathways and expectations for a Biology Masters degree and crucial skills for degree completion and science career success will be covered. Activities will include orientation to the student handbook, peer mentorship, scaffolded writing activities, scientific reading practice, and presentation of research results or a thesis proposal. Biology graduate students will take this course in their first and second year.
Prerequisite(s): admittance to the MS in Biology program. Repeatable twice. Pass/No Pass. Falls.
- BI 5105 Biology Colloquium** 0.5 credit
Students will present updates on their research progress, attend lectures of prominent outside speakers, as well as attend and provide feedback for undergraduate student presentations. Repeatable twice. Pass/No Pass. Springs.
- BI 5110 Cell Structure and Function** 3 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, or organelles, that 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 will be employed to understand organs and organ systems. This course will not be purely morphological. The development and functional properties of these systems will be examined. There will be a laboratory component in this course. Falls.
- BI 5130 Ecology** 3 credits
Fundamental ecological concepts that illustrate the complex interrelationships of living organisms with each other and with the non-living environment will be the focus of the course. Laboratory time used for fieldwork, experimentation, and analysis of data will be incorporated. Graduate students will have additional coursework or projects equivalent to graduate level study. Falls.

- BI 5140 Animal Behavior** 3 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 or instructor generated hypotheses concerning the causal mechanisms underlying behavior. Falls.
- BI 5150 Animal Physiology** 3 credits
This course will examine 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 or instructor-generated hypothesis testing and using modern equipment including computers, data acquisition units, amplifiers, transducers, stimulators, and activity monitors. Spring of even years.
- BI 5160 Neurobiology** 3 credits
Examines the functioning of the nervous system in vertebrates and invertebrates. 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 certain principles and phenomena discussed in lecture. The laboratory involves a series of student-driven mini-projects. Students use computers, Data Acquisition Units, oscilloscopes, manipulators, transducers, and amplifiers to test student or instructor generated hypotheses. Spring of odd years.
- BI 5170 Ecology and Development** 3 credits
This course will expose students to ecological developmental biology, an integrative field that concerns the impact of the environment and ecological factors on developmental processes. The course will explore a suite of modern studies of developmental phenomena influenced by the environment and explore case studies in a wide range of vertebrates and invertebrates.
- BI 5185 Molecular Biology** 3 credits
This course gives students an in-depth analysis of molecular concepts in biology. A seminar-style approach will be used to examine chromosome and protein structure/function, epigenetics, mechanisms, and regulation of DNA replication, repair, transcription, translation, cell signaling patterns, and the cell cycle. The laboratory component is project-based, and particularly addresses methods in DNA manipulation, quantitative PCR, and mammalian cell culture. Graduate students will pursue activity equivalent to graduate-level study. Additional course fee required. Falls.
- BI 5200 Methods in Biostatistical Analysis** 3 credits
Overview of biostatistical methods including formulating hypotheses, designing experiments, and choosing proper statistical tests. Identification of tools for association, difference of means, parametric, and non-parametric data will be discussed. The style of the course will be a seminar where students will help identify content, read materials beforehand, and class time will be dedicated to discussion and active manipulation of datasets.
- BI 5220 Winter Ecology** 3 credits
This course focuses on Northeastern forest and aquatic ecosystem winter dynamics and will examine plant, vertebrate, and microbial adaptations to winter and snowpack environments. Other topics include considerations of the direct and indirect effects of ice and snow cover in the biosphere on "growing season" processes, landscape determination, and the consequent influence on conservation and management of natural resources of the New England forest.
- BI 5380 Avian Ecology** 3 credits
Avian Ecology is a field-oriented course that focuses on bird interactions with each other and their environment as a medium for understanding field ecological research. Students become familiar with local bird identification, give presentations on selected topics, assist in banding birds, and carry out their own individual research projects under the guidance of a researching avian ecologist.
- BI 5560 Special Topics in Biological Sciences** 1–3 credits
Lectures on special topics in selected areas of the biological sciences. May be repeated in the same or separate terms, as topics vary, to a maximum of nine graduate hours.
- BI 5600 Current Environmental Issues** 3 credits
In this course students and faculty examine the main issues that face ecologists, biologists, and policymakers regarding the health of the biosphere. The current state of 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. Graduate students taking the course write an Environmental Master Plan for their home town and write an additional topical paper on the issue of their choice.
- BI 5610 Plant Environmental Physiology** 3 credits
This course studies plant physiological adaptations to environmental conditions. The course aims to enhance students' understanding of the mechanisms by which plants sense and respond to environmental change; and integrate how these responses to such varied conditions are coordinated to influence growth and development. To this end, students will learn the basics of plant biochemistry and metabolism, growth and development, and water and solute transport.

- BI 5620 Developmental Biology** **3 credits**
 This course will cover a broad range of topics in the field of modern and classic developmental biology. Importantly, students will learn how the scientific method is used within the context of developmental biology – the scope, questions, methods and limits of those engaged in investigations of developmental phenomena. Thus, by the end of the semester, students will possess knowledge of the history and nature of developmental biology as well as classic and modern approaches to studying development; understand the genetic, molecular, and cellular context of developmental processes; examine case studies illuminating the patterns and processes of development in invertebrates and vertebrates; understand key questions in developmental biology and the descriptive and experimental toolkit available to address them, i.e. the scientific method at work in developmental biology; and observe embryogenesis and post-embryonic development in several animal species in the lab.
- BI 5810 University Biology Teaching** **1 credit**
 A course designed for graduate students interested in learning more about teaching biology effectively at the university level. The format of the course will primarily be discussion-oriented with contributions from faculty both in and outside of the Department of Biological Sciences. Students should either be currently teaching or have taught at the college level. Typically the course will cover three areas: teaching and learning, the academic job market, and faculty life.
- BI 5900 Graduate Seminar: Biology** **1 credit**
 Specific topics vary from year to year depending upon the interests of the faculty and the students enrolled.
- BI 5910 Independent Study: Biology** **1–4 credits**
 Original research done in an area of the student's choosing in conjunction with a sponsoring faculty member. Results must be presented at a scientific conference.
- BI 5950 Thesis Research: Biology** **1–12 credits**
 Supervised execution of thesis research. Prerequisite: permission of advisor after submission of a thesis proposal to committee. Pass/No Pass.
- BU - Business**
- BU 1100 Business Computer Applications** **3 credits**
 Business professionals use small computers and typical application software in their work. They especially depend upon spreadsheets to process and analyze information. This hands-on course also covers decision criteria in the selection of hardware/software covered. Falls and Springs. (TECO)
- BU 1152 Financial Accounting** **3 credits**
 Accounting is the recording and reporting of results of operations and the financial position of business organizations. Students are introduced to 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.
- BU 1500 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.
- BU 2090 Exploring Topics in Business** **1-4 credits**
 With this special topics course, students explore what is new in business. Students find their paths to their future as they explore these topics. May be repeated for credit with a different topic. Falls, Early Springs, and Springs.
- BU 2240 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)
- BU 2250 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.
- BU 2262 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.

- BU 2290 Organizational Communications** 3 credits
Employers want to hire effective communicators. Course focus is on developing interpersonal, written, and oral presentation skills needed in professional settings. Communication 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 or EN 1400. (WRCO)
- BUDI 2300 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)
- BU 2440 Business, Ethics, and Society** 3 credits
Analyzes 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.
- BU 2450 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.
- BU 2480 Business Law I** 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)
- BU 3040 Special Topics in Marketing** 1-3 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.
- BU 3100 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).
- BU 3112 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.
- BU 3122 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. Emphasis is on advancing understanding of essential accounting 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.

- BU 3142 Cost Accounting** **4 credits**
 Building on accounting knowledge learned in Management Accounting, Cost 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 decision, inventory management, standard costing, transfer pricing, and making decision 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).
- BU 3170 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).
- BU 3180 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.
- BU 3210 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).
- BU 3220 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.
- BU 3240 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.
- BU 3280 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.
- BU 3290 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.
- BU 3300 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).
- BU 3310 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.
- BU 3340 Consumer Behavior** **3 credits**
 The better organizations understand their customers—at both the individual and group level—the better they are able to design customer experiences to deliver customer value. Best practices of customer focused organizations are supported by research. Psychology, sociology, and marketing blend together to help businesses understand the mods of shoppers. Falls and Springs.
Prerequisite(s): BU 2450.

- BU 3350 Event Marketing** **3 credits**
 Creating and promoting events require knowledge of branding, target market analysis, project management, promotion, and more. Students have the opportunity to learn and apply these concepts through the implementation of a large-scale event on campus. Past events have included rail jams, chili-cook-offs, and career fairs. Falls and Springs.
Prerequisite(s): BU 2450.
- BU 3360 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 challenges. Students learn how to conduct and use market research to development winning strategies. Falls and Springs.
Prerequisite(s): BU 2450 and (BU 2240 or MA 2300).
- BU 3370 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.
- BU 3380 Business Innovation** **3 credits**
 Businesses increasingly invest in innovation. Challenges students to explore the growing body of knowledge that supports business innovation; design thinking, effective teamwork, and change models. Using case studies, students consider and analyze successful and failed innovation initiatives. A capstone project requires teams to conceptualize a new product or service and propose how to bring the concept to life. Falls and Springs.
Prerequisite(s): BU 2450.
- BU 3410 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.
- BU 3420 Organizational Behavior** **3 credits**
 Managing performance in the workplace and developing competencies for career success in rapidly changing, globally competitive organizations are critical to reaching personal and organizational goals. 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)
- BU 3430 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.
- BU 3450 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.
- BU 3460 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.
- BU 3470 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.

- BU 3480 Social Media Strategy** 3 credits
Social media is incorporated into promotional efforts of organizations to achieve strategic goals. Used effectively social media and content marketing build relationships and strengthen engagement between an organization and its stakeholders; clients, customers, employees, etc. Students develop skills to create and deliver content through social media as well as measure and analyze results against strategic marketing and organizational objectives. Falls and Springs.
Prerequisite(s): BU 2450.
- BU 3525 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.
- BU 3530 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.
- BU 3550 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.*
- BU 3560 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.
- BU 3600 Introduction to 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 2450.*
- BU 3720 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.
Prerequisite(s): Junior status. (INCO)(WECO)
- BU 4040 Business Law II** 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.
- BU 4091 Current Topics in Business** 1-4 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.
- BU 4100 Accounting Information Systems** 3 credits
Focuses on 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).
- BU 4122 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.

BU 4150 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.

BU 4200 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.

BU 4210 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).

BU 4220 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)

BU 4250 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.

BU 4260 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.

BU 4330 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.

BU 4340 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.

BU 4390 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.

- BU 4440 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.
- BU 4530 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, and 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 environments. Falls.
Prerequisite(s): (BU 1150 or BU 1152), (BU 2260 or BU 2262), and BU 3210.
- BU 4620 Business Internship** **1-12 credits**
 Students gain work experience by applying knowledge and skills learned in courses to on-the-job assignments in host organizations. Internships are supervised with planned objectives and a prescribed number of on-site work hours for which academic credit is earned. Open to students who have completed courses relevant to the position and have demonstrated self-discipline, motivation, and academic success in their major. 1 credit=40 hours of work experience. Repeatable for a maximum of 12 credits, of which a maximum of 3 credits may apply to elective credits within a business degree program when BU 4620 is listed as an elective in the program and the Internship work experience is in the discipline to which the credits are applied. Pass/No Pass.
Prerequisite(s): Junior or Senior status; minimum 2.75 cumulative GPA; permission of the instructor.
- BU 4650 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)
- BU 4700 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.
- BU 4910 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.
- BU 5060 Business Graduate Internship** **1-6 credits**
 Students gain work experience by integrating business knowledge and skills to add value to challenging projects in or behalf of host organizations. Internships are supervised with planned objectives and a prescribed number of work hours for which academic credit is earned. Open to students who have completed course work relevant to the position. This course is repeatable up to 6 credits.
Prerequisite(s): Nine graduate credits in business, minimum 3.0 cumulative GPA, and permissions of the instructor. Pass/No pass.
- BU 5070 Foundations in Accounting and Finance** **3 credits**
 Professionals refer to accounting reports and consult with accountants for the information they need to make strategic financial decisions for their organizations. Understanding the accounting cycle and interpreting financial statements is essential in assessing the viability of projects and making investment decisions. Students will strengthen their financial decision-making skills so as to articulate their position on investment decisions.
- BU 5075 Foundations in Management and Strategy** **3 credits**
 Managers must understand organizational structures, process, and culture while developing a strategic view of organizational performance. Opportunity and risk must be evaluated. Operations must align with strategic goals. Using the case study method, students confront real world challenges. Decision-making, communication, and leadership skills are strengthened in this cornerstone course while students begin their own leadership journey.
Prerequisite: BU 5070.

- BU 5110 Managing Organizational Behavior** 3 credits
A review of theory and research findings in the field of organizational behavior, with emphasis on applications by practicing managers. Topics to be covered include perception, motivation, leadership, communication, group dynamics, conflict management, and organization theory. Pedagogical techniques include case analysis, presentations, role plays, and other experiential activities.
- BU 5120 Financial Analysis** 3 credits
A complete corporate financial management course. Content covers the classic areas of valuation, capital structure, and budgeting, as well as more specialized financial topics. Online version incorporates online course materials and exercises.
Prerequisite(s): BU 5070 and BU 5190.
- BU 5165 Training and Development** 3 credits
This course provides the application of learning theories and instructional development to the education and training of employees. Topics include instructional design, strategy, technology, and the implementation, evaluation, and management of training in an organizational environment.
- BU 5180 Exploring Personal and Organizational Health** 3 credits
Exploration of the evolving and emerging paradigms of holistic health and healing, and how the personal and organizational realms interconnect. In addition to examining the traditional wellness models, discussions will include concepts of mind, transpersonal psychology and energetics. Through an examination of personal and organizational contexts, students will explore ways to transform personal and work environments through mindfulness towards good intention, open mind and compassionate heart.
- BU 5190 Accounting for Managers** 3 credits
Budgetary accounting and cost accounting including profit planning and control systems, budget process, cost systems, and their managerial applications.
Prerequisite(s): BU 5070.
- BU 5192 Advanced Financial Accounting** 3 credits
This course examines issues related to specialized topics including partnerships, consolidations and business combinations, foreign subsidiaries, international standards, governmental and not-for-profit organizations.
Prerequisite(s): BU 5070.
- BU 5210 Economic Analysis** 3 credits
Today's business climate demands managers who can make decisions involving the best use of an organization's scarce resources under conditions that change rapidly. This course demonstrates the power of problem-solving insights and uses a cross-functional approach. Topics to be covered include strategic pricing using game theory, forecasting techniques and demand estimation, cost analysis, linear programming, and optimization under various market structures.
Prerequisite(s): BU 5070 and BU 5075.
- BU 5220 The Legal Environment of Business** 3 credits
A basic understanding of legal problems is expanded, analytical ability is developed, and an awareness of the presence of legal problems that surround the businessperson is explored. Freedom of choice, taxation, stockholder status, acquisitions and divisions, antitrust, employment, administrative law, and bankruptcy are covered as time allows.
Prerequisite(s): BU 5075.
- BU 5226 Business Law for Accountants** 3 credits
Coverage of applicable areas of the Uniform Commercial Code law and business law topics as it relates to exam content for the CPA exam, including product liability, contract law, agency law, and extensive review of the Sarbanes-Oxley Act of 2002. Also involves an analytical study of the concepts embraced in the law of partnerships, corporations and other business organizations.
- BU 5227 Accounting Information Systems** 3 credits
This course centers on how organizations collect, record, process, and store accounting information and data. Topics include information systems concepts, transaction cycles and processing, flowcharting, data flow diagramming, XBRL, e-business and ERP systems, computer fraud and IT security, internal controls, auditing with AIS, and ethics.
- BU 5228 Accounting Research and Communication** 3 credits
This course is an exercise in the written and verbal communications skills required in the accounting profession. Included in the course are the preparation of engagement letters, tax planning correspondence, complex topic analysis and communication of the accountant's recommendation. Case studies will be used as the basis for presenting the fact pattern with guidelines on expected outcomes.
- BU 5229 Professional Ethics for Accountants** 3 credits
This course helps develop the foundation for ethical reasoning, integrity, objectivity, independence and other core values as defined by the American Institute of Certified Public Accountants.
- BU 5360 Social Media Marketing** 3 credits
Social media is not a fad. The Internet has forever changed the way humans communicate. Web-based social media outlets are woven into the fabric of our lives; directly and indirectly. For businesses, social media presents strategic opportunities and challenges related to product offerings, promotion, pricing strategies, delivery of products or service, as well as presentation of brand. Through this course students will: (1) Gain a strong understanding of the current face look of social media; (2) Develop the ability to stay up-to-date as social media evolves; and (3) Learn how businesses can successfully leverage social media techniques to achieve strategic objectives.
Prerequisite(s): BU 5075.

- BU 5400 Survey of Issues in Health Care Administration** 3 credits
This course serves as the introduction to the Health Care Administration certificate program. In this course, students will be able to recognize and discuss the basic components of the United States health care system by learning various aspects of the industry, global alternatives, and how a multitude of internal and external factors impact and shape our delivery system. Topics will be supported by information in textbooks, articles, and Websites. Students will use this material in preparation for written essays, presentations, and classroom discussions.
- BU 5410 Human Resources in Health Care Administration** 3 credits
This course addresses managing organizational behavior issues and techniques with a specific focus on human resource management issues unique to the health care industry.
Prerequisite(s): BU 5075.
- BU 5420 Health Care Law and Ethics** 3 credits
This course is specifically designed for graduate students enrolled in the Health Care Administration certificate program or an MBA with a health care administration focus. This course will focus on the principles and theories of law as it relates to health care delivery, health care management and administration, examination of the applications of laws in relation to health care liability prevention, and risks facing administrators, managers, and practitioners.
Prerequisite(s): BU 5075.
- BU 5430 Health Care Administration and Financial Management** 3 credits
This course presents an in-depth review of the financial management of health care organizations. This includes but is not limited to budget formulation process specific to health care delivery systems, funding sources and payment methodology, managing working capital and capital budgeting, the unique characteristics of non-profit organizations, and financial analysis of such organizations. Students will also do case study analysis in the previously mentioned topics.
Prerequisite(s): BU 5070 and BU 5190.
- BU 5440 Information Technology in Health Care** 3 credits
This course takes a comprehensive look at a broad range of technologies used throughout the health care industries and continuum of care. This includes and not limited to, Medical Informatics, Administrative Applications, Medical Office Automation, Telemedicine and Electronic Medical Record. The course will also cover technology in surgery and informational resources access and use.
- BU 5450 Comparative Health Systems** 3 credits
This course is an online elective course designed for those that are interested in healthcare systems around the world. This course is designed to encourage further understanding of healthcare policy in the United States as compared to other countries. How does each deal with the provision of healthcare? What are the strengths and weaknesses of each? This course will require critical thinking and writing skills.
- BU 5480 Leadership in Health Care** 3 credits
Health Care leadership is an introduction to the principles of management and leadership as the foundations for the administration of health care products and service delivery. The course covers the evolution of management principles and practices, and the bases for health care administration. Emphasis is on the management of global health care systems and the need for innovation and creativity in health care administration. The focus is placed on mastering graduate-level critical thinking, writing and ethical decision making skills.
- BU 5490 Capstone: Health Care Topics** 3 credits
This course is a seminar-style presentation of current health care topics. This is an integrative course that incorporates all previous coursework into a cohesive body of knowledge. The topics include but are not limited to health care policy, quality initiatives, marketing in health care, current issues within Medicare and Medicaid, strategic decision making, and public health.
Prerequisite(s): BU 5410 and BU 5430.
- BU 5510 Operations Management** 3 credits
Examination of the nature and structure of decision making in the midst of uncertainty. Formal techniques for measurement of risks and rewards are applied to case studies based chiefly on production systems. Concludes with a survey of current techniques for operations analysis, planning, and control.
Prerequisite(s): BU 5070 and BU 5075.
- BU 5530 Multinational Marketing** 3 credits
Post WWII, the trend toward freer trade and accelerating technological change has been altering the world's economic landscape via the process of globalization. The recent drift toward regionalism (e.g., unifying European and North American markets), the collapse and subsequent restructuring of many of the world's national economies such as in the Soviet and Eastern European economies, have served as massive economic experiments. Global recession and recovery have been studied to glean what has worked and what has failed in each of these examples, yielding critical information for future marketing strategies. This course is designed to introduce some of the key issues of these international events that can be incorporated into multinational marketing. This class will focus on issues involved in marketing products and services across national boundaries. Culture, economic arrangements, technical standards, currency movements, language, religion, ideology, politics, distance, and conflicting interpretations of national and global interests combine to complicate the administration of marketing's familiar "4 Ps" cross-nationally. This course uses a combination of lectures, global marketing cases, discussion, and mini projects to examine specific issues currently involved in multinational marketing strategies.
Prerequisite(s): BU 5700.

- BU 5590 Budgeting and Fund Accounting** 3 credits
The basics of fund accounting and modified accrual basis are explored by looking at the different fund purposes, typical transactions, and examples of government reporting and disclosure. This course covers the core concepts, principles, and financial reporting for government and not-for-profit accounting, which varies significantly from financial accounting used in public and private financial reporting.
Prerequisite(s): BU 5190.
- BU 5600 Federal Taxes and Business Decisions** 3 credits
Tax laws and their effect on management planning and decision making, as well as on personal financial transactions are of interest to managers and accountants. Representative topics include tax aspects of selecting a business form; tax factors in acquiring, using, and disposing of land, buildings, or equipment; capital gains and losses; nontaxable transactions; individual income tax; family tax planning; and common tax traps.
Prerequisite(s): BU 5190.
- BU 5620 Auditing Perspectives** 3 credits
Theory and procedures underlying auditors' responsibilities in examining and reporting on financial statements of a business enterprise are discussed including professional ethics, auditing standards, reports, internal control, and the selection, scope, and application of auditing procedures.
Prerequisite(s): BU 5190.
- BU 5630 Policy Topics** 3 credits
An in-depth study of a particular topic, contemporary issue, or concern will be the focus of this course and will be taught by a specialist within the field being studied. Since topics vary, the course may be repeated with different topics.
- BU 5690 Customer Relationship Marketing** 3 credits
This course lays out a broad rethinking of customer relationship management. The focus is on the mindset and skillset required to earn and grow relationships with customers and build customer centric organizations. Examined are changes in attitudes, values, and behaviors of customers who expect their voices to be heard. Marketers are learning to listen and to design customer experiences that deliver high levels of both customer values and company value. Value is measured in terms of repeat business, customer loyalty, return on investment in marketing, and hard-to-duplicate competitive advantage.
Prerequisite(s): BU 5700.
- BU 5700 Marketing Techniques** 3 credits
The objective of this course is to help students develop a broad understanding of marketing techniques, strategies, and tactics employed by the marketing manager. This course will cover the use of the "marketing mix" elements as they pertain to the planning and implementation of the marketing plan.
Prerequisite(s): BU 5075.
- BU 5720 Seminar in Executive Management** 3 credits
From a decision-maker's point of view, students will participate in a seminar involving middle- and upper-level managerial responsibilities, as well as discussions concerning "state-of-the-art" methodologies appropriate to all levels of management. Case studies and group projects will be combined with informal lectures and discussions involving such areas as strategic planning, action planning techniques, policy making, managerial ethics, decision-making methods, control systems, and the integration of all resources for optimum performance.
Prerequisite(s): BU 5070, BU 5075, BU 5120, BU 5190 and BU 5210.
- BU 5730 Current Issues in Marketing** 3 credits
This course is designed to explore the contemporary issues and challenges impacting the future of marketing management. Developments in technology, communications, demographics, consumerism, packaging, marketing information systems, and non-product marketing are some of the variables to be examined in terms of their current and future influence on the functions of the marketing manager. All other required marketing courses should be completed before entering this course.
- BU 5770 International Business** 3 credits
It is a small world, and getting smaller fast. An understanding of the complex managerial dimensions of world trade and international business is now an expected part of an MBA's intellectual inventory. This International Business course provides an opportunity to develop the understanding through readings, and through case studies. An individual term project will give students an opportunity to bring global thinking to bear on current issues in a company, country, or region.
- BU 5820 Women as Leaders** 3 credits
This course challenges women to consider the cultures, climates, and contexts that limit and support their capacities as leaders. Students will explore personal leadership styles, characteristics of effective leaders, and strategies for developing themselves as leaders.
- BU 5850 New Ventures and Entrepreneurship** 3 credits
The course focuses on business start-ups, providing an intensive introduction to business planning from the defining of a "primary vision" through market size assessment and strategic operations planning, to the financing, staffing, and implementation of the new venture. Course includes readings on entrepreneurship, case studies of small and large examples of successful new ventures, and student fieldwork. Software available to help business planning will be introduced for hands-on use. Each student will prepare a formal business plan for new ventures.
Prerequisite(s): BU 5120 and BU 5210.
- BU 5910 Independent Study** 1–3 credits
Enrichment of the background of students in business through the pursuit of a special topic pertinent to their interests and abilities is offered through independent study opportunities. This is an opportunity for an in-depth study of a problem in the business field. Consent of a faculty supervisor and department chair is required.

CC – Coaching**CC 2200 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.

CC 2540 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.

CC 2660 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.

CC 3100 Administration of Athletics 3 credits

An intensive review of those procedures necessary to the organization and administration of athletic programs. Includes discussion of philosophy and ethics, budgets, eligibility, scheduling, equipment inventories and purchasing, contract development, marketing and public relations, facility and event management as well as other topics related to athletic administration. Falls.

CC 3200 Applied Sport Coaching 1 credit

A culminating experience-based capstone course for the coaching minor only. Students are required to complete a minimum 40 hour coaching experience which includes 5 hours of a blended seminar. Falls and Springs.

Prerequisite(s): Coaching minors only; CC 2540 and the successful completion of American Sport Education Program (ASEP) Coaching Effectiveness examination; and First Aid & CPR/AED certification.

CC 3300 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.

CC 3500 Sports Event Management 3 credits

An intensive review of the procedures and functions required to manage a sport or recreational event include planning, organizing, implementing and evaluating such events. Investigates topics including operations, risk management, marketing and sponsorship, budgeting/finance, scheduling and booking, customer service and volunteer management. Falls.

CC 3780 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.

CC 3860 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.

CC 3880 Coaching Practicum 1-3 credits

Designed to give students a practical experience 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): Coaching minors only; CC 2540 and the successful completion of American Sport Education Program (ASEP) Coaching Effectiveness examination; First Aid & CPR/AED certification; minimum 2.00 cumulative GPA; approval of the HHP Coaching Minor Coordinator and the Department Chair.

CC 3881 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. Practicum arrangements must be completed with the Sports Management Coordinator at least 1 semester prior to the beginning of the Practicum. Repeatable for a maximum of 12 credits. Pass/No Pass. Falls and Springs.

Prerequisite(s): CC 2200; Junior status; minimum 2.00 cumulative GPA; approval of the Sports Management Coordinator and the Department Chair.

CC 4880 Coaching Internship 4-12 credits

For students desiring a culminating capstone coaching experience. 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): Coaching minors only; CC 2540 and the successful completion of American Sport Education Program (ASEP) Coaching Effectiveness examination; First Aid & CPR/AED certification; minimum 2.70 cumulative GPA; approval of the HHP Coaching Minor coordinator, the mentoring coach, and the Department Chair.

CC 4881 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. Internship arrangements must be completed with the Sports Management Coordinator at least 1 semester prior to the beginning of the Internship. Repeatable for a maximum of 12 credits. Falls and Springs.
Prerequisite(s): CC 2200; Junior status; minimum 2.70 cumulative GPA; approval of the Sport Management Coordinator and the Department Chair.

CD – Youth Development and Education**CD 1000 Children and Youth in Schools and Community 3 credits**

Explores the various ways professionals can positively contribute to the lives of children and youth. Examines the roles and relationships of schools, communities, families, and professionals in education. Students are exposed to educational technologies that relate to managing learning activities, delivering materials to learners, and assessing learning through authentic assessment. Falls and Springs. (TECO)

CD 2360 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)

CD 3000 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)

CD 3300 Competencies for Youth Development Professionals 5 credits

Students gain the knowledge, skills, and dispositions necessary to create positive learning environments in a variety of settings for children and youth. Emphasizes development of a sense of belonging, well-being, acceptance, and safety. Students develop competencies based on national and state standards for youth development professionals. Site specific student work in the field complements classroom learning experiences. Springs.

Prerequisite(s): enrollment in Youth Development and Education major or Afterschool Professional Certificate program and (CD 2300 or ED 2350).

CD 3400 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.

CD 4050 Leadership and Advocacy for Children and Youth 3 credits

Examines the knowledge, skills, and dispositions necessary to work effectively on behalf of children and youth in a variety of settings. Explores the roles of leaders and advocates in these settings. Site specific student work in the field complements classroom learning experiences. Falls.

Prerequisite(s): CD 3300.

CD 4100 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. Last offering Fall 2019.

Prerequisite(s): CD 3000.

CD 4235 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. Last offering Spring 2020.

Corequisite(s): CD 4230.

CD 4240 Youth Development and Education Seminar 3 credits

This is the capstone experience in the Youth Development and Education major. Students discuss and reflect on internship experiences and develop portfolios to demonstrate their professional competencies, experiences, and goals. Using skills and knowledge developed through course and field work, students engage in individual or team-based integrative projects responsive to the needs of internship sites or other community organizations. Springs beginning 2021.

Prerequisite(s): Youth Development and Education majors only.
Corequisite(s): CD 4330.

CD 4330 Youth Development and Education Internship 9 credits

The Youth Development and Education Internship is a supervised experience in an approved setting providing services to youth. In the internship, students apply knowledge and skills learned in coursework and engage in self-assessment, the design of a learning contract, and reflective practice. Planning for the internship should begin during the junior year. Pass/No Pass. With permission.

Corequisite(s): CD 4240.

CE – Computer/Technology Education**CE 5010 Leadership and Management 3 credits**

This course will focus on the role and functions of instructional leadership through information and technology management in P-12 Schools. The topics covered will include library and technology instruction, collaboration, planning, and assessment of programs. We will also look at the developments and trends in libraries and technology and how it impacts information-centered organizations. Topics include strategic planning, ethics, and advocacy. Also offered as LM 5010.

CE 5040 Technology and Innovation 3 credits

This course is designed to provide School Library Media Specialists, Technology Integrators, and other educators with hands-on experiences with innovative technology and the effects on the 21st century classroom. Current and emerging digital tools will be explored. Other topics covered include collaboration, teamwork, and programming in P-12. Also offered as LM 5040.

CE 5120 Integration of Digital Technology into the Common Core Standards 3 credits

This instructional technology course is designed to provide technology integrators, school media specialists, K–12 educators and administrators with an understanding of ways current and emerging technologies can be used to facilitate teaching, learning and managing instruction. Discussions will focus on issues, trends and current uses of technology in K-12 education. Sessions will focus upon gaining experience integrating digital technology within the Common Core Standards, evaluating web 2.0 tools, exploring video resources, and designing technology enhanced lessons utilizing digital storytelling for K–12 curriculum integration.

CE 5140 Electronic Portfolio Development and Assessment 3 credits

This course is designed to investigate the principles of assessment educational technology that relate to the design, development, and assessment of electronic portfolios. Students will learn about the history, types, components, process, delivery, presentation, and assessment of electronic portfolios. Students will be expected to define the assessment approach, construct an electronic portfolio, and collaboratively design assessment tools that will be used to evaluate electronic portfolios. Additional areas of study in the course may include the influence of educational policy on the implementation of electronic portfolios, the role of the electronic portfolios in professional development and recertification, or innovative technologies used in electronic portfolio development.

CE 5150 Inspiring Digital Media Fluency in the K–12 Classroom 3 credits

This collaborative, project-based online course will provide K–12 educators with a framework, information and resources necessary to explore, create and share multimedia content globally; to use multimedia to communicate and participate in authentic, interactive, networked learning communities, to inspire and motivate student learning. Exploring a variety of online resources and tools, students will collaborate in an online, constructivist environment to create a multimedia based authentic project. Educators will share how they integrate multimedia across the curriculum, using the National Education Technology Standards (NETS) for students as a foundation with a focus on media literacy.

CE 5160 Teaching and Learning in a Networked Classroom 3 credits

The evolution of the World Wide Web from what is being called Web 1.0 to Web 2.0 has brought about a new way of teaching and learning in this digital age. The use of Web 2.0 tools such as blogs, wikis, podcasting, videocasting, and a host of other free tools are allowing educators to connect to knowledge and each other like never before. Learners will gain hands-on experiences with Web 2.0 tools and explore the learning theory that supports their use in a networked classroom environment.

CE 5200 Online Teaching Methodologies 4 credits

This course prepares teachers to become online course instructors. This intensive course introduces the pedagogy and methodology of online teaching while guiding each participant through the modification of an existing semester or year-long online high school course. Participants read and discuss required educational articles and book chapters, develop new content for their courses, prepare instructional resources and collaborate with their classmates in group projects. Experienced course facilitators monitor each participant's progress and act as a mentor and a resource.

CE 5310 21st Century Teaching and Learning 3 credits

Educators need to integrate technology into their curriculum to transform student learning and meet the goals of the twenty-first century. To succeed in today's information-driven academic environment, students need to know how to find, use, manage, evaluate, and convey information efficiently and effectively. This includes not only knowledge of technology, but the ability to use critical-thinking skills to solve problems within a technological environment. Teachers wrap twenty-first century literacy skills into lesson content using a variety of strategies. This course helps educators plan and assess effective technology teaching methods, incorporate technology into any discipline, and develop key accountability and assessment strategies. In this six-week course, educators wear both a "student hat" and a "teacher hat" as they use digital technology and communication tools to solve an information problem. Educators experience how to use technology as a tool to research, organize, evaluate, and communicate information as well as develop a fundamental understanding of the ethical and legal issues surrounding the access and use of information.

CE 5320 Web-Enhanced Classroom 3 credits

The Web-Enhanced Classroom is a six-week course that uses technology to enhance traditional face-to-face instruction. Online material is viewed as an extension of the classroom, and traditional lectures or classroom activities are linked with enhancements such as virtual tours, WebQuests, real-time information, maps, pictures, streaming video, audio clips, and open source course components. Web-extended classrooms allow learning to happen in an interesting and exciting way. This course provides teachers with the opportunity to develop a complete unit of study for a web-extended classroom and view other units created by peers. The unit of study is developed using the internet and includes information about open source portal components, while the educator learns how to efficiently and effectively search the web for resources. The topic for the unit of study is of the educator's choice; some resources will be provided through virtual tours of websites.

CE 5330 Blended Teaching and Learning 3 credits

A hybrid course combines face-to-face instruction and web-or computer-based learning. Common features of hybrid courses will be explored including the delivery of the syllabus, effective online lectures, readings, and assignments on web pages; discussions and presentations through online message boards, e-mail, and chat; interactive tutorials and labs; and online assessments. By taking advantage of web-enhanced instruction, less in-class time is spent on mundane tasks, and more time can be spent on collaborative, flexible, and meaningful activities that incorporate all student learning styles. In this six-week course, teachers determine what aspects of their course are best suited to presentation online, create new approaches to communicating with students, and create active independent learning experiences for students. Using computer-based technologies, instructors use the hybrid model to redesign some lecture or lab content into new online learning activities, such as case studies, tutorials, self-testing exercises, simulations, and online group collaborations.

CE 5340 Web 2.0: Collaborative Instruction 3 credits

Web technologies are shaping education in ways that have only been dreamed about before the advent of Web 2.0. The new web enhances teaching practices and student learning because new tools allow the user to publish and interact in ways never before possible. In Web 2.0 learners become consumers of information and need to become critical readers and viewers, ready to hit the edit button, in the age of new literacies. Educators must teach and model methods in which ideas and products can be published on the Internet. Web 2.0 provides the ability to work collaboratively across the virtual environment enhancing literacies, such as communication skills and global awareness, which have the effect of bringing down classroom walls. In this six-week course, participants explore the tools of Web 2.0 while participating in activities involving some of those which are more widely accepted in educational environments. This course demonstrates how web tools can generate new and exciting learning experiences for students of all abilities and learning styles. The course will offer participants ideas to help them think differently about technology and how it can be used to strengthen student's critical thinking, writing, reflection, interactive learning, and meta-cognition.

**CE 5350 Capstone Course:
Becoming an Online Teacher 3 credits**

Moving from teaching in a face-to-face environment to teaching students online is not simply a matter of changing media—it also means changing instructional methodologies. In this six-week course, participants will have the opportunity to experience online teaching by partnering with an online master teacher in an established middle or high school online course. Through observation, reflection, and actively participating in the online classroom environment, the participant will first partner with the master teacher to deliver instruction, and then will fully assume online classroom responsibilities.

**CE 5360 NetCourse Instructional Methodologies (NIM)
Teacher Training 3 credits**

NetCourse Instructional Methodologies is comprised of three required components: 1.) Pre-course webinar and platform training. These activities require approximately five hours of instruction. 2.) A six-week NetCourse that prepares teachers to become online course instructors. This intensive course (approximately 12–15 hours per week of required "seat time") introduces the pedagogy and methodology of online teaching while guiding each participant through the modification of an existing semester or year-long online high school course. Participants read and discuss required educational articles and book chapters, practice discussion facilitation techniques, create a detailed concept map of all facets of their course, personalize documents for their courses, evaluate instructional resources and collaborate with their classmates in group projects. Experienced course facilitators monitor each participant's progress and act as a mentor and a resource. 3.) Pre-Service activities that include a pre-delivery webinar, curriculum modifications (facilitated by VHS Consortium staff) and self-paced learning management system training. These activities require approximately 25 hours of additional instruction and content development.

CE 5560 Special Topics in Computer Education 1–3 credits

This course provides an in-depth study of a particular topic, contemporary issue, or concern. The course is taught by a specialist within the field being studied or, as an alternative methodology, a faculty member will coordinate a series of guest speakers who will meaningfully address the topic. Since topics vary, the course may be repeated with permission of the instructor.

CE 5580 Special Topics in Web-Based Learning 3 credits

This course explores the integration of technology across various disciplines and topics. Instruction is offered in an asynchronous format. Action research projects, based on instructor approval, are assigned and reviewed through an independent guided learning contract. Projects, readings, and Web links are assigned based on research topic and discipline. Since topics vary, the course may be repeated.

CE 5800 Practicum In Educational Computing 1–3 credits

This course is designed to allow students to pursue, in depth, a personal interest in the field of educational computing. Students working with a faculty advisor will design and carry out an individual project that applies the knowledge and skills gained in the classroom to a real problem in their home district. Projects, which will vary with individual student interest, may consist of original research, curriculum development, programming original courseware, etc. The final report must be approved by the faculty advisor. Offered according to demand.

Prerequisite: ED 5030.

CE 5910 Independent Study 1–3 credits

Enrichment of the background of students in education through the pursuit of a special topic pertinent to their interests and abilities is offered through independent study. This is an opportunity for an in-depth study of a problem in the field of education. Consent of a faculty supervisor and department chair is required.

CE 5960 Technology Educator Teaching Internship 1–12 credits

The teaching internship is to provide the student with a supervised field experience in one of several cooperating institutions or agencies. 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. Supervision is by the institution or agency concerned and by PSU faculty.

CFT - Couples and Family Therapy**CFT 5010 Foundational Methods in Couples and Family Therapy 3 credits**

The course is designed to help students develop basic couple, marriage, and family skills and techniques. The Course expands on the couple and family therapy models presented in CO 5670. Training activities include diagnosis, assessment, case conceptualizations, case presentations, technique demonstration and application, digital recording of skill application, and case analysis. Required course for MS in Couples and Family Therapy. Permission required for students not matriculated into the Counselor Education and School Psychology Department.

CFT 5020 Current Issues in Couples and Family Therapy 3 credits

This course covers current issues, emerging trends, and research in the field of marriage and family therapy. It explores the contemporary family and couple across cultural contexts. Lastly, the course reviews interventions utilized within contemporary relational issues, pathology, and behaviors. Required course for MS in Couples and Family Therapy. Permission required for students not matriculated into the Counselor Education and School Psychology Department.

CFT 5030 Foundations and Ethics in Couples and Family Therapy 3 credits

The course examines the foundational ethical, legal, professional identity, cultural competency and professional issues in couples and family therapy. It emphasizes the importance of self-awareness and its relationship to effective couples and family therapy. This course will review foundational concepts of systemic theory and their application to the professional identity of marriage and family therapists. Required course for MS in Couples and Family Therapy. Permission required for students not matriculated into the Counselor Education and School Psychology Department.

CFT 5040 Human Sexuality 3 credits

Examines the place of sexuality in human life including development, cultural, psychological, biological, relational, and spiritual factors. Pays special attention to the issues of gender, intimacy, and sexual functioning from a psychotherapeutic perspective; also focuses on diagnosing and treating sexual dysfunction and examining the role of sexuality in relationships.

Prerequisite or co-requisite: CFT 5030 or CO 5010.

CFT 5900 Seminar & Internship in Couples and Family Therapy **1–9 credits**

A 600–900 hour couples and family therapy experience under supervision of an AAMFT Approved Supervisor and conducted in a mental health setting. Students must complete at least 300 hours of face-to-face client contact hours with individuals, couples, and families for the purpose of assessment, diagnosis, and treatment. At least 150 of the aforementioned hours must be completed with couples and families. Students must attend an on-campus seminar with fellow student interns that provide an opportunity for case presentation and professional development. This course is designed to be the culminating experience in the MS in Couples and Family Therapy program. Students must provide evidence of liability insurance. Permission required for students not matriculated into the Counselor Education and School Psychology Department.

CH – Chemistry**CH 1010 Majoring and Working in Chemistry** **0.5 credit**

An introduction to the field of chemistry, the requirements of Chemistry and Biochemistry degrees, and the range of possible careers with these degrees. Intended for all newly-declared chemistry and biochemistry majors, including first year students or those interested in majoring in chemistry. Elective for transfer students entering with 24 or more credits. Pass/No Pass. Falls.

CH 1050 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.

CH 1335 Problem Solving in General Chemistry I **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.

CH 1340 Problem Solving in General Chemistry II **1 credit**

A companion course to be taken concurrently with CH 2340. Intended for students with limited experience in chemistry. Covers the fundamental principles and theories presented in General Chemistry II, with an emphasis on solving the common problems seen in solutions chemistry, thermodynamics, kinetics, chemical equilibrium, acid-base chemistry, electrochemistry, and nuclear chemistry.

Corequisite(s): CH 2340.

CHDI 1500 The Science of Crime-Solving **3 credits**

Introduction to forensic science and its applications in crime scene investigation. Discussion of professional issues specific to forensic science practitioners. Emphasis on scientific study of physical evidences from identification, collection, preservation, examination, evaluation, and interpretation. Exposure to modern scientific methods used in forensic crime laboratories. Includes examination of case studies and simulated crime scenes. Falls. (SIDI)

CHDI 1760 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)

CHDI 1770 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)

CHDI 1800 Chemistry for a Sustainable World **3 credits**

Fundamental principles of chemistry and how they apply to environmental topics and sustainability. Real world contexts engage students on personal, community, and global levels. Focus on understanding how scientific data is interpreted and implemented. Environmental challenges like global climate change, energy, water, food, and agriculture are addressed, and the risks and benefits of our actions on their global issues. (SIDI)

CH 2010 The Literature and Ethics of Chemistry **0.5 credit**

An introduction to the literature of chemistry and the ethics of research. Topics include an overview of chemical literature, performing literature searches, finding chemical information in journals, an introduction to professional scientific/chemical writing, and professional ethics of researching and publishing. Required of all chemistry and biochemistry majors, typically taken in the sophomore year. Pass/No Pass. Springs.

CH 2250 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).

- CH 2335 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 1335 if student does not meet the prerequisite. (QRCO)
- CH 2340 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.
- CH 3011 Introduction to Research in Chemistry** 1 credit
A discussion-based course that introduces students to research in chemistry and its potential role in their career path. Students begin the process of developing an independent research project by selecting an area of chemistry research, choosing a mentor, and completing a literature search. Required for all chemistry and biochemistry students, typically taken in the Junior year. Falls.
Prerequisite(s): CH 2010.
- CH 3035 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 3035. Additional course fee required. Falls.
Prerequisite(s): CH 3370. (INCO)
- CH 3210 Integrated Laboratory Experience** 2 credits
Focuses on the design and initial implementation of laboratory research projects. Students are expected to work on semi-independent laboratory or computer-based projects done under the mentorship of chemistry faculty members. A major objective of the course is to provide an introductory experience designed to set the foundation for the capstone senior research or internship experience. Springs.
Prerequisite(s): CH 3011; Junior status.
- CH 3340 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 2330 and CH 2340) or (CH 2335 and CH 2340).
- CH 3370 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 2330 and CH 2340) or (CH 2335 and CH 2340).
- CH 3380 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 3370.
- CH 3400 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. Spring of even years.
Prerequisite(s): CH 2250 and CH 3370. (TECO)
- CH 3410 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 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]. (WRCO)
- CH 3465 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 2330 and CH 2340) or (CH 2335 and CH 2340)] and [(MA 2490 and MA 2500) or (MA 2550 and MA 2560)].

- CH 3500 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. Fall of odd years.
Prerequisite(s): CH 2340.
- CH 3600 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 2330 and CH 2340) or (CH 2335 and CH 2340); Junior status. (INCO)
- CH 4025 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 BI 3035) or (CH 3020 or CH 3035) or equivalent
- CH 4150 Air Quality** 3 credits
See MT 4150 for course description. Spring of odd years.
Prerequisite(s): CH 2340, MT 2110, (MA 2490 or MA 2550) and Junior status. (INCO)
- CH 4190 Introduction to Research** 2 credits
Last offering Spring 2019.
- CH 4330 Science in Secondary School** 3 credits
See BI 4330 for course description. Does not satisfy a 3000/4000 level Chemistry elective. Last offering Fall 2018.
- CH 4531 Senior Research** 1-4 credits
The capstone for Chemistry and Biochemistry majors is a laboratory-based research project as proposed in CH 3210. Students work independently a minimum of 3 hours per week for each credit, performing novel research, and participate in regular group meetings, providing updates on research and discussing literature articles. Concludes with an oral or posted presentation and a final report. Repeatable for a total of up to 8 credits. Additional course fee required. Not open to students who have earned credit for CH 4530. Falls.
Prerequisite(s): CH 3210 and permission of the instructor.
- CH 4600 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.
- CH 4910 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.
- CH 5910 Independent Study in Chemistry** 1-3 credits
Enrichment of the background of students in chemistry through the pursuit of a special topic pertinent to their interests and abilities is offered through independent study. This is an opportunity for an in-depth study of a problem in the field. Consent of a faculty supervisor and department chair is required.
- CJ – Criminal Justice**
- CJ 1020 Criminal Justice in Action** 4 credits
An overview of the criminal justice system emphasizing the challenges of crime control in a democratic society. Students develop an understanding of how the branches of criminal justice work as a system, and explores current and future opportunities in criminal justice and related fields. Falls, Early Springs, Springs, Summers.
- CJDI 1030 The Individual and the Law** 4 credits
Examines questions central to the structure and organization of the modern legal system in the United States: 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 limit them in order to promote the common good? Not open to students who have earned credit for CJDI 1020. Falls and Springs. (SSDI)
- CJ 1060 Technology in Criminal Justice** 4 credits
Technology is critical to the criminal justice system's ability to achieve objectives related to crime prevention, force protection, suspect apprehension, and resiliency. Details legal and ethical issues for emerging and established technology. Topics may include officer protection, crime prevention, critical incident management, and threat analysis (NBC, drones, and cyber). Students demonstrate writing appropriate for the discipline. Not open to students who have earned credit for CJ 1050. Falls and Springs. (TECO) (WRCO)

- CJDI 1500 Profiling Criminal Behavior** 4 credits
Applies mathematical and scientific principles to identify, understand, and predict aberrant human behavior. Students explore techniques of forensic science, forensic psychology, and geographic profiling to detect patterns, link cases, and make inferences regarding past and future behavior. Scientific evidence supporting profiling techniques are studied and critically analyzed. Falls and Springs. (SID)
- CJ 2045 Criminal Procedure** 4 credits
Covers the fundamental topics in criminal procedure (both investigation and adjudication). Students explore the law and legal issues relating to the criminal process both out-of-court (such as law enforcement encounters, search and seizure, and arrest and custody) and in-court (sometimes called "bail to jail"). Not open to students who have earned credit for CJ 2040. Falls and Springs.
- CJ 2075 Corrections** 4 credits
Introductory level course provides a review of contemporary institutional and community-based correctional systems including jails, prisons, probation, parole, and alternative sanctioning at both the adult and juvenile level. Specific attention is given to identification of risk assessment systems and evidence-based practices and programs in all aspects of the correctional system as well as the purposes of these punishments. Not open to students who have earned credit for CJ 2070. Falls and Springs.
- CJ 2080 Crime and Criminals** 4 credits
A scientific study of crime and its control, including types of crime, patterns of criminal offending and victimization, and theories of crime and delinquency. Falls, Early Springs, Springs, Summers.
- CJ 2090 Criminal Law** 4 credits
Covers the fundamental topics in substantive criminal law. Students explore the law and legal issues relating to the purposes of criminal law, classification of crimes, proof of facts, general principles of criminal responsibility, specific crimes against persons and property, public order crimes, inchoate crimes and group criminality, and defenses to crimes. Falls and Springs.
- CJ 2405 White Collar Crime** 4 credits
See SO 2405 for course description. Not open to students who have earned credit for CJ 2400. Springs.
- CJ 3005 Criminal Investigation** 4 credits
The investigation of crimes 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. Not open to students who have earned credit for CJ 3000. Springs.
- CJ 3015 Cybercrime** 4 credits
Introduces students to the nature and extent of cybercrime and the response of the criminal justice system. Employs past and present cybercrime cases as a pathway to show how theories (both micro/macro-level) of crime are applied. Major theories can be re-developed and applied to cybercrime. Students develop and explore different strategies for future law enforcement. Spring of odd years.
- CJ 3025 Forensic Science** 4 credits
A presentation of the techniques, skills and limitations of the modern crime laboratory. Discussions 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. Experiments involving DNA, fingerprinting, shoe impressions, arson, firearms, hair and fabric analysis involving modern technology like GC-MS, FTIR. Springs.
- CJ 3055 The Law Enforcement Environment** 4 credits
Examines the history, roles, and challenges of law enforcement careers in American society. Students develop an understanding of the constitutional, ethical, and workplace expectations of law enforcement professionals, the development of modern police agencies, and the nature of police work. Also covers contemporary issues including diversity, discretion, misconduct, use of force, and dynamics of community policing. Not open to students who have earned credit for CJ 3050. Falls and Springs.
Prerequisite(s): CJ 1010 or CJ 1020.
- CJ 3075 Race, Class, Crime, and Justice** 4 credits
A critical examination of the intersection of race class, crime, and the administration of justice in America. These are critical issues in American criminal justice and are consistently revealed in the arrest, prosecution, sentencing, wrongful convictions, incarceration of racial minorities and capital punishment. Surveys historical and contemporary issues associated with this intersection from a socio-legal perspective. Not open to students who have earned credit for CJ 3070. Falls.
Prerequisite(s): Junior or Senior status. (DICO)
- CJ 3085 Juvenile Delinquency** 4 credits
An examination of the nature and extent of juvenile crime and victimization, theories explaining juvenile delinquency, research on the causes of delinquency and the control and prevention of delinquency. May be taken as SO 3085. Not open to students who have earned credit for CJ/SO 3080. Fall of odd years.
- CJ 3155 Society, Ethics, and the Law** 4 credits
Students are tasked with analyzing how ethics and morality intersect with the criminal justice system and in turn effect society. Explores ethical theories and legal concepts, with particular attention to legal issues connected to race, class, and gender. Students are expected to apply interdisciplinary concepts in order to demonstrate their mastery of general education skills. May be taken as PY 3155. Not open to students who have earned credit for CJ/PY 2100 or CJ/PY 3150. Falls and Springs.
Prerequisite(s): Junior status. (DICO) (INCO)

- CJ 3260 Data Analysis for Criminal Justice** 4 credits
An exploration of statistical analyses designed to equip students of criminal justice with the skills necessary to analyze and interpret data. Principal learning goals include selecting the most appropriate statistical tests to answer research questions, understanding fundamentals of data management, analyzing data using statistical software, and properly interpreting the results. Emphasizes summarizing and presenting data in a professional environment. Falls and Springs. (QRCO) (TECO)
- CJ 3270 Explaining Crime** 4 credits
An in-depth examination of theories of crime, including evaluation of varying theoretical perspectives and applications to criminal justice policy. Falls, Early Springs, Springs, Summers.
Prerequisite(s): CJ 2080 or SO 2080.
- CJ 3401 Research Methods in Criminal Justice** 4 credits
An introduction to the techniques and procedures used in the process of criminal justice research. Emphasis on developing 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. Not open to students who have earned credit for CJ 4400. Falls and Springs.
Prerequisite(s): Junior status.
- CJ 3405 Homeland Security** 4 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. Not open to students who have earned credit for CJ 3400. Falls.
- CJ 3515 Women and Crime** 4 credits
Examines crime and justice from a gendered perspective. Explores the nature and extent of women's and girls' involvement in the criminal justice system as offenders, victims, and employees, theories of female criminality and victimization, and issues relating to law that disproportionately affect women. An applied project is required. Not open to students who have earned credit for CJ 3510. Spring of even years. (DICO) (GACO)
- CJ 3600 Restorative Justice Practice with Youth** 4 credits
An examination of restorative justice applications in the juvenile justice system. Covers the fundamentals of restorative justice, theoretically and in practice with an emphasis on use in prevention programs, community-based intervention and institutional settings. Includes a 10-hour field observation/participation component in an approved setting outside of class, arranged individually with the instructor. Spring of even years.
- CJ 3720 Topics in Criminal Justice** 1-4 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 12 credits.
- CJ 4100 Career Search Skills for Criminal Justice** 1 credit
Addresses job search strategies and skills for Criminal Justice majors. Students understand the process of self-marketing, seeking, and gaining employment while effectively transitioning from college to the workplace. Falls and Springs.
Prerequisite(s): Senior status. Corequisite(s): CJ 4900.
- CJ 4580 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. Repeatable for a maximum of 15 credits. Arranged.
Prerequisite(s): (Junior or Senior status) and permission of the faculty supervisor.
- CJ 4805 Criminal Justice Seminar** 4 credits
A capstone seminar that focuses on major contemporary issues currently impacting the criminal justice field locally, nationally, and internationally. Students explore criminal justice policy and practice through the lenses of criminological theory and research, applying skills and knowledge acquired throughout their course of study. Emphasis is placed on preparing students for the next phase of their academic or professional career. Not open to students who have earned credits for CJ 4800. Falls and Springs.
Prerequisite(s): CJ 2080 and (CJ 3401 or CJ 4400) . (WRCO)
- CJ 4900 Practicum in Criminal Justice** 3 credits
Provides a practical workplace experience in which students apply criminal justice theory and practice in an outside the classroom setting. Paid practicums are prohibited; existing paid employment cannot qualify as practicum. For majors only. Pass/No Pass. Falls, Springs.
Prerequisite(s): Senior status; permission of faculty or program coordinator. Corequisite(s): CJ 4100.

- CJ 4910 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.
- CJ 5140 Criminological Theory and Practice** 3 credits
Criminological theory is used to describe and explain criminal as well as law abiding behavior. This course examines the role and utility of criminological theory as a foundation for criminal justice policy, programmatic decisions, and crime prevention strategies. Applications of criminological theory are discussed within the context of a historical understanding of the trajectory of the development and refinement of selected perspectives on crime.
- CJ 5150 Reintegration, Rehabilitation, and Retribution** 3 credits
Examines the forms and functions of correctional philosophies, institutions, and programs. Topics include the structure and functions of institutional corrections, community corrections, and intermediate sanctions. Special emphasis is placed on the process of offender reintegration to the community.
- CJ 5160 Ethics and the Administration of Justice** 3 credits
Examines moral dilemmas manifest in modern criminal justice. Theoretical models of ethical reasoning, to include but not limited to utilitarianism, deontology, virtue, and peacemaking, are used to analyze professional discretion and the administration of justice. Special attention is paid to the tension between crime control and due process.
- CJ 5170 Evidence Based Decision Making** 3 credits
This course provides a survey of the ways criminal justice practitioners use data and scientific methods to inform their practice. Emphasis is placed on practical applications used in policing, corrections and the courts. Topics include crime analysis, applied research, evaluation research, performance measurement and statistical reporting. Prerequisite: Undergraduate research methods and introductory statistics courses or demonstrated competency in social science research methods and statistics.
- CJ 5180 Management & Planning for Law Enforcement** 3 credits
This course focuses on the management of police agencies, some of the topics will include (but not limited to) labor relations, community relations, personnel management, fiscal administration, and the integration of internal and external operations. While the primary focus is on law-enforcement these techniques can be utilized in various criminal justice agencies. More specifically the course examines the role of the successful professional manager in administration by covering selected topics in management theory; organizational culture; leadership styles; problem-solving; technology; recruitment, training and education. In addition, issues in ethics; diversity; stress, and deviance are examined within the context of these topics to insure a well-rounded experience. The course will utilize a theoretical, philosophical and practical approach to policing in modern society. There is an emphasis on police personnel and relationships with a diverse community by examining the complexity of encounters between police officers and members of racial and ethnic minority groups; the history of police minority relations, with an ancillary look at difficulties and consequences of attracting and hiring minority and women police officers.
- CJ 5190 Rights and Due Process** 3 credits
This course will focus on the role and structure of prosecution, public defense, and the courts in the U.S. system of jurisprudence. The course will provide an intensive review of landmark Supreme Court decisions that interpret the Constitutional guarantees and limit government actions. The course will also help develop a foundation for understanding basic courtroom advocacy for the lay practitioner.
- CJ 5950 Criminal Justice Administration Thesis** 1-6 credits
Students will develop and present a thesis research proposal, conduct research, write a thesis and defend the research before a faculty committee. Signature of the faculty supervisor and the Criminal Justice Administration Graduate Program Coordinator is required. Once completed candidates are expected to present their final products to their PSU faculty members and/or peers.
Prerequisite(s): 15 graduate credits or more in Criminal Justice Administration and permission of instructor required. Pass/No Pass.
- CJ 6900 Criminal Justice Applied Project** 1-3 credits
Projects undertaken will be defined by students and subject to approval by supervising faculty member. Completion of an applied project allows students to apply knowledge learned in previous coursework to a real life situation, workplace or on-the-job situation. The total number of credits earned must be approved by the supervising faculty member and advisor. Once completed candidates are expected to present their final products to their adviser and/or PSU faculty members.
Prerequisite(s): 15 graduate credits or more in Criminal Justice Administration and permission of instructor required.

CL – Cross- Cultural Studies**CLDI 2100 Writing Systems of the World 3 credits**

Writing is one of the most important inventions in human history. Provides a survey of the written languages of the world, their origins, spread and diversification, and their cultural impact. Students learn the basic characteristics of 3 different writing systems (e.g., alphabetic, syllabic, logographic) and consider the relationship between written language and thoughts. Falls and Springs. (PPDI)

CLDI 2550 Cross-Cultural Communication 3 credits

With the advancement of technology and the internet, cross-cultural interaction has become a necessity in people's lives. Uses research to explain what happens when people from different cultural and linguistic backgrounds interact in everyday and professional settings. Students are challenged to think critically about how "take-for-granted" ways of thinking, acting, and interacting are culturally specific. Falls and Spring. (SSDI)

CM – Communication and Media Studies**CMDI 1100 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)

CMDI 1200 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)

CM 2000 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)*

CMDI 2010 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)

CMDI 2020 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)

CMDI 2100 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)

CMDI 2200 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)

CM 2400 Public Speaking 3 credits

The fundamentals of public speaking. Practical course that increases skills in both formal and everyday speech situations. Springs.

CM 2500 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.

CM 2770 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)

CM 2910 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.

- CM 2991 Social Media Audience Engagement** 3 credits
Students examine the ways in which audiences interact online with organizations, brands, and media texts, as well as the strategies that digital content creators use to engage their audiences. Emphasizes the creative, analytical, and critical thinking needed to develop social media tactics that support dynamic online participation and address the shifting capabilities and practices of digital consumption. Springs.
Prerequisite(s): CM 2770 or CM 2910.
- CM 3000 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)
- CM 3090 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 or EN 1400. (TECO)(WRCO)
- CM 3120 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. Fall of even years. (INCO)
- CM 3400 Interactive Web Communication** 4 credits
Introduces students to the wide array of skills and concepts associated with visual communication and website development. Concepts covered include basic image analysis, semiotics, ethics, and website analytics. Skills covered include basic website design and specification using HTML, CSS, and some scripting language instructions. Students are involved in hands-on website development to carry out learning objectives. Not open to students who have earned credit for CM 3300. Fall of odd years.
Prerequisite(s): Junior status. (INCO)
- CM 3480 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)
- CM 3500 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.
- CM 3510 Communication, Media, and Wellness** 3 credits
Explores the connection between the mind and body, the theory and practice of leisure, and the contribution that leisure makes to wellness in human beings situated within a technology-driven mediated landscape. By examining leisure from historical, philosophical, phenomenological, and culture perspectives, it emphasizes leisure as a communicative model of wellness for a lifetime. Falls.
Prerequisite(s): CM 2000. (WECO)
- CM 3640 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)
- CM 3670 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 or EN 1400. (TECO)(WRCO)
- CM 3700 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.

- CM 3710 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)
- CM 3750 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.
- CM 3760 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.
- CM 3770 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.
- CM 3800 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)
- CM 3810 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)
- CM 3850 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.
Prerequisite(s): Junior or Senior status. (INCO)
- CM 3910 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.
- CM 3925 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.
- CM 3940 Social Media: Technology and Culture** **3 credits**
Students critically analyze the role of social media in everyday life in order to better understand how social media informs contemporary media culture through examination of the history, creation, control, and impact of social media technologies, including social network websites, smartphone apps, online games, etc. Students explore issues of identity, privacy, community, and access inherent to digital engagement. Falls.
Prerequisite(s): (CM 3640 or EN 3690 or EN 3695) or permission of the instructor; junior status. (INCO)
- CM 3955 Internship** **1-3 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 3955 prior to beginning their internship. No retroactive credit will be granted for internships that have already been completed. Repeatable for a maximum of 6 credits. With permission. Pass/No Pass.
Prerequisite(s): CM 2770 and CM 2910.
- CM 4090 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.

CM 4650 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)

CM 4870 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 or CM 3850.

CM 4900 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 or CM 4650 (may be corequisite); Communication Studies majors only; taken in the last semester.

CM 4910 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**CN 1015 Fundamentals of Chinese I** 3 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. (GACO)

CN 1025 Fundamentals of Chinese II 3 credits

Continuation of CN 1015. 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 1015.

CO – Counseling**CODI 2050 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)

CODI 2060 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)

CO 5010 Professional Orientation, Ethics, and Advocacy 3 credits

This course examines the foundations of the counseling profession including ethics, advocacy, professional identity, and cultural competence. It emphasizes the importance of self-awareness and its relationship to effective counseling. Prerequisite: Matriculated in Counselor Education program or permission of instructor.

CO 5020 Counseling Skills 3 credits

The course is designed to help students develop basic counseling skills. Through role play, practice interviews, and tape transcriptions, students will have the opportunity to learn and practice basic counseling skills. The relationships among theory, case conceptualizations, and counseling interventions will be examined. Ethical and culturally responsive practices will be emphasized.

Prerequisite or corequisite: CO 5010 or SY 6010. Pass/No Pass

CO 5030 Foundations of School Counseling 3 credits

Provides opportunities for students to understand school counselors' roles and responsibilities. Students will understand the development, organization, and administration of comprehensive guidance and counseling programs. Also focuses upon decision making within a legal and ethical context, cultural diversity, and contemporary issues facing school counselors.

Prerequisite or corequisite: CO 5010 or SY 6010. There is a 20-hour pre-practicum field experience as part of this course.

CO 5040 Social Behavior and Diversity 3 credits

Recognizing that social behavior occurs within an intercultural context, counselor education, couples and family therapy, and school psychology students will develop the basic knowledge foundations necessary to understand and influence social behavior in a diverse society. Texts, readings, and learning modules have been chosen and/or designed to facilitate the student's ability to understand the nature of social behavior cross culturally.

CO 5050 Advanced Human Development 3 credits

Focuses on a lifespan approach to human development and looks at the constancy and change in behavior throughout life, from conception to death. Students will study human development in the context of a multi-disciplinary approach and the larger ecological context of developmental events in human behavior. This course will have four major concerns: to identify and describe the changes that occur across the life span; to explain these changes in the context of maturation, early learning, and societal factors impacting development; to review research and theoretical frameworks that have affected our way of thinking, and to study the interdependence and interrelatedness of all aspects of development.

CO 5070 Research Design in the Helping Professions 3 credits

This course is designed for students in the Educational Leadership and Counseling programs. Students will gain knowledge of statistical concepts, including reliability and validity, scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations. Each student will develop a complete proposal for a program in their profession, including a needs assessment, data collection design, review of related literature, and plans for implementation and evaluation.

CO 5080 The Counselor in the Classroom 3 credits

This course is focused on providing school counseling students in the elementary, middle, or secondary school setting with the prerequisite skills necessary for successful classroom work. Students will demonstrate competence in: knowledge of curriculum, lesson and interdisciplinary unit planning, organizing and delivering instruction, adjusting instruction for diverse learning styles, individual needs and cultures, evaluating outcomes of instruction, and use of a variety of classroom management strategies. Seminars will address issues related to teaching and emphasize student reflection and evaluation of their teaching. All students will be required to complete direct observation, participation, and teaching in a field placement. Discussions of ethical practice and professionalism will permeate the course.

CO 5090 Introduction to Human Relations 3 credits

The course provides students with an opportunity to develop a greater sense of self-awareness and group dynamics. An exploration of the undercurrents of human relations within our personal and professional lives will be studied focusing on the development of skills needed in order to build and maintain successful relationships in the home, community, and workplace.

CO 5100 Practicum 3 credits

This course is a 100-hour field-based experience that focuses on developing competency in basic helping skills. Students will complete field experiences in approved community sites appropriate for their concentration and participate in group seminar as well as in required on-site and university supervision. Successful completion of at least 100 hours of field work, including 40 hours of direct service to clients and successful completion of the practicum course is required to be eligible for internship. Pass/No Pass.

Prerequisites: Completion of all courses in program contract and submission of Intent to Enroll form by departmental deadline.

CO 5130 Psychopharmacology and the Biological Basis of Mental Health 3 credits

This course explores the biological influences on mental illness. This includes an examination of the physiological basis of behavior, perception, emotion, and self-regulation; the current theory and research on the relationship between biological events in the central nervous system and behavior; and psychopharmacological interventions.

Prerequisite: CO 5010 or SY 6010.

CO 5150 Eating Disorder Clinical 3 credits

This clinical experience is a capstone course for those enrolled in the eating disorders certificate program. Students will be able to choose a focus on awareness and prevention, and education experience or a clinical experience working in an eating disorders treatment facility for 120 hours.

CO 5160 Eating Disorders, Awareness and Prevention 3 credits

The focus of the course will be on increasing the student's knowledge of awareness, education, prevention, and treatment of eating disorders. Discussion will include diagnostic classifications; causes of eating disorders; history, prevalence, and treatment approaches to eating disorders; a discussion of a wellness/holistic approach to medical, nutritional and psychological therapies; special populations (e.g., women, children, males, and athletes); prevention programs; resources; the latest research and information on becoming a coordinator of Eating Disorder Awareness and Prevention Week. Also offered as HL 5160.

CO 5170 Treatment Modalities for Eating Disorders 3 credits

This course will be an in-depth study of the dynamics of eating disorders followed by an overview of the dominant counseling approaches used in eating disorders treatment and management. The focus will include diagnosis, psychological assessments, psychotherapeutic, and other interventions, as well as clinical issues encountered in treatment.

Prerequisite: CO/HL 5160. Also offered as HL 5170.

**CO 5180 Nutrition Fundamentals and Counseling
in the Recovery of Eating Disorders 3 credits**

This course will focus on nutritional education issues relevant to those interested in health and wellness for the general population, as well as those working with eating disorders clients. Discussion will include basic concepts of nutrition science and nutritional needs; evaluation of weight management methods; investigation of food facts and fallacies; and different diet plans (e.g., vegetarian and sports nutrition). Information will be presented on how the nutritionist, counselor, or health educator applies nutritional information to their clients or students. The course will also include how to present information in nutritional counseling and education for the eating disorder client.

Prerequisite: CO/HL 5160 or permission of instructor. Also offered as HL 5180.

**CO 5190 Medical and Physiological Aspects
of Eating Disorders 3 credits**

The focus of the course will be to increase the student's knowledge of the effects eating disorders have on the body's medical systems and the physiologic function. Discussion will include diagnostic criteria and a multidisciplinary, integrative approach to assessment and management of each disorder. Emphasis will be placed on the evaluation of each body system, as well as prevention and treatment of medical complications.

Prerequisite: CO/HL 5160. Also offered as HL 5190.

CO 5230 Career Counseling and Development 3 credits

An introduction to career development theories and their application to the counseling process. Students will understand and use career information and assessments as they pertain to counseling and career development. Students will apply theory and practice to current or potential work settings. There is a 20-hour pre-practicum field experience as part of this course.

CO 5260 Theories of Counseling and Personality 3 credits

This course is designed to be a comparative and critical in-depth analysis of personality and counseling theories, including interrelationships, philosophical foundations, and practical application. Individual, familial, and systemic models are presented along with dynamics and issues that reflect and cross theoretical perspectives. Students will be required to compare and contrast counseling theories and strategies, consider appropriate application of these strategies in diverse populations, and develop a personal model for providing help and facilitating behavioral change.

CO 5310 Strategies for Parenting Education 3 credits

This course involves the planning of a parenting education program. Students will develop a parenting education proposal that will include the curriculum, delivery approaches, site, population and outcomes assessment. The curriculum will be based on research on a variety of parenting education models, incorporating features of these models into their own particular situations (e.g., schools, agencies or hospitals) and their respective populations (e.g., expectant parents or parents of preschoolers, school age children, adolescents or children with learning challenges). This course will be taught as an individual enrollment except when there is sufficient enrollment to offer it as a regular course.

CO 5360 Interpersonal and Group Process 3 credits

Development and awareness of behavioral skills that facilitate positive social emotional-educational growth within interpersonal and group contexts. Also focuses on the development of an understanding of interpersonal and group processes.

CO 5430 Assessment for Counselors 3 credits

How to understand and interpret the principles of assessment. Students learn to analyze the psychometrics properties of commonly used assessments. They will learn to administer, score, and interpret social/ emotional assessments; analyze the data; and prepare a written report. Special consideration will be given to the treatment of minority populations and children with disabilities.

Prerequisites: CO 5010 and CO 5070.

CO 5460 Group Counseling 3 credits

This course provides a comprehensive understanding of theory, practice, and ethics in group counseling across the lifespan within clinical, school and other professional settings. This course provides students an opportunity to develop group counseling skills through classroom facilitation and supervision. In addition to the didactic portion of this class students will also participate as group members in an in-class 10-hour facilitated experiential group process.

Prerequisite or corequisite: CO 5010 or SY 6010, and CO 5260.

CO 5560 Special Topics in Counseling 1–3 credits

This course offers an in-depth study of a particular topic, contemporary issue, or concern. The course will be taught by a specialist within the field being studied. A faculty member can also coordinate a series of guest speakers who will meaningfully address the topic. Since topics vary, the course may be repeated with permission of the instructor.

CO 5570 Mindfulness Meditation: Theory and Practice 3 credits

Designed to review the theory and practice relative to mindfulness meditation. Focuses on the practice of the body scan, sitting meditation, healing meditation, eating meditation, and walking meditation. Extended periods of meditation practice each day are interspersed with group discussions, presentations, and small group work. Provides students with the theories surrounding the use of meditation as a healing tool while at the same time providing an opportunity for students to learn and practice meditation techniques. Focus will be on learning the theories of mindfulness meditation; learning and practicing mindfulness techniques; incorporating mindfulness practice into our personal and professional lives; and the authentic use of mindfulness practice as a teaching tool. Students are required to pay additional fees to participate in this course.

CO 5590 Transpersonal Psychology 3 credits

Addresses aspects of mind and behavior that transcend individual ego and personal identity. This course considers the dimensions of consciousness, the implications of transpersonal experiences, and the connection between psychology and spirituality. Class members gain an understanding of the fundamental assumptions underlying transpersonal theory and skills in applying theory to facilitate growth, health, and well-being.

CO 5600 Foundations of Clinical Mental Health Counseling 3 credits

Foundational elements of the clinical mental health counseling field. Exploring issues of developing a professional identity, understanding the larger clinical mental health service delivery system, being sensitive to issues of diversity, and integrating theory and ethics into ideas about professional clinical mental health counseling.
Prerequisite CO 5010.

CO 5610 Circle of Life: Living and Dying Well 3 credits

The course is designed to facilitate the learning of individuals who intend to work in professions related to wellness. The topic of death and dying will be addressed in a comprehensive way with an emphasis on the development of compassion for individuals and their life experiences. The course will also address the topic of living well and making choices that may increase happiness and decrease suffering. The course will offer students time to examine their own beliefs and understanding of death as well as learn how the medical profession and caring communities can assist those experiencing the dying process. The course will also offer readings and discussions that will help students to identify ways they would like to be living their own life with an emphasis on increasing their sense of wellbeing regarding their mind, body and spirit.

CO 5620 Spiritual Health 3 credits

Provides an opportunity to explore the role of the spiritual dimensions of wellness. A process of inquiry will help you better understand the spiritual dimension of self and the relationship of spirit to the health and healing process.

CO 5650 Critical Issues in Schools 3 credits

This course focuses on the role of the school counselor in special education and crisis prevention and intervention. Topics include special education processes, roles, laws, ethics, disability categories, the Individual Educational Plan (IEP), cultural factors, school learning, divorce, bullying, child abuse, death, illness, parents with disabilities, moving, school violence and disasters, suicide, substance abuse, homosexuality, adolescent parenthood, parent-adolescent crises, rape and sexual assault, and eating disorders.
Prerequisite or corequisite: CO 5010.

CO 5670 Working with Children and Families 3 credits

This course is designed to help students understand the foundational models and associated techniques of relational therapy and counseling youth. Basic principles, concepts, and assumptions inherent in each of the foundational models will be explored as well as the implications for practice. Issues that affect contemporary families and youth and the associated empirically validated treatment will be explored. Required course for MS students in the clinical mental health counseling and couples and family therapy tracks.
Prerequisite(s): CO 5010 or SY 6010 and CO 5260, or permission of the instructor.

CO 5700 Critical Issues: Mental Health Counseling 3 credits

This course examines models of crisis intervention, trauma, and substance abuse treatment. Students will learn current intervention models, how to evaluate risk factors, and how to determine and use resources.
Prerequisite(s): CO 5010.

CO 5710 Crisis and Trauma Counseling 3 credits

This course will examine models of crisis intervention and trauma treatment. Students will learn how to evaluate risk factors, how to determine and utilize resources, and how to apply treatment interventions.
Prerequisite(s): CO 5010.

CO 5720 Addictions and Related Disorders 3 credits

This course will examine models of addictions treatment. Students will learn how to evaluate risk factors, diagnose clients, determine and utilize resources, and apply treatment interventions.

CO 5730 Addictions Treatment Modalities 3 credits

This course will examine the study of current therapeutic modalities essential in the treatment of substance use disorders. Current treatment modalities such as Contingency Management, Brief Interventions, Motivational Interviewing and Cognitive Behavioral Therapy will be explored and provide students with the knowledge, skills and sensitivity to practice in the area of addictions.
Prerequisite(s): CO 5720.

**CO 5740 Seminar and Internship
in Addictions Treatment 3 credits**

This course provides students with clinical counseling experiences, specializing in the treatment of addictions, under the supervision of a Masters Licensed Alcohol and Drug Counselor (MLADC) and conducted in a setting that provides substance use treatment and/or counseling for persons with dual diagnosis of addictions and mental health disorders. In addition to the 300-hour field requirement, students will meet regularly with fellow interns and their University supervisor for group supervision. This course is designed to be the culminating experience in the Addictions Treatment Certificate.

Prerequisite(s): CO5720 and CO 5730. Pass/No Pass.

**CO 5770 Psychopathology: Disorders of Childhood,
Adolescence, and Adulthood 3 credits**

Course provides a clear, balanced presentation of the psychology of abnormal behavior including current theoretical models, research, clinical experiences, therapies, and controversies. Enables student to understand psychological and psychiatric disorders as discrete clinical conditions and to be able to apply differential diagnoses.

CO 5780 Working with Youth and Their Systems 3 credits

This course is designed to help students develop basic approaches, techniques, and advocacy for counseling children and adolescents. The course emphasizes student conceptualization of common issues, pathology, and behavior that occur in youth and the application of therapeutic skills and techniques to utilize when intervening. The course also emphasizes the therapeutic involvement of significant others with children in a variety of systems. Required course for students in the school counseling, marriage and family therapy, and school psychology programs.

Prerequisite(s): CO 5010 or SY 6010, CO 5050, or permission of the instructor.

**CO 5790 Assessment, Diagnosis, and
Treatment Planning 3 credits**

This course is designed to develop competencies in clinical interviewing, diagnostic assessment, case conceptualization, and treatment planning. Diversity considerations and current models of evidence-based practice will be emphasized.

Prerequisite(s): CO 5010, CO 5020, CO 5260, CO 5770, or permission of the instructor.

CO 5810 Human Relations Practicum 3 credits

This course is a 100-hour field-based experience that focuses on developing competency in human relations. Students will complete field experiences in approved community sites based on their interest area. Pass/No Pass.

Prerequisite(s): Completion of all core courses as listed in the Human Relations program contract.

CO 5850 Seminar and Internship in School Counseling 1–6 credits

Personal, educational, and career guidance, and counseling experiences performed under supervision of a certified counselor and conducted in a public school setting. In addition to the required field experiences totaling 600 hours, students must attend seminar meetings on campus with fellow student interns and the PSU supervisor to exchange viewpoints and feedback. Designed to be the culminating experience in the counselor education program. Pass/No Pass.

Prerequisite(s): completion of all required courses, school counseling, and consent of the instructor.

**CO 5880 Seminar and Internship in Mental
Health Counseling 1–12 credits**

A 600-hour clinical counseling experience under supervision and conducted in a mental health counseling setting. Students must attend an on-campus seminar that provides an opportunity for case presentation and professional development. Designed to be the culminating experience in the mental health counseling concentration. Students must provide evidence of liability insurance. Variable and repeatable. Pass/No Pass.

Prerequisite(s): completion of all required courses in the mental health counseling concentration and consent of the PSU internship supervisor.

CO 5910 Independent Study in Counselor Education 1–3 credits

Enrichment of the background of students in education through the pursuit of a special topic pertinent to their interests and abilities. An opportunity for an in-depth study of a problem in the field of education. Consent of a faculty supervisor and the department chair is required.

CO 6900 Graduate Capstone Project 3 credits

The purpose of the graduate capstone in the Personal and Organizational Wellness and the Human Relations programs is to apply knowledge learned in previous coursework through an approved project. Students will select a topic area specific to individual or organization health or individual or group dynamics. Student capstones must be approved by the advisor and students should plan about 40 hours of work for the three-credit course. Candidates must submit the Graduate Capstone Project form with their course registration. Once the Capstone is completed, students will present their final project to other students, their advisor, and/or PSU faculty members.

CO 7010 Dynamic Play Therapies 1 credit

This course provides a broad overview of the major theories of play therapy. It covers the history of play therapy, therapeutic properties of play, developmental perspectives, beliefs, and techniques. Discussion and case histories will demonstrate the application of these theories to the playroom. Class format includes lectures, discussions, experiential practice and self-reflection.

CO 7020 Child-Centered Play Therapy 1 credit

Students are prepared with therapeutic skills and experience in implementing Child Centered theory in the play therapy process. Class format includes lecture, discussion, personal reflection, skill development and video tape of a session demonstrating skills for group supervision.

CO 7030 Expressive Play Therapies 1 credit

Course participants will gain skills in the use of metaphoric play therapies. A broad overview of expressive methods including sand tray therapy, bibliotherapy, and puppet play will be explored and related to current play therapy theoretical models. Class format includes lectures, discussions, sand tray exploration and skill development.

CO 7040 Special Populations in Play Therapy 1 credit

This course offers an in-depth study of special client populations including spectrum disorders, sensory deficits, ADHD, and children with dysregulation and anger issues. Efficacy-based play therapy methods and assessments will be discussed. Class format includes lectures, discussions, reflections, case histories and skill development.

CO 7120 Professional, Legal, and Ethical Issues in Counseling 3 credits

The study of professional, legal, and ethical issues facing clinical mental health counselors. Focus will be on developing professional identity, learning about ethical principles and standards underlying the profession, and being able to apply the law as it relates to the practice of counseling.

CO 7210 Practicum in Play Therapy 3 credits

This post-graduate course is designed as an intensive experience in advanced training in play therapy counseling skills in the work with children. Classes will be a combination of discussion, video presentation, case presentation, personal reflection, tape reviews, and group supervision. Students will have the opportunity to conduct parent interviews, create treatment plans, and provide observations of each child in this learning experience.

Prerequisite(s): CO 7010 and CO 7020.

CO 7300 Counseling Supervision 3 credits

This course addresses theoretical, ethical, legal, relational, and practical issues in counseling supervision. In addition to reviewing the fundamentals of counseling supervision, the course will provide an experientially based opportunity to develop and practice relevant supervision strategies.

CO 7560 Counselor Education: Special Topics 1–3 credits

This course offers an in-depth study of a particular topic, contemporary issue, or concern. The course will be taught by a specialist within the field being studied. A faculty member can also coordinate a series of guest speakers who will meaningfully address the topic. Since topics vary, the course may be repeated with permission of the instructor.

CS – Computer Science**CS 1170 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)

CSDI 1200 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)

CSDI 1300 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)

CSDI 1400 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)

CSDI 1500 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)

- CS 2010 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)
- CS 2080 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. Spring of even years.
Prerequisite(s): CS 2370.
- CS 2220 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. Falls and Springs.
Prerequisite(s): CS 2370.
- CS 2370 Introduction to Programming** **4 credits**
A first course in computer programming, covering variables, functions, conditionals, recursion, loops, and arrays. Emphasis is placed on documentation and algorithm planning. Object-oriented programming is introduced, including methods, classes, inheritance, and polymorphism. Three lecture hours and 2 hours of computer lab. Falls and Springs.
Prerequisite(s): CS 2010.
- CS 2381 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 and Springs.
Prerequisite(s): CS 2370.
- CS 2400 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.
- CS 2470 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.
- CS 2521 Introduction to Electromechanical Technology** **3 credits**
Introduction to basic concepts of electrical circuits, electronics, and mechanical technology, broad vision, basic structure, and applications of robots as systems with sensing, decision-making, and actuation. The laboratories identify the basic components, processors, sensors, and actuators, and connect them together into a simple but functioning system with various communication ports. Two hours of lecture and 2 hours of lab. Falls.
Prerequisite(s): CS 2010.
- CS 2525 Microcontroller and Distributed Systems** **4 credits**
Gives students an application-focused experience with microcontrollers, focusing on communication and control. Introduces concepts in analog data I/O and advanced programming methods. Laboratory exercises help students learn the practical aspects of installing, programming, troubleshooting, and networking microcontrollers in typical use. Two hours of lectures and 2 hours of lab. Springs.
Prerequisite(s): CS 2521.
- CS 2990 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.
- CS 3015 Mobile Application Development** **3 credits**
Provides an introduction to the design and implementation of applications for smart mobile phones and devices. Presents basics of mobile GUI programming components and application structure. Additional topics include use of patterns, pattern languages, and frameworks to alleviate the complexity of developing concurrent and networked services on mobile devices that connect to popular cloud computer platforms. Springs.
Prerequisite(s): CS 2381.
- CS 3020 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.

- CS 3030 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 browsers 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.
- CS 3221 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 2250 or MA 3200).
- CS 3240 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.
- CS 3420 Introduction to Cybersecurity** 3 credits
Provides foundation for understanding key issues of protecting digital information, identifying threats, and determining protection levels, response to security incidents, examination of pre- and post-incident procedures, and designing consistent, reasonable cyber security system, with appropriate intrusion detection and reporting features. Includes technical and managerial responses and an overview of cyber security planning and staffing functions. Falls.
Prerequisite(s): CS 2010; Junior status.
- CS 3440 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 odd years.
Prerequisite(s): CS 2381.
- CS 3500 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.
- CS 3600 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 2250 or MA 3200).
- CS 3650 Big Data Analytics** 3 credits
Provides students with an understanding of Big Data analytics cluster computer framework. Students gain knowledge on managing Big Data from various data sources including public and private data sets including business. Students gain a hands-on experience on various cloud-based Big Data framework and NoSQL databases including Hadoop and Spark for real-time stream processing tools for IoT (Internet of Things) devices. Falls.
Prerequisite(s): CS 2370 and MA 2300.
- CS 3690 Robotics I** 4 credits
Introductory course focuses on the core system elements and their integration in Robotics, as well as Robot Operating System (ROS). Discusses algorithmic descriptions of key components, such as transistors, and core methods, including proportional control. In the laboratories, students use Python scripting and widely available sensor and motor drivers to build simple desktop devices. Falls.
Prerequisite(s): CS 2470, CS 2525, and MA 2250.
- CS 3700 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 interactions, 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).

- CS 3720 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 2381 or CS 3240), (CS 3600 or CS 3690), and Junior status.
- CS 3780 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.
- CS 3820 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. Springs.
Prerequisite(s): CS 2370.
- CS 3890 Engineering Design** 3 credits
Engineers apply principles of math and science to solve technical problems by following a standard engineering approach. Addresses some of the issues related to the electromechanical technology and robotics field. Besides coverage of basic laws of nature, physics, mathematics, ethical, management, and communication skills, focuses on the standard engineering design process, applied to projects. Springs, beginning 2020.
Prerequisite(s): CS 3690.
- CS 4140 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.
- CS 4230 System Administration** 4 credits
Introduces students to system administration using Linux and Windows. Each student participates in installing and configuring both operating systems. Topics include the Active Directory, web services, file and print services, the file system, user management, task management, automation, backups, host services, firewalls, network management, performance analysis, security, policy and ethics. Students also learn to use a scripting language, various system tools, and commands. Falls.
Prerequisite(s): CS 3720.
- CS 4250 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.
- CS 4310 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.
- CS 4400 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 2370 and CS 3240.
- CS 4420 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 2370, CS 3240, and CS 3600.
- CS 4500 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.

- CS 4520 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)
- CS 4690 Robotics II** **4 credits**
 In this intermediate course, students continue to use ROS, but will develop a component of the system themselves. Such a component may be a program to control an actuator, to analyze and integrate sensor signals, or to plan a path for the robot. The overall goal is to give students experience with creating their own piece of a larger system.
Prerequisite(s): CS 3690.
- CS 4760 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. Pass/No Pass. Falls and Springs.
Prerequisite(s): all required 2000 and 3000 level courses.
- CS 4790 Robotics III** **4 credits**
 Advanced topics in robotics for students, intended as a capstone project course for the Electromechanical Technology and Robotics program. Based on the knowledge and experience acquired in the previous courses, students follow a standard engineering approach to pursue an individual project that incorporates sensing, control, and actuation to solve a well-defined and realistic problem in a real situation. Springs, beginning 2019.
Prerequisite(s): CS 3890 and CS 4690.
- CS 4910 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.
- CS 4920 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. Repeatable for a maximum of 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**
- DN 1230 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.
- DN 1260 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.
- DN 1280 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.
- DN 1650 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.
- DN 1740 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.
- DNDI 2105 Movement for Community** **4 credits**
 By applying pedagogical frameworks to the experience and study of dance, students explore how movement can facilitate social and emotional growth for many populations. Throughout the course, students participate in a variety of movement related activities and projects, reflections, and a capstone service learning experience. No previous dance or movement experience required. Not open to students who have earned credit for DNDI 2100. Fall and Springs. (CTDI)

- DNDI 2205 Athleticism in the Performing Arts** 4 credits
Examines the exploration of the necessity of athleticism in the performing arts through critical thinking, interpretation, scientific concepts, and psychosocial awareness. Students examine how strength and energy are used in creative expression through acrobatics, dance styles, physical theatre, and the psychomotor skills of musicians. This course is physically intensive and appropriate movement clothing is required. Not open to students who have earned credit for DNDI 2200. Falls and Springs. (CTDI)
- DNDI 2250 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)
- DN 2260 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.
- DN 2390 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.
- DN 2520 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.
- DN 2670 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.
- DN 2710 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.
- DN 2720 Pointe I** 1 credit
Ballet Pointe technique for students with 1-2 years of training. Unscheduled.
Prerequisite(s): permission of the instructor.
- DN 3060 Global Dance History** 4 credits
Explores the impact of movement and dance in our world. Using film, literature, photographs, and movement itself, considers the political, social, and religious underpinnings of art and culture. All theoretical frameworks developed throughout this course are combined with dance. While no dance experience is necessary or required, students should be aware that they are asked to explore simple dance movement relating to particular cultures. Not open to students who have earned credit for DN 3020 or DN 3050.
- DN 3070 Dance Design** 4 credits
Students explore Laban Movement Analysis and use the concepts to craft dance compositions. Through observation and critique by the classroom learning community, students continue to consider space, time, effort, and shape through improvisation and choreographic challenges. Ultimately, using Bartenieff Fundamentals (an application of Laban Movement Analysis) students learn to re-pattern the neurological connections that govern movement through 4 principles: breath, core support, dynamic alignment, and spatial intent. The goal is to re-awaken the awareness of muscles and joints that are not used, used inadequately or misused so that the mover can extend movement possibilities in both energy and expressivity. Not open to students who have earned credit for DN 3100 or DN 3320.
- DN 3080 Dance Project** 2 credits
An interdisciplinary performance experience with a focus on dance-making and devised works of performance art. Students participate in chorographic experiences with faculty and partners from campus and community to create public performances. Springs.
Prerequisite(s): Audition or permission of instructor.
- DN 3200 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.
- DN 3260 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.
- DN 3270 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.
- DN 3360 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.

DN 3500 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.

DN 4010 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.

DN 4410 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. Enrollment for internships must be completed during the first 2 weeks of the registration period. Repeatable for a maximum of 12 credits.

Prerequisite(s): Junior status; must be taken before the semester immediately prior to graduation; departmental approval; minimum 2.50 cumulative GPA.

DN 4500 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.

DN 4910 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**EC 2000 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. Springs.

EC 2550 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)

EC 2560 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; 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.

EC 3400 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.

EC 3510 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.

EC 3520 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.

- EC 3580 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.
- EC 3600 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.
- EC 4090 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.
- EC 4440 International Economics** **3 credits**
 Introduction to modes of business operation and the economic factors (comparative advantage, tariffs, balance of payments accounts, trade deficit, etc.) that affect international trade. Study of principles, practices, and theory of how and why nations trade. Unscheduled.
Prerequisite(s): EC 2550 and EC 2560.
- EC 4460 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.
- EC 4610 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.
- EC 4620 Economics Internship** **1-12 credits**
 Students gain work experience by applying economic theory learned in courses to on-the-job assignments in host organizations. Internships are supervised with planned objectives and a prescribed number of on-site work hours for which academic credit is earned. Open to students who have completed courses relevant to the position and have demonstrated self-discipline, motivation, and academic success in economics courses. 1 credit=40 hours of work experience. Repeatable for a maximum of 12 credits, of which a maximum of 3 credits may apply to elective credits within a business degree program; up to 12 credits apply to credits required for graduation. Pass/No Pass.
Prerequisite(s): Junior or Senior status; minimum 2.75 cumulative GPA; permission of the instructor.
- EC 4910 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.
- EC 5615 Global Economics** **3 credits**
 The national economies today are all deeply embedded in an interactive global network with profound implications for both economic theory and economic policy. In this course, students will engage in theoretical as well as empirical studies of international economic relationships.
- ED – Education**
- ED 1050 Core Skills for Educators** **1 credit**
 Designed to review and strengthen students' core knowledge in reading, math, and writing and better prepare them for their methods courses and professional examinations in their field. Open to any student in a teacher certification major. May be repeated once. Not open to students who have met Praxis Core requirement. Pass/No Pass. Offered Springs, second half of semester for 2 hours a week.
Prerequisite(s): enrollment in any Teacher Certification program.
- EDDI 2100 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)

- ED 2350 Child and Youth Health and Development in Context** **3 credits**
Explores physical, cognitive, emotional, and social development from birth through young adulthood with emphasis on the impact of health and wellness. Students study the sciences that underpin our understanding of child and youth success and the ways in which scientific findings are applied in family, school, and community contexts. Practical application to formal and informal educational settings is central. Not open to students who have earned credit for ED 2300, ED 2310, or the equivalents. Falls and Springs. (WECO)
- ED 2500 Learning and Development** **3 credits**
Course explores learning and various factors that influence learning. Students learn about sciences that contribute to our understanding of learning and the ways in which scientific findings are applied and misapplied today. Students learn methods of observation and their practical application in classroom settings. Collaborative team research emphasizing critical thinking and application of developmental science is a key component. Falls and Springs.
Prerequisite(s): ED 2350. (WRCO)
- ED 2550 Mentoring and Empowering Youth** **2 credits**
This seminar is designed to help students develop skills and knowledge to successfully engage in mentoring youth through a meaningful service learning experience. The seminar meets twice a month. Each meeting is a time for discussion, reflection, and practicing new skills. Mentoring takes place for at least one hour per week outside of class time. May be repeated for a maximum of 8 credits. Falls and Springs.
- ED 3050 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.
- ED 3051 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.
- ED 3052 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 or ED 2500. Corequisite(s): ED 3050, ED 3051, ED 3055, and RL 3050.
- ED 3055 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 or Cohort Courses I. Corequisite(s): ED 3050, ED 3051, ED 3052, and RL 3050.
- ED 3060 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 or Cohort Courses 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.
- ED 3080 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 or Cohort Courses II semester. Corequisite(s): ED 3060, ED 3090, MA 3070, RL 3070, and SE 3070.

ED 3090 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 or Cohort Courses 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.

ED 3350 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)

ED 4230 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.

ED 4300 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.*

ED 4400 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.*

ED 4420 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.

ED 4500 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.

- ED 4910 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.
- ED 5000 Social Behavior in a Diverse Society** **3 credits**
 Recognizing that social behavior occurs within an intercultural context, that include ethical components, students will develop the basic knowledge and foundations necessary to understand and influence social behavior in a diverse society. Texts, readings, and learning modules have been chosen and/or designed to facilitate the student's ability to understand the nature of social behavior cross culturally.
- ED 5010 Philosophy, Ethics, and Education** **3 credits**
 A study of the historical, philosophical, and social-philosophic foundations of education. Emphasis is placed upon the ideas of the classical, medieval, Enlightenment, and post-Enlightenment periods that have influenced types of American educational systems relative to their mission and purpose. Analysis of how these systems have defined ethics and the characteristics of the virtuous person.
- ED 5030 Research Design** **3 credits**
 Knowledge and understanding of the commonly accepted research designs. Study of research instruments and statistics used in educational research. Wide reading in various types of research design. Critical analysis of research design.
- ED 5050 Mainstream Strategies for English Language Learners** **3 credits**
 This course is designed especially for mainstream teachers who want to know more about how to better meet the needs of English language learners (ELLs) in their classroom. It provides an in-depth examination of widely-used, evidence-based techniques for teaching non-native speakers of English within the mainstream classroom. In addition to an overview of current theories for teaching English language learners, the course foregrounds strategies and practical hands-on ways for engaging, teaching, and assessing ELLs within the K-12 mainstream classroom. Participants gain a theoretical grounding as well as practice with scaffolding content for language learners, and developing individualized learner strategies. This course includes instruction in using CALLA, the Cognitive Academic Language Learning Approach, and SIOP (Sheltered Instruction Observation Protocol), with ELLs.
- ED 5060 Theories of Learning and Cognitive Development** **3 credits**
 An overview of current theories concerning the brain, development, and learning. Analysis of developmental concepts from birth through adolescence and adulthood. Discussion of language acquisition, thinking and learning styles, multiple intelligence, and creativity. Topics include teaching, learning, and assessment issues related to cultural diversity, technology, and learning differences.
- ED 5080 Instructional Strategies and Curriculum Design** **3 credits**
 Focuses on providing students interested in elementary or secondary teaching with prerequisite skills necessary for successful student teaching. Students will demonstrate competence in: knowledge of curriculum; lesson and interdisciplinary unit planning; organizing and delivering instruction; adjusting instruction for diverse learning styles; individual needs and cultures; evaluating outcomes of instruction; and use of a variety of classroom management strategies. Seminars will address issues related to teaching and emphasize student reflection and evaluation of their teaching. All students will be required to complete directed observation, participation and teaching in an assigned school. Discussions of ethical practices and professionalism will permeate the course.
Prerequisite: ED 5270.
- ED 5090 Crucial Issues in Education** **1-3 credits**
 Explores significant problems affecting contemporary education. Focuses on identification of the problems, research, and recommendations leading to solutions. Major emphasis on research elements. Unscheduled. Repeatable for a max of 3 credits.
- ED 5140 Assessment: Principles and Practices** **3 credits**
 The emphasis throughout this course is on the practical application of appraisal techniques in education. Critical concepts related to assessment and the integration of assessment into teaching and learning include: the role of assessment in teaching; how validity is determined; factors influencing reliability; avoiding stereotypes, understanding and using numerical data; using standardized assessment to improve instruction; and ideas and strategies for mining and reporting assessment data.
- ED 5180 Collaborative Action Research** **1-3 credits**
 A course for teaching and administrative practitioners in which a local educational problem is examined from the standpoint of how it can best be studied and solved. A blueprint for solving the problem is prepared including statement and purpose, scope, assumptions or hypotheses, limitations, and essential definitions. Course culmination will include collection of data, analysis of that data, conclusions, and recommendation preparation that follow appropriate form and style. Repeatable for a max of 3 credits.
- ED 5190 Introduction to Grant Proposal Writing** **3 credits**
 Students will be introduced to the art of grant proposal writing for public and private funding sources. Students will develop a grant proposal as part of the course. Sources of funding will be provided. Offered according to demand.

ED 5210 Graduate Practicum 1–6 credits

This is a supervised practicum experience in one of several cooperating institutions or agencies in New Hampshire. The purpose is to gain meaningful work experience through applying knowledge learned in previous coursework to the on-the-job situation. Commitment includes a negotiated number of hours per week and participation in seminars. Supervision is by the institution or agency concerned, and by PSU faculty. Students anticipating more than three hours of credit should confer early in their program with the department chair to free up sufficient blocks of time. Permission of advisor and department chair is required.

ED 5270 Foundations of Teaching 3 credits

An introduction to the teaching profession and the realities of teaching in today's schools. A series of seminars includes such topics as the history and structure of education, societal issues, the role of the teacher, instructional planning, legal rights and responsibilities of students and teachers, learning styles, and effective teaching. A school observation and participation experience of a minimum of 30 hours is required.

ED 5310 Young Adolescent Learners Institute 2–3 credits

Participants will develop a clear vision of what comprises effective teaching at the middle level and learn strategies that address many challenges classroom educators face every day. This information is the foundation for making solid decisions throughout an educational career. This course is designed for participating middle level educators who want to develop tools to more effectively teach young adolescents. Participants will have certain latitude to investigate topics and strategies that will have the greatest individual meaning. Practical, meaningful, and appropriate learning practices are the foundations of these courses.

ED 5320 Active Learning Classrooms 2–3 credits

Participants will explore all aspects of developing an instructional plan from accessing and building prior knowledge to making connections across the curriculum. The focus will be design strategies that engage each student in the processes of learning. This course is designed for participating middle level educators who want to develop tools to more effectively teach young adolescents. Participants will have certain latitude to investigate topics and strategies that will have the greatest individual meaning. Practical, meaningful, and appropriate learning practices are the foundations of these courses.

ED 5330 Personalizing Learning 2–3 credits

A meaningful relationship among faculty and students enhances academic achievement. Creating personalization of student learning, developing student ownership and responsibility in a school through an advisory, supports students' affective and academic needs. Personal connections are necessary for successful middle level learning. This course is designed for participating middle level educators who want to develop tools to more effectively teach young adolescents. Participants will have certain latitude to investigate topics and strategies that will have the greatest individual meaning. Practical, meaningful, and appropriate learning practices are the foundations of these courses.

ED 5340 Differentiating Middle Level Instruction 2–3 credits

This course will guide participants from planning to practice of differentiated instruction at the middle level. Participants should bring a teacher's edition and any ancillary materials so that they can plan lessons or a unit of work. Teams will have the opportunity to develop an integrated unit of work. This course is designed for participating middle level educators who want to develop tools to more effectively teach young adolescents. Participants will have certain latitude to investigate topics and strategies that will have the greatest individual meaning. Practical, meaningful, and appropriate learning practices are the foundations of these courses.

ED 5350 Formative Assessment 2–3 credits

This course is designed to examine current classroom assessment strategies used to check students' prior knowledge before beginning instruction and to check what they are really learning. Bring unit and/or lesson assessment you are currently using or have used. Students will incorporate the use of formative assessment strategies to guide instruction and improve student learning. This course is designed for participating middle level educators who want to develop tools to more effectively teach young adolescents. Participants will have certain latitude to investigate topics and strategies that will have the greatest individual meaning. Practical, meaningful, and appropriate learning practices are the foundations of these courses.

ED 5360 Developing Quality Education Teams 2–3 credits

Designed to help educators create teams that are terrific, this course addresses the question of what teams should be doing to improve student learning. Team protocols, qualities of excellence, and key teaming practices will be modeled and identified. Participants will have a deeper understanding of what is needed for teacher teams to assist each young adolescent student to learn to high levels. This course is designed for participating middle level educators who want to develop tools to more effectively teach young adolescents. Participants will have certain latitude to investigate topics and strategies that will have the greatest individual meaning. Practical, meaningful, and appropriate learning practices are the foundations of these courses.

ED 5370 NELMS Leadership Institute 2–3 credits

Participants will expand their leadership capacity and learn about the tools necessary for leaders to be successful at the school or district level. This interactive Institute is based on "Breaking Ranks in the Middle" (BRIM) concepts and includes modeling, reflecting and transferring knowledge. Participants will learn what works in schools where young adolescents learn to high levels. This course is designed for participating middle level educators who want to develop tools to more effectively teach young adolescents. Participants will have certain latitude to investigate topics and strategies that will have the greatest individual meaning. Practical, meaningful, and appropriate learning practices are the foundations of these courses.

- ED 5430 Internship in College Teaching** 1–3 credits
Supervised internship in the development of a first teaching field under the mentorship of an assigned faculty member. Development of a learning framework for teaching at the postsecondary level with attention to models of instruction, learning styles, and needs of the college student and nontraditional learner. Presentation of course syllabus, course topics, and concept lectures, course projects, tests, and related materials. May be repeated with permission of instructor. Fall and offered according to demand.
- ED 5500 Special Topics in Education** 1–3 credits
An in-depth study of a particular topic, contemporary issue, or concern. The course will be taught by a specialist within the field being studied or as an alternative methodology. A faculty member will coordinate a series of guest speakers who will meaningfully address the topic. Since topics vary, the course may be repeated with permission of the instructor.
- ED 5505 The Reflective Teacher** 3 credits
Participants will develop an understanding of the Shanghai American School Components of Professional Practice. They will explore current research on best practices in effective instructional strategies, effective classroom curriculum design, and effective classroom management strategies. They will learn how to demonstrate that they have met a professional standard and benchmark. Participants will also use goal setting and reflection as tools to improve their professional practice.
- ED 5510 Developing a Learning Community** 3 credits
The structure of this course allows participants to select a topic for inquiry (about facilitation or professional learning communities) then engage in theoretical and practical learning that explores that topic of inquiry. Through this course, participants will be able to understand the components of Critical Friends Group values, processes, protocols, dispositions, strategies, and tools; apply Critical Friends constructs, values, processes, protocols, dispositions, strategies, and tools to existing groups in which they participate; reflect on their practice at Shanghai American School; and seek out colleagues who might like to participate in Critical Friends Groups as a means to develop learning communities across the school.
- ED 5515 Teacher Leadership I** 3 credits
Teacher Leadership: Leading Collegial Grade Level Teams and Curricular Departments. Participants will develop educational leadership and facilitation skills, improve communication skills and their ability to have difficult conversation, experience using and leading an inquiry based method of examining student work to inform teacher practice, and use reflection as a tool to improve their leadership skills.
- ED 5516 Teacher Leadership II** 3 credits
Teacher Leadership: Leading Professional Development in International Schools. Participants will communicate Shanghai American School (SAS) professional development structure, work, and processes to divisional faculties, guide the implementation of SAS Professional Development Plans, gather and analyze data on efficacy of professional development at SAS, and make recommendations based on the findings.
- ED 5525 Differentiated Instruction** 3 credits
Participants will complete ASCD's online Differentiation Course (several courses available), designed to enhance their understanding of how to better meet the needs of many different learners. They will examine the characteristics of a differentiated classroom, learn how to frame instruction around concepts and essential understandings, identify techniques for differentiating content, process, and product, explore how to differentiate on the basis of students' readiness, interest, and learning profile, reflect on their beliefs and practices relative to differentiation, and read and analyze examples of differentiated learning activities.
- ED 5530 Understanding by Design** 3 credits
Participants will describe, explain, and apply the design principles and strategies associated with the Understanding by Design framework. They will use the three stages of backward design to create instructional units, critique units using evaluation criteria advocated by Understanding by Design authors, and apply Understanding by Design principles to improve school-based curriculum.
- ED 5535 Curriculum Development** 3 credits
Participants will research best practices for age-appropriate curriculum delivery in elementary, middle, and secondary courses, review and refine benchmarks with common learning evidences for courses at the elementary, middle, and secondary levels, and draft and adopt Essential Teaching Agreements aligned with best practices. Participants will also draft, refine, and adopt Principles of Learning for grades preK-12 and over-arching ideas guiding questions for a 21st century program. They will collaborate to articulate key facets of a well-articulated curriculum which integrates with the Shanghai American School mission, collaborate to examine and analyze student work across the divisions, and research, determine, and adopt resources and subscriptions ideal for a 1:1 laptop environment.
- ED 5540 Graduate Seminar** 3 credits
Participants in this course will utilize myPlymouth to access email, online course, and Lamson Library and Learning Commons' resources along with navigate and operate within Moodle, download resources, and upload documents. Participants will research using Google Scholar and Lamson Library's online resources, identify and critique scholarly literature, practice synthesizing literature, format writing and identify sources using APA formatting, and critique others' writing offering suggestions for substantive improvement.

ED 5541 Arts and Learning 3 credits

This course examines the connection between arts and learning in the classroom by providing opportunities for exploration in the arts as a way for students to understand, firsthand, how arts integration helps to engage and empower learners. Students will participate in a wide variety of arts experiences and will discuss how the arts can be used to enhance classroom instruction as well as the connection between the arts and learning theory.

ED 5545 Creating a Language-Rich Environment 3 credits

One of the most important tasks for children in the first five years of life is the developments of language. Children enter early care settings with vast differences in vocabulary and oral language development, and early educators can meet this challenge by providing language-rich learning environments. This workshop will provide early childhood educators with an understanding of young children's oral language development and appropriate approaches for promoting language and emergent literacy in their classrooms. This workshop will focus on effective methods for developing children's vocabulary knowledge through book reading and discussions, and advancing children's language through extended conversations. Additionally, participants will learn to create opportunities for rich discourse and build children's background knowledge. Workshop assignments will invite participants to apply relevant content and plan meaningful, language-rich curricular activities.

ED 5550 Engaging K–12 Students with Digital Portfolios 3 credits

This course is for teachers interested in helping their students develop a reflective digital portfolio that meets New Hampshire's ICT Literacy Program standards and engages and motivates students. Participants will learn about characteristics of reflective portfolios, be introduced to tools and process steps for creating digital portfolios, and review examples of portfolio contents and organization. As a final product, each course participant will create a sample student digital portfolio and a plan for improving student engagement in the portfolio process.

ED 5555 NH Bullying Law: Policies and Procedures 3 credits

NH created the Pupil Safety and Violence Prevention Act in 2000 that required school boards to adopt a policy that addressed bullying in our schools. The problem was growing nationwide then and has continued to grow since. In 2010, the NH state legislature affirmed our belief in developing a culture and climate in our schools that was safer and promoted learning by strengthening the law. Bullying occurs in many forms, with cyberbullying becoming more prominent as technology and connectivity increases. In this course, you will examine the problem of bullying as it relates to the education and protection of our children. You will become familiar with strategies of prevention and for dealing with victims and perpetrators alike. Finally, you will review pathways for adding instructional activities dealing with bullying and creating a safe environment for learning into your school curriculum. As a final project, you will develop an action plan for implementing some of these strategies into your schools.

ED 5560 Facilitating an OPEN NH Online Professional Development Course 3 credits

This course is designed for educators with some online course experience who have a strong desire to facilitate online courses for adults or students. Already trained OPEN NH facilitators as well as those with strong desire or other online experiences will be able to update and enhance your skills and knowledge about how to effectively facilitate an online course. While the general focus will be on the online model used for the OPEN NH program, you will also explore national standards for quality of online courses and programs. This course will cover requirements necessary to facilitate, complete and submit paperwork pertinent to the facilitator and course participants. In addition to these topics, the course will also provide a refresher "how to" in the Moodle course delivery system, as well as look at some Web 2.0 tools that are useful for 21st century course facilitators.

ED 5565 Project-based Approaches 3 credits

Using specific classroom scenarios, teachers explore characteristics and benefits of Project-Based Learning (PBL). Throughout the course, teachers consider their own teaching practice as they follow a teacher new to project-based learning who discusses strategies with a mentor teacher. They also consider the ways that technology supports project-based approaches. Planning and project design modules guide teachers through organizing the curriculum, the classroom, technology, and students for successful 21st century projects. The assessment module demonstrates strategies for assessing students' 21st century skills throughout an open-ended project. The course offers opportunities to apply the PBL concepts with action planning exercises.

ED 5567 Differentiating Instruction to Accommodate Learning Styles 3 credits

Every classroom is made up of individuals with diverse strengths, back-grounds, and approaches to learning. Understanding and responding to students' individual learning styles and needs can be a challenge for teachers. The World Wide Web contains a vast number of resources to assist teachers both in understanding the difference in their students' learning styles and in differentiating their instruction accordingly. Participants in this workshop will be introduced to learning theory related to learning styles and multiple intelligences, as well as web-based resources to assist teachers in both identifying students' learning styles and intelligences and engaging students in activities, which best suit, those styles and intelligences. Participants will become familiar with teaching strategies and tools targeted for each learning style and intelligence and develop a preliminary lesson plan using those strategies and tools.

- ED 5575 Classroom Assessment** **3 credits**
 Participants in this course will develop an understanding of the Shanghai American School Components of Professional Practice. They will explore current research on best practices in formative assessment techniques, assessment design, report assessment results and using assessment to inform instruction. Students will implement a change in their use of assessment in their classroom. The course will also offer participants how to demonstrate that they have met a professional standard and benchmark and to use goal setting and reflection as tools to improve their professional practice.
- ED 5580 Individual Research in Education** **3 credits**
 A research project that requires students to demonstrate the ability to synthesize salient elements from the core, professional, and specialty areas. In essence, the student's research should be the natural result of the focus and direction of planned study. The project should emanate from the area of specialization and incorporate relevant concepts learned through coursework and experience. Using sound research practices, a student should illustrate ability to interpret, reflect, summarize, and conclude. The written product of this effort will be defended in a seminar before faculty and the student's peers. Students should contact the advisor to plan for this project. Topic approval is needed from the advisor.
- ED 5610 Research-Based Teaching and Learning** **3 credits**
 Participants will study research-based practices that support life-long learning. A common language will be developed to identify and articulate good instruction. The role of observation will be examined as part of a continuous cycle of improvement. Educator and learner perspectives will be emphasized.
- ED 5630 Mentor Roles and Responsibilities** **3 credits**
 Participants will examine the many and varied roles and responsibilities of mentors, including the initial selection of mentors. In this individualized course, students will examine and apply the skills needed for different educator roles, including student teachers, new teachers, special education teachers, alternative 4 candidates, administrators, and paraprofessionals. Advocacy and evaluation of mentor programs will be studied.
- ED 5640 Practicum in Mentoring** **3 credits**
 This is a supervised practicum experience in collaboration with institutions or agencies in New Hampshire. The purpose is to gain meaningful work experience through applying knowledge learning in previous coursework to the on-the-job situation.
- ED 5910 Independent Study** **1–3 credits**
 Enrichment of the background of students in education through the pursuit of a special topic pertinent to their interests and abilities. A chance for an in-depth study of a problem in the field of education. Consent of a faculty supervisor and department chair is required.
- ED 5950 Graduate Thesis** **1–9 credits**
 The thesis carries six graduate credits that will, after careful consideration of thesis content, substitute for coursework of six credits in the program option. Students select a topic for study in consultation with their program advisor and related faculty. A timeline, thesis publication, and defense are outlined. Three copies of the thesis must be submitted with a bound copy that remains on file at Lamson Library.
- ED 5960 Internship in Teacher Education** **1–12 credits**
 Student teaching for students in the MEd in Elementary or Secondary Education programs. Students must have all coursework for the degree, including any required undergraduate prerequisites, completed before taking this course.
- ED 6100 Curriculum Integration and Performance-Based Assessment** **3 credits**
 This course will focus on assessing curricula and assessment practices that correlate with state and national standards. Students will be introduced to a range of curriculum models. Various strategies and the administration of performance-based assessment will be studied. This course is designed for students in the Elementary and Secondary Teacher Certification programs.
- ED 6900 Graduate Capstone Project** **1–12 credits**
 The purpose of the graduate capstone is to apply knowledge learned in previous coursework through an approved project. Capstone projects should focus on the following questions: How will the theories learned throughout the program be integrated into a coherent project or experience? How will this work enhance individual career goals? Who are the stakeholders and how will this work assist them? How does this work serve the professional community? How will this work move the profession forward? Students should plan for approximately 40 hours of work per credit to be earned. Students must submit a Graduate Capstone Project Proposal form with their registration, and the Capstone Project must be approved by the advisor. The total number of credits earned also must be approved by an advisor and noted on candidates' program contract. Once completed, candidates are expected to present their final projects to their advisor and/or PSU faculty members. Students who anticipate working on their project for more than one term should register for the appropriate number of credits in each term so that they remain registered throughout the course of the project. Repeatable up to 12 credits.

EE - Experiential Education

EE 5105 Risk Management for Experiential Education 3 credits

This online course reviews principles and current practices in experiential education program risk management for public and private schools, profit and not for profit organizations. Topics explored in the course include incident theories, risk management strategies, risk management tools, risk evaluation, risk analysis, emergency action plan, crisis management, liability coverage, and the law related to experiential education. Students will gain a practical understanding of risk management through examinations, risk analysis exercises, online group discussion, case studies, and individual projects.

EE 5110 Adventure Basics 3 credits

This workshop is designed to model the delivery of a condensed but carefully sequenced challenge course curriculum. Participants will learn both the basic technical skills of operating a challenge course as well as the facilitation skills essential to sequencing a program to maximize outcomes with participants. Adventure Basics provides an important first step for both understanding the flow and interplay of a group experience and for learning the skills to run an effective challenge course education program.

EE 5120 Advanced Technical Challenge Course: Beyond Basics 2 credits

An advanced workshop designed to help the adventure practitioner acquire the requisite skills to effectively facilitate a low and high challenge course program. Emphasis will be on developing a deeper understanding of challenge course systems and cultivating a critical eye for safety. Some of the specific skills covered in this workshop are as follows: knot-tying, proper use of equipment, belay techniques, leading edge climbing, and basic rescue procedures.

EE 5130 Building Your Repertoire 2 credits

Participants will complete three one-day workshops and complete a resource book of activities and facilitation tools that fit their professional practice. High 5 Adventure's one-day workshops present a variety of experiential-based activities focused on problem solving, communication skills development, asset building, and reflection. Participants also gain an understanding of the foundations of experiential education and the philosophy of learning and community building through adventure initiatives.

EE 5150 Facilitation Skills Intensive 2 credits

This workshop offers educators and group facilitators from diverse settings an opportunity to gain practical skills in group facilitation and to develop and refine their facilitation style. In a co-creative environment facilitators will explore the art of facilitation and practice their facilitation skills. Participants will leave with a variety of practical activities, strategies, and tools that will enhance their practice as a facilitator. Through hands-on program design and implementation practice, reflection, and input from peers, facilitators will gain new insights and resources, and tap into their strengths as an educator. Participants will leave with practical tools to enhance their practice as facilitators.

EE 5170 Introduction to Low Challenge Course Elements 2 credits

The course is designed as an introductory experience intended to model a condensed but carefully sequenced challenge course curriculum. Participants will learn both the technical skills of operating a low challenge course as well as facilitator skills essential to the operation of an experiential education program. Provides an important first step for both understanding the flow and interplay of a group experience and for learning the skills to run an effective adventure learning and challenge course program.

EE 5180 Managing an Adventure Program 2 credits

Designed to help adventure professionals manage an adventure education program and its many facets and details. The course is intended for anyone who has primary responsibility for the management of a challenge course site or adventure education programs at their school, camp, or business setting. In addition to helping the challenge course professional learn essential management skills, the workshop also focuses upon improving one's analysis and judgment capabilities.

EE 5190 Independent Study 1–3 credits

Enrichment of the background of students in education through the pursuit of a special topic in the area of experiential education theory, research, inquiry, or implementation pertinent to their interests and abilities. A chance for an in-depth study of a problem in the field of Experiential Education. Consent of a faculty supervisor and department chair is required.

EE 5195 Guided Project in Adventure Learning 1–2 credits

Provides students with an opportunity to expand on the topics of other EE courses through the development of an applied project or research paper, with the guidance of PSU faculty. An expectation of 15 hours of student work per credit. May be repeated upon approval of PSU faculty.

EE 5200 Adventure Programming 2 credits

A comprehensive foundational workshop designed for any individual to learn all the techniques needed to begin adventure programming using games, initiatives, low and high elements. Topics include sequencing, framing and debriefing, basic knot tying and belay and safety skills for high elements.

EE 5205 Adventure Based Counseling 2 credits

An introductory workshop for those new to adventure. Introduces foundational concepts and skills, with an emphasis on group process and debriefing. Technical skills are covered, but with less time for mastery than other introductory workshops.

EE 5210 Adventure Curriculum for Physical Education 2 credits

A specialized workshop developing the skills and knowledge necessary to implement Project Adventure's Adventure Curriculum for Physical Education (ACPE) into school, municipal recreation and camp settings. Topics include connecting adventure activities to specific learning out-comes, state and national standards, conducting age-appropriate assessment of student outcomes, and integration of the ACPE curriculum into existing programs.

EE 5215 Creating Healthy Habits through Adventure 2 credits

A specialized workshop developing the skills needed to experientialize health-related educational content. Topics include the use of experiential and adventure activities to address: nutrition, fitness, diversity and cultural awareness, substance abuse and prevention, violence prevention, stress management, and community building. Additional focus on using an adventure approach in school-based health and wellness curricula.

EE 5220 Achieving Fitness: An Adventure Approach 2 credits

A specialized workshop for physical educators, fitness trainers, health educators, camp counselors, after-school personnel, and those interested in supporting clients' health-related fitness. Topics include basic principles of health and fitness, the combination of fitness principles with adventure philosophy, student self-efficacy and its role in improving health-related fitness, the use of fitness journals. Also provides practice in using specific experiential activities for supporting students' achievement of health-related fitness including cardiovascular, muscular strength/endurance, flexibility, and body composition.

EE 5225 Adventures in Building Community and Diversity 2 credits

A specialized, experiential workshop that uses the adventure group process to explore the topics of diversity, multiculturalism, and prejudice reduction. Topics include the development of self-awareness in regard to issues of multiculturalism and prejudice, the use of metaphor to highlight intra- and inter-group diversity, the facilitation of dialogue during conflict/confrontation, the use of adventure activities to promote a more accessible cross-cultural dialogue.

EE 5230 Adventures in Low Elements 2 credits

A foundational workshop focusing exclusively on adventure education using low challenge course elements. Does not cover the use high challenge course elements. Topics include the facilitation of warm up activities, problem-solving initiatives, trust activities, and specific low elements; sequencing, framing and debriefing techniques, safety guidelines and creative variations for low element facilitation.

EE 5235 Portable Adventure 2 credits

A foundational workshop focusing exclusively on adventure education using portable props. Does not cover the use of low or high challenge courses. Topics include facilitation of icebreakers, community-building games, and problem-solving initiatives, sequencing, framing and debriefing skills.

EE 5240 Debriefing Tools: Expanding your Repertoire 2 credits

This workshop that develops the critical skills of promoting student outcomes by directing reflection with debriefing techniques. Topics include the value of debriefing, skills and techniques for promoting group and individual reflection and learning, the Adventure Wave Model, the use of props and tools for promoting reflection.

EE 5245 Tech Skills Intensive 2 credits

An intermediate level workshop developing technical challenge course skills beyond the introductory level. Topics include challenge course equipment, advanced knot-tying skills, course set-up and take-down, gear retrieval, belay team management, alternative belay techniques, High and Low Element Standard Operating Procedures, methods of course access (including self-belayed climbing). Best suited for students who have taken Adventure Programming or Adventure Based Counseling, or who can demonstrate introductory technical skill competency.

EE 5250 Advanced Skills & Standards 2 credits

An advanced workshop that develops expert-level technical skills for challenge course operators. In addition to a review of basic technical skills, topics include high course rescue techniques, self-belayed climbing, descending and lowering techniques for self and participants, new technical developments in the challenge course industry, basic course inspection skills, and operation of complex high elements. Students will spend a significant amount of time at height. Best suited for students who have completed Technical Skills Intensive, and can demonstrate intermediate technical skill competency.

EE 5255 Adventure with Youth at Risk 2 credits

A specialized workshop developing the skills needed to implement the Behavior Management through Adventure program in work with youth at risk in schools, treatment centers, detention centers and other specialized programs. Focuses on the development of an empowered group process to succeed with students who often present a significant challenge to traditional group management. Additional topics include increasing prosocial behaviors and social-emotional learning outcomes, framing and utilizing adventure activities for therapeutic outcomes, the use of natural and logical consequences, and case effective implementation of these strategies.

EE 5260 Adventures in the Classroom 2 credits

Introduces the use of adventure programming in academic settings without an open field or a gymnasium to promote community building, accelerated learning outcomes, and the growth of social and emotional competencies. Topics include promoting trust, respect, and constructive risk taking in a classroom setting, adapting adventure to multiple learning styles, and creating experiential lesson plans for classroom settings.

EE 5265 Advanced Facilitation Skills 2 credits

An advanced workshop focused on advanced theory and technique of leadership and facilitation in an adventure setting. Topics include emerging experiential facilitation techniques, tools for group and individual assessment, self-assessment of facilitation skills, flexible facilitation styles and methods based upon identified goals.

EE 5270 Developing Social Skills through Adventure 2 credits

A specialized workshop introducing the use of adventure learning to develop the social and emotional competencies of school-aged students. Topics include the implementation of Social Emotional Learning (SEL) strategies, integration of SEL with content-based learning, current research and theory of SEL programming, instructional skills for specific SEL content areas such as Goal Setting, Decision Making, Managing Emotions, and Engaging in Social Relationships, development of a relationship-centered school or community agency.

EE 5275 Institute: Physical Education, Health and Wellness 4 credits

An extended workshop designed to immerse students in the modality of adventure for teaching physical education, health, and fitness. Combines content of three workshops: Adventure Curriculum for PE, Achieving Fitness, and Creating Healthy Habits.

EE 5280 Adventure Program Management 2 credits

An advanced, content-oriented workshop focused on various competencies of the challenge course manager. Topics include the role of intentional program design in program and risk management, safety and risk management information and tools, introduction to accident and incident analysis and documentation, utilization of Standard Operating Procedures (SOPs) and Local Operating Procedures (LOPs), staff hiring, training, and retention.

EE 5285 Adventure in Business 2 credits

A specialized workshop focused on the use of adventure for team development in the corporate or workplace setting. Topics include assessment strategies for intentional program designs, the design of programs in team building, debriefing strategies and techniques to promote transfer of learning back to the workplace, program evaluation and follow-up strategies to use with clients.

EE 5300 Advanced Technical Skills 2 credits

This course gives the skilled practitioner an opportunity to review and add to his or her repertoire of technical skills. Emphasis is placed on practicing all aspects of one's technical skills and developing a quiet competence as an adventure practitioner. Some of the specific skills in this workshop are advanced knot-typing, proper use of specialized equipment, self-belay and self-rescue techniques, risk management, critical evaluation of scenarios, and advanced rescue procedures.

EE 5310 Edge of Leadership 2 credits

This course empowers motivated students and their teachers to explore the important and significant role that student leaders play in school culture. Through new partnerships and collaboration, these students and teachers develop sustainable leadership teams within their school in an effort to effect positive change in school culture. Through shared adventure experiences on a challenge course, students and teacher teams develop great effectiveness and confidence.

EL - Elementary Education**EL 5000 Social Behavior and Diversity 3 credits**

Seeks to examine the manner in which the behavior, feelings, or thoughts of one individual are influenced by the behavior or characteristics of others. Topics to be considered include social perception, attitudes, gender, social cognition, conflict, social influence, intercultural awareness, prejudice, discrimination, aggression, and group behavior.

EL 5100 Assessing Children's Growth and Development 3 credits

Provides the pre-service elementary education classroom teacher with knowledge of theories of children's growth and development for the purpose of building capacity for developmentally appropriate decision-making ("habit of mind") throughout the career. Examines the characteristics and needs of children, and the multiple interacting influences and the interrelated domains of development—physical, cognitive, social, emotional, linguistic, and aesthetic. Reviews child development knowledge base, research, and theoretical perspectives. Introduces a multitude of means for assessing children's growth and development in schools, including, but not limited to: observation and record keeping, informal and formal classroom assessments, district-wide standardized test data, interviews with families and/or caregivers, children's self-assessment, and testing done to determine the presence or absence—and nature of—an "educationally handicapping condition," as defined by federal special education law. Requires 10 field hours of observation, teaching, or interview.

EL 5200 Curriculum Design for Social Studies, Health and Sciences 3 credits

Prepares pre-service elementary education professionals to design curricular units of study in the content areas. Familiarizes candidates with state and national standards for children's learning in the social studies, sciences, and health education, and the integration of the Common Core Standards into content-area instruction. Introduces a curriculum design model that utilizes the alignment of learning goals and assessments as the anchor for instructional practices. Students are required to design a content-rich unit of study for an elementary classroom. Requires 10 field hours of observation, teaching, or interview.

EL 5300 Differentiating Instruction, Assessment, and Environment 3 credits

Designed for both pre-service educators, as well as practicing teachers, the course introduces differentiation in the elementary classroom as a means to educational equity and excellence. Introduces cognitive frameworks of differentiation including student characteristics (readiness, interest, learning profile) and curricular elements (content, process, products). Examines the process of planning instruction and assessment that affords all children with access to learning. Considers the impact of differentiation applied to the learning environment and supports teachers to “unlearn” classroom management in favor of learning classroom leadership. Requires 10 field hours of observation, teaching, or interview.

EL 5400 Inclusive Supports and Accommodations 3 credits

Introduces to pre-service elementary education professionals, and renews in practicing teachers, the values of inclusive education, and the belief that all children can learn. Provides basic information about special education laws and systems, and outlines the role of the classroom teacher in the identification, instruction, and evaluation of children with disabilities. Considers the current deficit-driven categorical framework for special education, and introduces the concept of neurodiversity in its place. Supports candidates to understand and implement a menu of classroom supports and accommodations for children with and without disabilities, teachers, related service providers, and families, including but not limited to: Universal Design for Learning, assistive technology, educational specialists and related service providers, peer and adult supports, and social relationships. Requires 10 field hours of observation, teaching, or interview.

EL 5500 Integrating STEM Through Problem-Based Learning 3 credits

Children today will grow up to be problem-solvers in the 21st century. Many of the problems they will solve do not yet exist, and the vast majority of solutions will depend upon one’s understanding and application of science, technology, engineering, and mathematical (STEM) practices. How do we help prepare elementary educators to facilitate the development of the creative and innovative skills in children necessary to be problem solvers of the future? Using the problem-based learning (PBL) model, an approach that challenges children to learn through engagement in real world problems, this course will engage pre-service teachers and in-service teachers in developing understandings about the component of quality problem-based learning as well as helping them devise ways to facilitate these learning strategies in their classrooms. Students will develop a PBL project that utilizes STEM skills, knowledge, and understanding—examining this approach through a “hands-on” and “minds-on” manner—guiding students through the experience, and through the reflection and dissection of that experience.

EL 5600 Teaching Children Mathematics 3 credits

Prepares the pre-service elementary educators to teach mathematics to all children in K-8 public school settings. Teaches mathematical concepts and pedagogical skills via active engagement and self-reflection in learning concepts such as fractions, ratio and proportion, Geometry, and measurement. Familiarizes students with national and state math standards for elementary educators. Thoroughly examines the Common Core Standards in Mathematics for K–8 learners. Considers the developmentally appropriate use of technology in math education. Finally, considers the differentiation of “scripted curriculum” so that all children—regardless of their diverse learning needs—can access mathematical learning opportunities in the classroom. Requires 10 field hours of observation, teaching, or interview.

EL 5700 Elementary Literacy I 3 credits

Provides the pre-service elementary education classroom teacher with the foundations and framework for designing and implementing literacy instruction, with an emphasis on curriculum, methods and materials for the primary grades. Introduces foundations of reading and writing instruction taught in the context of one another, and thoroughly examines the Common Core Standards for Language Arts for K–8 learners: literature, informational text, foundational skills, writing, speaking and listening, and language, including visual literacy and visual representation. Focuses on word study, phonemic awareness, phonics, fluency, vocabulary, comprehension, core reading programs and stages of writing development in a balanced reading framework. Considers the differentiation of language arts instruction, assessment and environment so that all children—regardless of their diverse learning needs—can access language arts learning opportunities in the classroom. Requires 10 field hours of observation, teaching, or interview.

EL 5800 Elementary Literacy II 3 credits

This course builds on the understanding, knowledge, and skills of RL 5700 Foundations of Reading and Writing Instruction, Elementary Literacy I, with an emphasis on the teaching of reading. Utilizes research-based, evidence-based reading instruction of phonemic awareness, phonics, fluency, vocabulary, comprehension, oral language, and writing through case studies and application of classroom instruction to implement culturally and developmentally appropriate reading and writing instruction for particular groups of children or an individual child, inclusive of all abilities. Includes Common Core Standards for Language Arts for K-8 learners cross-walked with student and practitioner assessments for effective multimodal literacies integration. Requires 10 hours of field observation, and/or teaching or interview.

Prerequisite: EL 5700.

EL 5960 Teaching Internship in Elementary Education 1–6 credits

This culminating field-based teaching experience for elementary certification candidates affords the candidate with an opportunity to apply theory to practice, and to build upon the dispositions, understandings, knowledge and skills developed thus far in the program. The successful candidate does not leave the experience knowing fully “how to teach”, but instead has a strong and balanced practice, and knows how to learn to teach—an important distinction given the dynamic nature of the field, and of our times. The successful candidate will demonstrate competence in all state and national initial teacher certification standards for elementary education professionals. Candidates will work with a University supervisor and field-based mentor teacher to determine a schedule for the experience that includes observation, co-teaching, and solo teaching. Four observations will be conducted by the University supervisor. The mentor teacher provides daily feedback. Both will complete formal midterm and final evaluations of candidate’s teaching. Participation in an online seminar is required of all student teachers. There are three (3) options for scheduling 300 hours of teaching internship experience: 1) a focused 300 hour (12 weeks) full-time public school placement approved by the Office of Educator Preparation. 2) a part-time (minimum 2 days per week) public school placement totaling 300 hours approved by the Office of Educator Preparation. 3) 300 hours integrated into the work responsibilities of an employed elementary education paraprofessional or professional, per approval of the employing school district and the Office of Educator Preparation. Candidates must submit passing Praxis II: Elementary Education/ Multiple Subjects scores to the University prior to registration.

EN - English**ENDI 1300 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)

ENDI 1335 Arthurian Legends: Myth, Fantasy, and Romance 4 credits

Students explore the genres of history, fantasy, and mythology through movies and stories about King Arthur, his knights, and their chivalric ideals. Students analyze how themes of love and duty change over time. Students reflect on the roles of fantasy, religion, and romance in their own lives. Features reading, writing, group work, and discussion. Not open to students who have earned credit for ENDI 1330. Falls and Spring of odd years. (PPDI)

ENDI 1350 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)

EN 1400 Composition 4 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. Not open to students who have earned credit for EN1200. Falls and Springs.

ENDI 1402 Writing and the Creative Process 4 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. Not open to students who have earned credit for ENDI 1401. Falls and Springs. (CTDI)

ENDI 1450 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)

- ENDI 1555 Wilderness Literature** 4 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. Not open to students who have earned credit for ENDI 1550. Springs. (SSDI)
- EN 1600 Studies in English** 4 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. Not open to students who have earned credit for EN 2500. Falls and Springs. (QRCO) (WRCO)
- ENDI 1600 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)
- EN 2010 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 or EN 1400.
- ENDI 2100 The Story** 3 credits
Students explore what it means to write, read, and think about narrative. Stories surround us. Our relationship to stories is bound up in our relationship to ourselves, our societies, and the world. This relationship is complex and important to understand, for it has a vital influence on not only what we know but also what we do. Falls and Springs. (SSDI)
- ENDI 2205 The Art of Film** 4 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. Not open to students who have earned credit for ENDI 2200. Falls. (CTDI)
- ENDI 2230 Creating Arguments** 3 credits
Treats argumentation as a creative process where making arguments requires imagination, rhetorical ornament, and aesthetic form. Students explore how persuasion reveals new ideas and new interpretations of old ones. Students craft arguments for learning, discovery, proposal, negotiation, reconciliation, and reflection. Springs. (CTDI)
- EN 2250 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)
- ENDI 2320 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)
- EN 2350 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. Last offering Fall 2018.
- EN 2360 Introduction to Film** 4 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. Not open to students who have earned credits for EN 2610. Spring of even years.
- EN 2440 Rethinking Early American Literature** 4 credits
What is Early American literature? Where might we find it today? In an era increasingly defined as “global,” how durable and stable is the category of the nation in defining a literary tradition? We grapple with these questions as we examine American texts from the period of early colonization to the end of the Civil War. Not open to students who have earned credit for EN 3715. Falls. (DICO) (TECO)

- EN 2460 Rethinking Modern American Literature** 4 credits
Focuses on American literature from the period of the end of the Civil War through the present day, roughly 1865 through the present. Builds off of students' preconceptions of modern American literature and analyses historical, national, and aesthetic constructions of the literary canon. Not open to students who have earned credit for EN 3720. Springs. (DICO)
- EN 2490 Rethinking Modern British Literature, 1660-1945** 4 credits
Focuses on British literature from 1660 through the mid-20th century. Builds off of students' preconceptions of modern British literature and analyses historical, national, and aesthetic constructions of the literary canon. Not open to students who have earned credit for EN 3621. Springs. (TECO)
- EN 2710 Creative Writing** 4 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. Not open to students who have earned credits for EN 2700. Falls and Springs.
Prerequisite(s): EN 1200 or EN 1400 (may be concurrent).
- EN 2900 Introduction to English Teaching** 4 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. Not open to students who have earned credits for EN 2560. Falls.
- EN 3040 Practicum in Production** 2 or 4 credits
Advanced Study in Writing or Advanced Study in Literature/Film. Practical application of broadcast media production. Students work with local broadcast media, such as Pemi Baker Public Access television, or WPCR, Plymouth State's student-operated radio station. May be taken for a half semester (2 credits) or a full semester (4 credits). Repeatable for up to 4 credits. Falls and Springs. Pass/No Pass.
- EN 3050 Practicum in Publication** 4 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 8 credits when students work in a different role or at a different publication. Pass/No Pass. Springs.
Prerequisite(s): (EN 2700 or EN 2710) or CM 3090 or CM 3670.
- EN 3105 Fiction Workshop** 4 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. Not open to students who have earned credit for EN 3100. Springs.
Prerequisite(s): EN 2700 or EN 2710.
- EN 3125 Advanced Composition** 4 credits
Advanced Study in Writing. Focuses on the development of clarity, force and fluency, especially in the writing of expository, critical and argumentative prose. Not open to students who have earned credit for EN 3120. Falls and Springs.
Prerequisite(s): EN 1200 or EN 1400.
- EN 3135 Non-Fiction Workshop** 4 credits
Advanced Study in Writing. Focuses on the analysis and writing of nonfiction. Topics may vary from semester to semester. Not open to students who have earned credit for EN 3130. Falls.
Prerequisite(s): EN 1200 or EN 1400.
- EN 3145 Poetry Workshop** 4 credits
Advanced Study in Writing. Focuses on the analysis and writing of poetry. Not open to students who have earned credit for EN 3140. Falls.
Prerequisite(s): EN 2700 or EN 2710.
- EN 3305 The Craft of Screenwriting: Reading and Writing Screenplays** 4 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. Not open to students who have earned credit for EN 3300. Fall of even years.
- EN 3325 Literature into Film** 4 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. Not open to students who have earned credit for EN 3320. Spring of odd years.

- EN 3420 Rethinking Medieval and Renaissance Literature** **4 credits**
Takes a contemplative approach to texts from the Anglo-Saxon, Anglo-Norman, Medieval, and Renaissance eras of English literary history. Students explore their pre-conceived notions of the medieval and Renaissance past to both “unlearn” and “learn.” Assignments require working creatively and critically with themes of love, fate, knowledge, power, and gender. Not open to students who have earned credit for EN 3611. Falls. (INCO)
Prerequisite(s): Junior status.
- EN 3515 Currents in Global Literature** **4 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. Not open to students who have earned credit for EN 3510. Falls. (GACO)
- EN 3595 The Filmmaker’s Vision: An Introduction to Film Analysis** **4 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. Not open to students who have earned credit for EN 3590. Fall of odd years.
- EN 3685 Scriptwriting** **4 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. Not open to students who have earned credit for EN 3680. Springs.
Prerequisite(s): EN 1200 or EN 1400.
- EN 3695 Critical Theory** **4 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. Not open to students who have earned credits for EN 3690. Springs.
Prerequisite(s): EN 1600 or EN 2500.
- EN 3755 Topics in Literature and Film** **4 credits**
Advanced Study in Literature and Film. Considers topics not covered in other literature courses. May be repeated with different topic.
- EN 3765 Topics in Writing** **4 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.
- EN 4035 Advanced Poetry Workshop** **4 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. Not open to students who have earned credit for EN 4030. Spring of even years.
Prerequisite(s): EN 3140 or EN 3145.
- EN 4040 Mysticism and Contemplation** **4 credits**
Advanced Study in Literature and Film. Writings from religious traditions around the world describe ecstatic experiences of God, unification with transcendent reality, and ineffable pure conscious experiences. Explores contemplative and mystical writings from many contexts to interrogate cultural and personal concepts of spirituality. Using contemplative methods, students reflect critically and act creatively to develop their own sense of spiritual, intellectual, and emotional wellness. Not open to students who have earned credit for EN 4025. Spring of even years.
Prerequisite(s): Junior status. (INCO) (WECO)
- EN 4155 Digitalit: Storytelling in the Digital Age** **4 credits**
Advanced Study in Literature and Film. Explores the ways in which technology is affecting how we read, write, and experience stories. Possible topics include: the history and development of electronic literature and hypertext media; the rise of social media and how it affects digital literature (fan fiction, online role playing games, Twitterature, etc.); and the rise of transmedia storytelling. Not open to students who have earned credit for EN 4150. Fall of odd years.
Prerequisite(s): EN 1600 or EN 2500. (TECO)
- EN 4316 Teaching Writing: Practice** **1 credit**
A clinical experience designed for teacher certification majors who wish to teach middle and high school English language arts. With supervision of faculty and practicing teach-mentors, candidates plan, implement, and assess curriculum and instruction and work with middle and high school students in a public school. Focuses the curriculum and instructional practice for the teaching of writing. Falls.
Prerequisite(s): (EN 2560 or EN 2900), Junior status, and acceptance into Teaching Certification Candidacy; or graduate status.
- EN 4320 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 4430.

- EN 4430 English Internship in Teaching 5-12** **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 3515, EN 4316, EN 4556, EN 4645, and EN 4875; minimum grade of C in 3 of EN 2440, EN 2460, EN 2490, or EN 3420; minimum 2.70 cumulative GPA; completion of all other program requirements for certification; permission of the Coordinator of Internships. Corequisite(s): EN 4320.
- EN 4556 Teaching Literature: Practice** **1 credit**
 A clinical experience designed for teacher certification majors who wish to teach middle and high school English language arts. With supervision of faculty and practicing teacher-mentors, candidates plan, implement, and assess curriculum and instruction and work with middle and high school students in a public school. Focuses the curriculum and instructional practice for teaching literature. Falls.
Prerequisite(s): (EN 2560 or EN 2900), Junior status, and acceptance into Teaching Certification Candidacy; or graduate status.
- EN 4645 Teaching Writing: Knowledge and Experience** **3 credits**
 An introduction to methods and philosophies of the teaching of writing, with a focus on grades 5-12. Students explore philosophical elements of a process/environmental approach to teaching writing for responsive teaching in a democratic and pluralistic society. Not open to students who have earned credit for EN 4310 or EN 4315 or EN 5640. Springs.
Prerequisite(s): (EN 2560 or EN 2900), Junior status, and acceptance into Teacher Certification Candidacy.
- EN 4805 Single Author** **4 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.
- EN 4875 Teaching Literature: Knowledge and Experience** **3 credits**
 An introduction to methods and philosophies of the teaching of literature and reading, with a focus on grades 5-12. Students examine adolescent literature and explore a response-based cultural studies approach to teaching literature. Not open to students who have earned credit for EN 4550, EN 4555 or EN 5870. Falls.
Prerequisite(s): (EN 2560 or EN 2900), Junior status, and acceptance into Teacher Certification Candidacy or graduate status.
- EN 4910 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 1600 or EN 2500, Junior or Senior status, permission of the Department Chair.
- EN 4950 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 a maximum of 12 credits. Pass/No Pass.
Prerequisite(s): permission of the Director of Practica/Internships and the English Department Chair.
- EN 5000 Teacher Action Research** **3 credits**
 This course is designed to provide a background in qualitative classroom-based research. Students design a research project in which they find and frame a research question that they will investigate through interview, observations, participant observations, or analysis of artifacts. Students will write up and present the results of this limited study.
- EN 5050 Theory and Practice in the Teaching of Writing Middle/Secondary** **6-9 credits**
 This is a summer institute for teachers of grades K-16 sponsored by the Plymouth Writing Project. Teachers work on their own writing, conduct research into an aspect of teaching writing, participate in reflective practice, and in critical teaching demonstrations. This is an intensive, full-time, summer experience. Available through application only.
- EN 5100 Using Film to Teach Literature in Secondary Schools** **3 credits**
 The study of the basic elements and techniques of filmmaking and the exploration of methods through which the study of film might be used in the literature class, primarily with the visual elements inherent in literature. The course will culminate with each student teaching a session on a scene from a film.
- EN 5240 Study of Language and Grammar** **3 credits**
 Selected reading and research in the nature and development of language, history of the English language, dialects, levels of uses, and purposes of language. The structure of American English is also discussed, as well as recent developments in language study.

- EN 5300 Poetry Workshop for Teachers** 3 credits
This course is designed to help teachers develop their own poetry and to learn ways of working with poetry with their students. Students will compile a portfolio of original poetry and design a poetry-writing program for use in their classes. They will also learn techniques for integrating the study of poetry throughout the curriculum.
- EN 5316 Teaching Writing: Practice** 1 credit
A clinical experience designed for teacher certification majors who wish to teach middle and high school English language arts. With supervision of faculty and practicing teach-mentors, candidates plan, implement, and assess curriculum and instruction and work with middle and high school students in a public school. Focuses the curriculum and instructional practice for the teaching of writing. Falls.
Prerequisite(s): acceptance into Teaching Certification Candidacy.
- EN 5320 Teaching Literature: The Short Story** 3 credits
This course focuses on critical reading of short fiction and how to approach discussion of story elements.
- EN 5330 Writing Project Practicum** 3 credits
This course is the culminating experience in the teacher consultant certificate program. It is intended to provide learning and professional experience relating theory to practice for Plymouth writing project fellows in providing professional development to other teachers as they assume leadership positions in the writing project. Students undertake the planning and development of materials and implementation of 40 hours of professional development activity for the Plymouth writing project under the supervision of the project director or one of the co-directors.
Prerequisite: EN 5050 and EN 5450.
- EN 5340 Exploring Writing and Technology** 3 credits
Exploring Writing and Technology is designed for those wanting to learn about the connection between writing and web technologies such as social networking, online collaboration, blogs, wikis, Google applications, and more. Teachers will learn about and explore uses of technology and writing and design projects for their classrooms.
- EN 5370 Writing Across the Curriculum** 3 credits
In this course for teachers of all disciplines at all levels, we will examine a variety of techniques for integrating writing into all classes. Teachers will adapt the practices demonstrated to their subject area and grade level and gather student writing samples. We will analyze student writing samples, and discuss implications for teaching K–12. At the same time we will respond to students' writing, write about our teaching, and explore the implications for our practice.
- EN 5380 Open Institute for Teachers of Writing** 3–6 credits
The aim of the open institute is to allow participants the time, space, and optimal conditions to work on their own writing, explore theory and research in the teaching of writing, and to transform learning into practice for teaching. The institute is divided into two interwoven sections: Theory and Research Into Practice (TRIP) and Writing and Reflective Practice (WRP).
- EN 5450 Leadership in Writing** 3–6 credits
This is an advanced course for teachers who are ready to assume leadership positions relative to staff development in the teaching of writing. The course will provide an in-depth background in the teaching of writing, including process based teaching, planning for instruction, assessment, writing across the curriculum, staff development, and how to help teachers become reflective practitioners in all areas of the teaching of writing. Available by application only.
- EN 5500 Topics in Teaching Literature** 1–3 credits
This course focuses on various topics in literature at the graduate level not covered in other English courses and may be repeated with different topics.
- EN 5556 Teaching Literature: Practice** 1 credit
A clinical experience designed for teacher certification majors who wish to teach middle and high school English language arts. With supervision of faculty and practicing teacher-mentors, candidates plan, implement, and assess curriculum and instruction and work with middle and high school students in a public school. Focuses the curriculum and instructional practice for teaching literature. Falls.
Prerequisite(s): acceptance into Teaching Certification Candidacy.
- EN 5560 Topics in Teaching Writing** 1–3 credits
This course focuses on various topics related to the teaching of writing not covered in other English courses and may be repeated with different topics.
- EN 5620 Promising Practices in the Teaching of Writing** 1–3 credits
An introduction to various promising practices in the teaching of writing. Participants will attend workshops and follow-up sessions after applying promising practices in their classrooms. They will then write a culminating paper in which they reflect on their experience and what they have learned from implementing the practices with their students.
- EN 5630 Writing Workshop for Teachers** 3 credits
Structure and implementation of classroom writing workshops, including conferences and portfolio assessment. Students will study writing process history and theory, and work with their own writing. They will create a personal literature anthology exploring their relationship to various literary genres. Analysis of student writing samples, evaluation criteria for writing, and their implication for teaching will be discussed.
- EN 5645 Teaching Writing: Knowledge and Experience** 3 credits
An introduction to methods and philosophies of the teaching of writing, with a focus on grades 5-12. Students explore philosophical elements of a process/environmental approach to teaching writing for responsive teaching in a democratic and pluralistic society. Not open to students who have earned credit for EN 5640. Springs.
Prerequisite(s): acceptance into Teacher Certification Candidacy or graduate status.

EN 5710 Writing and Thinking 1–3 credits

The aim of this course is to provide all participants with a background in the theory and practice of writing in the content areas. Through their own writing and through inquiry related to their individual professional goals, educators will relate theory and practice in terms of using writing for learning, and more process-based writing in their disciplines. They will become familiar with the basics of what research has demonstrated about writing across the curriculum, assessment, how writing intersects with content material.

EN 5720 Writing Our Communities 1–3 credits

This course will explore how to use writing to examine the history, culture and ecology of the place in which we live. Participants will develop educational units appropriate to their teaching situations, explore the use of artifacts in their lives and in our history and culture, and examine how these reflect relationships of power.

EN 5830 Teaching Literature for Cultural Understanding 1–3 credits

This course provides an introduction to the use of multicultural literature appropriate for K–12 classes to increase cultural understanding. Students will apply a spectrum of intercultural sensitivity as a guide for working with their students. The course involves the planning and implementation of a unit of study involving the teaching of multicultural literature in the K–12 school and integrating writing and the arts.

EN 5875 Teaching Literature: Knowledge and Experience 3 credits

An introduction to methods and philosophies of the teaching of literature and reading, with a focus on grades 5-12. Students examine adolescent literature and explore a response-based cultural studies approach to teaching literature. Not open to students who have earned credit for EN 5870. Falls.

Prerequisite(s): acceptance into Teacher Certification Candidacy or graduate status.

EN 5900 English Education Teaching Internship 1–12 credits

Capstone experience for educator certification majors leading to certification in English grades 5-12. The internship is a continuous, full-time experience during which students gradually assume full responsibility for teaching a full schedule of classes at the middle or high school level in English/language arts. Pass/No Pass.

EN 5910 Independent Study 1–3 credits

Enrichment of the background of students in education through the pursuit of a special topic pertinent to their interests and abilities. A chance for an in-depth study of a problem in the field of English. Consent of a faculty supervisor and department chair is required.

EP - Educational Leadership**EP 7020 Collaborative Leadership** 3 credits

Students will explore major concepts related to developing partnerships and communities of learners. Course topics include the change process, forms of school and community governance, school culture, the concept of collaboration, and agencies and organizations involved in community programs and initiatives. Special attention is focused on planning and implementing system-wide and building-level networks. Students will develop and evaluate a framework for collaboration and demonstrate systems thinking. This is the first course completed in the CAGS core component.

EP 7030 Transforming the Educational Agenda 3 credits

This course focuses on the development of a self-renewing capability inherent in professionals and organizations. Students will discuss the notion of transformation in the context of knowledge base, self-reflection, and the socio-professional processes in educational change. Students will explore the integration of ecological perspectives within a changing society and the demand for greater tolerance of human behavior in the context of learning. Students will demonstrate an understanding of the need to keep student learning and development as the central core of educational change.

Prerequisites: EP 7020 and EP 7040.

EP 7040 Planning in Education and Human Services 3 credits

The purpose of this course is to develop effective collaborative planners. This course presents the major stages in the process of developing a strategic plan, including forming a mission statement, crafting and implementing the plan, and evaluating plan performance. It provides a theoretical and practical overview of the skills, strategies, and resources required through each stage of the systemic planning process.

Prerequisite: EP 7020 and EP 7040.

EP 7050 Advanced Mixed Research Methodology 3 credits

This course addresses mixed research design methodologies with a particular emphasis on constructing a proposal for a mixed methods study. The course includes theory and practice related to initiating an inquiry; gathering, recording, and analyzing data; and evaluating a study.

Prerequisites: Eligibility for CAGS level coursework, and a graduate level course in research design.

EP 7055 Transformative Research 3 credits

Transformative Research is an advanced course in research and evaluation methods appropriate for advanced graduate students. The intersection of applied social research and program evaluation will be explored, as well as researcher identity, developing a research focus, a transformative research and evaluation model, and qualitative, quantitative, and mixed methods. Students will partner with a school or agency to develop a research project focused on the needs of the partner. The Transformative Approach to formulating research questions and developing original research will be emphasized, in alignment with our program's hallmarks and the goal of preparing transformational leaders who can conduct, as described by Mertens (2009), culturally responsive research that places central importance on the lives and experiences of diverse communities, that seeks out those who are silent, involves those who are marginalized, and results in actions that further human rights and social justice.

Prerequisite: A graduate level course in Research Design. Also offered as HD 7055.

EP 7060 Legal Issues in Policy Making 3 credits

This course presents a discussion of ways institutions and their communities must deal with the legal and political environment in which they exist. Topics include current legal issues and how the stakeholders in society can use the law as a tool for social change. Institutions must advocate for positive change through the development of thoughtful legal policies and practices.

Prerequisites: AD 5700 or SE 5300.

EP 7070 Contemporary Social Trends 3 credits

Contemporary social, economical, political, and educational issues are the core of the course. They are identified in a forum that provides opportunities for the students to research current methodology together to address problems that relate to the specific roles of the course participants in their work inside or outside of the educational field. Working collaboratively, course candidates explore short-range and long range problem-solving strategies directed toward increasing their awareness of community perception and expectations, techniques for facilitating institutional change, and responding to the nature and culture of internal and external political systems and environments as they apply to their work sites.

Prerequisite: EP 7020.

EP 7080 Ethical Leadership and Decision Making 3 credits

This course will explore the intersections of the concepts of ethics, leadership, critical thinking and decision making from a wide range of disciplines, contexts and professions. Students will engage in an analysis of varied practices and principles related to leadership by exploring ethical issues and developing a foundation for their leadership practices. Students will develop a refined sense of morally significant issues from a leadership context and realization of their capacity to respond to moral issues according to personal morals and values.

EP 7090 Critical Perspectives for Arts Advocacy 3 credits

To be an advocate of the arts must mean in some degree to have given thought to the very nature of the arts and their function in human development and culture. This course attempts through reading, discussion, writing, and forms of "doing art" to broadly circumscribe the nature of the arts and their function within the human experience. The readings will help facilitate seminar discussions designed to explore a variety of views about how the arts, once identified and defined within human experience and culture, contribute to human flourishing by opening up a more encompassing range of choices and possibilities. To be an advocate for the arts in this sense is to realize the intimate connections that the arts evoke, as well as to encourage the expansion of social vision through public forms of conduct and communication.

EP 7100 School Labor Relations, Negotiations, and Personnel Management 3 credits

Focus on policies and procedures affecting personnel management in the schools. Discussion of staffing, program and personnel evaluations, office procedures and recordkeeping, decision making, and negotiations. Emphasis on collective bargaining statutes, case law, grievance processing, mediation, employee relations boards, union security, provisions, scope of bargaining, and the administration of the negotiated contract.

Prerequisite: admission to Superintendent Certification program.

EP 7110 Arts and Learning 3 credits

This course is designed to provide candidates with the arts leadership skills necessary for designing, implementing, assessing, and sustaining arts integration models in diverse school settings. The course will focus on the multiple roles of the arts as mediation tools offering languages for learning and methods for instructions. This course will provide candidates with theoretical and applied knowledge of comprehensive interdisciplinary multi-arts integration supporting learning in, with, and through the arts. Candidates will be introduced to the research based Integrated Instructional Model, which incorporates the components of community, problem-based learning, and arts integration. Candidates will explore the use of the arts and artistic methods through hands-on activities modeling arts-infused learning and instruction. Candidates will apply individual and group understandings to considerations of site-specific school change and sustained systemic professional development.

EP 7120 Appreciative Inquiry 3 credits

Learn to leverage change initiatives and improvement processes by discovering the positive core of an organization, team, or process. Beginning from a positive vantage point will: empower an organization, and encourage motivation and positive action, while increasing commitment and creating sustainable success. This method has been used by the Dalai Lama, the U.N., the U.S. Navy, and a variety of major corporations, hospitals, and educational institutions. Appreciative Inquiry was originally conceived as a method for large-scale organizational development change initiative; it is now used in the following ways: as a method to improve relationships and team performance, as a program assessment tool, as a research method, and for building communities. This will be a hands-on learning experience. During the course we will cover some foundational theory and conduct an appreciative inquiry. This class will provide skills and knowledge that can be directly applied professionally or personally.

EP 7121 Designing and Leading Healthy Organizations 3 credits

The course is designed as an intensive introduction to the theories, methods and tools for building wellness concepts into the strategic planning process of organizations. The class will define the future of wellness in the workplace evolving beyond mechanistic approaches to individual wellness and developing holistic principles leading to organizational health. At the completion of the course, students will have an understanding of ways to institute a new wellness paradigm into organizational design.

EP 7130 Shaping Policies and Practices in Arts Education 3 credits

This course is designed to provide candidates with the arts leadership skills necessary to effect and sustain changes in current educational settings toward a greater emphasis on improving the quality of arts education. Candidates will explore major concepts related to shaping policies and practices in arts education, while examining current educational systems with an eye toward systemic change. Connections will be made to the importance of sustaining and developing curriculum, sustaining arts advocacy projects and programs, and transforming educational systems to embrace learning with, about, in, and through the arts.

EP 7200 School Buildings and Transportation 3 credits

The role of the school administrator in planning school construction projects, maintaining school facilities, and overseeing the transportation of students is the focus of the course. Also emphasizes the relationship of facilities and transportation to meet the program needs of the students while complying with state and federal regulations.

Prerequisite: admission to Superintendent Certification program.

EP 7210 Leading Curriculum and Instruction to Transform Schools 3 credits

The competence, skills, and knowledge required for providing leadership in curriculum, instruction, and assessment are the foundations of this class, which focuses on improved teaching and learning. Students will hone their ability to plan and facilitate the implementation of a developmentally appropriate, standards-based comprehensive curriculum, instruction, and assessment program that includes the effective use of data to improve student learning while making use of technology and information systems to support the instructional program. Interwoven is a close examination of the best practices and current trends in developing the culture, climate and partnerships necessary for successful growth.

EP 7215 Leaders as Professional Developers 3 credits

The changing demands and expectations for organizations coupled with inadequate resources makes ensuring adequate professional development a challenge. To effect that concern efficiently it is critical that leaders embrace their role as professional developers. This course includes exploration of the relationship between leadership and professional growth in organizations and the design and delivery of professional learning opportunities for adult professionals.

EP 7300 The Superintendency and School District Leadership 3 credits

In-depth studies of essential knowledge bases and best practice skills required to effectively execute the responsibilities of the district-level administration, including the roles of the public school superintendent and assistant superintendent. Attention will be given to balancing three sometimes conflicting roles: instructional, managerial, and political, in an era of standards-based accountability. *Prerequisite: admission to Superintendent Certification program.*

EP 7400 Conducting a Qualitative Study 3 credits

This course addresses the practice of conducting qualitative research studies. A variety of qualitative designs will be included with attention to identification of research problems, writing appropriate research questions, development of the theoretical/conceptual framework, epistemology, researcher bias, data collection, data analysis, articulation of findings, and qualitative research report writing. Each student will conduct a small-scale study.

EP 7560 Special Topics in Educational Leadership 1–4 credits

An in-depth study of a particular topic, contemporary issue, or concern. The course will be taught by a specialist in the field or guest speakers who will meaningfully address the topic. Since topics vary, the course may be repeated with the permission of the instructor.

**EP 7800 Practicum in Educational Leadership:
The Superintendency 3–6 credits**

The purpose of the practicum is to provide students with meaningful-field-based experiences that focus on the role of a school district leader. This is a collaborative, 300-hour supervised experience intended to support students in applying the knowledge, skills, and understandings they have gained throughout their K–12 superintendent certification program. Supervision of the practicum is the responsibility of two individuals: the university instructor, a Plymouth State University faculty member; and the site supervisor (or mentor), a school district superintendent.

Prerequisites: admission to Superintendent certification program and EP 7100, EP 7200, EP 7210 and EP 7300.

EP 7830 Practicum: K–12 Curriculum Administrator 1–6 credits

This course is designed as the culminating field experience for enrolled advanced graduate students seeking New Hampshire Department of Education (NHDOE) certification as a K–12 Curriculum Administrator. The practicum is a performance-based analysis of the role of the K–12 Curriculum Administrator in practice with emphasis on changes in society and schools as well as with reference to job responsibilities of the position—the art and science of school system leadership. Students enrolling in the practicum are expected to spend time interacting with a practicing curriculum administrator and completing a practicum project to fulfill requirements meeting state certification. Practicum readings and activities are designed to provide experiences relevant to building a required certification portfolio that demonstrates formal knowledge of executive leadership and management, dispositions (using that knowledge to reflect on experiences), and performances (school-based applications) as described in the interstate school leaders licensure consortium (ISLLC) standards for school leaders and New Hampshire education standards for curriculum administrator.

Prerequisites: completion of required curriculum administrator course-work.

EP 7840 Capstone in Arts, Leadership and Learning 3 credits

The capstone experience is designed to provide an opportunity for CAGS-level graduate candidates to demonstrate their knowledge of leadership and the arts by designing and implementing an art, leadership and learning project within an educational setting. Candidates are required to spend a minimum of 40 hours per credit hour devising and executing their planned project. At the conclusion of the capstone, candidates are expected to share their results in a public setting with faculty and others interested in arts and learning.

EP 7850 CAGS Capstone 3–6 credits

The graduate capstone is the culminating course in the Certificate of Advanced Graduate Studies (CAGS) in Educational Leadership (non-certification), Curriculum & Instruction concentration. The purpose of this course is for students to apply the knowledge, skills, and understandings they have gained in program coursework to their professional setting. Students will plan approximately 40 hours of work for each credit to be earned in their capstone. Students must submit a Graduate Capstone Project Proposal form with their registration, and the Capstone Project must be approved by the advisor. Once completed, students must present their capstone product(s) to their advisor, capstone supervisor, and/or other PSU faculty members, as determined in the capstone proposal.

Prerequisite: Consent of advisor, and satisfaction of all other program requirements.

EP 7888 Portfolio Assessment for Superintendent Course Competency 3 credits

This course provides students who have been matriculated into the CAGS in Educational Leadership Superintendent or Superintendent professional licensure programs the opportunity to demonstrate competency on the standards and objectives related to EP 7060 Legal Issues in Policy Making, EP 7300 The Superintendency and District Leadership, EP 7200 School Buildings and Transportation, and/or EP 7210 Leading Curriculum to Transform Schools. This course is repeatable up to 12 credits. Not eligible for financial aid. Pass/No Pass.

Prerequisite(s): signature of instructor and matriculation in the Superintendent program.

EP 7910 Independent Study 1–4 credits

Enrichment of the background of students in a particular field of study through the pursuit of a special topic pertinent to their interests and abilities through research. Consent of the faculty supervisor and department chair is required.

EP 8000 Emerging Perspectives on Learning and Development 3 credits

Leaders play an important role in constructing, guiding, and improving learning in organizations. This course explores research-based discoveries and insights about the brain, learning, and development from multiple disciplines. Topics will include current developmental concepts as they are connected to understanding people, organizations, and policy settings.

EP 8010 Program Evaluation: Theory and Practice 3 credits

This course engages students in understanding and using the theory and practice of program assessment and evaluation, including the effective communication of results. Students work directly with an agency or program to design an evaluation proposal. Various methodologies and approaches are investigated. Students discuss how to use data to inform decisions and to plan and assess programs.

Prerequisites: a research design course and a qualitative research course; member of the PSU EdD cohort.

- EP 8020 Ethical Leadership and Advocacy** **3 credits**
 This course focuses on ethical leadership and advocacy with an emphasis on personal and professional standards. Students apply ethical decision-making models to dilemmas drawn from professional contexts. The psychological and moral development needed to effectively advocate for social justice is considered. Students will demonstrate understanding of effective advocacy at the individual, community, and socio-political levels.
Prerequisite: Member of the PSU EdD cohort.
- EP 8025 Writing a Literature Review** **1–3 credits**
 In this course students will utilize scholarly literature to develop a conceptual framework for their dissertation research. Using their work with the literature as a foundation, students will be expected to draft a high-quality, comprehensive, and compelling prospectus for recruiting their dissertation chair and committee. The proposal will continue to be refined in EP 8050.
Prerequisites: EP 8000, EP 8010, EP 8020, EP 8030, EP 8045. Pass/No Pass.
- EP 8030 Leadership in a Diverse World** **3 credits**
 Leaders often find themselves making decisions, facilitating programs, and mediating conflicts that emanate from the many ways in which humans differ, including ethnicity, race, religion, sexual orientation, and cultural beliefs. In this course, attention will be given to central topics and critical issues that address global leadership competencies in working with diverse populations. Students will critically examine the complexity of culture, the building of community, and the promotion of social justice from individual, community, and global perspectives. Furthermore, students will consider and evaluate both reactive and proactive roles for leaders in educational, social, and political settings.
- EP 8040 Resource Planning and Stewardship** **3 credits**
 Leaders are expected to develop policies and implement practices that maximize the financial, environmental, material, technological, and human resources of their organization. Through the investigation of case studies, site visitations, and research, students will explore exemplary practices and potential approaches for the best use of an organization's resources. Topics will include: budgetary practices with high accountability factors, energy programs, recycling resources, employing technology while containing costs, and innovative personnel practices.
- EP 8045 Quantitative Research Methods** **3 credits**
 This course presents an overview of quantitative research design. Understanding the logic and underlying rationale of these research methods is of prime importance in this course. The course includes material related to measurement, sampling, research design, data collection and analysis, and statistics. Student will define and refine a substantive area of intended study and research.
Prerequisites: EP 8000, EP 8010, EP 8020, EP 8030, EP 8060.
- EP 8050 Vision: Synergy and Synthesis** **3 credits**
 Transformational leaders facilitate the regeneration of organizations as visionary workplaces where synergy and synthesis are the ingredient for evolutionary change. Students will explore emerging paradigms of leadership and organizational behavior to enhance their understanding of vision, synergy, and synthesis. In order to ensure synergy between course work and dissertation the research prospectus will be refined using the concepts learned.
Prerequisites: EP 8000, EP 8010, EP 8020, EP 8025, EP 8030, EP 8045, EP 8820.
- EP 8060 Doctoral Seminar: Writing the Proposal** **3 credits**
 In this course, candidates are expected to craft a high quality comprehensive and compelling prospectus for their dissertation research proposal that is tailored to their interests and discipline. The seminar topics focus on helping students design a research study and write a dissertation proposal.
Prerequisites: Successful completion of these doctoral core courses: EP 8000, EP 8010, EP 8020, EP 8030, EP 8040, and EP 8050
- EP 8070 Dissertation Block I (Review Of Literature)** **3 credits**
EP 8080 Dissertation Block II (Methodology and Proposal Defense) **3 credits**
EP 8090 Dissertation Block III (Data Gathering and Analysis, Conclusions, and Dissertation Defense) **3 credits**
- These courses serve as culminating experiences in the Doctor of Education program, building on research conducted throughout the coursework and resulting in extensive research and writing on a topic appropriate to a candidate's program, under direction of a project advisor. Candidates' projects demonstrate comprehensive understandings of the knowledge and practices of their selected field of study. These doctoral seminars are organized into a sequence to support the writing of the dissertation and should be taken in order: writing the proposal, writing the literature review and methods sections, collecting data and analyzing findings, and writing up the results and conclusions or discussions. Pass/No pass.
- EP 8800 Dissertation Research** **3 credits**
 This course is designed to facilitate successful completion of the doctoral dissertation. This course is repeatable. Students collaborate with their dissertation chair to determine tasks and resources needed to move towards dissertation completion. Pass/No Pass.

EP 8820 Externship 3–6 credits

The externship represents an important stage in the preparation of doctoral candidates. The externship provides an opportunity to explore and research topics of interest related to the dissertation at domestic and international locations outside the University. Externship placements allow candidates to gain new perspectives, sample different career paths, gather practical experience related to the dissertation, and network with leaders in education and related fields. Candidates work with their instructor to establish the focus and site of the externship placement. Candidates develop and present their research project at the conclusion of the externship to faculty and peers. Students should be aware that a background check might be a requirement of certain externship sites.

EPL – Environmental Planning**EPL 2100 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.

EPL 3100 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.

EPL 3150 Introduction to Permaculture 3 credits

Permaculture is an approach to designing human settlements and agricultural systems that are modeled on the relationships found in natural ecologies. Permaculture has recently become one of the most holistic, integrated system analysis and design tools in the world. Serves as a foundation for further Permaculture study and is recommended before taking the internationally recognized Permaculture Design Certificate. Springs.

EPL 3270 Sustainability in Residences 3 credits

Includes engaging in active endeavors that are part of the on-going educational project at the EcoHouse, including project development, funding alternatives, and the implementation of sustainable projects at the residential scale. Field visits highlight other projects, their challenges and successes, and the funding sources involved in their implementation. Falls.

EPL 3500 Field Study in Permaculture 3 credits

Explores sustainable living systems and includes the application of Permaculture principles to food production, building construction, energy conservation and generation. Students meet on campus twice prior to the March trip and a design project will be completed by each student prior to the end of the semester. Requires a fee to cover the cost of travel and accommodations. Springs.

Prerequisite(s): permission of the instructor.

EPL 3960 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. Repeatable for a maximum of 6 credits. With permission. Falls and Springs.

Prerequisite(s): approval of the discipline's Internship Program Coordinator.

EPL 4150 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.

EPL 4910 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.

EPL 4990 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 Education**ER 2150 Play and Learning in Early Childhood 4 credits**

Focuses on the essential importance of play for young children's learning and development. Introduces key theories about the nature and purposes of play. Examines the developmental progression of play from birth through age 8, characteristics of play, and types of play. Explores environments, materials, and interactions that promote children's play. Considers threats to play and ways in which early childhood educators can be effective advocates for play. Students have opportunities to explore and play with materials in class as well as to observe and promote children's play in early childhood settings. Falls.

ER 2200 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.

ER 2305 Young Children's Learning and Development in Context 4 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. Not open to students who have earned credit for ER 2300. Falls.

ER 2400 Nutrition, Physical Activity, and Health for the Young Child 3 credits

Introduces core concepts for nutrition, physical activity, and health in early care and education settings. Surveys national and state nutrition, physical activity, and health initiatives to address malnutrition and obesity. Examines the health and nutritional factors necessary for children's optimal development and learning for children from birth through age 8. Explores health and safety topics for the prevention of childhood illnesses and disease. Focuses on materials, environments, and interactions to promote health and safety in the home and early childhood settings. Falls and Springs. (WECO)

ER 2800 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.

ER 3210 Assessment in Early Childhood 3 credits

Explores the goals, benefits, and uses of assessment in programs serving children birth-age 8. Examines a variety of assessment strategies and their uses in developing goals and curriculum, selecting appropriate teaching strategies, and informing decisions. Emphasis on assessments that are responsible, ethical, and appropriate for diverse children. Promotes the importance of establishing assessment partnerships with families and other professionals. Requires 3 hours of observation in early childhood settings. Not open to students who have earned credit for ER 3200. Falls.

Prerequisite(s): ER 2300.

ER 3300 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)

ER 3400 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.

Prerequisite(s): ER 2800.

ER 3450 Guiding Young Mathematicians: Math Methods for Early Childhood 4 credits

Examines how children from birth through age 8 develop mathematical ideas and the typical learning progressions for various mathematical concepts. Reviews aspects of early childhood learning environments that can support young mathematicians. Introduces ways to develop activities to engage young children in mathematical thinking, problem solving, and discourse. Requires 6-9 hours of observation in approved early childhood settings. Springs.

Prerequisite(s): MA 2110. (QRCO)

ER 3700 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 25 hours in a primary grade classroom. Falls.

ER 4200 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)

ER 4250 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 of 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, RL 3500, and a 3.0 GPA. Corequisite(s): ER 4290. (TECO)

ER 4290 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, RL 3500, and a 3.0 GPA. Corequisite(s): ER 4250.

ER 4300 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)

ER 4410 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 Internships in the Office of Educator Preparation. Corequisite(s): ER 4500.

ER 4500 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.

Prerequisite(s): minimum 3.00 cumulative GPA. Corequisite(s): ER 4410.

ER 4600 Special Topics in Early Childhood 3 credits

Provides special opportunities for upper-level Early Childhood majors to explore topics not covered in depth in other early childhood classes. Topics vary. May be repeated for credit once with a different topic. Unscheduled.

Prerequisite(s): Early Childhood Education majors.

ER 4700 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. Springs.

Prerequisite: permission of the instructor.

ER 4910 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**ERSE 2500 Inclusive Early Childhood Education 3 credits**

Introduces the concept of inclusion as it relates to programs and services for young children ages birth to 8 and their families. Examines the values, policies, and practices that support the right of every child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society. Focuses on the defining features of inclusion—access, participation, and supports. Emphasizes the practices that lead to desired results of inclusion for young children with and without disabilities and their families: a sense of belonging and membership; positive social relationships and friendships; and development learning to reach their full potential. Springs.

Prerequisite(s): ER 2300.

ERSE 3100 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. Unscheduled.

Prerequisite(s): ERSE 3600.

ERSE 3300 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. Last offering Spring 2019.

Prerequisite(s): ERSE 3100.

ERSE 3500 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.

ERSE 3600 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 6 hours per week in an approved infant/toddler setting. Springs.

ERSE 3900 Early Intervention Practicum 3 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 6 hours per week in an approved infant/toddler setting. Last offering Spring 2019.

Prerequisite(s): ERSE 3100 and permission of the instructor.

ES – Earth Science**ES 1000 Introduction to Planetary Science 3 credits**

Intended for non-science majors. Emphasizes comparative planetology: 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.

ESDI 1100 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. Additional course fee required. Springs. (SIDI)

ES 2170 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. Additional course fee required. Springs.

ESDI 2500 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)

ES 2600 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.

ESDI 2610 Earth Systems Science: The Hazardous Earth 4 credits

Emphasizes Earth systems science and Earth processes that pose threats to social systems, including natural hazards such as earthquakes, volcanoes, tsunamis, landslides, avalanche, and meteor impacts. Additional course fee required for field trips. Falls. (SIDI)

ESP – Environmental Science and Policy**ESP 1500 Introduction to Field Techniques 3 credits**

Introductory course for ESP majors; involves weekday lectures and weekend fieldwork during the first 3 weeks of fall semester. Students learn field and technology-based skills essential in environmental coursework and careers. On-campus lectures explore field applications for environmental issues and create opportunities for practice with computer databases, spreadsheets, and graphing. Additional course fee required. Falls.

Prerequisite(s): Environmental Science and Policy major, or permission of the instructor. Corequisite(s): ESP 2100.

ESP 2100 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. Corequisite(s): ESP 1500.

ESP 2110 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.

ESP 2150 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.

ESP 2300 Foundations of Environmental Policy 4 credits

Provides students with an introduction to domestic (US and New Hampshire) and global environmental history, issues, policies, and politics. Students learn the processes by which environmental policy is created and become familiar with common policy tools for addressing environmental issues and conflict. Explores interdisciplinary linkages between economical and environmental policies and examines the role of science and society in policy-making. Springs.

Prerequisite(s): (ESP 2100 and ESP 2110) or permission of the instructor.

ESP 3000 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.

ESP 3200 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 associate environmental and societal consequence. Additional course fee required. Falls.

Prerequisite(s): Environmental Science and Policy majors or permission of the instructor.

ESP 3270 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.

ESP 3300 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.

ESP 3310 Hydrology 4 credits

Combines physical hydrology concepts and theory with laboratory and field measurements, demonstrations, and observations. Provides integrated training in hydrologic sciences and hands-on experience with instruments and analytical methods such as stream gaging, indirect discharge measurements, and surveys of channel morphology. Students learn hydrologic aspects of fluvial lake, wetland and groundwater systems in interdisciplinary, biogeochemical contexts. Falls.

Prerequisite(s): ESP 2110 or GE 2001 or MT 2110.

ESP 3320 Climate, Risk, and Adaptation 3 credits

Introductory course on Earth's climate; examines evidence about climate change, both past and present, and predicted future effects on environmental and societal systems. Topics include global, regional, and local approaches to climate risks, mitigation, and adaptations. Springs.

Prerequisite(s): BI 1120 or ESP 2110 or GE 2001 or MT 2110 or permission of the instructor.

ESP 3330 Environmental Geology 4 credits

Covers Earth's geosystems and the geologic aspects of environmental hazards concerns like heavy methods, asbestos and radioactive elements; sea level change; acid-mine drainages and hydrofracturing earthquakes. Provides hands-on opportunities to investigate, observe, and document geological aspects of Earth's environmental systems including soils and sediments; minerals, rock and land formations; various types of fossils, oceanography, and geochemical cycles. Additional course fee required. Falls.

Prerequisite(s): ESP 2110 or GE 2001.

ESP 3340 Introduction to Ecological Economics 3 credits

Science of sustainability. Implementing sustainable practices must consider what is ethical, practical, efficient, and logical, and economics is a key component. Topics include: ecosystem services, resource management, supply and demand, market failures, economic growth and human well-being, policy instruments, resource allocation efficiencies pricing and valuation of non-market goods, and ecological economics case studies. Fall of even years.

ESP 3400 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)

**ESP 3502 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 <http://fourcorners.blogs.plymouth.edu>. Additional costs for travel, lodging, meals, fees, and supplies. Spring of odd years.

ESP 3550 Environment and Health**3 credits**

Highlights the connection between Healthy Places and Healthy People. Humans interact with the environment constantly. These interactions affect our quality of life and the surrounding environment. Students explore how human-altered environments can influence human health and disease. Discusses the natural environment, and the social and building environment. Falls and Springs.

Prerequisite(s): Sophomore standing. (WECO)

ESP 3600 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. Additional course fee required.

Prerequisite(s): Environmental Science and Policy majors.

ESP 3610 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. Additional course fee required.

Prerequisite(s): Environmental Science and Policy majors.

ESP 4100 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. Last offering Spring 2019.

Prerequisite(s): Environmental Science and Policy majors.

ESP 4200 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.

ESP 4300 Land Conservation Techniques**3 credits**

Conserving land is a common societal goal. Explores the numerous, diverse reasons for conserving land and various mechanisms for conserving land. Students learn techniques and methods for land conservation and associated management needs. Numerous case studies in land conservation and field trips to those sites enrich the course. Additional course fee required. Fall of odd years.

Prerequisite(s): junior or senior status.

ESP 4310 Advanced Conservation Ecology**3 credits**

Provides students an in-depth understanding of ecological principles at the foundation of environmental problems and conservation actions. Blends qualitative and quantitative assessment of environmental integrity of landscape, ecosystem, community species, and genetic levels. Students discuss peer-reviewed literature and use Excel formula, GIS, and online tools to achieve learning outcomes. Fall of even years.

Prerequisite(s): ESP 2100 and BI 3240.

**ESP 4320 Decision Making in Natural
Resource Management****3 credits**

Sustainably managing natural resources for multiple objectives creates challenges for practitioners and researchers in today's complex socio-political environment. Presents decision-making theories, applications and tools related to natural resource management, including life cycle assessment and multi-criteria decision analysis. Students work through local and regional decision making scenarios, comparing different tools and theories to real-life issues. Additional course fee required. Falls of odd years.

Prerequisite(s): ESP 2110 or GE 2001.

ESP 4400 Environmental Outreach and Communication**3 credits**

Communicating about environmental science is an important skill that helps link environmental science to policy. Introduces environmental science communication concepts, explores its historical and theoretical aspects, and develops communication and outreach skills through a variety of activities and projects. Fall of even years.

Prerequisite(s): junior or senior status.

ESP 4440 Climate Change**3 credits**

See MT 4440 for course description. Springs.

Prerequisite(s): MT 2110, (PH 2130 or PH 2410), and (MA 2490 or MA 2550); Junior status. (INCO)

ESP 4915 Undergraduate Research**1-4 credits**

Provides opportunity for students to conduct authentic science/ social science environmental research in collaboration with 1 or more PSU faculty members. Expected outcomes include publication and outreach of work. The number of credits corresponds to the level of effort and scope of work at 60 hours per credit. Repeatable for a maximum of 8 credits. Falls and Springs.

Prerequisite(s): permission of the instructor and ESP Department Chair.

ESP 4550 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)

ESP 4630 Environmental Science and Policy Internship**1-6 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. Repeatable for a maximum of 6 credits.

Prerequisite(s): Environmental Science and Policy majors and permission of the Department Chair.

ESP 4710 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.

ESP 4910 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.

ESP 5040 Environmental Consulting**3 credits**

This course is designed to train students on scientific degree tracks to become valuable employees in the environmental consulting industry by introducing them to the technical skills, project planning, and business management skills in demand by environmental consulting firms. The course focuses on the technical aspects in areas such as brownfield redevelopment, natural resources and environmental permitting, environmental compliance, sustainable development planning, etc. Course elements stress the use of industry standard procedures and state regulations, data and information management, report preparation, development of findings and opinions, and verbal presentations.

ESP 5060 Ecological Economics: Theory and Applications**3 credits**

Ecological Economics (EE) is not a traditional discipline. Often referred to as a "transdiscipline" because it crosses the boundaries of several subjects, many say that ecological economics is the science of sustainability. In this introductory, graduate-level course we will explore EE as a young and evolving field of inquiry. Standard and non-standard economic concepts will be explained along with ecological understanding to describe the challenges that arise in coupled natural-human systems. We will use problem and solution-based inquiry to test out some of the methods advocated by ecological economists. This will include participatory research on ecosystem services in local communities. Specific topics to be covered may include: Abiotic and biotic resources; supply and demand; market failures; economic growth and human well-being; policy instruments; efficient allocation of resources; pricing and valuation of non-market goods; and ecological economics case studies around biodiversity.

ESP 5070 Decision Making in Natural Resource Management 3 credits

Managing natural resources for multiple objectives, in a sustainable manner is a challenge that both practitioners and researchers face in today's highly complex socio-political environment. Decision analysis skills are highly valued in the field of environmental science. This course will present current theories and applications related to decision making for natural resource management. Students will have the chance to work through local and regional decision making scenarios and compare different tools and theories on the ground.

ESP 5080 Soils and Environmental Change 3 credits

The purpose of this course is to introduce soil science to environmental science, geology, geography and biology majors. The course's multi-disciplinary topics inform students about the relevance of soil studies across a broad spectrum of modern issues. Students will 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 availability, nitrification, carbon cycling and biodiversity. This class is integrated with a laboratory that allows exploration of soil science topics through field and laboratory exercises.

ESP 5090 Environmental Chemistry 3 credits

This course covers the chemistry of Earth's environment, including the natural chemical processes as well as anthropogenic contributions. The environment in this context is divided into the atmosphere, the hydrosphere, the lithosphere, and anthrosphere. Particular emphasis is given to human influences in each of these "spheres," including the causes, effects, detection, prevention, and mitigation of pollution. Environmental pollution is a global problem, with many technological and cultural causes, and as such requires an understanding of numerous disciplines in order to solve. This course thus involves the integration of concepts from chemistry, biology, geology, ecology, atmospheric sciences, hydrology, toxicology, political science, and others. Major topics to be covered include stratospheric ozone depletion, global climate change and energy, acid rain, waste disposal, organic and inorganic pollutants, and environmental regulation in the United States. The lab component will focus primarily on detection of pollutants in air and water and will include a class research project.

ESP 5160 Land Conservation Techniques 3 credits

Conserving land is a goal that many people share. This course explores the many and diverse reasons for conserving land and various mechanisms for achieving land conservation. Students will gain an understanding of the techniques and methods used in land conservation and how conserved land is managed. The region provides numerous case studies in land conservation that will be used to enrich the course.

ESP 5210 Forest Ecosystems 3 credits

The course will be structured around the advanced methods that have enhanced our understating of forest ecosystems. The course will explore concepts and techniques to address the changes in climatic cycles, the implications of wide-scale pollution, fire, and other ecological disturbances that have an effect on forests ecosystems. Topics to be covered include forest water and biogeochemical cycles, forest ecology, forest diversity, and global forest ecology. A field trip to the Hubbard Brook Experimental Forest or another location in the White Mountain National Forest is included.

Prerequisite: demonstration of competency in biogeochemistry, chemistry, ecology, and quantitative analysis; or permission of instructor.

ESP 5320 Watershed Hydrology 3 credits

This course will provide a qualitative and quantitative understanding of concepts and physical principles governing the occurrence, distribution, and circulation of water near Earth's surface. Emphasis will be on the physical understanding and parameterization of hydrologic processes, such as how rainfall and snowmelt become streamflow, evapotranspiration, and groundwater. This course is expected to serve as prerequisite to Watershed Management and Snow Hydrology, and co- or prerequisite to Field Methods in Water Resources.

ESP 5430 Environmental Law, Policy, and Management 3 credits

This introductory level course will help students understand the key "human" relationships in coupled natural and human systems. This will include understanding how the environment is affected by relationships among legal, political, and management players – including legislatures, administrative agencies, courts, federal, state, and local governments, nonprofit, private, and public stakeholders. We will explore key events and issues in the history of U.S. environmental law and policy and then analyze how those have impacted management practices. With historical perspective in context, we will explore current issues and project what the future landscape of environmental law, policy, and management might look like. Frequent case studies of varying scale (local, regional, international) will be used to examine the major theme and questions.

ESP 5440 Watershed Systems 3 credits

This course is dedicated to integrated environmental analysis of water-sheds, but it is not the study of water, per se, but rather the spatial unit defined by the flow of water, and the dynamics within these environmental systems. Watersheds are a microcosm of global ecosystems, containing the same dynamic relationships between land, water, and air but on a scale more accessible to study. This course provides students with a detailed overview combined with specific, high-impact examples of complex earth systems. It uses the watershed concept as a tool for analyzing water, energy, element, and sediment budgets, including biogeo-chemical cycles with important feedbacks to larger systems. It includes human impacts and reliance on these budgets and prepares students to see how global-scale ecosystems are integrated with each other and with society. Students should be prepared to read, comprehend and analyze several scientific papers each week, and to discuss them in class.

ESP 5450 Environmental Outreach and Communication 3 credits

Communicating about environmental science is an important skill and helps in linking environmental science and policy. This course will provide an introduction to environmental science communication concepts, explore historical and theoretical aspects of environmental communication, and develop communication and outreach skills through a variety of activities and projects. Connections will be made to students' research interests and projects to assist them in conveying their work to multiple audiences.

ESP 5500 Special Topics in Environmental Science and Policy 1–4 credits

An in-depth study of a particular topic, contemporary issue, or concern. The course will be taught by a specialist within the field being studied, or, as an alternative methodology, a faculty member will coordinate a series of guest speakers who will meaningfully address the topic. Since topics vary, the course may be repeated with permission of the instructor.

ESP 5510 Analysis of Limnological Systems 3 credits

This course will examine the structure and function of freshwater ecosystems. Topics to be covered will include the geology, chemistry, physics, and biology of such systems. Special emphasis will be given to biogeochemical cycles, energy flow and productivity, and relationships of freshwater systems to human existence. Lab work will include studies of both lotic and lentic systems.

ESP 5530 Science-Based Research Design and Data Visualization 3 credits

This course will focus on data analysis techniques in environmental science. Topics will include exploratory analysis, research design, univariate and multivariate statistical approaches, a few basic machine learning algorithms, and Monte Carlo propagation of uncertainty. The course is project based, so students will work with a large data set of their choice throughout the semester.

ESP 5540 Master's Thesis Outreach 1 credit

The Center for the Environment at Plymouth State University includes outreach in its mission. The center works on applied environmental problems and the engagement of local communities and organizations in its work and through the work of the graduate students in Environmental Science and Policy. In order to prepare students to be better communicators of science, this course will introduce outreach and science communication concepts and help students in developing outreach skills. This course is designed to be taken along with ESP 5900 Master's Thesis Research, and students will be required to complete an outreach project or activity related to their thesis research. Creative methods and activities will be encouraged. Pass/No Pass.

ESP 5560 Independent Environmental Research Outreach 1 credit

The Center for the Environment at Plymouth State University includes outreach in its mission. The center works on applied environmental problems and the engagement of local communities and organizations in its work and through the work of the graduate students in Environmental Science and Policy. In order to prepare students to be better communicators of science, this course will introduce outreach and science communication concepts and help students in developing outreach skills. This course is designed to be taken along with ESP 5920 Independent Environmental Research, and students will be required to complete an outreach project or activity related to their independent environmental research project. Creative methods and activities will be encouraged. Pass/No pass.

ESP 5580 Climate Change 3 credits

This combined lecture and discussion course examines Earth's climate system and the feedbacks that affect it over annual to millennial (thousands of years) timescales. It is a highly interdisciplinary course that integrates information on climate from atmospheric, oceanographic and geologic sciences, and broadens overall comprehension of natural and human-invoked changes in earth's critical zone systems. Students from meteorology, environmental science and policy, and ecology should find this course highly informative and useful. Topics include past and present records of climate change, the various fields of study that contribute to climate knowledge, the effects of scale and frequency on the quality and reliability of climate records, and the state-of-the-art in climate assessment and prediction. Lecture sessions will provide fundamental information, especially with regard to the scientific basis for our current understanding of climate, and will introduce "hot" topics for discussion. Discussion sessions will focus on the most recent status of these "hot" topics using recently published scientific papers and also online professional-level discussion forums. The role of science in politics and society will be an integral part of many of these discussions, including the obstacles created by declining public proficiencies in science and math and varying perceptions of risk.

ESP 5620 Environmental Law and Policy 3 credits

This course reflects the legal and political aspects of major environmental issues as embodied in environmental laws. The course will teach learners about the law and the policies that are the basis for environmental laws. Concurrent examination is proposed in order to provide linkage between policy and law as we will discuss real world events and issues. The course will be presented in a form to convey a robust understanding of the bigger procedural and theoretical picture in the formation, implementation, and facets for each topic. Topics include the legal process, the policy process, ownership and property rights, and how these relate to major environmental issues; water, air, waste, wildlife, and forestry. Emerging new issues will also be discussed.

ESP 5700 Graduate Seminar in Ecology and the Environment 3 credits

This graduate seminar focuses on how ecological concepts and studies inform scientists, managers, and decision makers about the nature of and solutions to environmental problems. Specific topics, each will clearly demonstrate the central role of ecology in understanding ecosystem function and how ecosystems respond to disturbances at multiple scales. Through readings and discussion, students become knowledgeable and critical of ecological theory and practice. The concepts are fleshed out through case studies taken directly from peer-reviewed literature.

Prerequisite: Demonstrated competency in the principles of ecology, including ecosystem ecology, landscape ecology and/or community ecology; or permission of the instructor.

ESP 5710 Science Colloquium Series 1 credit

This graduate seminar is designed to be a core course in the environmental science and policy program. It will focus on the analysis of contemporary issues in environmental science. Specific topics will vary from year to year and will be tailored to the interests of the students enrolled and faculty interests. The course will create a foundation of knowledge of contemporary issues. It is also expected that it will help students refine their research interests as well as be exposed to new ideas through interaction with others in the course. Pass/No Pass.

ESP 5720 Environmental Planning Seminar 1–3 credits

Land use planning is a dynamic field that involves the integration of a variety of components to improve communities and places. This graduate seminar will focus on furthering knowledge on specific topics related to environmental planning and explore interrelationships between topics. Topics might include smart growth, low impact design, transportation, energy, sustainable design, watershed planning, and community involvement.

ESP 5780 Applied Environmental GIS 3 credits

This is an introductory course designed for students with little or no experience using Geographic Information Systems (GIS). The course is hands-on and will progressively build on a series of GIS skills in preparation for completing a natural resources project utilizing GIS. The course includes five “learning” sessions during the term which will include extensive instruction and repetitive performance of key GIS tasks. The course will meet once a week for the remainder of the term where students will focus on and receive assistance with individual projects.

ESP 5900 Master’s Thesis Research 1–6 credits

Students select a topic in consultation with their advisor and committee. A timeline, proposal, and defense are outlined. A final thesis is prepared in accordance with program thesis guidelines. Pass/No Pass.

ESP 5910 Independent Study in Environmental Science and Policy 1–3 credits

Independent study provides enrichment of the background of students through the pursuit of a special topic pertinent to their interests and abilities. It is an opportunity for an in-depth study of a problem in environmental science or policy. Consent of a faculty supervisor and the student’s advisor is required.

ESP 5920 Independent Environmental Research 1–3 credits

Students select a topic and project in consultation with their advisor and committee. Collaboration with external organizations and partners is encouraged. A timeline, goals, deliverables, credits, and expected outcomes are outlined for each project. Pass/No Pass.

EV - Environmental Science**EV 5560 Special Topics in Environmental Science** 1–4 credits

An in-depth study of a particular topic, contemporary issue, or concern. The course will be taught by a specialist within the field being studied, or, as an alternative methodology, a faculty member will coordinate a series of guest speakers who will meaningfully address the topic. Since topics vary, the course may be repeated with permission of the instructor.

EX – Exercise and Sport Physiology**EX 2750 Functional Anatomy** 3 credits

Studies musculoskeletal anatomy and how it relates to human movement. Examines anatomical terminology, structure of points of articulation, origin, insertion and action of major muscles and their effects on posture and selected fundamental, exercise and sports movements. Falls and Springs.

Prerequisite(s): Allied Health Sciences or Exercise and Sport Physiology majors.

EX 2755 Introduction to Exercise Science 3 credits

Introduces students to key concepts concerning the anatomical, mechanical, physiological, neural, and psychological bases of human movement. Class activities include origination to curriculum, detailed examination of the sub-disciplines, exposure to available career options in exercise science, along with discussions of current issues and future trends. Falls and Springs.

Prerequisite(s): Exercise and Sport Physiology majors only.

EX 3580 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, 2120, 2130, and 2140).

EX 3750 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): (EX 3580 or PE 3580) (may be concurrent).

EX 3890 Exercise Testing 3 credits

Measurement evaluation of health-related physical fitness in healthy and special populations. Students learn field and laboratory measurements of all components of fitness including cardiovascular endurance, muscular strength and endurance, body composition, and flexibility. Springs.

Prerequisite(s): (EX 3580 or PE 3580) and (EX 3750 or PE 3750).

Corequisite(s): EX 3895.

EX 3895 Exercise Testing Laboratory 1 credit

Practical application of the theories and methods introduced in EX 3890. Emphasis is on the practice of exercise testing in healthy persons and special populations and the interpretation of test results. Springs.

Prerequisite(s): (EX 3580 or PE 3580) and (EX 3750 or PE 3750).

Corequisite(s): EX 3890.

EX 4520 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 (EX 3580 or PE 3580).

Corequisite(s): EX 4525.

EX 4525 Principles and Theories of Strength and Conditioning Laboratory 1 credit

Practical application of strength and conditioning principles introduced in PE 4520 Principles and Theories of Strength and Conditioning. Emphasizes exercise testing and technique. Springs.

Prerequisite(s): BI 2120, BI 2140, (EX 3570 or PE 3570), and (EX 3580 or PE 3580). Corequisite(s): EX 4520.

EX 4780 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. Falls and Springs.

Prerequisite(s): EX 3580 or PE 3580.

EX 4820 Advanced Exercise Physiology 3 credits

Provides an intensive study of exercise physiology with a focus on the cardiovascular and metabolic systems. Emphasis is placed on the acute and chronic effects of exercise on myocardial function and the energy pathways. Additional course fee required. Falls.

Prerequisite(s): CH 2335, (EX 3580 or PE 3580), and (EX 3750 or PE 3750).

Corequisite: EX 4825.

EX 4825 Advanced Exercise Physiology Laboratory 1 credit

Provides an in-depth study of and hands-on experience with laboratory measurement techniques used in exercise physiology research. Students learn how to operate, calibrate, and care for all relevant instruments. Falls.

Prerequisite(s): CH 2335, (EX 3580 or PE 3580), and (EX 3750 or PE 3750).

Corequisite(s): EX 4820.

EX 4830 Applied Research in Exercise Science 4 credits

Students participate in the research process including the development of a research proposal, subject recruitment, collection of relevant data, statistical analysis, and completion of the manuscript for potential submission to a peer-reviewed journal. Students design a poster presentation for submission to a professional conference. Additional course fee required. Springs.

Prerequisite(s): (EX 4840 or PE 4840); Exercise and Sport Physiology majors only.

EX 4840 Research Methods in Exercise Science 3 credits

Introduces students to concepts, design, and interpretation of research in exercise science. Places emphasis on the process of research writing. Focuses on critical review of the literature and the development of a research proposal. Falls.

Prerequisite(s): (EX 3580 or PE 3580), (EX 3890 or PE 3890), (EX 3895 or PE 3895); Exercise and Sport Physiology majors only. (WRCO)

EX 4880 Exercise and Sport Physiology Internship 4-12 credits

For students desiring a culminating educational experience with a wide range of practical on-the-job work in their degree program. The Internship is in agencies that are approved, supervised, and evaluated by the Department. Repeatable for a maximum of 12 credits. Falls and Springs.

Prerequisite(s): minimum 2.70 cumulative and major GPAs; junior standing; approval of the Department Chair.

FL – Foreign Language**FLDI 2300 Comedy and History in Foreign Film 3 credits**

Examines the comedic mode through the lens of historical films. Ranging from Pasolini to Mel Brooks, course materials offer the students opportunities to consider the efficacy of comedy as social criticism and satire as well as understand more about specific historical moments by examining their onscreen representation. Not open to students who have earned credit for LLDI 2300. Falls. (PPDI) (GACO)

FR – French**FR 1015 French Language and Culture Studies I 3 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. Falls. (DICO)(GACO)

- FR 1025 French Language and Culture Studies II** **3 credits**
Continuation of FR 1015. 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. Springs.
Prerequisite(s): FR 1015 or equivalent. (DICO)(GACO)
- FR 2030 French Language and Culture Studies III** **3 credits**
Continued study of the language and cultures of the French speaking world. Appropriate for students who have had the equivalent of 1 year of French at the university level or 2 years of high school French. Conducted in French. Falls.
Prerequisite(s): 1 year of university level French or 2 years of high school French. (DICO)(GACO)
- FR 2040 French Language and Culture Studies IV** **3 credits**
Continued study of the language and cultures of the French speaking world. Appropriate for students who have had the equivalent of 1 year of French at the university level or 2 years of high school French. Conducted in French. Falls.
Prerequisite(s): 1 year of university level French or 2 years of high school French. (DICO)(GACO)
- FR 2400 French 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.*
- FR 3010 French History and Civilization** **3 credits**
Explores French culture and civilization throughout the country's history. Examines French culture and identity through historical, geographical, socio-cultural and linguistic contexts. Conducted in French. *Unscheduled.*
- FR 3020 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.
- FR 3030 French Popular Culture and Technology** **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)
- FR 3130 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)
- FR 3150 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.*
- FR 3160 Issues in Contemporary French Society** **3 credits**
A critical study of the most pressing social and cultural issues in contemporary French society. Examines questions of identity, education, religion, immigration, and urbanization. Conducted in French. *Unscheduled.*
Prerequisite(s): advanced level of French or permission of the instructor.
- FR 3170 The Francophone World** **3 credits**
Students discover the diversity of the countries and cultures where French is spoken around the world. Examines "la francophonie" through sociohistorical, cultural, political, and linguistic perspectives. Emphasizes the regions of West Africa, the Maghreb and the Caribbean. Conducted in French. *Unscheduled.*
Prerequisite(s): advanced level of French or permission of the instructor.
- FR 3400 French 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.*
- FR 3410 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.*

FR 3800 Internship in Applied French 1-4 credits

An opportunity for students to gain meaningful work experience by applying the knowledge and skills learned in French coursework to fields such as business, tourism, non-profit, and education. Includes designing a learning agreement, reflection, and a final presentation to a selected French class. Repeatable for a maximum of 8 credits. With permission.

FR 4100 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.

Prerequisite(s): completion of at least one 3000-level French course or permission of the instructor.

FR 4110 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): completion of at least one 3000-level French course or permission of the instructor.

FR 4200 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.

FR 4800 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 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.

FR 4815 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. Not open to students who have earned credit for LL 4815. Unscheduled.

Prerequisite(s): Junior or senior status. (DICO) (INCO)

FR 4910 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.

FR 5910 French Independent Study 1-3 credits

A course of study to round out the student's background through systematic reading, intensive and extensive, to supplement coursework in the field. Selection of a reading list or a special project under faculty supervision. Consent of faculty supervisor and department chair is required.

FR 5960 French Language Educator Teaching Internship 1-9 credits

Candidates must have completed early field-based experiences and all coursework for certification, including any required undergraduate competencies, before taking this course. This culminating field-based K-12 teaching experience for modern language programs leads to teacher certification. The 9-credit internship is continuous and full-time (five days per week) during which, after a period of structured observation, the intern gradually assumes responsibility for a full range of teaching activities encountered in a school situation, thereby demonstrating the appropriate professional skills and attitudes essential for successful modern language teaching at the K-12 levels. In the 6-credit internship, interns will maintain and improve upon the full range of teaching activities they practice every day at the elementary/middle level. Both internships provide an opportunity for demonstrating the appropriate professional skills, attitudes, and dispositions essential for successful teaching. The internship is conducted under the supervisory guidance of school mentors and a university supervisor. A blended seminar (online and face-to-face) complements the experience.

All interns who will be required to take Praxis II World Languages (French Content) must make arrangements for that testing independently and have their scores sent to the Educator Preparation office. Certification interns who are not pursuing the MEd must have submitted passing scores of the Praxis Core Academic Skills for Educators Tests before enrolling.

GE – Geography**GEDI 1200 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. (SID)

GEDI 1300 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)

GEDI 1400 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)

GE 2001 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.

GE 2002 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.

GE 2040 Digital Cartography 2 credits

The basic elements of Cartography are discussed and illustrated with practical experience. Students learn the principles of effective digital mapping and become familiar with the types of problems that Geographic Information Systems (GIS) can solve. Covers the essential elements such as spatial reference systems, scale, generalization, projection, symbolization, and geospatial databases from satellite images, GPS, and GIS. Falls.

GE 2050 GIS I: Introduction to Geographic Information Systems 4 credits

An introduction to the theoretical and applied aspects of Geographic Information Systems (GIS). Students learn about the principles and implementation of GIS and obtain practical experience in the application of GIS to real-world problems. Includes vector/raster data, geodatabase management, coordinate system, datum, map projections, GPS, 3D visualization, and quantitative data analysis and visualization in GIS. Not open to students who have earned credit for GE 3270. Falls and Springs. (QRCO) (TECO)

GEDI 2400 Mapping Our World: Creating Realities 4 credits

Investigates the use of maps, GIS, GPS, and other geospatial technologies in our personal and professional lives. Students are required to create maps and analyze existing maps based on best practices within cartography. Topics focus around current issues such as the use of maps in media, electoral politics, environmental analysis, marketing and advertising, immigration, and social patterns. Falls and Springs. (CTDI)

GE 3020 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)*

GE 3030 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. Falls. *Prerequisite(s): Junior status.*

- GE 3050 GIS II: Advanced Geographic Information Systems 4 credits**
Advanced topics in understanding and using geographic information systems (GIS). Emphasizes the organizational and legal context of GIS use, professional issues, communication between different GIS software, and GIS project implementation and management. Covers advanced vector/raster data analysis, GPS data management, spatial analysis, aerial photo interpretation, satellite images, 3D visualization, and GIS modeling. Fall and Springs.
Prerequisite(s): (GE 2050 or GE 3270) and (GE 2040 or GEDI 2400).
- GE 3080 Economic Geography 4 credits**
Introduces students to the major themes and issues addressed in critical economic geography. Focuses on development, resources, theories, and the impacts of economic systems across the global landscape. Gives students a greater appreciation and understanding of the myriad of cultural political and economics forces shaping our world. Fall of even years.
- GE 3260 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. *Unscheduled.*
- GE 3300 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): ESP 2150 or GE 2001.
- GE 3310 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. *Unscheduled.*
Prerequisite(s): GE 2001.
- GE 3970 Internship 1-6 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. Repeatable for a maximum of 6 credits.
Prerequisite(s): approval of the discipline's Internship Program Coordinator.
- GE 4010 Remote Sensing and Digital Image Processing 4 credits**
An introduction to the basics of remote sensing, characteristics of remote sensors, and remote sensing applications in multiple academic disciplines and professional sectors. Covers remote sensing principles, aerial photography, digital image processing and interpretation, major remote sensing systems, image display and enhancement, information extraction, digital image data classification, and accuracy assessment. Not open to students who has earned credit for GE 3350. Falls and Springs.
Prerequisite(s): GE 3050 or GE 3270.
- GE 4040 Topics in Geospatial Technologies 1-4 credits**
Introduces students to geospatial technologies and techniques used across various fields and disciplines. Examples might include topics in Advanced Geographic Information Systems, Geographic Information Sciences, Geomatics, Geodetics, Remote Sensing, Air Photo and Satellite Data or Surveying. Falls.
- GE 4050 Advanced GIS Applications 4 credits**
Advanced methods, theories, and applications of geographic information systems (GIS) to various geographic problems. Emphasizes the applications of GIS and advanced acquisition of technology and skills in managing and analyzing spatially referenced data and information. Covers advanced raster data analysis, GPS application, spatial statistics, remotely sensed image analysis, advanced GIS modeling, 3D analysis and printing, and web GIS.
Prerequisite(s): GE 3050 or GE 3270.
- GE 4060 GIS Programming 4 credits**
Geographic Information Systems (GIS) programming and the development of algorithms for spatial analysis. Focuses on concepts, principles, and techniques of programming to solve a variety of geographic problems. Covers the concepts, methods, and approach to object-oriented programming and GIS solutions to automate geoprocessing tasks to explore, handle, manipulate, and model spatial data. Fall of odd years.
Prerequisite(s): GE 3050.
- GE 4100 Geographic Information Systems Internship 1-4 credits**
Students engage in an individualized Geographic Information Systems (GIS) work program in government, business, non-profit, educational or other related organizations which emphasizes some aspects of GIS application to their field(s) of study. Falls and Springs.
Prerequisite(s): (GE 2050 or GE 3270) and permission of the instructor.
- GE 4110 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)

GE 4120 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.

GE 4140 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.

GE 4150 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.

GE 4910 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.

GE 5150 Topics In Geography 3 credits

A methodological study of selected topics such as the geography of tourism, landforms, education, economic activity, and geographic information systems.

GE 5910 Independent Study in Geography 1-3 credits

Provides students with the opportunity to round out their background in the social sciences through reading and research, supplementing previous coursework in the field. A research paper, periodic conferences, and an oral examination may be required. Consent of a faculty supervisor and department chair is required.

GR - German**GR 1015 Fundamentals of German I 3 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. (GACO)

GR 1025 Fundamentals of German II 3 credits

Continuation of GR 1015. 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 1015 or equivalent. (GACO)

HD - Higher Education**HD 7000 Foundations of Higher Education 3 credits**

This course provides an overview of the development and current status of higher education in the United States. Participants will review the historical evolution of higher education and the institutions' roles in American society. Higher education systems will be highlighted through both internal and external perspectives. Twenty-first century opportunities and challenges will be examined.

HD 7010 Legal and Ethical Issues in Higher Education 3 credits

This course focuses on some of the most persistent legal and ethical issues that confront colleges and universities today. Information and activities associated with this course are designed to assist current and prospective college and university faculty and administrators to recognize the legal parameters around which decisions are made. A variety of topics will be addressed including, but not limited to: matters of academic freedom, intellectual property, and tenure; the authority of schools to discipline students for academic and/or behavioral misconduct; student privacy laws; sexual harassment; legal issues versus policy issues; and legislative, judicial, and executive actions impacting higher education.

HD 7015 Special Topics in Higher Education 1-3 credits

An in-depth study of a particular topic, contemporary issue, or concern. The course will be taught by a specialist within the field being studied, or as an alternative methodology, a faculty member will coordinate a series of guest speakers who will address the topic. Since topics vary, the course may be repeated with permission of the instructor.

HD 7020 Collaboration in Higher Education 3 credits

In today's fast-paced, complex, and interdependent world it is more important than ever to work toward a common goal in learning organizations. This course embraces a systems view of learning at the organizational level. Students will compare, contrast, and critique theories and models of organizational learning, knowledge creation, and organizational capacity building and apply them to their own organizational settings. Course assignments will provide students with the opportunity to think systemically and develop a comprehensive understanding of the core competencies required to create and build cultures of learning with a shared vision. Special attention is focused on planning and implementing system-wide networks within a collaborative framework.

HD 7021 Practicum in Higher Education Instruction 3 credits

An internship or practicum provides an important opportunity to develop the skills and dispositions necessary for successful teaching in higher education at the university, college or community college level. A mentored field experience provides a chance apply the knowledge and skills acquired through coursework throughout the degree program in a practical on-the-job environment in the field of higher education. Candidates will have the opportunity to develop their professional roles in the areas of teaching, scholarship, and service, under the guidance of faculty who are successful role models in higher education.

**HD 7022 Practicum in Higher Education
Administrative Leadership 3 credits**

The practicum/internship is designed to be a culminating experience that engages students in experiential learning in a setting that gives them practical experience in an area of their interest and network with leaders and practitioners in higher education administration. Students will design a practicum or internship that encompasses core principles from foundation courses, creates an experience that develops opportunities for working with interconnected aspects of higher education administration, and challenges them to engage in new settings. Planning for the practicum/internship early in is encouraged and students should be able to commit to a minimum of 150 hours. Students will work with their instructor to establish the focus and site of the practicum/internship placement for optimum opportunities to explore and understand the scope of roles and responsibilities of higher education administrators. Candidates develop and present their research project at the conclusion of the externship to faculty and peers. Students should be aware that a background check might be a requirement of certain externship sites.

**HD 7030 Higher Education Administration and
Organizational Management 3 credits**

Higher Education Administration and Organizational Management explores leadership and management concepts in higher education environments. The focus will be on factors influences strategic level decision-making such as governance models, organizational structures, human resources, change management, and finances. Topics such as organizational behavior, leadership, communication, culture, and ethics will also be examined in support of student development of a personal management style.

HD 7040 Emerging Trends in Higher Education 3 credits

This course is designed for higher education administrators and educators or those who aspire to positions in higher education. The economic, social, cultural, demographic and political forces that impact American Higher Education will be explored.

HD 7045 Strategic Enrollment Planning 3 credits

This course engages students in understanding and using the theory and practice of strategic enrollment planning, which includes the retention of students. The course is designed to understand the fundamental elements of enrollment management including marketing/brand, recruitment, retention, and alumni engagement. Embedded into this course are ways to integrate data into practice as well as identify key performance and performance indicators plus understand the other types of data needed to effectively manage and enhance enrollment management operations.

HD 7050 Coaching Innovative Leaders 3 credits

The course challenges students to evaluate their leadership skills and their role in the development and guidance of leadership talent with each employees. Students will have an opportunity to review their values, current belief systems and expand their current knowledge of self and others. Students will study new coaching and mentoring methods and characteristics of transformational and innovative leadership investigating multiple dimensions of awareness. Emotional intelligence, EQ, intelligence systems-thinking, IQ, and spiritual intelligence, SQ, will be introduced.

HD 7055 Transformative Research 3 credits

Transformative Research is an advanced course in research and evaluation methods appropriate for advanced graduate students. The intersection of applied social research and program evaluation will be explored, as well as researcher identity, developing a research focus, a transformative research and evaluation model, and qualitative, quantitative, and mixed methods. Students will partner with a school or agency to develop a research project focused on the needs of the partner. The Transformative Approach to formulating research questions and developing original research will be emphasized, in alignment with our program's hallmarks and the goal of preparing transformational leaders who can conduct, as described by Mertens (2009), culturally responsive research that places central importance on the lives and experiences of diverse communities, that seeks out those who are silent, involves those who are marginalized, and results in actions that further human rights and social justice.

Prerequisite: A graduate level course in Research Design. Also offered as EP 7055.

HD 7060 Integrating Technology in Higher Education 3 credits

This course aspires to develop in students the needed concepts and technology skills for successful college teaching. It begins with a comprehensive theoretical and pedagogical foundation for helping instructors make critical decisions about the use of technology within the college curriculum. This practical and much needed resource discusses the relationship between knowledge, learning, teaching, and the nature of media; and demonstrates how this information should inform the use of technology in a teaching environment. This course guides students to formulate a teaching style that capitalizes on their individual personality and talent, integrates new technologies and methodologies in higher educational classrooms, and fulfills the needs of having a diverse instructional delivery for today's learning environments.

HD 7070 Teaching Post-Secondary Learners 3 credits

Educators in higher education teach populations of students with diverse backgrounds and different levels of preparation. In addition, faculty may be experts in their fields, but may not be experts with regard to how people learn. This course provides an overview of developmental, learning and instructional theories to consider when creating learning experiences for the post-secondary learner.

HD 7080 Curriculum, Instruction, and Assessment 3 credits

The educational system worldwide has undergone significant changes over the past decade. The classroom is no longer bound by four walls and students can interact with experts in any field via advances in technology. Explore innovations in curriculum, instruction, and assessment.

HD 7090 Teacher Transformation 3 credits

The course challenges students to reconsider the classroom teaching environment, their teaching styles and explore their capacities as teachers. Students will study new teaching methods, characteristics of effective teachers, and new teaching processes leading to more integrative and experiential learning. This course examines various teaching methods within the classroom and develops professional learning communities within schools. Each student will design/redesign, initiate and complete individual lesson plans or unit plans utilizing new teaching methodologies.

HE – Health Education (undergraduate)**HE 2300 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): Health Education and Promotion majors only.

HE 2310 Introduction to Allied Health Sciences 3 credits

Provides an overview of healthcare systems, trends, medical terminology, medical ethics, legal responsibilities, the role of healthcare providers in patient care. Develops important personal attributes such as communication, professionalism, cultural awareness, problem solving, decision making, and accepting personal responsibility. Students gain an overview of career options within allied health professions and the importance of a healthcare team approach. Falls.

Prerequisite(s): Allied Health Sciences majors only.

HE 2400 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. Falls.

Prerequisite(s): Health and Human Performance majors.

HE 2500 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.

HE 2900 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)

HE 3000 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.

HE 3105 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): PE 3315 and Acceptance into PE Teacher Certification K-12 or Physical Education majors with PEHE Teacher Certification Option.

HE 3200 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)

HE 3210 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)

HE 3220 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)

- HE 3230 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.
Prerequisite(s): HE 2300 or Gerontology minors.
- HE 3240 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. Springs.
Prerequisite(s): Health Education and Promotion majors, or Gerontology minors. (WRCO)
- HE 3310 Epidemiology and Evidenced Based Medicine** 3 credits
Basic concepts, principles, and methods of epidemiology investigation, the use and interpretation of data, and the understanding, recognition, and determination of strength of various forms of evidence. Topics include behavior of disease, rates, ratios, associations between risk factors and disease outcomes, clinically relevant questions and causal inferences, legal and ethical issues around health screening and genetic testing. Springs.
Prerequisite(s): HE 2310. (GACO) (QRCO) (WRCO)
- HE 3320 Health Promotion Skills** 4 credits
Provides opportunities for students to practice and refine health education and promotion skills such as written and oral communications, program planning, promotion, management and evaluation, health education leadership, and wellness advocacy. Falls.
Prerequisite(s): HE 3240.
- HE 3660 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).
- HE 3700 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. Early Spring and Summer offerings open to all. Falls and Springs. (WECO)
- HE 3710 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).
- HE 3880 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.
- HE 4080 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.
Prerequisite(s): HE 3320.
- HE 4090 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.
Prerequisite(s): Health Education and Promotion majors with Senior status.
- HE 4100 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)

HE 4540 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.

Prerequisite(s): Health Education and Promotion majors with Senior status.

HE 4640 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.

HE 4880 Health Promotion Internship 4-12 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 for a maximum of 12 credits.

Prerequisite(s): minimum 2.70 GPA (cumulative and major); Senior status; approval of the Department Chair.

HE 4910 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.

HE 4950 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.

HE 4960 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.

HH - Health and Healing**HH 5180 Exploring Personal and Organizational Health 3 credits**

Exploration of the evolving and emerging paradigms of holistic health and healing, and how the personal and organizational realms interconnect. In addition to examining the traditional wellness models, discussions will include concepts of mind, transpersonal psychology and energetics. Through an examination of personal and organizational contexts, students will explore ways to transform personal and work environments through mindfulness towards good intention, open mind and compassionate heart.

HH 5570 Mindfulness Meditation: Theory and Practice 3 credits

Examines the theoretical basis for the use of meditation as a healing tool. In a meditative retreat format, participants learn and practice various types of meditation such as body scan, sitting, walking, eating, and music meditation. Extended periods of practice and interspersed with discussion, reflection, presentation, and small group work.

HH 5590 Transpersonal Psychology 3 credits

Addresses aspects of mind and behavior that transcend individual ego and personal identity. This course considers the dimensions of consciousness, the implications of transpersonal experiences, and the connection between psychology and spirituality. Class members gain an understanding of the fundamental assumptions underlying transpersonal theory and skills in applying theory to facilitate growth, health, and well-being.

HH 5600 Energy, Body and Health 3 credits

Energy, Body and Health provides an overview of multiple therapeutic approaches by examining such techniques as massage, therapeutic touch, Roling, reflexology, Reiki, shiatsu, acupressure, Alexander Technique and other therapies.

HH 5610 Circle of Life: Living and Dying Well 3 credits

The course is designed to facilitate the learning of individuals who intend to work in professions related to wellness. The topic of death and dying will be addressed in a comprehensive way with an emphasis on the development of compassion for individuals and their life experiences. The course will also address the topic of living well and making choices that may increase happiness and decrease suffering. The course will offer students time to examine their own beliefs and understanding of death as well as learn how the medical profession and caring communities can assist those experiencing the dying process. The course will also offer readings and discussions that will help students to identify ways they would like to be living their own life with an emphasis on increasing their sense of wellbeing regarding their mind, body and spirit.

HH 5620 Spiritual Health 3 credits

Provides an opportunity to explore the role of the spiritual dimensions of wellness. A process of inquiry will help students better understand the spiritual dimension of self and the relationship of spirit to the health and healing process.

HH 5630 Transformational Inquiry and Research 3 credits

This course will illuminate the potential of research/inquiry to effect transformation in the research, participants, organizations, communities and cultures. Transformation manifests as meaningful and profound changes in one's attitudes and views of oneself as well as one's view of others and the world at large, which in turn catalyze consequential personal and organizational change and evolution. The transformative potential of research can be optimized through purposeful intention, careful design, and the deliberate inclusion of multiple ways of knowing. Through this course, students will explore and learn to use transformation-fostering research/inquiry approaches alone or in combination with traditional research methods as means for effecting personal and/or organizational transformation, health, and sustainability.

HI – History**HIDI 1201 War in US History** 4 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? Not open to students who have earned credit for HIDI 1208. (PPDI)

HIDI 1205 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)

HIDI 1207 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)

HIDI 1209 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)

HIDI 1211 Modern United States History 3 credits

Examines several broad themes and problems in modern US history from Reconstruction through the present, such as industrialization and its social, economic, and political ramifications; westward expansion; immigration; the emergence of the US as a world power; cultural and intellectual developments; movements for social change. Springs. (PPDI)

HIDI 1215 US Society in the Vietnam Era 4 credits

Explores the complex dynamics and diverse aspects of the US in the Vietnam Era (ca. 1960-75) 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. Not open to students who have earned credit for HIDI 1210. Unscheduled. (PPDI)

HIDI 1305 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)

HIDI 1320 Cultural Contact in World History 4 credits

Explore the history of world-wide interactions and exchanges since the 15th century, including the transference of culture (locally and globally) across time and space. Discusses definitions of key periods of cross-cultural contact. Investigates and applies theories such as diffusion, synthesis, and syncretism to explain how sharing information, technology, and innovations across regional boundaries have shaped our human past. Not open to students who have earned credit for HIDI 1315. Fall of odd years and Spring of odd years. (SSDI)

HIDI 1355 Medieval Legacies in Our Modern Era 4 credits

Many modern notions trace their roots to the Middle Ages. Explores themes spanning the last millennium that continue to influence our lives. Topics may include the development of romantic love, the conceptualization of holy war and persecution, the rise of mercantile culture, and the expansion of politico-legal freedoms. Not open to students who have earned credit for HIDI 1350. Falls and Springs. (PPDI)

HIDI 1360 Race, Class, and Identity in America: Understanding Society through *To Kill a Mockingbird* 3 credits

Uses *To Kill a Mockingbird*, history, and other literature to explore the Deep South of the 1930s and address key issues related to understanding one's identity and place in a society containing notions of race, class, and gender. How does the individual understand civic responsibility and justice in such a society? Students form a deeper understanding of their own personal relationship to Self and Society issues still present in American society. Summers and Early Springs. (SSDI)

HIDI 1455 Roots of Current Global Conflicts 4 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. Not open to students who have earned credit for HIDI 1450. Falls. (PPDI)

HIDI 1600 (Re)Considering the Holocaust in a Polarized Society 3 credits

The Holocaust remains a watershed event in 20th century history. Through a study of the Holocaust, students begin to develop an understanding of how it was not an inevitable event, but rather a culmination of human choice, social situations, hatred, and consequences of post-WWI Europe. Students then apply this learning to their own lives today. Falls and Summers. (PPDI)

HI 2011 Modern World History, 1500 to Present 4 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 or HI 2010. Falls and Springs. (GACO)

HI 2016 History of Modern Europe, 1300-2000 4 credits

Introduction to the development of major political, economic, and cultural events in European society, from the Late Middle Ages (14th 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 or HI 2015. Unscheduled.

HI 2025 Surveying Themes in United States History 4 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 or HI 2020. Falls.

HI 2223 Methods, Theories, and Careers in History 4 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. Not open to students who have earned credit for HI 2222. Falls.

Prerequisite(s): Sophomore status or permission of the instructor. (QRCO) (WRCO)

- HIDI 2310 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. (PPDI)
- HI 2710 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.)
- HI 3115 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)
- HI 3117 Revolutionary America, 1763-1815** 4 credits
The American Revolution unleashed changes that reverberate to today. 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. Not open to students who have earned credit for HI 3116. Spring of odd years.
- HI 3140 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)
- HI 3150 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)
- HI 3210 History of China** 4 credits
Provides an overview of Chinese history from its beginning to present. Through extensive reading, class discussion, lecturing, and writing, students understand Chinese political structure, economic system, social framework, and ideologies over time. They explore why and how these systems developed over centuries and their legacies today. Spring of odd years. (GACO)
- HI 3220 Sex, Slavery, and Empire in Global History** 4 credits
Invites students to the history of gender, race, and social class through studying the European attempt to colonize the world, 1700-1900. Covers ethnic cleansings, weaponizing sexuality, themes of agency, resistance, solidarity, and social justice activism; and the heroic struggles of indigenous women, women of color, and LBGQT populations. Explores poetry, film, fiction, memoir, art, and web pages. Fall of odd years. (GACO)
- HI 3230 Topics in European History** 4 credits
Specialized topics in the history of Europe not normally covered in depth in other history courses. May be repeated for credit with a different topic. Falls and Springs. (GACO)
- HI 3335 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.
- HI 3341 New Hampshire and New England History** 4 credits
New Hampshire and New England history reveals the way past moments and movements at the local level interacted with or were influenced by various events and cultural changes on the national and international levels. The class topics are integrated into papers, projects, and partnerships that help create an awareness of the place of New Hampshire and New England. Not open to students who have earned credit for HI 3340. Falls. (WRCO)
- HI 3350 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)

- HI 3352 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 movement and the militant Black Liberation movement. Spring of even years. (DICO)
- HI 3354 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)
- HI 3356 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)
- HI 3358 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. Unscheduled. (DICO)(WRCO)
- HI 3460 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)
- HI 3480 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)
- HI 3520 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, literature, 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)
- HI 3530 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)
- HI 3730 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 odd years. (GACO)
- HI 3742 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) (WRCO)
- HI 3761 History of Southeast Asia** 4 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. Not open to students who have earned credit for HI 3760. Spring of even years. (GACO)

HI 3767 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 fundamentalism, 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) (WRCO)

HI 3770 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)

HI 3810 Topics in US History 3 credits

US Group. Specialized topics in history not normally covered in depth in other history courses.

HI 3825 Topics in World History 4 credits

Specialized topics of world history (not US or European history) not normally covered in-depth by the history curriculum. May be repeated for credit with a different topic. (GACO)

HI 4000 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 supervisor 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 a maximum of 6 credits.

Prerequisite(s): permission of the instructor.

HI 4360 Doing Public History 4 credits

Examines the study and practice of making the past useful to the public through harnessing technology and producing a project. Serves as a vehicle by which students (1) integrate knowledge and skills from multiple disciplines, with technology, and (2) work with a partner (museum/organization/agency) to create user-friendly product that engages the public in a meaningful way. Not open to students who have earned credit for HI 4359. Spring of odd years. (TECO) (WRCO)

HI 4450 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.

HI 5300 New Hampshire and New England History 3 credits

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. Topics covered will create an awareness of the place of New Hampshire and New England in the various events that make up United States history.

HI 5910 Independent Study 1-3 credits

Provides students with the opportunity to round out their background in the social sciences through reading and research, supplementing previous coursework in the field. A research paper, periodic conferences, and an oral examination may be required. Consent of a faculty supervisor and department chair is required.

HL - Health Education (graduate)**HL 5150 Eating Disorder Clinical 3 credits**

This clinical experience is a capstone course for those enrolled in the eating disorders certificate program. Students will be able to choose a focus on awareness, prevention, and education experience or a clinical experience working in an eating disorders treatment facility for 120 hours.

Prerequisite: 12 credits of Eating Disorders certificate program. Also offered as CO 5150.

HL 5160 Eating Disorders, Awareness and Prevention 3 credits

The focus of the course will be on increasing the student's knowledge of awareness, education, prevention, and treatment of eating disorders. Discussion will include diagnostic classifications; causes of eating disorders; history, prevalence, and treatment approaches to eating disorders; a discussion of a wellness/holistic approach to medical, nutritional, and psychological therapies; special populations, (e.g., women, children, males, and athletes); prevention programs; resources; the latest research; and information on becoming a coordinator of Eating Disorder Awareness and Prevention Week. Also offered as CO 5160.

HL 5170 Treatment Modalities for Eating Disorders 3 credits

This course will be an in-depth study of the dynamics of eating disorders followed by an overview of the dominant counseling approaches used in eating disorders treatment and management. The focus will include diagnosis, psychological assessments, psychotherapeutic, and other interventions, as well as clinical issues encountered in treatment.

Prerequisite: CO/HL 5160. Also offered as CO 5170.

HL 5180 Nutrition Education and Counseling 3 credits

This course will focus on nutritional education issues relevant to those interested in health and wellness for the general population, as well as those working with eating disorders clients. Discussion will include basic concepts of nutrition science and nutritional needs, evaluation of weight management methods, investigation of food facts and fallacies, and different diet plans (e.g., vegetarian and sports nutrition). Information will be presented on how the nutritionist, counselor, or health educator applies nutritional information to their clients or students. The course will also include how to present information in nutritional counseling and education for the eating disorder client.

Prerequisite: CO/HL 5160 or permission of instructor. Also offered as CO 5180.

HL 5190 Medical and Physiological Aspects of Eating Disorders 3 credits

The focus of the course will be to increase the student's knowledge of the effects eating disorders have on the body's medical systems and the physiologic function. Discussion will include diagnostic criteria and a multidisciplinary, integrative approach to assessment and management of each disorder. Emphasis will be placed on the evaluation of each body system, as well as prevention and treatment of medical complications.

Prerequisite: CO/HL 5160. Also offered as CO 5190.

HL 5210 Lifestyle and Wellness Coaching 1 credit

This course is designed to introduce students to the field of lifestyle and wellness coaching. Over half of what affects your health is your choice of lifestyle. The course will discuss a variety of coaching methodologies to help people to create healthier lives for themselves. Basic principles of wellness, motivational interviewing, standards, certification, ethics in the coaching profession, and the varieties of types of coaching programs will be discussed.

HL 5220 First Aid, CPR, and AED Instructor 1 credit

The course is designed to train students in emergency care for first aid and CPR instructors. Upon successful completion of the course students will be eligible to receive a certificate as an instructor for First Aid, CPR and AED.

HL 5230 Emergency Care, CPR/AED, and First Aid 1 credit

The course is designed to certify individuals in CPR and First Aid. The course includes training on choking emergencies, AED, cardiac emergencies for adults, infants, and children, as well as basic first skills to help someone who is injured or has been suddenly taken ill. Upon successful completion of the course students will be eligible to receive certification in adult, infant and child CPR/AED and Standard First Aid.

HL 5560 Special Topics in Health Education 1–3 credits

An in-depth study of a particular topic, contemporary issue, or concern. The course will be taught by a specialist within the field being studied or as an alternative methodology. A faculty member will coordinate a series of guest speakers who will meaningfully address the topic. Since topics vary, the course may be repeated with permission of the instructor. Offered according to demand.

HL 5750 Individual Research: Health Education 1–3 credits

Designed so that students may pursue, in depth, a personal interest in the field of allied health. Students, working with a faculty advisor, carry out research from design to completion. The final product must be approved by the faculty advisor or faculty committee. Offered according to demand.

HL 5800 Practicum in Health Education 1–3 credits

Field experience in an agency or institution involved in the planning and evaluation of health education. Work experience guided by qualified supervisors in conjunction with Plymouth faculty. Periodic written reports, field-based projects, and comprehensive portfolio review. Offered according to demand.

HL 5910 Independent Study in Health Education 1–3 credits

Enrichment of the background of students in education through the pursuit of a special topic pertinent to their interests and abilities. A chance for an in-depth study of a problem in the field of education. Consent of a faculty supervisor and department chair is required.

HP - Health Promotion**HP 5010 Introduction to Health Education and Health Promotion 3 credits**

This course is an introductory course to the health education and health promotion profession, its principles, "lingo", history, theories of behavior change, and career opportunities in the schools, and in the public. Early Springs.

- HP 5020 Designing and Implementing Health Promotion Programs** **3 credits**
Provides students with the information and resources that will enable them to develop skills in program planning for health promotion. Needs assessment, goal and objective formulation, instructional methods and materials, program implementation, and evaluation will be included.
Prerequisite: HP 5010. Springs.
- HP 5030 Evaluation of Health Promotion Programs** **3 credits**
Gives students the tools and skills they need to design and conduct health program valuations. Evaluation purposes, levels, methods, designs, and measurement issues will be covered. Summer of odd years.
Prerequisite: HP 5020 and ED 5030. Summers.
- HP 5070 Community Health Promotion** **3 credits**
The focus of this course will be to review basic program planning skills, implementation, and evaluation of community and worksite health promotion programs. The class will plan, implement, and evaluate a health promotion program, i.e., wellness fair or workshop. Students will learn grant writing skills, pamphlet and newsletter development, and will be introduced to the field of wellness/health coaching and facilitator trainings, i.e., smoking cessation and biometric screenings, cholesterol, glucose, and blood pressure.
Prerequisite: HP 5020. Summers.
- HP 5090 Mind Body Techniques for Stress and Health** **3 credits**
The focus of this course will be to introduce the student to mind-body techniques for stress management and health issues. Some of the techniques will include yoga, breathing, meditation, progressive relaxation, imagery, and massage as well as an introduction to the field of integrative medicine. Some of the therapies discussed will include energy medicine, aromatherapy, and acupuncture. Early Springs.
- HP 5130 Teaching Strategies in Health Education** **3 credits**
Focuses on instructional strategies for K-12 health education. Provides an opportunity to study and apply methodologies for standards-based unit planning, lesson development, student assessment, and teaching strategies for effective K-12 health education instruction in the differentiated classroom. Practical experience at the public school setting is required in order to facilitate practice and application of planning, assessment and teaching methodologies.
- HP 5200 Nutrition** **1 credit**
A nutritional education course with a special focus on the issues relevant to students of physical education and health education. A survey of concepts in nutrition science will be applied to the support of general wellness and active lifestyles. Spring of even years.
- HP 5210 Fitness Principles** **1 credit**
The fitness component is designed to provide the student the opportunity to experience, research, and develop a variety of fitness activities for use in his or her future career as a health educator. The elements of physical fitness and total body wellness will be discussed and applied in diverse ways. Each student will develop and compile fitness methods appropriate for a variety of populations and settings. Spring of even years.
- HP 5220 Disease and the Environment** **1 credit**
This course will discuss common diseases and disorders and the web of causation and wellness models related to disease and the environment. Diseases discussed will include chronic diseases, communicable diseases, and some mental health diseases. Spring of even years.
- HP 5230 Substance Abuse** **1 credit**
This course is designed to provide students with an overview of contemporary drug use and abuse. Course content includes the determinants of drug abuse psychological, physiological, societal, and pharmacological aspects of drugs, prevention, and treatment of drug addiction, as well as information about specific drugs. Spring of even years.
- HP 5250 Consumer Health** **1 credit**
The focus of this course is to identify content, resources, materials, and instructional strategies for providing consumer education to various populations. Students will discuss key issues including legal and ethical considerations, curriculum development, and resources for the school and community setting. The relationship of consumerism and health will be the underlying theme of this professional preparation course. Spring of odd years.
- HP 5260 Mental Health and Sexuality** **2 credits**
This course is designed to provide students with information relevant to contemporary mental health issues and human sexuality issues. Students will be able to identify resource, personnel, and agencies pertinent to these issues. Spring of even years.
- HP 5300 Principles of Physical Activity and Nutrition** **3 credits**
A survey of concepts and current issues in nutrition and physical activity. Students will be engaged in current research, guidelines, and health behavior theories/models to better understand and be able to promote healthy eating and active living in various populations.
- HP 5560 Special Topics In Health Promotion** **1–4 credits**
This course will cover various topics in health promotion. May be repeated with different topics.

HP 5960 Health Education Teaching Internship K-12 1-12 credits

The health education teaching internship is the culminating capstone experience for students seeking teacher certification in K-12 Health Education. This course offers a comprehensive review and practical applications of educational philosophy, methods, and strategies through a 15-week internship experience that includes coursework and seminars. The central coursework is composed of a 15-week field experience, with a concurrent seminar serving as a supportive and reinforcing component. During the seminar sessions, the teacher candidate will explore, in depth, such topics as rules, regulations, and policies; professional ethics; best practices, state and national teacher standards; teaching strategies; current trends in education; review and discussion of essential teaching competencies; Bloom's Taxonomy as it relates to comprehensive student assessment; self-assessment; and assessment of the internship experience. This is a continuous, full-time (five days per week) experience of 6-9 credits* structured observations, assistance and eventually a full range of teaching activities in a school situation. Falls and Spring.

*Prerequisite(s): 3.0 cumulative grade point average, successful completion of HHP Health Content Exam, and all coursework completed. Approval necessary by the program coordinator, and secondary field placement supervisor as well as participating in Seminar 1 and 2 prior to beginning the internship. *Teacher candidates who secure a full time teaching job register for the 6 credit internship in teaching and must be evaluated across 24 weeks. Candidates must verify employment with the Office of Educator Preparation.*

HPR - Historic Preservation**HPR 5100 Principles of Historic Preservation 3 credits**

This course provides a foundation to historic preservation. The course will focus on principles and theories pertaining to preservation and restoration practices; recognition of architectural periods, styles, and construction methods in context of the evolution of cultural landscapes; the definition of significance and integrity in buildings and districts; strategies by which buildings and their settings have been preserved and used; and methods of reading and interpreting the cultural environment.

HPR 5120 American Architectural History 3 credits

This course traces the evolution of architecture in the British colonies and the United States from settlement to the late twentieth century. The course identifies the major styles and their broad and detailed attributes; changes in technology that had an influence on American buildings and their function; influential theorists and designers. The course will identify major monuments in American architecture but will concentrate on examples that might be encountered in fieldwork and will address vernacular building types.

HPR 5200 Rural Cultural Environment: Architecture and Landscape 3 credits

This course uses the rural countryside as a laboratory to examine the cultural landscape. It will trace the impact of natural, cultural, economic, and technological forces on the "built" environment. The course studies the evolution of buildings and their settings, with emphasis on settlement and rural industrialization. Subjects to be discussed include the evolution of architectural styles and construction techniques, town planning and land division, the evolution of transportation, and the harnessing of water power. Although the course will use specific locales as examples, it is intended to instill general principles by which any human landscape can be examined and interpreted in relationship to natural resources and human culture.

HPR 5210 Internship in Historic Preservation 1-3 credits

A supervised internship placement experience in one of several cooperating institutions or agencies. The purpose is to gain meaningful work experience through applying knowledge learned in previous course work to the on-the-job situation. Supervision is by the institution or agency concerned, and by the faculty. Permission of advisor and department chair is required.

HPR 5300 Historic Preservation Methods and Documentation 3 credits

This course is intended to provide an introduction to the field of historic preservation and to instill basic skills in researching and understanding historic structures, especially buildings and bridges. It will provide instruction in assessing the evolution and condition of structures and in recording them by written, graphic, and photographic methods. The course will also emphasize traditional methods and materials of construction, the behavior of structural components over time, and techniques of determining the original condition and subsequent changes of historic structures.

HPR 5310 Historic Methods and Materials of Construction 3 credits

This course identifies the traditional materials of architectural and engineering construction and their methods of manufacture and use. The course outlines the tools and techniques employed in construction from the seventeenth through the late twentieth centuries, and demonstrates how to recognize and describe the materials and techniques that were employed in existing structures. The course employs field study supervised by the instructor.

HPR 5320 Building Investigation and Evaluation 3 credits

This course provides instruction in analyzing the origins and evolution of standing buildings and in preparing reports that document evaluation. The course emphasizes the "historic structures report" format developed by the National Park Service, but discusses shorter reports that meet more limited needs and goals. The course employs field study supervised by the instructor.

Prerequisites: HPR 5120 and HPR 5310.

HPR 5400 Historic Preservation Planning and Management 3 credits

Once ignored in civic and urban planning, historic preservation is now seen as integral to the definition and protection of the cultural landscape. Historic preservation planning and cultural resource management (CRM) are accomplished through the identification, evaluation, documentation, registration, treatment, and ongoing stewardship of historic properties. This course examines the processes of preservation planning and management that have been established by the U.S. National Park Service and by comparable agencies in other countries, and illustrates the application of these standards at the federal, state, and local levels.

HPR 5500 Cultural Property Law 3 credits

This course examines the international, national, and state legal frameworks for the protection and movement of cultural property. Archaeological site looting, transnational antiquities trafficking, and armed conflicts threaten global cultural heritage. The international and American governments' responses to such threats have resulted in the development of major treaties as well as the enforcement of criminal laws and customs regulations. Topics for discussion include the 1954 Hague Convention, the 1970 United Nations Educational, Scientific, and Cultural Organization (UNESCO) Convention, the International Commission of Museums (ICOM) Code of Ethics, the National Stolen Property Act, and the Cultural Property Implementation Act. The course also introduces students to important national heritage laws such as the Archaeological Resources Protection Act and the rules governing shipwrecks. State statutes and the common law regulating cultural property are also reviewed.

HPR 5560 Special Topics In Historic Preservation 3 credits

Examines specialized areas, topics or issues in historic preservation. Taught by a specialist from within the field being studied or as an alternative methodology. Course topics may range from architectural styles, trends or types of construction, to current preservation challenges and developments such as code compliance for historic buildings or "right-sizing" historic sites and case studies of specific endangered properties in the region. Since topics may vary, the course may be repeated with permission of the instructor.

HPR 5600 Archaeological Methods 3 credits

Students will be exposed to archaeological field and laboratory techniques, and will learn the types of research questions that archaeologists ask while reconstructing past cultures. The course will draw upon prehistoric and historic examples; there will be many opportunities to handle artifacts in the classroom, and both terrestrial and under-water sites will be featured. There will be a minimum of two required field trips to archaeological sites and to demonstrate equipment and techniques in the field. A significant part of the course will be devoted to demonstrating that archaeology is a preservation-oriented field, focused not just upon learning about the past but geared toward protecting and conserving the physical remains of the past for future generations to enjoy.

HPR 5700 Sustainability and Historic Preservation 3 credits

What is the connection between preservation and sustainability? This course examines the role of preservation in the reassessment of the built environment to create a sustainable future. Topics to be addressed range from historic examples of sustainable cultural practices to current trends of smart growth planning, LEED standards and energy conservation in historic buildings.

HPR 5910 Independent Study In Historic Preservation 1–3 credits

Provides a more intense background in some aspect of historic preservation through reading and research, supplementing previous courses or broadening the student's knowledge in some subject area not presently covered by HPR courses. Consent required of the instructor who will supervise the independent study and the Department Chair is required.

HPR 5950 Thesis Research 1–6 credits

Students will develop and present a thesis research proposal, conduct detailed research, write a thesis and defend the research before a faculty committee. Signature of the faculty supervisor and the MA Historic Preservation graduate program coordinator is required.

HS - Heritage Studies**HS 5100 Heritage Studies: Foundations 3 credits**

Designed for those interested in bringing heritage studies to areas such as schools, museums, and historical societies. Relevant concepts and techniques used in history, geography, English, anthropology, and sociology will be presented so participants may create models for class exercises, build museum exhibits, and incorporate heritage studies methodology into their work. Participants will learn methods of social science interpretation and inference about historical events, structures, artifacts, settlement patterns, and various ideologies of the past. Multidisciplinary techniques will be used in interpretations of nearby history and in the development of materials that may be used in educating the general public and students in the classroom.

HS 5200 World Heritage Studies 3 credits

In this course, the European origins and international conventions of the world heritage movement are examined. Several international sites are studied in depth through slides and discussion. Sites in the United States are also considered, as are issues of natural versus cultural sites and cultural resource management. Two field trips are required.

HS 5560 Special Topics in Heritage Studies 1–4 credits

An in-depth study of a particular topic, contemporary issue, or concern. Taught by a specialist within the field being studied or as an alternative methodology. Since topics may vary, the course may be repeated with permission of the instructor.

- HS 5620 Archaeological Field Methods: Prehistory** 2–9 credits
HS 5630 Archaeological Field Methods: Historical 2–9 credits
HS 5640 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 from either the prehistoric or historical periods.

- HS 5710 Internship in Heritage Studies** 1–4 credits

Advanced students and teachers in heritage studies with at least 15 graduate credits can start their internship placement. Individual placement with an organization or institution must be arranged through the heritage studies program coordinator the term before starting work. The type of work will be determined by the interest of the individual and the needs of the organization. Creation of outreach programs, field trips, tours, displays, exhibits, workshops, theme interpretations, or research utilizing resources of the organization or institution to educate the public on any topic in heritage studies.

Prerequisite: 15 graduate credits or more in heritage studies.

- HS 5910 Independent Study** 1–3 credits

Provides students with the opportunity to round out their background in the social sciences through reading and research, supplementing previous coursework in the field. A research paper, periodic conferences and an oral examination may be required. Consent of a faculty supervisor and department chair is required.

ID - Online Instructional Design

- ID 5010 Introduction to Instructional Design** 3 credits

The course introduces learners to the core principles of instructional design. Students analyze, apply, and evaluate those principles in order to develop educational materials for a wide range of online settings. The course will examine multiple instructional design models, project management of instructional projects, and will include a focus on recent contributions from cognitive science and related fields of study. Learners will also consider the effective use of technology for learning and will be introduced to instructional design as a profession.

- ID 5020 Designing Online Learning Experiences** 3 credits

This course focuses on the application of key concepts from current learning theories, backward design, and research on online learning communities to the core design functions of writing objectives, designing assessments, planning activities and instructional materials, and designing for interaction and ease of navigation. Students will work both collaboratively and independently to create/modify a sample Moodle course and to reflect on their design choices.

- ID 5030 Instructional Strategies and Assessment** 3 credits

This course focuses specifically on the actions of the teacher during online learning experiences. Students will work both collaboratively and independently to identify existing and consider new instructional strategies used for effective engagement with content and classmates. Students will also design and develop various assessment criteria and instruments used to provide feedback and evaluate student performance.

- ID 5040 Technology for Online Learning** 3 credits

In this seminar course, participants will explore a variety of industry standard e-learning management systems and development tools by comparing and contrasting their usability, interactivity and assessment options, cost, and support demands. The emphasis will be on the process of selecting and evaluating the correct tool and exploring the practical uses of its application. This class provides participants the opportunity to explore a variety of e-learning management platforms and tools.

- ID 6900 Capstone: Developing Online Learning** 3 credits

In this capstone experience, students apply skills built in previous courses to independently plan, manage, and create an online learning experience. Using project management skills and working with a subject matter expert (SME), students will plan and execute each phase of the instructional design process in creating an online learning experience.

Prerequisites: ID 5010, ID 5020, ID 5030, and ID 5040.

IN - Integrated Arts

- IN 5100 Educational Theatre: Process to Performance** 3 credits

Students will gain experience in the process of creating and presenting a community-based educational theatre piece for family audiences. Each practicum is individually tailored to meet student needs and expectations. Students will have an opportunity to work with a variety of theatre practitioners invested in the educational theatre process.

- IN 5200 Multidisciplinary Art Experiences for Children** 3 credits

Students will gain knowledge and experience developing quality arts experiences for children through participation in a major integrated arts project based either at the University or in the community. Following this experience, students will have the opportunity to develop an integrated arts project within their own classrooms or organizations using visual arts, music, movement, and drama to bring the curriculum to life. Class dates and times will be individualized for each student in order to ensure maximum participation.

- IN 5210 Graduate Practicum in Integrated Arts** 3 credits

A supervised practicum experience in a candidate's school, employment setting or at one of several cooperating institutions or arts organizations in New Hampshire where additional experience in integrated arts can be gained and practiced. Commitment includes a negotiated number of hours per week and a series of journals, a portfolio, and meetings with the faculty supervisor.

- IN 5300 International Arts and Culture Institute** 3 credits

The institute is an opportunity for students to explore a given culture through travel and participation in a specified integrated arts project. Institutes vary from year to year in the country visited and the specific project undertaken. Past projects have involved performing at an arts festival in Wakefield, England, participating in a collaborative theatre project with Lithuanian and American youth, and performing throughout South Africa with a project based on writings from all over the world on peace and justice. Following the institute, students will use the knowledge gained to design an integrated arts project for their classroom or organization.

IN 5400 Imagination, Creativity and Innovation 3 credits

Understanding the Imagination, Creativity and Innovation Continuum and its place in education and the work place, plays an increasingly important role in the success of learners and workers in our society. The ability to imagine or conceive of something new, leading to the creation of new realities and possibilities that advance current practice in our classrooms, businesses and organizations in new and innovative ways is an essential skill set needed in the 21st century. Whether in a classroom of learners, a non-profit organization or the boardroom of a major corporation, imagination, creativity and innovation are an essential component of success, leading to increased engagement, ownership, and vision in all that human beings touch. This course is an exploration of the important role imagination, creativity, and innovation play in our everyday lives, seeking to demystify and honor the creative process, unlocking the power of possibility in each one of us.

IN 5560 Special Topics In Integrated Arts 1–4 credits

An in-depth study of a particular topic, contemporary issue, or concern. Taught by a specialist within the field being studied or as an alternative methodology. A faculty member will coordinate a series of guest speakers who will meaningfully address the topic. Since topics vary, the course may be repeated with permission of the instructor. Falls, springs, and summers.

IN 5700 Integrated Arts Curriculum Development and Assessment 3 credits

Curriculum that integrates across the disciplines assists students in developing habits of mind necessary for success in the 21st century and opens pathways towards becoming lifelong learners. Integration also creates communities of learners among students and the teachers working across the disciplines. In this course participants engage in a variety of approaches in developing integrated arts curricula as well as effective assessment strategies. Integrating the arts will be explored from historical, theoretical, and practical dimensions including issues of leadership and advocacy in promoting the arts as a core discipline.

IN 5970 Integrating the Arts 3 credits

Practicum-based course introduces students to the value and practical application of incorporating the arts into educational, cultural, recreational, and human service settings. In addition to classroom lecture and discussion, a series of workshops with professional artists and teachers will allow students to observe a variety of teaching methods and philosophies. Basic skills and materials will be developed and discussed in creative drama, puppetry, music, theatre, poetry, art, and movement.

IP – Interdisciplinary Studies Program**IP 2225 Introduction to Interdisciplinary Studies 3 credits**

Gives introductory Interdisciplinary Studies students a structure 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 can technology enhance interdisciplinary education and collaboration? Students work with faculty advisors to create their Interdisciplinary Studies contract, and work to develop a personal learning network that they can expand and cultivate during the course of their undergraduate education and beyond. Pass/No Pass. Falls and Springs. (TECO)

IP 3000 Practicum in Interdisciplinary Studies 1-3 credits

Gives students the opportunity to explore connections across fields related to a theme or topics of their choice. The possibilities are many, as students work with a faculty advisor to propose and execute an applied project or experience related to their degree. Consent required of the instructor who will supervise the practicum and the Director of Interdisciplinary Studies. Offered by Individual Enrollment. Repeatable for a maximum of 12 credits. Pass/No Pass. *Prerequisite(s): Interdisciplinary Studies majors only.*

IP 3100 Internship in Interdisciplinary Studies 1-12 credits

Students engage in a work program to apply, in a practical manner, knowledge gained from their academic coursework; the chosen site must be related to their IDS program. Placements and supervision are handled by the PSU Internship Office. Repeatable for a maximum of 12 credits. Pass/No Pass. *Prerequisite(s): Interdisciplinary Studies majors only.*

IP 3200 Independent Study in Interdisciplinary Studies 1-4 credits

Offers students the opportunity to gain an in-depth understanding of an interdisciplinary topic 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 appropriate syllabus to pursue. Periodic conferences with the supervising instructor are expected. Consent required of the instructor who will supervise the independent study and the Director of Interdisciplinary Studies. Offered by Individual Enrollment. Repeatable for a maximum of 12 credits. Pass/No Pass. *Prerequisite(s): Interdisciplinary Studies majors only.*

IP 4425 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. Pass/No Pass. Springs. *Prerequisite(s): Interdisciplinary Studies majors only; Junior status only. (INCO) (WRCO)*

IS – Interdisciplinary Studies**IS 1010 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.

IS 1111 The First Year Seminar: Critical Thinking and the Nature of Inquiry 3 credits

Introduces students to the General Education program's four habits of mind as well as project-based learning. Using critical thinking, design thinking, and information literacy skills, students and the instructor together engage in the development of a project that addresses some aspect of a wicked problem. The wicked problem varies across sections of the course. Required of all first year students during their first semester at Plymouth State University. Elective for transfer students entering with 24 or more credits. Falls and Springs.

IS 1750 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.

ISDI 2100 Issues in Sustainability 3 credits

The concept of sustainability is complex. Sustainable communities require careful assessment of the local culture, economics, and environmental realities at various spatial and temporal scales. Explores the application of sustainability to real-world issues. Explores multiple sustainability frameworks and indicators. Connects sustainability to topics like energy, water, food, transportation, and waste. Falls. (SSDI)

IS 2950 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.*

IS 3390 Applied Ethics 3 credits

See PY 3390 for course description. Unscheduled. *Prerequisite(s): Junior status.*

IS 3470 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. Unscheduled. *Prerequisite(s): Junior status. (INCO)*

IS 3560 Philosophical Perspectives on War and Peace 3 credits

See PY 3560 for course description. Unscheduled. *Prerequisite(s): Junior status. (GACO)(INCO)*

IS 3610 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)*

IS 3750 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.

IS 4360 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)*

IS 4370 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)*

IS 4461 Sustainability Capstone 4 credits

Enhancing environmentally sustainable, socially equitable, and economically viable communities is a complex and multidisciplinary process that requires formative evaluations, objective prioritization, and attentive planning. Students reflect on and apply theoretical sustainability concepts they have learned throughout their multidisciplinary coursework, evaluate sustainability practices in local communities, and create a project to enhance sustainability within a targeted local community. Not open to students who have earned credit for IS 4460. Springs. *Prerequisite(s): Junior/senior status; permission of the instructor. (INCO).*

IS 4500 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**IT 1060 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)

IT 1070 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)

LI – Applied Linguistics**LI 2000 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. Not open to students who have earned credit for LL 2000. Falls and Springs. (QRCO)

LIDI 2020 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. Not open to students who have earned credit for LLDI 2020. Unscheduled. (SSDI) (DICO)

LIDI 2450 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. Not open to students who have earned credit for LLDI 2450. Unscheduled. (CTDI)

LIDI 2500 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. Not open to students who have earned credit for LLDI 2500. Falls. (PPDI)

LIDI 2950 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. Not open to students who have earned credit for LLDI 2950. Unscheduled. (SIDI)

LI 3500 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. Not open to students who have earned credit for LL 3500. Unscheduled.

LL – Language and Linguistics

LL 1011 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.

LL 1020 Special Topic: Fundamentals of Language and Cultural Studies II 1-3 credits

An immersion early spring 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 Languages and Linguistics Department instructor. A study abroad program fee is charged. May be repeated with a different language. Early Spring or Summers.

Prerequisite(s): LL 1010 or LL 1011.

LL 1021 US Culture and Communication 3 credits

Introduces international students to multiple aspects of US culture and provides them with the language skills necessary for successful communication in the classroom and on campus. Through course readings and discussions, students increase their comprehension, critical thinking skills, vocabulary, and knowledge of English grammar. Students also have opportunities to collect and analyze data from the community on cultural topics discussed in the classroom. Falls and Springs.

Prerequisite(s): permission of the Department Chair.

Corequisite(s): LL 1022, LL 1023, LL 1024.

LL 1022 Academic Reading for English Language Learners 3 credits

Develops the academic reading skills of English language learners preparing for study at a US university. Emphasizes reading complex college-level texts across disciplines. Topics include identifying main ideas, making inferences, generating and forming questions, summarizing, building vocabulary and grammar knowledge, and annotating text. Students have the opportunity to integrate writing strategies and to develop their communication skills. Falls and Springs.

Prerequisite(s): permission of the Department Chair.

LL 1023 Academic Writing for English Language Learners 3 credits

Develops the academic writing skills of English language learners preparing for study at a US university. Emphasizes the process of writing an essay and the final product. Particular attention is given to unity and coherence within and across paragraphs, use of transitions, use of outside sources, and patterns of organization. Students have the opportunity to integrate critical reading strategies and to develop their communication skills. Falls and Springs.

Prerequisite(s): permission of the Department Chair.

LL 1024 College Skills for International Students 3 credits

Introduces international students to the expectation of US college life and provides them with the strategies needed to pursue a successful academic career. Students develop listening, note-taking, test-taking, and presentation skills while expanding their knowledge of American campus and classroom culture. Students have the opportunity to apply a critical-thinking approach to authentic lectures and peer-reviewed research articles. Falls and Springs.

Prerequisite(s): permission of the Department Chair.

LL 3180 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, Spanish or other language approved by the Department Chair). Repeatable for credit. Unscheduled.

LL 4400 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.

LL 4910 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.

LL 5170 Foreign Language Methodology K-12 3 credits

This course will introduce students to the theories underlying current pedagogical approaches to foreign language instruction; to assist the student in collecting, creating, and adapting instructional materials appropriate to elementary, middle, and senior high school foreign language courses; to assist the student in preparing and implementing individual lesson plans, long-range planning, student assessment, text book evaluation, and the use of technology; and to prepare the student for a successful student teaching experience.

LL 5210 Language Education Teaching Practicum 1–6 credits

The culminating field-based experience for modern language programs leading to teacher certifications. Students must have completed early field-based experiences and all coursework for certification, including any required undergraduate competencies, before taking this course. It is a continuous, full-time (five days per week) experience 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. Teacher candidates pursuing a practicum will maintain and improve upon the full range of teaching activities they practice every day. This course provides an opportunity for demonstrating the appropriate professional skills, attitudes, and dispositions essential for successful teaching. The teaching field experience is conducted under the supervisory guidance of school and clinical faculty. An online seminar compliments the experience. Certification candidates who are not pursuing the MEd must have submitted passing scores on the Praxis I before enrolling. All candidates who will be required to take Praxis II for NH certification must make arrangements for that testing independently.

LM - Library Media**LM 5010 Leadership and Management 3 credits**

This course will focus on the role and functions of instructional leadership through information and technology management in P-12 Schools. The topics covered will include library and technology instruction, collaboration, planning, and assessment of programs. We will also look at the developments and trends in libraries and technology and how it impacts information-centered organizations. Topics include strategic planning, ethics, and advocacy. This course is cross-listed with CE 5010.

LM 5020 Cataloging and Curation 3 credits

This course will introduce the principles of organization and curation of information. Topics covered will include organization of print and non-print collections, classification systems, and MARC records. Emphasis will be placed on how curation of resources impacts student learning. Library automation systems and their management, copy cataloging, and trends in technology will also be covered.

LM 5030 Resource Selection and Instruction 3 credits

This course will introduce candidates to concepts, principles, and current developments in information services for the school library/media center including how to create a collection that supports the learning needs of the school community. Topics cover curriculum, selection tools, policies, and the procedures for developing, maintaining, and evaluating print and digital collections.

LM 5040 Technology and Innovation 3 credits

This course is designed to provide School Library Media Specialists, Technology Integrators, and other educators with hands-on experiences with innovative technology and the effects on the 21st century classroom. Current and emerging digital tools will be explored. Other topics covered include collaboration, teamwork, and programming in P-12. Also offered as CE 5040.

LM 5210 Practicum in School Media 3 credits

The practicum is to provide the student with a supervised field experience in one of several cooperating institutions or agencies. The purpose is to gain meaningful work experience through applying knowledge learned in previous coursework to the on-the-job situation. Commitment includes a negotiated number of hours per week. Supervision is by the institution or agency concerned and by PSU faculty.

LM 5300 Advanced Children and Young Adult Literature 3 credits

This advanced literature course will survey fiction and non-fiction books for school age students. Genres to be discussed include picture books, traditional literature, modern fantasy, contemporary realistic fiction, historical fiction, multicultural literature, informational books, biographies and graphic books. Students will also explore new issues and trends in literature including technological advancements. The course is designed to help the educator evaluate and select appropriate literature to develop and maintain school library collections as well as classroom and instructional libraries. During this course, students will critically discuss current issues in children's and young adult literature.

LM 5500 Special Topics in Library Media Studies 1–3 credits

An in-depth study of a particular topic, contemporary issue, or concern. The course will be taught by a specialist within the field being studied or as an alternative methodology. Since topics vary, the course may be repeated with permission of the instructor.

LM 5910 Independent Study 1–3 credits

An in-depth study of a particular topic, contemporary issue, or concern. Topic must receive approval by the program coordinator.

MA – Mathematics (undergraduate)**MA 1200 Elementary Algebra 4 credits**

Designed to help students improve their algebra skills. Topics include: review of operations with integers and rational numbers, first and second degree equations, polynomials and factoring, graphing, exponents and radicals, applied word problems, and the quadratic formula. 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.

- MA 1500 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)
- MA 1800 College Algebra** **3 credits**
 After reviewing concepts related to properties of real numbers, exponents, polynomial expressions, and coordinate geometry, focuses largely on the study of equations, graphs, and functions. Emphasizes terminology, lines, solving a variety of equations, and reading and transforming graphs. Intended for students whose majors require calculus or applied calculus and were not placed into a higher level mathematics course by the Placement Assessment or AP credit. Falls and Springs.
Prerequisite(s): regular admission to Plymouth.
- MA 1900 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)
- MA 2110 Mathematics for PreK-Grade 3 Educators** **4 credits**
 A mathematics course for those pursuing majors in Early Childhood Studies and Elementary Education. The instruction format emphasizes activity-based learning, problem-solving, cooperative learning, and communication. Students study mathematics foundational to teaching mathematics at the K-6 level including topics from numbers, arithmetic operations, number theory, fractions, rational numbers, ratios, percentages, and proportions. Students are asked to reason inductively, deductively, and by using analogies. Students solve problems which require creative thought in addition to recollection of facts. Falls and Springs.
Prerequisite(s): regular admission to Plymouth.
- MA 2120 Mathematics for Grades 4-6 Educators** **4 credits**
 A mathematics course for those pursuing majors in Childhood Studies or Elementary Education. 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 algebra, 2-dimensional and 3-dimensional geometric figures, statistics, and probability. 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)
- MA 2140 Precalculus** **4 credits**
 With the concept of functions as a central theme, considers topics from algebra, trigonometry, and complex numbers including graphing and graph transformations, polynomials and rational functions, the unit circle and its applications, and transformations of trigonometric functions. Places a strong emphasis on the dual representations of functions as equations and graphs. Falls and Springs.
Prerequisite(s): MA 1800, or score Level 2 or higher on the Mathematics Placement Assessment. (QRCO)(TECO)
- MA 2200 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)
- MA 2250 Mathematics for Computer Scientists** **3 credits**
 A course in basic discrete mathematics intended for Computer Science and Information Technology majors. Topics include sets, logic and logical statements, sequences, counting, relations and functions, common proof techniques, and graph theory. Open to Computer Science and Information Technology majors only. Not open to students who have earned credit for MA 2400. Falls and Springs.
Prerequisite(s): MA 1800 or higher, or Level 2 on the Math Placement Assessment.
- MA 2300 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)
- MA 2400 Introduction to Formal Mathematics** **3 credits**
 Mathematics for majors is more advanced and abstract than high school mathematics. Introduces new majors and students interested in the study of mathematics to formal mathematics, focusing mostly on sets and logic. Emphasizes collaborative learning and the Mathematics Department culture. Not open to students who have earned credit for MA 2000. Falls.
Prerequisite(s): regular admission to Plymouth.
- MA 2490 Applied Calculus I** **4 credits**
 The first semester of a calculus sequence dealing with applications of the differential and integral calculus to other disciplines. Topics include functions and their graphs, limits, continuity, the derivative and its uses in optimization and mathematical modeling, and the Fundamental Theorem. Graphing calculators are used. Students may not receive credit for both MA 2490 and MA 2550. Falls and Springs.
Prerequisite(s): MA 2140, or score Level 3 or higher on the Mathematics Placement Assessment. (QRCO)

- MA 2500 Applied Calculus II** **4 credits**
The second semester of a calculus sequence dealing with applications of the differential and integral calculus to other disciplines. Topics include calculus of transcendental functions, applications of integration, separable differential equations, multidimensional calculus with applications, sequences and series, and integration of trigonometric functions. Graphing calculators are used. Students may not receive credit for both MA 2500 and MA 2560. Springs.
Prerequisite(s): MA 2490. (QRCO)
- MA 2550 Calculus I** **4 credits**
A first calculus course concentrating on limits, continuity, the derivative, integration, various techniques to differentiate and integrate numerous functions including transcendental functions, applications of the Mean Value Theorem, the First and Second Derivative Tests, and the Fundamental Theorem of Calculus in both theoretical problems and applications. Includes presentations of proofs for select theorems. Students may not receive credit for both MA 2490 and MA 2550. Falls and Springs.
Prerequisite(s): MA 2140, or score Level 4 on the Mathematics Placement Assessment. (QRCO)
- MA 2560 Calculus II** **4 credits**
A continuation of calculus with an emphasis on rigor and derivations including further study of integration techniques, applications of integrations, improper integrals, infinite series and proofs of their convergence or divergence, Taylor's Theorem, separable differential equations, and first order linear differential equations. Students with previous credit for MA 2490-2500 may not receive credit for MA 2560. Falls and Springs.
Prerequisite(s): MA 2550. (QRCO)
- MA 2600 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.
- MA 2700 Logic, Proofs, and Axiomatic Systems** **3 credits**
The study of formal logic is used to write rigorous proofs of mathematical statements. Concepts from set theory, relations, number theory, analysis, complex numbers, linear algebra, graph theory, and abstract algebra may be included. The variety of settings may vary each semester. Stresses development of proofs writing skills and includes techniques like direct proof, proof by contradictions, and induction. Students are expected to produce a portfolio of their work. Not open to students who have earned credit for MA 3110. Springs.
Prerequisite(s): MA 2400 and (MA 2490 or MA 2550). (WRCO)
- MA 2910 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.
- MA 3050 Introduction to Mathematics Education** **3 credits**
Studies the history of the standards movement in mathematics education and current state and national standards. Introduces local, regional, and national organizations of mathematics teachers. Students use and write lesson plans that focus on outcomes that drive instruction and include links to standards, measurable outcomes, classroom activities, and formative and summative assessments. Considers assessment on classroom, state-wide, national, and international levels. Requires 20 hours of school-based classroom observation and participation. Open to Mathematics Education majors and minors. Not open to students who have earned credit for MA 3080. Springs.
Prerequisite(s): MA 2400, (MA 2490 and MA 2500) or (MA 2550 and MA 2560).
- MA 3070 Knowing and Teaching Mathematics** **3 credits**
Discover the mathematical concepts and pedagogical skills needed to become a successful teacher of mathematics in grades K-6. Students are actively involved in exploring how children learn mathematics and how they can guide them in their learning of mathematics. Discusses content, methods, curriculum, assessment, national and state standards and grade level expectations, and appropriate technology used in the classroom. Falls and Springs.
Prerequisite(s): MA 2110, MA 2120 or MA 3010; completion of Cluster I or Cohort Courses I; full acceptance to BS Elementary Education. *Corequisite(s):* ED 3060, ED 3080, ED 3090, RL 3070, and SE 3070.
- MA 3120 Linear Algebra** **3 credits**
Introduction to linear algebra including vector spaces, linear transformations, matrices and determinants. Emphasizes both proof and applications to a variety of areas. Springs.
Prerequisite(s): 2 semesters of calculus.
- MA 3130 Directed Research in Mathematics** **1-3 credits**
Under the supervision of a Mathematics Department faculty member, students engage in a research project. Duties typically include, but are not limited to, data collection and analysis, library research, and other prepublication tasks. Students are required to present findings. May be repeated for a maximum of 6 credits. Falls and Springs.
Prerequisite(s): permission of the supervising faculty and the Department Chair.

- MA 3200 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.
- MA 3230 College Geometries** 4 credits
Rigorous study of Euclidean geometry, with an emphasis on proofs. Non-Euclidean geometries are also rigorously studied as they compare to Euclidean geometry. Explores theorems and constructions using geometry software. Falls of even years.
Prerequisite(s): MA 2700. (TECO)(WRCO)
- MA 3280 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.
- MA 3460 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. Spring of odd years.
Prerequisite(s): (MA 2500 or MA 2560) and MA 3230. (GACO)(WRCO)
- MA 3500 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.
- MA 3510 Differential Equations** 3 credits
Discusses 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.
- MA 3540 Calculus III** 4 credits
A continuation of the calculus with an emphasis on rigor and derivations. Topics include three-dimensional coordinate geometry of curves and surfaces; partial and directional derivatives and their applications; double integrals in rectangular coordinates and Fubini's Theorem; triple integrals in rectangular, cylindrical, and spherical coordinates; divergence and curl, and Stoke's Theorem and the Divergence Theorem. Students may not receive credit for both MA 3520 and MA 3540. Springs.
Prerequisite(s): MA 2500 (with consent of instructor) or MA 2560.
- MA 4020 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)
- MA 4040 Teaching and Learning Mathematics for Secondary and Middle School** 3 credits
Students develop mathematics teaching skills, methods, and strategies including building study skills in mathematics. Students create daily lesson plans, unit plans, and year-long plans. Includes discussions and development of student assessment strategies. Participants experience simulated classroom teaching and are required to complete a minimum of 18 hours of school observation and participation. 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.
- MA 4140 Abstract Algebra** 3 credits
Studies groups, rings, fields, and selected topics. Spring of even years.
Prerequisite(s): MA 2700 and MA 3120. (WRCO)
- MA 4220 Topics in Mathematics** 3 credits
Studies a topic, such as topology, number theory, or complex variables. 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.
- MA 4350 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) and MA 3540.

MA 4430 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)

MA 4510 Introduction to Analysis **3 credits**

A rigorous treatment of the classic topics of analysis including the Completeness Axiom, convergence of sequences, the Balzano-Weierstrauss Theorem, and the formal definitions and applications of a limit of a function, the continuity of a function, open and closed sets, and differentiation. Falls of even years.

Prerequisite(s): MA 2700 and MA 3120.

MA 4600 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.

MA 4910 Independent Study **1-4 credits**

An individual study project intended to investigate topics beyond current offerings in the Mathematics Department. Consent required of the instructor who will supervise the independent study and the Department Chair.

MA 4965 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. Interns gradually assume responsibility for a full range of teaching activities encountered in a school situation, thereby demonstrating appropriate professional skills and attitudes essential for successful teaching. The internship is conducted under the supervisory guidance of a mentor teacher and a university supervisor. Required seminars complement the experience. 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.

MA 4975 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 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 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.

MA 4985 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 face-to-face and web-based discussions. 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.

Prerequisite(s): minimum grade of C in MA 4040. Corequisite(s): MA 4965 or MA 4975.

ME – Music Education**ME 1100 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	ME3130 Woodwind Methods I	1 credit
Development of basic performance skills on guitar, including functional accompanying in folk and popular styles. Falls and Springs. <i>Prerequisite(s): students must provide their own instruments.</i>		Basic performance skills and teaching techniques for flute and clarinet. Application of skill takes place in an instrumental lab. Falls. <i>Prerequisite(s): Music Education majors only. Corequisite(s): ME 2020.</i>	
ME1200 Voice Class I	1 credit	ME3140 Woodwind Methods II	1 credit
Fundamentals of voice production: posture, breath control, tone, diction, interpretation; emphasis on group and solo performance. Falls.		Basic performance skills and teaching techniques for saxophone, oboe, and bassoon. Application skill takes place in an instrumental lab. Springs. <i>Prerequisite(s): Music Education majors only. Corequisite(s): ME 2020.</i>	
ME 2000 Guitar Class II	1 credit	ME3160 Percussion Methods	1 credit
Continuation of development of Guitar Class I skills; introduction to ensemble playing. Falls and Springs. <i>Prerequisite(s): students must provide their own instruments.</i>		Basic performance skills and teaching techniques for selected percussion instruments. Application of skill takes place in an instrumental lab. Springs. <i>Prerequisite(s): Music Education majors only. Corequisite(s): ME 2020.</i>	
ME 2020 Instrumental Lab	0 credit	ME3210 Upper Brass Methods	1 credit
Provides prospective music educators with opportunities in a lab setting to apply skills acquired on instruments studied in ME 2150, ME 3130, ME 3140, ME 3160, ME 3210, and ME 3220. Participants also plan and conduct rehearsals and receive feedback on their teaching effectiveness. Pass/No Pass. Falls and Springs. <i>Prerequisite(s): Music Education majors only.</i>		Basic performance skills and teaching techniques for trumpet and French horn. Application of skill takes place in an instrumental lab. Falls. <i>Prerequisite(s): Music Education majors only. Corequisite(s): ME 2020.</i>	
ME 2110 Techniques of the Marching Band	0.5 credit	ME3220 Lower Brass Methods	1 credit
Styles and techniques of marching band performance, including pedagogical methods. Fall of even years.		Basic performance skills and teaching techniques for trombone, euphonium (B.C. and T.C.), and tuba. Application of skill takes place in an instrumental lab. Springs. <i>Prerequisite(s): Music Education majors only. Corequisite(s): ME 2020.</i>	
ME 2150 String Methods	1 credit	ME3250 Choral Conducting	2 credits
Basic performance skills and teaching techniques for violin, viola, cello and double bass. Application of skill takes place in an instrumental lab. Falls. <i>Prerequisite(s): Music Education majors only. Corequisite(s): ME 2020.</i>		Preparation and interpretation of choral scores for rehearsals and performances. Fall of even years. <i>Prerequisite(s): MU 2260 with a minimum grade of C.</i>	
ME 2340 Music Teaching Apprenticeship	1 credit	ME3260 Instrumental Conducting	2 credits
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. <i>Prerequisite(s): Music Education majors only.</i>		Preparation and interpretation of instrumental scores for rehearsals and performances. Fall of odd years. <i>Prerequisite(s): MU 2260 with a minimum grade of C.</i>	
ME3010 Choral Lab	0 credit	ME3340 Choral Literature and Techniques	2 credits
Enhances the development of student choral conducting in a lab setting. The lab accompanies work done in both the elementary and secondary music methods classes. Pass/No Pass. Falls and Springs. <i>Prerequisite(s): Music Education majors only.</i>		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.	
ME3110 Elementary School Music Methods	3 credits	ME3350 Instrumental Literature and Techniques	2 credits
Exposes students to the Core Arts Standards and pedagogy, curriculum, assessment, and materials for teaching music in grades K-5. Students apply knowledge and skills and transfer learning in a public school practicum and in a choral lab. Springs. <i>Prerequisite(s): Music Education majors only; full acceptance to the Teacher Certification program. Corequisite(s): ME 3010.</i>		Organization and development of instrumental ensembles: recruitment, scheduling, instructional materials, etc. Survey of solo and ensemble literature and individual methods. Springs.	

- ME 3500 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)
- ME 4200 Secondary School Music Methods** 3 credits
Exposes students to the Core Arts Standards and pedagogy, curriculum, assessment, and materials for teaching music in grades 6-12. Emphasizes general music. Students apply knowledge and skills and transfer learning in a public school practice and in a choral lab. Falls.
Prerequisite(s): Music Education majors only; full acceptance to the Teacher Certification program. Corequisite(s): ME 3010.
- ME 4500 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.
- ME 4860 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 3.00 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.
- ME 4870 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 3.00 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.
- ME 4910 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.
- ME 5120 New England Band Directors Institute** 1 credit
A multifaceted seminar intended to help participants improve upon the musical, educational, and administrative skills involved with public school instrumental music. Emphasis will be placed on new methodologies and material. The staff of guest speakers will include active educators from throughout New England as well as featured speakers whose contributions to music education have gained national or international attention. Since topics will vary, the course may be repeated. Summer.
- ME 5260 Instrumental Conducting and Repertoire** 3 credits
The study of instrumental conducting as applied to the public school setting, with emphasis on developing effective teaching and rehearsal strategies, is the focus for this course. Study will include available published methods and pedagogical materials as well as age-appropriate study performance repertoire. On-site observation and advising will involve one or more of the student's ensembles. Attendance at periodically scheduled on-campus seminars will also be required.
- ME 5290 Practicum in Instrumental Music Education** 6 credits
This course will focus on the application and documentation of strategies pertaining to the musical, administrative, and pedagogical responsibilities of instrumental music teachers in the public schools. *Attendance at periodically scheduled on-campus seminars will be required. Also a minimum of one year of teaching experience is necessary for this course.*
- ME 5300 Music Technology for Educators** 3 credits
This course will examine the history and evolution of music technology in music education and how it impacts music curriculum development, music education, culture, and society. It will explore music education; music administration; music notation and music sequencing software; MIDI (Musical Instrument Digital Interface) techniques, synthesis, programs, and equipment that support MIDI; music notation; and music sequencing for the music educator. Students will acquire proficiency in MIDI technology and demonstrate that proficiency by designing a curriculum that integrates music technology into the music classroom. Student may also select to work in either Finale PrintMusic or Digidesign ProTools to demonstrate mastery of MIDI and MIDI software.
- ME 5500 Survey of Arts Projects, Programs, and Technologies** 3 credits
An overview of arts projects, programs, and technologies, this survey course acquaints the student with a wide variety of integrated arts experiences that have been successfully implemented into a wide range of educational, cultural, and recreational settings. Commonalities between projects and programs will be examined. Summer.

ME 5560 Special Topics in Music Education 1–3 credits

An in-depth study of a specialized topic pertaining to contemporary issues and methodologies. The course will be taught by a specialist or series of specialists within the area under study. Since topics will vary, the course may be repeated. Summer.

**ME 5600 The Art of Choral Conducting:
A Seminar in Conducting Techniques 3 credits**

An exploration of the choral process for choral directors, general music teachers, and performing artists. The role of both gestural and verbal communication in rehearsal and performance will be examined through workshop experience. Approaches to conducting technique, rehearsal design and procedures, score preparation, programming, voice placement, public relations, and recruitment will be examined. Summer.

ME 5910 Independent Study 1–3 credits

Advanced work in a specialized area, selected and pursued in consultation with a faculty advisor. Consent of a faculty supervisor and department chair is required.

MG—Mathematics (graduate)

A student, with approval from the mathematics program coordinator, may take a maximum of three undergraduate courses for graduate credit (MG 3100 or higher), if a similar course has not been included at the undergraduate level. If deemed appropriate, a project to be determined by the course instructor, in consultation with the student, will be required to obtain graduate credit.

MG 5010 Seminar in Mathematics Education 1–4 credits

The topic for the course is selected by the professor from current developments and issues in mathematics education, such as mathematics for exceptional children, Piaget's research, mathematics assessment, and algebra in the K–12 curriculum. Course may be repeated on a different topic with permission of the department chair.

**MG 5220 Numbers and Operations for
Elementary/Middle School Teachers 4 credits**

This course focuses on advanced concepts and procedures in numbers and operations (grades K-8). Mathematical topics include pre-number and early number concepts, place value and number systems, arithmetic operations including calculational fluency with traditional algorithms and mental math, proportional reasoning, and the historical development of number and number systems. Classroom activities demonstrate how mathematical problem solving, reasoning, and communication can be integrated in the everyday learning experiences of every student. Building on this knowledge students design lesson plans to achieve clear content and process objectives. Classroom discussions focus on thinking processes, mathematical concepts, habits of mind, conceptual understanding, and dispositions that students need in order to develop a deep, flexible, and enduring understanding of mathematics.

**MG 5230 Algebra and Functions for
Elementary/Middle School Teachers 4 credits**

This course focuses on advanced concepts and procedures in algebra and functions (grades K-8). Mathematical topics include generalizing patterns, different use of variables, equations and inequalities, functions in multiple representations, modeling with functions, and historical development of algebra and functions. Classroom activities demonstrate how mathematical problem solving, reasoning, and communication can be integrated in the everyday learning experiences of every student. Building on this knowledge, students design lesson plans to achieve clear content and process objectives. Classroom discussions focus on thinking processes, mathematical concepts, habits of mind, conceptual understanding, and dispositions that students need in order to develop a deep, flexible, and enduring understanding of mathematics.

**MG 5240 Geometry and Measurement for
Elementary/Middle School Teachers 4 credits**

This course focuses on advanced concepts and procedures in geometry and measurement (grades K-8). Mathematical topics include features and classifications of 2D and 3D shapes, area, volume, surface area, congruence, similarity, proofs of selected theorems, and the historical development of geometry. Classroom activities demonstrate how mathematical problem solving, reasoning, and communication can be integrated in the everyday learning experiences of every student. Building on this knowledge students design lesson plans to achieve clear content and process objectives. Classroom discussions focus on thinking processes, mathematical concepts, habits of mind, conceptual understanding, and dispositions that students need in order to develop a deep, flexible, and enduring understanding of mathematics.

**MG 5250 Data Analysis and Probability for
Elementary/Middle School Teachers 4 credits**

This course focuses on advanced concepts and procedures in data analysis and probability (grades K-8). Mathematical topics include data representation and interpretation, data analysis, classical definition of probability, odds, expected value, and historical development of statistical and probabilistic ideas. Classroom activities demonstrate how mathematical problem solving, reasoning, and communication can be integrated in the everyday learning experiences of every student. Building on this knowledge students design lesson plans to achieve clear content and process objectives. Classroom discussions focus on thinking processes, mathematical concepts, habits of mind, conceptual understanding, and dispositions that students need in order to develop a deep, flexible, and enduring understanding of mathematics.

MG 5320 Number, Quantity, and Algebra for Middle/Secondary School Teachers 4 credits

This course focuses on algebraic thinking and concepts central to the Common Core State Standards in Mathematics [CCSSM]. Specifically, the mathematical content of the course aligns with the CCSSM standards (grades 5-12) in number, quantity, and algebra. Classroom activities explore this mathematical content and the Standards for Mathematical Practice in CCSSM deepening students' understanding. The activities also demonstrate how mathematical practices can be integrated in the everyday learning experiences of every student. Building on this knowledge, students design lesson plans to achieve clear content and process objectives. Classroom discussions focus on thinking processes, mathematical concepts, habits of mind, conceptual understanding, and dispositions that students need in order to develop a deep, flexible, and enduring understanding of mathematics.

MG 5330 Functions and Modeling for Middle/Secondary School Teachers 4 credits

This course focuses on functions and modeling concepts central to the Common Core State Standards in Mathematics [CCSSM]. Specifically, the mathematical content of the course aligns with the CCSSM standards (grades 5-12) in functions and modeling. Students will develop conceptual understanding and confidence working with functions and modeling. Activities are designed to demonstrate how the Standards for Mathematical Practice in CCSSM can be integrated in the everyday learning experiences of every student. Class discussions are centered on thinking processes, habits of mind, conceptual understanding, and dispositions that students need in order to develop a deep, flexible, and enduring understanding of mathematics.

MG 5340 Geometry for Middle/Secondary School Teachers 4 credits

This course focuses on Euclidean geometry concepts central to the Common Core State Standards in Mathematics [CCSSM]. The mathematical content of the course aligns with the CCSSM standards (grades 5-12) in geometry. Students will develop conceptual understanding of geometric properties and relationships, applying and analyzing concepts, procedures, and proofs. Activities are designed to demonstrate how the Standards for Mathematical Practice in CCSSM can be integrated in the everyday learning experiences of every student. Class discussions are centered on thinking processes, habits of mind, conceptual understanding, and dispositions that students need in order to develop a deep, flexible, and enduring understanding of mathematics.

MG 5350 Topics in Statistics and Probability for Middle/Secondary School Teachers 4 credits

This course focuses on statistics and probability concepts central to the Common Core State Standards in Mathematics [CCSSM]. The mathematical content of the course aligns with the CCSSM standards (grades 5-12) in statistics and probability. Students will develop conceptual understanding and fluency in statistical concepts, data analysis, and probability. Activities are designed to demonstrate how the Standards for Mathematical Practice in CCSSM can be integrated in the everyday learning experiences of every student. Class discussions are centered on thinking processes, habits of mind, conceptual understanding, and dispositions that students need in order to develop a deep, flexible, and enduring understanding of mathematics.

MG 5760 Topics in Mathematics for Elementary/Middle School Teachers 1–4 credits

Topics for this course can vary, but may focus on one or more of the following ideas: problem solving; logic and proof; set theory and Venn diagrams; calculus notions; number systems; and mathematical modeling. A standard text on the topic will be used when appropriate. Students may repeat the course with a different topic as its focus with the permission of the department chair.

MG 5820 Topics in Number Theory for Middle/Secondary School Teachers 2–4 credits

Topics in this course vary, but may focus on one or more of the following topics, which are traditionally found in the middle/secondary mathematics curriculum: prime numbers, mathematical induction, the Euclidean algorithm, divisibility, and complex numbers. Other topics explored may include Peano's postulates, Fermat's last theorem, and the well-ordering principle. A standard text on the topic will be used when appropriate. Students may repeat the course with a different topic as its focus with the permission of the department chair.

MG 5830 Topics in Discrete Mathematics for Middle/Secondary School Teachers 2–4 credits

Topics in this course vary, but may focus on one or more of the following: logic, proof, set theory, and Venn diagrams; algorithmic thinking; Boolean algebra; mathematical induction; recursion relations; graph theory and networking; and relating those ideas to teaching discrete mathematics in grades 7–12. Students may repeat the course with a different topic as its focus with the permission of the department chair.

MG 5840 Topics in Geometry for Middle/Secondary School Teachers 2–4 credits

Topics for this course can vary, but may focus on one or more of the following: history of Euclidean and non-Euclidean geometry; Euclidean geometries; non-Euclidean geometries; Euclidean geometries in the plane; polyhedra, analytic, and transformational geometry; projective geometry; fractals; geometry in the real world; and topology. Investigations may use computer software and Internet resources. Students may repeat the course with a different topic as its focus with permission of the department chair.

MG 5850 Topics in Statistics/Probability for Middle/Secondary School Teachers 2–4 credits

Topics for this course can vary, but may focus on one or more of the following: techniques and content for teaching statistics and probability at the secondary level; organizing and displaying univariate data, stem, and leaf; box and scatter plots; regression analysis, linear programming, random sampling; confidence intervals and tests of significance; experimental design; discrete and continuous probability functions; and experimental and theoretical probability. Students may explore these ideas through hands-on activities, computer software, or graphing calculators. Students may repeat the course with a different topic as its focus with the permission of the department chair.

MG 5860 Topics In Mathematics for Middle/Secondary School Teachers 1–4 credits

Topics for this course can vary, but may focus on one or more of the following ideas: problem solving; logic and proof; set theory and Venn diagrams; topology; real analysis; complex analysis; and mathematical modeling. Standard text on the topic will be used when appropriate. Students may repeat the course with a different topic as its focus with the permission of the department chair.

MG 5910 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 department colloquium during the term. Consent of a faculty supervisor and department chair is required.

MG 5960 Mathematics Education Teaching Internship 1–9 credits

This course is the culminating field-based teaching experience for teacher certification students in the Master of Education (MEd) in mathematics or Post Baccalaureate, Middle or Secondary Education programs. Students must have completed early field-based experiences and all coursework for the certification, including any required undergraduate competencies, before taking this course. Teacher candidates pursuing an internship will gradually assume responsibility for a full range of teaching activities encountered in a school situation. Internship provides an opportunity for demonstrating the appropriate professional skills, attitudes and dispositions essential for successful teaching. The teaching field experience is conducted under the supervisory guidance of mentor teacher and university supervisor. An online seminar compliments the experience. Certification candidates who are not pursuing the MEd. must have submitted passing scores on the Core Academic Skills for Educators before enrolling. All candidates who will be required to take Praxis II for NH Certification must make arrangements for that testing independently.

Prerequisite(s): Completion of all other program requirements for certification by the beginning of the internship semester; permission of the Coordinator of Teacher Certification and Clinical Experiences; and Mathematics Department Program Coordinator.

MT – Meteorology

MT 1000 Introduction to Weather Community 1 credit

First-semester introduction to the meteorology major that helps students transition to the college environment. Introduces (1) meteorology faculty, staff, and resources; (2) ideas for success, study skills, critical thinking, work ethic, and professionalism; and (3) careers in meteorology, including forecasting, research, and broadcasting. Round-table discussions; presentations by students and faculty. Pass/No Pass. Falls. Open to Meteorology majors only.

MTDI 1200 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 MTDI 1100 cannot take this course. Falls and Springs. (SIDI)

MTDI 1500 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)

MT 2110 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.

MT 2230 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.

MT 2800 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)

- MT 3230 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.
- MT 3300 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.
- MT 3710 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)
- MT 4150 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, MT 2110, (MA 2490 or MA 2550); Junior status. (INCO)
- MT 4262 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 prepare 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.
- MT 4280 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 4262, 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, 180/160 ratios, pollen and carbon-14 dating. Also covered are a variety of possible causal factors such as orbital variations, plate tectonics, volcanic eruptions, CO₂ variations and El Niño. The results of paleoclimatic modeling are also discussed. May be taken as ESP 4440. Springs.
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.
- MT4460 Climate Dynamics** **3 credits**
Introduction to the mean thermodynamic state of the atmosphere and connections to transient weather phenomena, including zonal and eddy flow interactions, energy and momentum flux, troposphere-stratosphere interactions, and subseasonal-to-interannual atmospheric interactions with the cryosphere, hydrosphere, and pedosphere. Falls.
Prerequisite(s): MA 3500 and (MT 4320 or concurrent registration).
- 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. Repeatable for credit.
Prerequisite(s): permission of the instructor.
- MT4560 Topics in Meteorology** **1-4 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): Meteorology major and permission of the instructor.
- MT4600 Internship** **1-4 credits**
Involves 1-4 weeks of full-time work or equivalent part-time work at a private or governmental forecast office, weather observatory or broadcasting facility. The on-site experience is provided to give students an opportunity to become more familiar with meteorological equipment and forecasting procedures and to participate in daily weather observations, discussions, and presentations as appropriate. Compensation is not necessarily provided for intern time. One credit is given for each 40-hour week of participation. Studies must submit a written report when the internship is completed. Repeatable for credit.
Prerequisite(s): MT 2110 and permission of the instructor.
- 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.
- MT 5150 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. Spring term of even years.
Prerequisite: undergraduate degree in Meteorology or Atmospheric Science or permission of the instructor. This course is co-listed as MT 4150 in the undergraduate curriculum.
- MT 5200 Transportation Meteorology** **3 credits**
Students will learn the various weather systems that affect different modes of transportation. In particular, road weather, aviation meteorology, and oceanic meteorology will be highlighted. Advanced weather analysis and forecasting skills will be applied in order to make forecasts tailored to various industries. Spring term.
Prerequisite: undergraduate degree in Meteorology or Atmospheric Science and any computer programming course or permission of the instructor.

- MT 5280 Synoptic Meteorology II** **3 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. Spring term.
Co-requisite: MT 5320/4320 or equivalent. This course is co-listed as MT 4280 in the undergraduate curriculum.
- MT 5310 Dynamic Meteorology I** **3 credits**
This course is an 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. Fall term. This course is co-listed with MT 4310 in the undergraduate curriculum.
- MT 5320 Dynamic Meteorology II** **3 credits**
This course will cover advanced topics in geophysical fluid dynamics including circulation theory, vorticity, planetary boundary layer, quasi-geostrophic theory, stratospheric dynamics and introductory numerical modeling concepts. Spring term.
Prerequisite: MT 5310/4310. This course is co-listed as MT4320 in the undergraduate curriculum.
- MT 5330 Satellite Meteorology** **3 credits**
This course will provide the student with a broad overview of the theory and application of satellite data. Course begins with a short history of meteorological satellites. This will be followed by sections on satellite orbits and navigation, and types of currently operating satellites. Later sections discuss radiative transfer theory, meteorological sensor packages and types of data, image interpretation, wind measurements, and atmospheric soundings. Fall term.
Prerequisite: undergraduate degree in Meteorology or Atmospheric Science or permission of the instructor.
- MT 5340 Radar Meteorology** **3 credits**
This course will provide a broad overview of the hardware and theory behind the application of meteorological radar data. The course will begin with a short history of radar meteorology, which will be followed by a brief summary of the radar hardware and theory applicable to meteorological use and interpretation—beam spreading, ducting, anomalous propagation, etc. The differences between reflectivity, Doppler, and polarimetric measurements will also be discussed. Much of the remainder of the course will be used to cover the different levels of Doppler radar data, the available products for each level, algorithms used to automatically analyze these data, and applying these data to real world problems, such as quantitative precipitation estimates and severe local storms detection. Spring term.
Prerequisite: undergraduate degree in Meteorology or Atmospheric Science or permission of the instructor.
- MT 5350 Boundary Layer Meteorology** **3 credits**
This course is designed to provide the student with the fundamentals of atmospheric boundary layer (ABL) behavior, where the atmosphere is highly influenced by the Earth's surface. The student will develop an appreciation for the role of the ABL in the overall dynamics of the atmosphere. Specifically, students will come to understand the importance of fluxes in the ABL, the general diurnal structure of the ABL, the principles of turbulent flow, including Monin-Obukhov similarity theory, the application of Reynolds averaging, and turbulent kinetic energy (TKE) dissipation. Fall term.
Prerequisite: undergraduate degree in Meteorology or Atmospheric Science or permission of the instructor.
- MT 5400 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. Fall term.
Prerequisite: undergraduate degree in Meteorology or Atmospheric Science, any computer programming course, or permission of the instructor. This course is co-listed as MT 4400 in the undergraduate curriculum.
- MT 5410 Atmospheric Physics** **3 credits**
This course will provide 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 acoustical phenomena. Fall term. This course is co-listed as MT 4410 in the undergraduate curriculum.
- MT 5420 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 term of odd years.
Prerequisite: undergraduate degree in Meteorology or Atmospheric Science or permission of the instructor. This course is co-listed as MT 4420 in the undergraduate curriculum.
- MT 5430 Climate Change** **3 credits**
This course will provide an overview of the methods for examining climate change. Included are time series analysis and climate proxies, such as tree-ring analysis, oxygen-18/oxygen-16 ratios, and pollen and carbon-14 dating. Also covered are a variety of possible causal factors such as orbital variations, plate tectonics, volcanic eruptions, CO₂ variations, and El Niño. The results of paleoclimatic modeling are also discussed. Spring term of odd years. This course is co-listed as MT 4430 in the undergraduate curriculum.

MT 5450 Advanced Synoptic Meteorology 3 credits

Use of advanced analytical techniques for multiscale weather systems throughout the globe with an emphasis on synoptic-scale, mid-latitude weather will be discussed. Topics include forecasting applications of the quasi-geostrophic height tendency and omega equations, frontogenesis, Q-vector analysis, isentropic analysis, Hovmoller 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. Fall term.

Prerequisite: undergraduate degree in Meteorology or Atmospheric Science or permission of the instructor. This course is co-listed as MT 4450 in the undergraduate curriculum.

MT 5470 Micrometeorology 3 credits

Students will study the processes involving the exchange of momentum, heat, and moisture between the lowest portion of the atmosphere and the underlying surface of the Earth. Topics will include local energy budgets, soil heat transfer, the planetary boundary layer, turbulence, and neutral and diabatic surface layers. Spring term of even years.

Prerequisite: undergraduate degree in Meteorology or Atmospheric Science or permission of the instructor. This course is co-listed as MT 4470 in the undergraduate curriculum.

MT 5480 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 external force mesoscale systems. Using observational cases, covers terminology, characteristics, and behavior of mesoscale events. Spring Term.

Prerequisite: undergraduate degree in Meteorology or Atmospheric Science or permission of the instructor. This course is co-listed as MT 4480 in the undergraduate curriculum.

MT 5560 Topics in Meteorology 1-3 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: Permission of the instructor. These may or may not be co-listed as MT 4560 in the undergraduate curriculum.

MT 5600 Computer Applications in Meteorology 3 credits

This course is designed as an intense introduction to the technological tools and techniques used by professional meteorologists in the analysis and display of meteorological and environmental data. Students will learn programming methodology and become proficient in the use of a number of open source and commercial software packages. Fall term.

Prerequisite: undergraduate degree in Meteorology or Atmospheric Science and any computer programming course or permission of the instructor.

MT 5700 Graduate Seminar Meteorology 1 credit

Provides graduate students with a forum to publicly present and discuss their results from literature reviews, case studies, or research. Interdisciplinary topics will also be presented. This is a required course for all MS in Applied Meteorology students. This course can be repeated for credit three times for a total of three credits. Fall and spring terms. Pass/No Pass.

MT 5800 Thesis Research 1-6 credits

Students will develop and present a thesis research proposal, conduct detailed research, write a thesis, and defend the research before a faculty committee. Signature of the faculty supervisor and the meteorology program coordinator is required. All terms. Pass/No Pass.

MT 5910 Independent Study/Research 1-3 credits

Studies undertaken will be defined by students and subject to approval by appropriate staff members. Work may involve reading; conferences; historical, experimental, or theoretical projects; field investigation; statistical surveys; combinations of the foregoing; or other activities deemed appropriate. Students may work in a physical or biological science or in interdisciplinary areas. Students may not be granted more than three credits. Consent of a faculty supervisor and department chair is required. All terms.

MU - Music

MU Performance Studies 1-2 credits

Individual study to promote development of technique, repertoire, and musicianship. Courses with odd numbered tens digits are 1 credit and courses with even numbered tens digits are 2 credits. Enrollment in Performance Studies requires the payment of a Performance Studies Fee. Repeatable for credit for a maximum of 5 times. Falls and Springs.

Prerequisite(s): Music, Music Education, Theatre Arts majors and Music minors only.

	1000 level	2000 level	3000 level	4000 level
Voice*				
	1510-1520	2510-2520	3510-3520	4510-4520
Piano*				
	1530-1540	2530-2540	3530-3540	4530-4540
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
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.

MUDI 1005 Jazz Styles: Past and Present 4 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. Not open to students who have earned credit for MUDI 1000. Falls and Springs. (PPDI)

MUDI 1105 Creating Sound Effects and Music for Video Games 4 credits

Students develop basic programming skills in Audacity (or GarageBand) and Unity. This allows students to create, implement, and build a unique gaming world that includes sound effects, music, ambient sound zones, sound effect scripting and remote sound effect triggering in an original and unique game build. Not open to students who have earned credit for MUDI 1100. Springs. (CTDI)

MU 1130 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.

MU 1140 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.*

MU 1150 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.*

MU 1160 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.*

MU 1210 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.*

MU 1220 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.*

MUDI 1310 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)

MU 1320 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.

- MUDI 1355 American Popular Music: History and Creation** **4 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. Not open to students who have earned credit for MUDI 1350. Falls. (CTDI)
- MU 1420 Vocal Performance Lab I** **0 credit**
Provides regular opportunities to put into practice fundamental singing techniques and interpretive skills acquired in voice performance studies. Students learn to evaluate singing and performing while also being guided by the instructor in giving thoughtful and useful suggestions to others. Repeatable for credit. Pass/No Pass. Falls and Springs.
Prerequisite(s): Music, Music Education, and Theatre Arts majors, and Music minors only. Corequisite(s): 1000 level Voice Performance Studies.
- MU 1480 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.
- MU 1510 Voice Performance Studies** **1 credit**
Individual study to promote development of technique, repertoire, and musicianship. Enrollment in Performance Studies requires the payment of a Performance Studies Fee. Repeatable for credit for a maximum of 5 times. Falls and Springs.
Prerequisite(s): Music, Music Education, and Theatre Arts major, and Music minors only. Corequisite(s): MU 1420.
- MU 1520 Voice Performance Studies** **2 credits**
Individual study to promote development of technique, repertoire, and musicianship. Enrollment in Performance Studies requires the payment of a Performance Studies Fee. Repeatable for credit for a maximum of 5 times. Falls and Springs.
Prerequisite(s): Music, Music Education, and Theatre Arts majors, and Music minors only. Corequisite(s): MU 1420.
- MU 1540 Piano Performance Studies** **2 credits**
Individual and/or group study to promote development of technique, repertoire, and musicianship. Required attendance at Department recitals. Enrollment in Performance Studies requires the payment of a Performance Studies fee. Repeatable for credit for a maximum of 5 times. Falls and Springs.
Prerequisite(s): Music, and Music Education majors, and Music minors only. Corequisite(s): MU 2140.
- MU 1930 Jazz Piano Performance Studies** **1 credit**
Individual and/or group study to promote development of technique, repertoire, and musicianship. Required attendance at Department recitals. Enrollment in Performance Studies requires the payment of a Performance Studies fee. Repeatable for credit for a maximum of 5 times. Falls and Springs.
Prerequisite(s): Music and Music Education majors, and Music minors only.
- MU 2000 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.
- MUDI 2005 Sound Design for Multimedia** **4 credits**
Students study the history and evolution of sound effects, sound design, and Foley. Students develop basic recording and sound editing skills in Reaper (or GarageBand). Students create unique sound effects, ambient sound zones, Foley recording, sound effect scripting, and remote sound effect triggering within a multimedia project. Not open to students who have earned credit for MUDI 2000. Falls. (CTDI)
- MU 2080 Guitar Ensemble** **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.
- MU 2100 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.
- MU 2130 Beginning Piano III** **1 credit**
Continuing development of skills formed in Beginning Piano II. Emphasis is on solo performance, technique, and theory. Unscheduled.
Prerequisite(s): MU 1140.
- MU 2140 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.

- MU 2210 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.
- MU 2220 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.
- MU 2230 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.
- MU 2240 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.
- MU 2260 Basic Conducting** **2 credits**
Development of basic skills of conducting: patterns, rhythmic and metric analysis, phrasing, expressive techniques, score reading, elemental rehearsal skills. Springs.
- MU 2320 Introduction to Music Composition** **1 credit**
An open-ended, student-centered exploration of basic concepts of music creation in a seminar format. No limitations regarding genres, styles, or level of familiarity with music notation. Repeatable for a maximum of 4 credits. Fall and Springs.
- MU 2370 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.
- MU 2380 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.
- MU 2410 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.
- MU 2420 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.
- MU 2430 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.
- MU 2440 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.
- MU 2480 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.
- MU 2500 Chamber Ensemble** **1 credit**
Performance ensemble open to all instrumental and vocal students wishing to perform ensemble literature. May be repeated for credit. Falls and Springs.
- MU 2510 Voice Performance Studies** **1 credit**
Individual study to promote development of technique, repertoire, and musicianship. Enrollment in Performance Studies requires the payment of a Performance Studies Fee. Repeatable for credit for a maximum of 5 times. Falls and Springs.
Prerequisite(s): 2 enrollments of MU 1510; Music, Music Education, Theatre Arts majors and Music minors only. Corequisite(s): MU 3420.
- MU 2520 Voice Performance Studies** **2 credits**
Individual study to promote development of technique, repertoire, and musicianship. Enrollment in Performance Studies requires the payment of a Performance Studies Fee. Repeatable for credit for a maximum of 5 times. Falls and Springs.
Prerequisite(s): 2 enrollments of MU 1520, Music, Music Education, Theater Arts majors and Music minors only. Corequisite(s): MU 3420.
- MU 2540 Piano Performance Studies** **2 credits**
Individual and/or group study to promote development of technique, repertoire, and musicianship. Required attendance at Department recitals. Enrollment in Performance Studies requires the payment of a Performance Studies fee. Repeatable for credit for a maximum of 5 times. Falls and Springs.
Prerequisite(s): MU 1540; Music, and Music Education majors, and Music minors only. Corequisite(s): MU 2140.

- MU 3010 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.
- MU 3070 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.
- MU 3080 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.
- MU 3170 Musical Theatre Singing Techniques** **2 credits**
See TH 3170 for course description. Unscheduled.
Prerequisite(s): permission of the instructor.
- MU 3200 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)
- MU 3250 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 music 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)
- MU 3310 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.
- MU 3320 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 contemporary era. Elective for non-music majors with permission of the instructor. Springs.
Prerequisite(s): Junior standing. (INCO)(WRCO)
- MU 3350 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.
- MU 3360 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.
- MU 3410 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 2021, 2024, 2027, 2030.
- MU 3420 Vocal Performance Lab II** **0 credit**
Advanced techniques of interpretation and presentation of songs and arias in a variety of styles and from many music periods. Students regularly perform material that has been prepared in their voice performance studies. Repeatable for credit. Pass/No Pass. Falls and Springs.
Prerequisite(s): successful completion of 2 enrollments of MU 1420. Corequisite(s): 2000, 3000 or 4000 level Voice Performance Studies or Commercial Voice Performance Studies.
- MU 3430 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.
- MU 3450 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.
- MU 3490 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.
- MU 3510 Voice Performance Studies** **1 credit**
Individual study to promote development of technique, repertoire, and musicianship. Enrollment in Performance Studies requires the payment of a Performance Studies Fee. Repeatable for credit for a maximum of 5 times. Falls and Springs.
Prerequisite(s): 2 enrollments of MU 2510; Music, Music Education, Theatre Arts majors and Music minors only. Corequisite(s): MU 3420.

- MU 3520 Voice Performance Studies** **2 credits**
Individual study to promote development of techniques, repertoire, and musicianship. Enrollment in Performance Studies requires the payment of a Performance Studies Fee. Repeatable for credit for a maximum of 5 times. Falls and Springs.
Prerequisite(s): 2 enrollments of MU 2520; Music, Music Education, Theatre Arts majors and Music Minors only. Corequisite(s): MU 3420.
- MU 3540 Piano Performance Studies** **2 credits**
Individual and/or group study to promote development of technique, repertoire, and musicianship. Required attendance at Department recitals. Enrollment in Performance Studies requires the payment of a Performance Studies Fee. Repeatable for credit for a maximum of 5 times. Falls and Springs.
Prerequisite(s): MU 2540; Music and Music Education majors, and Music minors only. Corequisite(s): MU 2140.
- MU 3990 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.
- MU 4010 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.
- MU 4110 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. Springs 2020, 2023, 2026, 2029, 2032.
Prerequisite(s): Music/Music Technology majors only.
- MU 4150 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 2019, 2022, 2025, 2028, 2031.
Prerequisite(s): Music/Music Technology majors only.
- MU 4210 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. Unscheduled.
Prerequisite(s): MU 2210 and MU 2220.
- MU 4270 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.
- MU 4280 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.
- MU 4340 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. Unscheduled.
Prerequisite(s): MU 2210 and MU 2220.
- MU 4410 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. Enrollment for internships must be completed during the first 2 weeks of the registration period. Repeatable for a maximum of 12 credits.
Prerequisite(s): Junior status; must be taken before the semester immediately prior to graduation; departmental approval; minimum 2.50 cumulative GPA.

MU 4420 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.

MU 4430 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.

MU 4440 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.

MU 4510 Voice Performance Studies 1 credit

Individual study to promote development of technique, repertoire, and musicianship. Enrollment in Performance Studies requires the payment of a Performance Studies Fee. Repeatable for credit for a maximum of 5 times. Falls and Springs.

Prerequisite(s): 2 enrollments of MU 3510; Music, Music Education, Theatre Arts majors and Music minors only. Corequisite(s): MU 3420.

MU 4520 Voice Performance Studies 2 credits

Individual study to promote development of technique, repertoire, and musicianship. Enrollment in Performance Studies requires the payment of a Performance Studies Fee. Repeatable for credit for a maximum of 5 times. Falls and Springs.

Prerequisite(s): 2 enrollments of MU 3520; BA Music, Commercial Voice Performance Option majors only. Corequisite(s): MU 3420.

MU 4540 Piano Performance Studies 2 credits

Individual and/or group study to promote development of technique, repertoire, and musicianship. Required attendance at Department recitals. Enrollment in Performance Studies requires the payment of a Performance Studies fee. Repeatable for credit for a maximum of 5 times. Falls and Springs.

Prerequisite(s): MU 3540. Corequisite(s): MU 2140.

MU 4910 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.

MU 4990 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.

MU 5540 Piano Performance Studies 1 credit

Individual and/or group piano study to promote development of technique, repertoire, and musicianship.

MU 5560 Special Topics In Music 1-3 credits

An in-depth study of a specialized topic pertaining to contemporary issues and methodologies. The course will be taught by a specialist or a series of specialists within the area under study. Since topics will vary, the course may be repeated.

MU 5910 Independent Study 1-3 credits

Advanced work in a specialized area selected and pursued in consultation with a faculty advisor. Consent of a faculty supervisor and department chair is required.

ND - Neurodevelopmental Approach to Teaching**ND 5000 Foundations in Neurodevelopmental Approach to Teaching 3 credits**

This course offers the most recent research findings related to the brain and learning and how they provide the basis for neurodevelopmental approach to teaching. Participants will be introduced to a framework, which includes eight broad neurodevelopmental categories or constructs (e.g., attention, memory, language) that educators can use to observe, examine, and describe student learning. These eight constructs (and their respective sub-categories) also provide teachers, parents, and students with a shared lens and language to better understand and discuss learning. In addition, through examination of a case study, observation of students with whom they work, and self-examination of their own unique learning profile, participants will practice the skill of using the neurodevelopmental lens to observe for evidence of learning strengths and weaknesses and how to link them to academic performance. Since a major component of this course requires observation, participants must have access to a student/students on a regular basis. This course is appropriate for anyone who works with students (child-adult). The only pre-requisite is that you must be currently teaching or have the permission of the instructor.

ND 5005 Understanding the Mind of a Learner 2 credits

This course is designed to build upon participants' existing knowledge of child development theories and to layer these with a neurodevelopmental framework to understand what a student can be expected to do at a given age. Participants will be introduced to core principles and the newest research findings related to the brain and learning from the fields of neuroscience, psychology, education, and health. The course will focus on the three networks (i.e., recognition, strategic, affective) and eight key neurodevelopmental learning functions of the brain (e.g., attention, memory, language) and their impact on learning. Participants will also practice the skill of observing for evidence of student learning strengths and weaknesses and linking them to academic performance through a case study.

ND 5010 Effective Classroom Practice 2 credits

This course is designed to build on participants' familiarity with the neurodevelopmental framework through exploration of their own neurodevelopmental profile. Participants will reflect on their own neurodevelopmental strengths and weaknesses, the affect of their learning profile on their ability to learn, and, most importantly, how that particular combination of strengths and weaknesses, together with skill and knowledge, can be used to positively influence their teaching practice.

ND 5020 Instructional Practice 3 credits

This course will provide participants with a deeper understanding of practical ways to apply a neurodevelopmental approach to teaching and learning by examining the neurodevelopmental demands of curricula, lessons, and assessments. Participants will design and implement activities, lessons, and curricula that take into consideration students' specific learning needs.

Prerequisite: ND 5000 or ND 5005.

ND 5030 Collaborative Practices 2 credits

This course will provide participants with a deeper understanding of practical ways to apply a neurodevelopmental approach to teaching and learning by looking at student work and addressing instructional dilemmas. Through the use of structured protocols, participants will work as a collaborative group to link observable evidence from student work samples to particular underlying neurodevelopmental functions. The process of Looking at Student Work will be used to inform participants about students as learners and identify specific strategies to support increased student achievement.

Prerequisite: ND 5000 or ND 5110.

ND 5060 Collaborative Instructional Practices 2 credits

This course will provide participants with a deeper understanding of students' different approaches to learning and how to make responsive adjustments to instruction based on observation and ongoing assessment. Participants will also learn about the nature of collaboration through examination of exemplary models. They will participate in guided instruction using protocols designed to enhance the effectiveness of collaborative practices. Participants will then apply this knowledge collaboratively to address their own questions regarding school related issues and student learning.

Prerequisite: ND 5000.

ND 5070 Attention and Memory in Learning 3 credits

This course provides an in-depth exploration of the components of attention and memory and the specific impact each has on learning. Participants will be introduced to ways to observe for breakdowns in attention and memory through case study work and classroom observations. Participants will also design metacognition lessons that are intended to help students become more aware of the demands of attention and/or memory on their learning of certain tasks. In addition, participants will explore instructional strategies to support attention and memory weaknesses.

Prerequisites: ND 5000 and ND 5020.

ND 5080 Authentic Data to Engage Students 3 credits

In order to stay motivated as learners, students must experience authentic school success. This course will explore the research regarding student motivation and the neurodevelopmental networks, constructs, and sub-skills that support or undermine a student's achievement with particular focus on the role of attention in learning.

Prerequisites: ND 5000, ND 5020 and ND 5070.

ND 5100 Reconsidering Referrals to Support Teams 3 credits

This course will help educators involved in school-based support teams to engage in critical refinement of their current student referral process, including forms, timelines, meeting protocols, and follow-up procedures using a neurodevelopmental approach. School teams will work collaboratively on creating and implementing student analysis tools and procedures. Teams will examine systems for working efficiently and effectively to identify the needs of all students referred for support, and practical strategies to help them succeed, including ways to leverage student's strengths and areas of interest. Session note: This workshop is designed for teams of three to six educators (including at least one regular classroom teacher and one of the following: administrator, guidance counselor, school psychologist, integration specialist, special educator, study skills teacher, or 504 coordinator). The course consists of a three-day workshop and two additional full days for implementation follow-up, one on site at participants' school.

ND 5110 New Coaches Institute 3 credits

National School Reform Faculty "Critical Friends" are groups of educators committed to improving teaching practices and student outcomes through collaborative work. Critical Friends Groups (CFGs) can be found in schools throughout the U.S.; in many schools, CFGs serve as an alternative to administrative supervision. The key to the success of CFG work is the development of an intimate yet professional community, where teachers share their dilemmas and push one another to reflect and change. The facilitator or "coach" of the group structures the meeting through carefully selected activities or "protocols" that enable the "critical" work to occur in an atmosphere that is efficient, productive, and feels safe to each participating member. This workshop is designed to train future CFG coaches through facilitated CFG protocols and practice. Participants will be expected to go back to their home school settings and lead CFG work with their colleagues.

ND 5800 Practicum**2–6 credits**

The practicum will provide master's degree and CAGS candidates with the opportunity to document the implementation of the neurodevelopmental approach into their teaching practice. Note: You may take practicum over multiple terms, minimum 2 credits. When registering, keep in mind how many terms you plan to take to complete the practicum (1, 2 or 3) and only register for that number of credits per term.

NR - Nursing**NR 2100 Foundations of Professional Nursing****3 credits**

Designed to provide an overview of the roles and responsibilities of the professional nurse within healthcare and professional organizations. Emphasizes legal, ethical, and organizational factors influencing quality nursing along with trends in nursing, policy issues, and the nature and delivery of basic nursing care. Falls.

Prerequisite(s): BI 2110, BI 2120, BI 2130, BI 2140, MA 2300, PS 2010; *minimum grade of B- in all prerequisite courses; minimum 2.67 cumulative GPA; Nursing majors only. Corequisite(s):* NR 2300.

NR 2300 Biochemistry for Nurses**3 credits**

Covers basic principles of biochemical processes, to understand biological system functioning from a nursing perspective. Defines basic chemistry concepts. Introduces basic cell biology. Explores properties of lipids, carbohydrates, and proteins as they relate to nutrition and cellular function. Introduces and applies Mendelian genetics to explore patterns of inheritance. Falls.

Prerequisite(s): BI 2110, BI 2120, BI 2130, BI 2140, MA 2300, PS 2010; *minimum grade of B- in all prerequisite courses; minimum 2.67 cumulative GPA; Nursing majors only. Corequisite(s):* NR 2100.

NR 2500 Health Assessment**2 credits**

Provides students with the knowledge and skill necessary to perform a comprehensive health assessment. Emphasizes history taking, physical examination techniques, and the interpretation of data collected from patients of all ages. Uses a physical, psychosocial, cultural, and spiritual approach to assess the patient and provide the basis for the patient plan of care. Springs.

Prerequisite(s): NR 2100, NR 2300; *minimum grade of B- in all prerequisite courses and NR courses; minimum 2.67 cumulative GPA; Nursing majors only. Corequisite(s):* NR 2700.

NR 2700 Pathophysiology**3 credits**

Focuses on the pathophysiological processes of disease, including etiology, signs and symptoms, and clinical assessment. Identifies factors that influence pathology, including developmental, lifestyle, and cultural issues. Addresses clinical assessment of pathophysiological syndromes, analysis of related clinical laboratory information, implementation of nursing interventions, and identifications of desired clinical outcomes. Springs.

Prerequisite(s): NR 2100, NR 2300; *minimum grade of B- in all prerequisite courses and NR courses; minimum 2.67 cumulative GPA; Nursing majors only. Corequisite(s):* NR 2500.

NR 3010 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. Early Spring.

Prerequisite(s): BI 2110, BI 2120, BI 2130, BI 2140, BI 2340, BI 2360, MA 2300, PS 2010, PS 2050, and (BI 3020 or CH 3020 or HE 3220); *minimum grade of B- in all prerequisite courses; minimum 2.67 cumulative GPA; 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): BI 2340, NR 2500, NR 2700, PS 2050; *minimum grade of B- in all prerequisite courses; minimum 2.67 cumulative GPA; Pre-Licensure Nursing majors only. Corequisite(s):* NR 3025, NR 3052, NR 3070. (DICO)

NR 3025 Pharmacology**3 credits**

Focuses on the principles of disease management and treatment using pharmacological therapy. Studies principles of pharmacodynamics and pharmacokinetics. Students gain an understanding of medications from a therapeutic and pharmacologic drug class perspective, using drug prototypes as models for drug class concepts. Addresses associated clinical assessment, evaluation, and decision-making skills. Falls.

Prerequisite(s): BI 2340, NR 2500, NR 2700, PS 2050; *minimum grade of B- in all prerequisite courses and NR courses; minimum 2.67 cumulative GPA; Nursing majors only. Corequisite(s):* NR 3020, NR 3052, NR 3070.

NR 3035 Nursing Care of Children**2 credits**

Provides knowledge for nursing care of children in a variety of settings with a philosophy that respects children as individuals and views them as part of families and communities. Focuses on wellness, the experiences of children throughout their development from infancy through adolescence, and the unique needs of children's adaptations to illness. Explores the nurse-client relationship to prioritize nursing interventions for optimal child and family health. Springs.

Prerequisite(s): NR 3020, NR 3025, NR 3052, NR 3070; *minimum grade of B- in all prerequisite courses and NR courses; minimum 2.67 cumulative GPA; Nursing majors only. Corequisite(s):* NR 3054, NR 3057, NR 3065, NR 4020.

- NR 3040 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): NR 3010; minimum grade of B- in all prerequisite courses and NR 3010; minimum 2.67 cumulative GPA; Pre-Licensure Nursing majors only.
- NR 3052 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 medical 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): NR 2500, NR 2700; minimum grade of B- in all prerequisite courses; minimum 2.67 cumulative GPA; Pre-Licensure Nursing majors only. Corequisite(s): NR 3020, NR 3025, NR 3070.
- NR 3054 Clinical Applications of Pediatric Wellness and Illness** **2 credits**
 Provides an opportunity to apply knowledge of nursing care of children in a variety of settings with a philosophy that respects children as individuals and views them as part of families and communities. Explores the nurse-client relationship to assess children and prioritize nursing interventions for optimal child and family health promotion, disease prevention, and illness recovery. Pass/No Pass. Springs.
Prerequisite(s): NR 3020, NR 3025, NR 3052, NR 3070; minimum grade of B- in all prerequisite courses and NR courses; minimum 2.67 cumulative GPA; Nursing majors only. Corequisite(s): NR 3035, NR 3057, NR 3065, NR 4020.
- NR 3057 Clinical Applications of Community Based Care** **2 credits**
 Students apply nursing knowledge and skills in a variety of community health settings, and function as a member of a community care team to promote positive client outcomes. To enhance clinical experiences, students participate in partnerships with regional agencies in an effort to achieve transdisciplinary care. Focuses on population-based health promotion and disease prevention for clients of various ages. Pass/No Pass. Springs.
Prerequisite(s): NR 3020, NR 3025, NR 3052, NR 3070; minimum grade of B- in all prerequisite courses and NR courses; minimum 2.67 cumulative GPA; Nursing majors only. Corequisite(s): NR 3035, NR 3054, NR 3065, NR 4020.
- NR 3059 Clinical Evidence-Based Practice in Psychiatric Mental Health Nursing** **2 credits**
 Provides clinical experience in applying evidence and skills to care for clients with emotional, developmental, behavioral, and psychiatric needs. Clinical practice promotes critical thinking and disciplined decision-making, facilitating positive patient care outcomes. Focuses on patient safety through therapeutic communication and collaboration. Pass/No Pass. Summers.
Prerequisite(s): NR 3035, NR 3054, NR 3057, NR 3065, NR 4020; minimum grade of B- in all prerequisite courses and NR courses; minimum 2.67 cumulative GPA; Nursing majors only. Corequisite(s): NR 3085, NR 3092.
- NR 3065 Leadership, Collaboration, and Quality in Healthcare Systems** **4 credits**
 Promotes integration of patient-centered care and evidence-based practice preparing students to function effectively within nursing interdisciplinary teams. Emphasizes fostering optimal team functioning. Discusses principles of nursing leadership in relation to patient information management, patient safety, quality and systems-based practice. Students gain an understanding of principles to enhance the overall quality of nursing practice and administration. Springs.
Prerequisite(s): NR 3020, NR 3025, NR 3052, NR 3070; minimum grade of B- in all prerequisite courses and NR courses; minimum 2.67 cumulative GPA; Nursing majors only. Corequisite(s): NR 3035, NR 3054, NR 3057, NR 4020. (TECO)
- NR 3070 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): BI 2340, NR 2500, NR 2700, PS 2050; minimum grade of B- in all prerequisite courses and NR courses; PASS in all NR clinical courses; minimum 2.67 cumulative GPA; Pre-Licensure Nursing majors only. Corequisite(s): NR 3020, NR 3025, NR 3052. (WECO)
- NR 3085 NCLEX-RN Success I** **2 credits**
 Part one of a two-part series that focuses on review of the most current nursing content covered in the NCLEX-RN Detailed Test Plan. Students self-assess test preparation strengths and weaknesses, explore test-taking strategies, and review topic content designed to achieve success on the licensing exam. Summers.
Prerequisite(s): NR 3035, NR 3054, NR 3057, NR 3065, NR 4020; minimum grade of B- in all prerequisite courses and NR courses; minimum 2.67 cumulative GPA; Nursing majors only. Corequisite(s): NR 3092, NR 3059.
- NR 3092 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, NR 3040, NR 3052; minimum grade of B- in all prerequisite courses and NR courses; PASS in all NR clinical courses; minimum 2.67 cumulative GPA; Pre-Licensure Nursing majors only.

NR 3094 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, NR 3040, NR 3052; minimum grade of B- in all prerequisite courses and NR courses; PASS in all NR clinical courses; minimum 2.67 cumulative GPA; Pre-Licensure Nursing majors only.

NR 3100 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.

NR 4015 Maternal and Newborn Care 2 credits

Provides a knowledge base necessary for nursing care of childbearing women and newborns. A holistic perspective of health serves as the foundation for guiding student development of clinical reasoning and interventions to meet the needs of women, newborns, and families throughout the childbearing cycle. The nurse-client relationship is the focus of a caring approach that embraces the emotional, spiritual, and physical needs of clients. Falls.

Prerequisite(s): NR 3059, NR 3085, NR 3092; minimum grade of B- in all prerequisite courses and NR courses; minimum 2.67 cumulative GPA; Nursing majors only. Corequisite(s): NR 3094, NR 4055, NR 4057.

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): NR 3020, NR 3025, NR 3052, NR 3070; minimum grade of B- in all prerequisite courses and NR courses; PASS in all NR clinical courses; minimum 2.67 cumulative GPA; Pre-Licensure Nursing majors only. Corequisite(s): NR 3035, NR 3054, NR 3057, NR 3065. (GACO)

NR 4050 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): NR 4010, NR 4020, NR 4030, NR 4040; minimum grade of B- in all prerequisite courses and NR courses; PASS in all NR clinical courses; minimum 2.67 cumulative GPA; Pre-Licensure Nursing majors only; Junior status. (INCO)

NR 4055 Clinical Applications of Evidence-Based Practice in Medical-Surgical Nursing 2 credits

Provides clinical experience in applying evidence and skills to care for clients with a variety of acute and chronic health conditions. Clinical practice promotes critical thinking and disciplined decision-making, facilitating positive patient care outcomes. Focus is patient safety through the application of the nursing process using therapeutic communication and interdisciplinary collaboration. Pass/No Pass. Falls.

Prerequisite(s): NR 3059, NR 3085, NR 3092; minimum grade of B- in all prerequisite courses and NR courses; minimum 2.67 cumulative GPA; Nursing majors only. Corequisite(s): NR 3094, NR 4015, NR 4057.

NR 4057 Clinical Application of Maternal and Newborn Care 2 credits

Students apply nursing knowledge and skills for care of child-bearing women and newborns, and function as a member of a healthcare team to ensure positive outcomes in a variety of clinical sites. Care focuses on application of the nursing process antepartum, intrapartum, and postpartum clients. Pass/No Pass. Falls.

Prerequisite(s): NR 3059, NR 3085, NR 3092; minimum grade of B- in all prerequisite courses and NR courses; minimum 2.67 cumulative GPA; Nursing majors only. Corequisite(s): NR 3094, NR 4055, NR 4015.

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): (NR 3094, NR 4015, NR 4055, NR 4057) or (current unencumbered Registered Nurse license); minimum grade of B- in all prerequisite courses and NR courses; PASS in all NR clinical courses; minimum 2.67 cumulative GPA; Nursing majors only. Corequisite(s): NR 4050, NR 4073, NR 4082. (QRCO)(WRCO)

NR 4073 NCLEX-RN Success II 1 credit

A continuation of NCLEX-RN Success I. Focuses on review of the most current nursing content covered in the NCLEX-RN Detailed Test Plan. Students continue to self-assess test preparation strengths and weaknesses, review topic content designed to achieve success on the licensing exam. Focuses on transitioning from nursing education to practice. Springs.

Prerequisite(s): NR 3094, NR 4055, NR 4015, NR 4057; minimum grade of B- in all prerequisite courses and NR courses; minimum 2.67 cumulative GPA; Nursing majors only. Corequisite(s): NR 4050, NR 4060, NR 4082.

NR 4075 Nursing Leadership and Collaborative Care 4 credits

Capstone course prepares nurses to function effectively as both a team member and a leader in interprofessional healthcare teams. Emphasizes open communication, mutual respect, and shared decision-making. Using concepts of organization, management, leadership, change, decision-making, and group process, students analyze how nursing leadership and management influence patient care outcomes and team functioning. Online course. Last offering Summer 2018.

Prerequisite(s): current and unencumbered Registered Nurse license; minimum grade of B- in all prerequisite courses; minimum 2.67 cumulative GPA; RN-BS Program Nursing majors only; Junior status. (INCO)

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 healthcare by interdisciplinary teams. These clinical experiences promote decision-making skills, managerial skills within healthcare 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): NR 3094, NR 4015, NR 4055, NR 4057; minimum grade of B- in all prerequisite courses and NR courses; PASS in all NR clinical courses; minimum 2.67 cumulative GPA; Pre-Licensure Nursing Majors only. Corequisite(s): NR 4050, NR 4060, NR 4073.

NR 4085 Professional Nursing Practice Updates 4 credits

Focuses on furthering the development of professional values and value-based behaviors as foundational to the practice of nursing. Introduction to concepts that present an understanding of contemporary nursing practice. Exposes students to the substantive changes in nursing to include quality indicators, Quality and Safety Education for Nurses (QSEN)/ION Reports, Genetics, Genomics, and care management of diverse populations. Online course. Last offering Fall 2018.

Prerequisite(s): current and unencumbered Registered Nurse license; minimum grade of B- in all prerequisite courses; minimum 2.67 cumulative GPA; RN-BS Nursing Program majors only. (DICO)

NR 4090 Leadership and Quality Improvement Capstone Clinical for the Registered Nurse 8 credits

This precepted capstone course provides experience as a nursing leader to coordinate the provision of quality healthcare by interdisciplinary teams. Provides experience as a nursing leader to coordinate the provision of quality healthcare by working within interdisciplinary teams. Clinical experiences promote decision-making and managerial skills within healthcare organizations. Focuses on decision-making, quality improvement, and transitioning to leadership/management roles to promote quality improvement. Pass/No Pass. Last offering Summer 2018.

Prerequisite(s): current and unencumbered Registered Nurse license; minimum grade of B- in all prerequisite courses; minimum 2.67 cumulative GPA; RN-BS Program Nursing majors only.

NS - Natural Science**NS 5090 Special Topics in Secondary School Science 1–6 credits**

A focused study in one of the science disciplines: life, Earth, or physical sciences. The course could include field, laboratory, computer, and class-room study under the supervision of a faculty member with expertise in the area and can be taken more than once.

NS 5260 A Forest for Every Classroom 3 credits

This course will educate middle and high school teachers working in New Hampshire communities about forest stewardship issues, and provide them with tools to develop curricula that meet the state's educational standards and can be implemented using their local landscape, resources, and community for real world teaching.

Prerequisite: teaching.

NS 5300 Astrobiology 4 credits

This course is an interdisciplinary study centered on the search for life in the universe. Students will participate in inquiry-based activities and discussion in biology, physics, and robotics to explore the science of astrobiology. Students will gain hands-on experience with available online resources and current science technology enabling them to use astrobiology in the classroom to engage students in the scientific process.

Prerequisite: teaching.

NS 5560 Special Topics in Elementary School Science 3 credits

A laboratory and discussion-oriented content course for K–6 teachers to address specific topics in the Earth, physical, and life sciences. Text readings, research articles, and developing a curriculum unit are required. Since topics vary, the course may be repeated with permission of the instructor.

Prerequisite: restricted to those who are currently teaching.

NS 5600 Field Experience in Science Education 3 credits

This course is one of the core offerings in the MAT in Science Education degree program. It is a supervised placement with a science or environmental agency that offers educational programming with student groups of various ages. Students will be required to assist in the development of programs, and teach and assess participant learning in these settings. Examples of such organizations include the Squam Lakes Natural Science Center, NH Fish and Game, Squam Lakes Association, NH Audubon Society, MindFlight Summer Enrichment Program, NH Department of Environmental Services, and the Mark Sylvestre Planetarium Program.

NS 5910 Independent Study 1–3 credits

Studies undertaken will be defined by students and subject to approval by appropriate staff members. Work may involve reading, conferences, historical, experimental, or theoretical projects, field investigation, statistical surveys, combinations of the foregoing, or other activities deemed appropriate. Students may work in the physical or biological sciences, or in interdisciplinary areas. Students may not be granted more than three credits. Consent of a faculty supervisor and department chair is required.

OH - Organizational Health**OH 5100 Full Spectrum Leadership 3 credits**

This course offers a study of a leadership model based on personal authenticity. The fundamental premise of this model is that effective leadership emerges from the synthesis and synergy of body, mind, heart, and spirit to weave intention and presence into the organizational environment. Through varied learning methods participants will explore ways to foster culture that links knowledge and resources to promote a climate of transformative trust in the service of individual well-being and the organizational mission.

OH 5180 Exploring Personal and Organizational Health 3 credits

Exploration of the evolving and emerging paradigms of holistic health and healing, and how the personal and organizational realms inter-connect. In addition to examining the traditional wellness models, discussions will include concepts of mind, transpersonal psychology and energetics. Through an examination of personal and organizational contexts, students will explore ways to transform personal and work environments through mindfulness towards good intention, open mind and compassionate heart.

OH 5200 Creating Socially Responsible Organizations 3 credits

This course examines the role of “positive institutions” in creating and supporting the well-being of its members while maintaining its profit-ability or non-profit mission. Issues of power, privilege, and prejudice as challenges to the formation of ethical and socially just institutions will be explored. Topics include issues of diversity, equity, ethics, and social justice.

OH 5300 Work as a Personal Journey 3 credits

This course offers an exploration of the personal, interpersonal, and transpersonal elements of work and personal growth. Through varied learning methods, participants will attend to the ways in which occupations transform us and work is transformed to support personal development. Learning will extend to the ways in which students, as followers and leaders, can cooperate to support these synchronous and reciprocal processes creatively and with intention.

OH 5400 Evolutionary Change for a Sustainable Future 3 credits

A time of unprecedented challenges calls upon individuals to become architects of deep personal and organizational change. Students will explore processes that seed, support, and sustain deep personal transformation and organizational change. Students will consider the interrelationship of personal and organizational change in the context of global interconnectedness and human evolution.

OH 5820 Women as Leaders 3 credits

This course challenges women to consider the cultures, climates, and contexts that limit and support their capacities as leaders. Students will explore personal leadership styles, characteristics of effective leaders, and strategies for developing themselves as leaders.

PA - Project Adventure**PA 5560 Special Topics 1–4 credits**

An in-depth study of a particular topic, contemporary issue, or concern related to adventure-based programs. Topics include adventure in the classroom, leadership skills, advanced skills and standards, adventure-based counseling, approaches to prevention and early intervention, adventure programming, community partnerships, and expedition training.

PE - Physical Education**PE 1000 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.

PE 1010 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. Unscheduled.

- 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. Unscheduled.
- 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. 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 Tai 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.
- 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.

- PE 1970 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.
- PE 1990 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.
- PE 2200 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.
- PE 2280 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.
- PE 2405 Concepts of Fitness and Skill Performance** **2 credits**
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. Springs.
Prerequisite(s): Physical Education majors (all Teacher Certification Options). Corequisite(s): EX 2406.
- PE 2406 Concepts of Fitness and Skill Performance Lab** **1 credit**
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. Pass/No Pass. Springs.
Prerequisite(s): Physical Education majors (all Teacher Certification Options). Corequisite(s): EX 2405.
- PE 2415 Introduction to Physical Education and Health Instruction** **3 credits**
Designed to examine the foundations of education and teaching as a profession, including K-12 health and physical education. Topics include societal issues affecting education, pre-service teacher preparation, public legislation applicable to health and physical education, and the status of HE and PE in education. Introduces lesson planning and management techniques. Requires 10 hours of observation in the public schools. Springs.
Prerequisite(s): Physical Education majors (all Teacher Certification Options) only.
- PE 2424 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 (all Teacher Certification Options).
- PE 2425 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 (all Teacher Certification Options).
- PE 2428 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 or minors only.

- PE 2440 Elementary Activities, Gymnastics, and Rhythms** **3 credits**
An applied theory course designed to introduce fundamental movement skills, activities, movement concepts, and teaching methodologies appropriate for elementary physical education, including but not limited to, developmentally appropriate games, activities, gymnastics skills, rhythms, and rhythmic activities. Falls.
Prerequisite(s): Physical Education majors with Teacher Certification Options or pre-Teacher Certification Options only.
- PE 2525 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 or minors only.
- PE 2550 Foundations of Physical Education** **3 credits**
An introduction to the different facets of physical education disciplines and professions. Content includes exposure to the history and philosophy of the discipline, examination of the sub-disciplines, available career options, discussions of current issues and future trends, and ways in which technology is applied in physical education. Falls and Springs. (TECO)
- PE 2640 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 or minors only.
- PE 2735 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. Falls.
Prerequisite(s): Plymouth Education majors (all options).
- PE 2740 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 or minors only.
- PE 2831 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 or minors only.
- PE 2840 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. Unscheduled.
Prerequisite(s): Childhood Studies/Teacher Certification, Early Childhood Studies/Teacher Certification or Elementary Education majors only. (WECO)
- PE 2850 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)
- PE 2860 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. Falls.
Prerequisite(s): PE 2415; Physical Education majors (all Teacher Certification options) only. (WECO)

- PE 2880 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)
- PE 2950 Territorial and Striking/Fielding Activities** **3 credits**
Professional Activity Course. Provides instruction on the elements of and addresses the principles and skills associated with striking and fielding and territorial activities. Activities are designed to prepare students to minimally perform, properly analyze, professionally instruct, and appropriately structure practice for participation and improvement of playing skills and tactical understanding. Falls.
Prerequisite(s): Physical Education majors (all Teacher Certification options) only.
- PEDI 2950 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)
- PE 3020 Instructional Strategies I - Elementary** **3 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 or PE 2735), PE 3315; admittance into the Teacher Certification Option; minimum 2.50 cumulative GPA; and permission of the instructor. Corequisite(s): PE 3050.
- PE 3050 Instructional Strategies I: Elementary Physical Education Teaching Lab** **1 credit**
Provides teacher candidates with practical experience in public schools at the elementary level in Physical Education. Focuses on applying appropriate instructional strategies and best practices in elementary physical education in a public school setting. Falls and Springs.
Corequisite(s): PE 3020.
- PE 3315 Curriculum Design and Implementation** **2 credits**
Curriculum theory and design of standards-based K-12 health and physical education curriculum is course emphasis. Examines national content standards, K-12 curriculum content, curriculum models, assessment, curriculum development and evaluation tools and issues relating to curriculum development in the public school. Falls and Springs.
Prerequisite(s): PE 2415.
- PE 3565 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) (WRCO)
- PE 3570 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).
- PE 3600 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 or PE 2735; Physical Education Teacher Certification or Physical Education and Health Education Teacher Certification Option only.
- PE 3660 Teaching Assistantship in Physical Education** **0.5-3 credits**
Allows students to serve as a teaching assistant in a selected Physical Education theory or activity course. Responsibilities could include assisting, planning, teaching and/or assessing. Credits depend on course level and level of responsibility: 1000 level courses award 0.5-1 credit; 2000 level courses award 1-2 credits; 3000-4000 level courses award 2-3 credits. Falls and Springs.
Prerequisite(s): permission of the instructor.
- PE 3710 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.
- PE 3720 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.
- PE 3880 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.

PE 4010 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)

PE 4040 Instructional Strategies II - Secondary 3 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 3020 and PE 3050; minimum 2.60 cumulative GPA; and permission of the instructor. Corequisite(s): PE 4050.

**PE 4050 Instructional Strategies II:
Secondary Physical Education Teaching Lab 1 credit**

Provides prospective physical education teachers with the ability to demonstrate the range of teaching skills employed by effective educators in a middle or secondary NH public school. Falls and Springs.

Prerequisite(s): minimum grade of C in PE 3020 and PE 3050; minimum 2.60 cumulative GPA; permission of the instructor. Corequisite(s): PE 4040.

**PE 4710 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 4040 and PE 4050; minimum 2.70 cumulative GPA; permission of the Coordinator of Internships.

**PE 4720 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 4040 and PE 4050; minimum 2.70 cumulative GPA; permission of the Coordinator of Internships.

**PE 4815 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 Health and Physical Education'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).

PE 4880 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.

PE 4910 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.

PE 5560 Special Topics 1-4 credits

This course will cover various topics in physical education. Since topics vary, the course may be repeated with permission of the instructor.

PE 5600 Athletic Administration 3 credits

Problems and standards connected with the administration of school and college athletics are considered, as well as the relationships with state and national athletic foundations and with conferences for athletics. The course is designed to prepare the graduate student to organize and administer a program of intramural sports or athletics at the public school level.

PE 5610 Sport Law 3 credits

This course is designed to provide knowledge and understanding of the laws pertaining to physical education, athletics, and sport, and the factors important to schools, colleges, and sport organizations concerning liability of physical educators, coaches, and administrators.

PE 5620 Sport Finance, Budgeting, and Marketing 3 credits

This course will cover the basic theories and principles of sport finance, budgeting, and marketing—from sport and recreational facilities to professional and amateur sports. This course will also reveal how to study and understand the market; develop a marketing and finance strategy; clarify a sport organization's needs and goals; and implement marketing plans through sponsorship, licensing, pricing, promotions, advertising, broadcasting, and sales. Case studies that translate several professionals' experiences into learning scenarios will be used. In addition, observations of future trends in the field will be discussed.

PE 5630 Sport Psychology 3 credits

This course is designed to provide the student with the theory basis of human behavior in sport settings with an emphasis on the mental aspects of behavior. Areas to be discussed are sport personology (including personality, motivation, achievement, and attributions), anxiety/ arousal, attentional focus, and social/cultural manifestations of sport, including humanism, youth sport, aggression, cooperation/ cohesion, and leadership.

PE 5640 Sports, Society, and Cultures 3 credits

This course is designed to raise awareness about the sociology of sport and how cultural practices in the world of sports can have significant social, economic, and political consequences. Specific attention will be paid to gender, racial, class, and ethical issues, as well as to the history of sport, media and sports, money and sports, and sports violence. There will also be analysis and discussion concerning youth sports, international sports, and the commercialization of sports. This course will give future sport managers a broad understanding of how sport impacts different groups of people in different ways throughout this country and beyond.

PE 5910 Independent Study 1–3 credits

Limited to students who have demonstrated their ability to do superior work in courses sponsored by the Department of Health and Human Performance, and who are considered able to do independent work. Before registering for the independent study, students should consult with the advisor concerning a program of study. Students are expected to work independently with tutorial guidance. Evidence of progress is demonstrated by papers and discussion. Consent of a faculty supervisor and department chair is required.

PE 5960 Physical Education Teaching Internship K–12 1–12 credits

The physical education teaching internship is the culminating capstone experience for students seeking teacher certification in K–12 Physical Education. This course offers a comprehensive review and practical applications of educational philosophy, methods, and strategies through a 15-week internship experience that includes coursework and seminars. The central coursework is composed of a 15-week field experience, with a concurrent seminar serving as a supportive and reinforcing component. During the seminar sessions, the teacher candidate will explore, in depth, such topics as rules, regulations, and policies; professional ethics; best practices, state and national teacher standards; teaching strategies; current trends in education; review and discussion of essential teaching competencies; Bloom's Taxonomy as it relates to comprehensive student assessment; self-assessment; and assessment of the internship experience. This is a continuous, full-time (five days per week) experience of 6–9 credits* structured observations, assistance and eventually a full range of teaching activities in a school situation. Falls and Early Spring/Spring. *Prerequisite(s): 3.0 cumulative grade point average, successful completion of HHP Physical Education Content Exam, and all coursework completed. Approval necessary by the pro-gram coordinator, and secondary field placement supervisor as well as participating in Seminar 1 and 2 prior to beginning the internship.*

* Teacher candidates who secure a full time teaching job register for the 6 credit internship in teaching and must be evaluated across 24 weeks. Candidates must verify employment with the Office of Educator Preparation.

PEHE – Physical Education and Health Education**PEHE 4710 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 4040 and PE 4050; minimum 2.70 cumulative GPA; permission of the Coordinator of Internships.

PEHE 4720 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 4040 and PE 4050; minimum 2.70 cumulative GPA; permission of the Coordinator of Internships.

PH – Physics

PHDI 2100 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)

PH 2130 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.

PH 2140 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.

PHDI 2300 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)

PH 2330 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.

PH 2410 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.

PH 2420 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.

PH 2430 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.

PH 2440 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.

PH 3130 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.

PH 3520 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.

PH 3900 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).

PH 4910 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.

PH 5910 Independent Study 1-3 credits

Studies undertaken will be defined by students and subject to approval by appropriate staff members. Work may involve reading, conferences, historical, experimental or theoretical projects, field investigation, statistical surveys, combinations of the foregoing, or other activities deemed appropriate. Students may work in the physical or biological sciences or in interdisciplinary areas. Students may not be granted more than three credits. Consent of a faculty supervisor and department chair is required.

PO – Political Science**PO 1025 American Government 4 credits**

Analysis of structure, process and behavior in the American national government. Actual performance is evaluated in the light of the promise of democracy. Not open to students who have earned credit for PO 1020. Falls and Springs.

PO 1035 World Politics 4 credits

Why war? Is peace possible? Are relations among peoples predictable? How? Who has tried? Beginning steps toward an understanding of global political development. Not open to students who have earned credit for PO 1030. Falls. (GACO)

PODI 1045 Terrorism and Counter-Terrorism 4 credits

Explores the historical and current terrorist threat, both on a domestic and international level. Investigates causes: terrorist group strategies and targets; governmental and international responses and counterterrorist measures; and the multitude of challenges posed 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. Not open to students who have earned credit for PODI 1040. Springs. (PPDI)

PODI 1051 Global Problems, Power and Politics 4 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. Not open to students who have earned credit for PODI 1050. Falls. (SSDI)

PODI 1056 Humanitarianism: Working in the Global Community 4 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. Not open to students who have earned credit for PODI 1055. Springs. (PPDI)

PODI 1061 Politics and Art 4 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. Not open to students who have earned credit for PODI 1060. Springs. (CTDI)

PODI 1101 Citizen Politics 4 credits

An exploration of citizens' role in democracy, the interactions between citizens and their governments and the knowledge and skills required for effective citizenships. Not open to students who have earned credit for PODI 1100. Falls and Springs. (SSDI)

PO 2025 Public Administration 4 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. Not open to students who have earned credit for PO 2020. Falls. (DICO)

PO 2050 Comparative Politics and Government 4 credits

Introduction to the primary concepts and methodology of political science and comparative politics. Explores the similarities and differences of the governments of contemporary states. Structures and functions of modern national governments are examined in relation to dynamic political forces and institutions in multiple regions of the world. Not open to students who have earned credit for PO 1010 or PO 3510. Springs.

PO 3010 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.

- PO 3020 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.
- PO 3030 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.
- PO 3060 Political Analysis and Policy** **4 credits**
A study of the methodological and research techniques of political science, with particular focus on analysis of public policy. Explores approaches such as individualistic-psychological, rational, game theory, and techniques such as research design, survey research, quantitative analysis, and case study methods. Discusses principles and assumptions of political inquiry and the devices for gathering and analyzing data. Not open to students who have earned credit for PO 3680 or PO 3660. Fall of even years. (WRCO)
Prerequisite(s): (PO 1020 or PO 1025) and (MA 2300 or SS 3700 or SS 3705).
- PO 3070 The Presidency and Congress** **4 credits**
Politics and process in the Presidency and Congress. The evolution of the branches in terms of their power and the interactions between them. How are members elected, in which ways do members define and perform their duties, and why do the branches sometime fail to perform as expected? Not open to students who have earned credit for PO 3590 or PO 3600. Spring 2019, Fall 2020, Spring 2023.
Prerequisite(s): PO 1020 or PO 1025.
- PO 3125 Political Parties, Elections, and Interest Groups** **4 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. Not open to students who have earned credit for PO 3120. Springs. (TECO)
- PO 3240 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.
- PO 3255 Model United Nations** **4 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 US and the UN. Includes role-playing; opportunity to extend students' knowledge of international politics while developing proficiency in public speaking, policy formulation, parliamentary procedure, diplomacy, negotiation, and conflict resolution; preparation for career in public policy or international affairs. Not open to students who have earned credit for PO 3250. Additional course fee required. Springs.
Prerequisite(s): Junior status. (GACO) (INCO)
- PO 3305 Latin American Politics** **4 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. Not open to students who have earned credit for PO 3300. Springs. (GACO) (WRCO)
- PO 3355 Women in World Politics** **4 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. Not open to students who have earned credit for PO 3350.
- PO 3505 Politics and Conflict in the Middle East** **4 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. Not open to students who have earned credit for PO 3500. Falls.
Prerequisite(s): Junior status. (GACO) (INCO)
- PO 3540 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 or PO 1035) strongly recommended.
- PO 3580 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 or PO 1035) is recommended. Springs. (WRCO)
- PO 3635 Constitutional Law: Civil Liberties** **4 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. Not open to students who have earned credit for PO 3630. Falls.

- PO 3655 American Foreign Policy** 4 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. Not open to students who have earned credit for PO 3650.
Prerequisite(s): PO 1020 or PO 1025.
- PO 3815 Political Thought** 4 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. Not open to students who have earned credit for PO 3810.
- PO 4010 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. Repeatable for a maximum of 12 credits. With permission.
Prerequisite(s): signature of the faculty supervisor.
- PO 4530 Political Science Seminar** 3 credits
 Exploration of special topics and/or problems in Political Science.
- PO 4910 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.
- PO 5130 Topics in Political Science** 3 credits
 Various approaches to the study of politics, particularly functional, geographical, or theoretical problems and issue areas will be selected from time to time. These will serve as the topics to provide intellectual focus for advanced application of the political science method to the study of man.
- PO 5910 Independent Study** 1-3 credits
 Provides students with the opportunity to round out their background in the social sciences through reading and research, supplementing previous coursework in the field. A research paper, periodic conferences, and an oral examination may be required. Consent of a faculty supervisor and department chair is required.
- PS - Psychology**
- PS 1110 Learning Laboratory** 0 credit
 Falls and Springs. Corequisite(s): PS 3210.
- PS 1120 Cognitive Psychology Laboratory** 0 credit
 Falls and Springs. Corequisite(s): PS 3220.
- PS 2010 Introduction to General Psychology** 3 credits
 The scope and methods of psychology as a scientific study. Falls and Springs.
- PSDI 2030 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 Early Spring. (SIDI)
- PS 2050 Life-Span Developmental Psychology** 3 credits
 The principles underlying physical, cognitive, emotional and social development through the life-span. Falls and Springs.
- PSDI 2190 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 Early Spring. (SIDI)
- PS 3000 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.
- PS 3030 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.
- PS 3060 Educational Psychology** 3 credits
 The psychology of learning and its application to the learning process in formal education.
- PS 3100 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.
- PS 3115 Research Methods and Statistics I** 4 credits
 Experimental design and methodology. Laboratory exercises involving data collection and statistical analysis. Falls and Springs.
Prerequisite(s): PS 2010. (QRCO) (TECO)
- PS 3125 Research Methods and Statistics II** 4 credits
 An extension of Research Methods and Statistics I: the execution of original experimental designs and the consideration of various experimental design requirements and statistical analysis in several areas of Psychology. Falls and Springs.
Prerequisite(s): PS 3115. (WRCO)

- PS 3130 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.
- PS 3170 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.
- PS 3200 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)
- PS 3210 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.
- PS 3220 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.
- PS 3230 Motivation and Emotion** 3 credits
Physiological, personality and social approaches to the study of human motivation and emotion.
- PS 3260 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.
- PS 3320 Abnormal Psychology** 3 credits
The symptoms, causes, and methods of treatment of the major forms of psychopathology: anxiety disorders, mood disorders, substance use disorders, schizophrenia, and personality disorders. Not open to students who have earned credits for PS 4320. Falls and Springs.
Prerequisite(s): PS 2010.
- PS 3340 Personality** 3 credits
Psychoanalytical, existential, social, behavioral and self theories and how they relate to the development and assessment of behavior. Falls and Springs.
- PS 3370 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.
- PS 3460 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.
- PS 3530 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.
- PS 3560 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.
- PS 3600 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.
- PS 3700 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.
- PS 4010 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.
- PS 4330 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 3320 or PS 4320.

PS 4350 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 3320 or PS 4320).

PS 4360 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. Repeatable for a maximum of 6 credits.

Prerequisite(s): permission of the instructor.

PS 4400 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.

PS 4440 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).

PS 4800 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.

PS 4910 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.

PS 4940 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**PTDI 2200 The Art of Photography 3 credits**

An introduction to photography as a visual language. 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, aesthetics, principles, and procedures of the photographic medium and its influence on our modern society. A simple camera is necessary. Additional course fee required. Falls and Springs. (CTDI)

PTDI 2450 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. Not open to students who have earned credit for PT 3450. Falls and Springs. (CTDI) (TECO)

PT 2600 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.

Prerequisite(s): AR 1045.

PT 3620 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 (PTDI 2450 or PT 3450).

PT 4600 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 or PTDI 2450), and (PT 3620 or CM 3750).

PTH - Physical Therapy**PTH 6110 Clinical & Functional Anatomy 4 credits**

Clinical and Functional Anatomy covers the anatomical components and functional relationships of the musculoskeletal system. Students relate structure to human functional capabilities, consider the constraints that anatomical structure places on function; consider the possible causes of observed anatomical structure; and reason through scenarios of patient/client problems.

PTH 6111 Clinical Physiology 3 credits

Clinical Physiology covers the function of the muscular, skeletal systems; and structure / function of the circulatory, pulmonary, endocrine, gastrointestinal, genitourinary, metabolic, and integumentary systems. Students relate anatomical and physiological systems to functional capabilities. Students apply physiology to reasoning about clinical scenarios and apply concepts to patient/client problems with the WHO International Classification of Function for system organization.

Co-Requisites: PTH 6110, PTH 6112, PTH 6115, PTH 6116.

PTH 6112 Ethics & Value Systems 2 credits

Introduces a systems approach generally, and then its application to ethics and value systems. Compare and contrast ethics and value systems across culture/ethnicity, socioeconomic status, literacy, and psychological factors. Connects ethics and values to professional conduct and legal standards and utilizes case studies to connect theoretical understanding of ethics and values systems to real world practice situations.

Co-Requisites: PTH 6110, PTH 6111, PTH 6115, PTH 6116.

PTH 6115 Patient / Client Management I 2 credits

The first course that directly teaches students the practice of physical therapy and provides a scaffolding which will be built upon throughout the program. Introduces the principles of patient management (screening, examination, evaluation, diagnosis, prognosis, and plan of care) utilizing cases to integrate theory and practice. Strongly connected to the co-requisite Integrated Clinical I.

Co-Requisites: PTH 6110, PTH 6111, PTH 6112, PTH 6116.

PTH 6116 Integrated Clinical I 1 credit

Integrated Clinical I prepares students for and provides opportunities to observe and participate in and reflect on physical therapy practice utilizing case studies, simulated patients, simulations and campus clinics. The series reinforces a collaborative, patient-centered approach, with personal and environmental factors factored into clinical reasoning. This course emphasizes safety, ethical behavior, accountability, communication, cultural competence, professional development and clinical reasoning.

Co-Requisites: PTH 6110, PTH 6111, PTH 6112, PTH 6115. Pass/No Pass.

PTH 6120 Neuroscience 4 credits

Covers structure and function of the nervous system. Relates anatomy and physiology to functional capabilities related to movement and cognition; consider the impact of lesions, and the causes of observed signs and symptoms during development, adaptations and trauma through the life span. Students apply neuroscience to reasoning about clinical scenarios and to the analysis of patient/client problems.

Prerequisites: PTH 6110, PTH 6111, PTH 6115, PTH 6112, PTH 6116. Co-Requisites: PTH 6122, PTH 6124, PTH 6121, PTH 6125, PTH 6126.

PTH 6121 Musculoskeletal Conditions & Management 3 credits

Musculoskeletal conditions and management covers common muscular, skeletal and connective tissue pathology, medical and surgical management across the lifespan with implications for physical therapy intervention. Students learn the basics of radiographic, MRI and ultrasound imaging technologies and develop an understanding of the use of such technologies in the diagnosis and management of patients with musculoskeletal conditions.

Prerequisites: PTH 6110, PTH 6111, PTH 6115, PTH 6112, PTH 6116. Co-Requisites: PTH 6120, PTH 6122, PTH 6124, PTH 6125, PTH 6126.

PTH 6122 Dynamic Systems I: Movement & Adaptation 3 credits

Dynamic Systems I covers movement and adaptation and introduces a system understanding of adaptation and defines movement as a complex system. Movement emerges from physics and biology to develop the clinically useful concept of neuromechanics and motor control which establish movement as dynamic, complex and adaptive.

Prerequisites: PTH 6110, PTH 6111, PTH 6112, PTH 6115, PTH 6116. Co-Requisites: PTH 6120, PTH 6124, PTH 6125, PTH 6126.

PTH 6124 Clinical Inquiry I: Causality & Inference 3 credits

Clinical Inquiry I introduces students to knowledge based practice and the role of research in developing scientific and theoretical foundations for and the critical analysis of physical therapy practice. The class covers the process of knowledge generation, and the use of causal models for knowledge representation. Students learn how to develop, evaluate and reason inferentially with graphical causal models (Bayesian networks), and how to apply these skills to learning, understanding and decision making.

Prerequisites: PTH 6110, PTH 6111, PTH 6112, PTH 6115, PTH 6116. Co-Requisites: PTH 6120, PTH 6122, PTH 6125, PTH 6126.

PTH 6125 Patient / Client Management II 4 credits

Patient / Client Management II includes both classroom and laboratory sessions on screening, examination, evaluation, diagnosis, prognosis, and intervention (plan of care and management of care delivery). The scaffold previously established continues to develop depth by incorporating previous (pre requisite) and concurrent (co-requisite) program content including the integrated clinical.

Prerequisites: PTH 6110, PTH 6111, PTH 6115, PTH 6112, PTH 6116. Co-Requisites: PTH 6122, PTH 6124, PTH 6121, PTH 6120, PTH 6126.

- PTH 6126 Integrated Clinical II** **1 credit**
 Integrated Clinical II provides students with opportunities to observe, perform selected skills, and participate in guided reflection of physical therapy practice utilizing case studies, simulated patients, simulations and campus clinics. The series reinforces a collaborative, patient-centered approach, with personal and environmental factors factored into clinical reasoning. This course adds an expectation of beginning performance of patient/client management.
Prerequisites: PTH 6110, PTH 6111, PTH 6115, PTH 6112, PTH 6116. *Co-Requisites:* PTH 6120, PTH 6122, PTH 6124, PTH 6121, PTH 6125. *Pass/No Pass.*
- PTH 6130 Pathophysiology & Pharmacology I** **3 credits**
 Pathophysiology & Pharmacology I covers the foundational concepts of pathophysiology and pharmacology including injury, inflammation and healing and pharmacodynamics. It then covers the pathophysiology, pharmacological, medical and surgical management of selected genetic, nutritional, neoplastic, infectious, immunological, and inflammatory conditions that influence the neuromuscular systems across the lifespan with consideration of implications for physical therapy intervention.
Prerequisites: PTH 6121, PTH 6120, PTH 6122, PTH 6124, PTH 6126. *Co-Requisites:* PTH 6133, PTH 6132, PTH 6131, PTH 6135, PTH 6136.
- PTH 6131 Exercise Prescription & Nutrition** **3 credits**
 Covers the concepts of exercise prescription and nutrition as applied to healthy individuals and those with stable and controlled chronic conditions. Prescription of exercise and nutritional considerations when stable and controlled chronic conditions are either not limiting or considered not amendable to rehabilitation.
Prerequisites: PTH 6111, PTH 6110, PTH 6120, PTH 6122, PTH 6124, PTH 6125, PTH 6126. *Co-Requisites:* PTH 6130, PTH 6133, PTH 6132, PTH 6135, PTH 6136.
- PTH 6132 Movement Systems** **4 credits**
 Movement Systems builds upon Dynamic Systems I by using the concept of movement as a complex adaptive system in the evaluation of functional and dysfunctional movement patterns, identifying causes of dysfunctional patterns, analyzing and implementing a movement program to maximize function and efficiency, and minimize risk.
Prerequisites: PTH 6111, PTH 6110, PTH 6120, PTH 6122, PTH 6124, PTH 6125, PTH 6126. *Co-Requisites:* PTH 6130, PTH 6133, PTH 6135, PTH 6136.
- PTH 6133 Dynamic Systems II: Movement & Adaptation** **3 credits**
 Dynamic Systems II builds upon movement as a complex adaptive system to include environmental interactions. Human movement occurs within particular environmental contexts and these contexts greatly influence the demands, capabilities and adaptations of movement. The course considers the human - environment interactions and factors that either enable or disable movement, including movement trajectories over time and through the life span.
Prerequisites: PTH 6122. *Co-Requisites:* PTH 6130, PTH 6131, PTH 6132, PTH 6135, PTH 6136.
- PTH 6135 Patient / Client Management III** **4 credits**
 Patient / Client Management III is a problem based course with tutorial and laboratory sessions and continues to develop depth and problem solving. This course specifically adds evaluation and interventions for musculoskeletal specific pathologies, neuroscience to previously established A&P causal reasoning, and the hierarchy of adaptation to consideration of intervention effects.
Prerequisites: PTH 6125, PTH 6126. *Co-Requisites:* PTH 6130, PTH 6131, PTH 6132, PTH 6133, PTH 6136.
- PTH 6136 Integrated Clinical III** **1 credit**
 Integrated Clinical III provides students with opportunities to observe, perform selected skills, and participate in guided reflection of physical therapy practice utilizing case studies, simulated patients, simulations and campus clinics. The series reinforces a collaborative, patient-centered approach, with personal and environmental factors factored into clinical reasoning. This course expects advanced beginner performance of selected elements of patient/client management.
Prerequisites: PTH 6120, PTH 6122, PTH 6124, PTH 6121, PTH 6125. *Co-Requisites:* PTH 6130, PTH 6131, PTH 6132, PTH 6133, PTH 6135. *Pass/No Pass.*
- PTH 8210 Pathophysiology & Pharmacology II** **3 credits**
 Pathophysiology & Pharmacology II covers the pathophysiology, pharmacological, medical and surgical management of selected genetic, nutritional, neoplastic, infectious, immunological, and inflammatory conditions that influence the circulatory, pulmonary, endocrine, gastrointestinal, genitourinary, metabolic, and integumentary systems across the lifespan with consideration of implications for physical therapy intervention.
Prerequisites: PTH 6130, PTH 6133, PTH 6132, PTH 6131, PTH 6135, PHT 6136. *Co-Requisites:* PTH 8215, PTH 8216.
- PTH 8215 Patient / Client Management IV** **5 credits**
 Patient / Client Management IV is a problem based course with tutorial and laboratory sessions and continues to develop depth and problem solving. This course specifically adds evaluation and interventions for neurological specific pathologies, movement system, exercise, nutrition and the highest level of the hierarchy of adaptation to consideration of intervention effects.
Prerequisites: PTH 6130, PTH 6133, PTH 6132, PTH 6131, PTH 6135, PTH 6136. *Co-Requisites:* PTH 8210, PTH 8216.
- PTH 8216 Integrated Clinical IV** **2 credits**
 Integrated Clinical IV provides students with opportunities to perform selected skills, and participate in guided reflection of physical therapy practice utilizing cases, simulated patients, simulations and campus clinics. The series reinforces a collaborative, patient-centered approach, with personal and environmental factors factored into clinical reasoning. This course increases expectations in patient/client management.
Prerequisites: PTH 6130, PTH 6131, PTH 6132, PTH 6133, PTH 6135. *Co-Requisites:* PTH 8210, PTH 8215. *Pass/No Pass.*

- PTH 8224 Clinical Inquiry II: Study Design** **3 credits**
 Clinical Inquiry II students learn how to access and critically analyze case studies, observational and experimental design trials. Students generate several clinically relevant questions, identify and access case studies, observational and experimental design trials and critically analyze each trial. Students then engage in peer review of each other's critical analysis.
Prerequisites: PTH 6124. Co-Requisites: PTH 8226, PTH 8227.
- PTH 8226 Clinical Education I** **8 credits**
 Clinical Education I is a ten week full time supervised clinical experience that provides students with the opportunity to develop patient / client management skills and proficiency in the essential knowledge, skills and attributes of a physical therapist in the clinical setting. Students are directly supervised by qualified physical therapists throughout their clinical experiences.
Prerequisites: PTH 8216, PTH 8215, PTH 8210. Co-Requisites: PTH 8224, PTH 8227. Pass/No Pass.
- PTH 8227 Clinical Reflection I** **1 credit**
 Students reflect on and document their practice experiences that connect evidence, knowledge and practice decisions, clinical reasoning, ethics, values and communication which will ultimately culminate in a professional practice portfolio.
Prerequisites: PTH 8216. Co-Requisites: PTH 8226. Pass/No Pass.
- PTH 8232 Psychosocial Systems** **3 credits**
 Considers adaptation from a psychosocial perspective with consideration of interactions between movement and psychological status and social systems. Covers the processes that accompany pain, suffering, disease, disability, and loss of body function. Considers social systems from a biocultural perspective and their influence over human adaptation as well as the adaptation of the social systems through various levels of group dynamics.
Prerequisites: PTH 8226, PTH 8227, PTH 8224. Co-Requisites: PTH 8234, PTH 8235, PTH 8236.
- PTH 8234 Clinical Inquiry III: Models, Reviews, & Guidelines** **3 credits**
 Clinical Inquiry III students learn how to access and critically analyze systematic reviews, meta-analyses and clinical practice guidelines. They engage with a series of clinical questions where they apply current knowledge; theory; and professional judgment while considering the patient/client perspective; the environment; and available resources. Students develop their ability to identify; evaluate and integrate the best evidence for practice with clinical judgment and patient/client values; needs; and preferences to determine the best care for a patient/client.
Prerequisites: PTH 8224. Co-Requisites: PTH 8232, PTH 8235, PTH 8236.
- PTH 8235 Patient / Client Management V** **6 credits**
 Patient / Client Management V is a problem based course with tutorial and laboratory sessions and continues to develop depth and problem solving. This course specifically adds evaluation and interventions for body system specific pathologies, screening for medical referral and ICU / complex medical issues and complications.
Prerequisites: PTH 8226, PTH 8227, PTH 8224, PTH 8215, PTH 8216. Co-Requisites: PTH 8234, PTH 8232, PTH 8236.
- PTH 8236 Integrated Clinical V** **2 credits**
 Integrated Clinical V provides students with opportunities to perform supervised practice, and participate in guided reflection of physical therapy utilizing cases, simulated patients, simulations and campus clinics. The series reinforces a collaborative, patient-centered approach, with personal and environmental factors factored into clinical reasoning. This course increases expectations in patient/client management.
Prerequisites: PTH 8226, PTH 8227, PTH 8224, PTH 8215, PTH 8216. Co-Requisites: PTH 8234, PTH 8232, PTH 8235. Pass/No Pass.
- PTH 8316 Clinical Education II** **8 credits**
 Clinical Education II is a ten week full time supervised clinical experience that provides students with the opportunity to continue to develop autonomous professional practice with patient / client management skills in the clinical setting. Students are prepared for all practice settings in which physical therapy is practiced. Students are directly supervised by qualified physical therapists.
Prerequisites: PTH 8226, PTH 8227, PTH 8236, PTH 8235. Co-Requisites: PTH 8317. Pass/No Pass.
- PTH 8317 Clinical Reflection II** **1 credit**
 Students reflect on and document their practice experiences that connect evidence, knowledge and practice decisions, clinical reasoning, ethics, values and communication, which will ultimately culminate in a professional practice portfolio. Clinical reflection facilitates inquiry-based learning and promotes the use of scientific literature to champion a more profound and comprehensive integration of clinical experiences and didactic coursework.
Prerequisites: PTH 8226, PTH 8227, PTH 8236, PTH 8235. Co-Requisites: PTH 8316. Pass/No Pass.
- PTH 8322 Health Systems** **6 credits**
 Considers health systems across a complex network including practice management, community and public health. Largely a project based course and the problems that are solved are related to the development and management of physical therapy; including plans for sustainability of their practice model, and advocacy for profession and the healthcare needs of society through legislative and political processes.
Prerequisites: PTH 8316, PTH 8317. Co-Requisites: PTH 8324, PTH 8326.

PTH 8324 Capstone I 3 credits

Students start developing the professional portfolio started during their Clinical Reflection courses to produce a detailed evidence and knowledge based practice evaluation of their Clinical Reflections. The professional portfolio includes a summary of clinical experiences, a meta-cognitive reflection on their learning and understanding during their clinical experiences with an overview of connections between current practice knowledge and available evidence.

Prerequisites: PTH 6124, PTH 8224, PHT 8234, PTH 8227, PTH 8317, PTH 8226, PTH 8316. *Co-Requisites:* PTH 8322, PTH 8326. *Pass/No Pass.*

PTH 8326 Integrated Clinical VI 3 credits

Students utilize all prior and concurrent coursework (Health Care Systems) to evaluate the clinical services being provided at Plymouth State University. The exact assignments will fluctuate based on the needs of the Integrated Clinical program. Students also perform supervised practice in an educating and supervising capacity for first year DPT students taking Integrated Clinical II.

Prerequisites: PTH 8316, PTH 8317. *Co-Requisites:* PTH 8324, PTH 8322. *Pass/No Pass.*

PTH 8334 Capstone II 1 credit

Students complete their professional portfolio and defend their critical analysis of practice. The professional portfolio includes a summary of clinical experiences, a meta-cognitive reflection on their learning and understanding during their clinical experiences with an overview of connections between current practice knowledge and available evidence.

Prerequisites: PTH 8322, PTH 8326, PTH 8324. *Co-Requisites:* PTH 8336, PTH 8337. *Pass/No Pass.*

PTH 8336 Clinical Education III 10 credits

Clinical Education III is a fourteen-week full-time clinical experience that provides the opportunity to develop independence within the profession. Competence and efficiency of all aspects of patient / client management skills are emphasized in the clinical setting. Execution of consultation, communication, and interdisciplinary collaboration is cultivated to facilitate comprehensive patient care. Students are directly supervised by qualified physical therapists.

Prerequisites: PTH 8316, PTH 8317, PTH 8326, PTH 8322. *Co-Requisites:* PTH 8337. *Pass/No Pass.*

PTH 8337 Clinical Reflection III 1 credit

Students document reflections of their practice experiences that connect evidence, knowledge and practice decisions, clinical reasoning, ethics, values and communication, which will ultimately culminate in a professional practice portfolio. Problem-based learning processes should be emulated in the reflection of clinical experiences. Reflection should exhibit entry-level clinical reasoning and clinical decision making skills, and demonstrate growth toward autonomous practice.

Prerequisites: PTH 8316, PTH 8317, PHT 8326. *Co-Requisites:* PTH 8336. *Pass/No Pass.*

PY - Philosophy**PY 1010 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)

PYDI 1030 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)

PYDI 1050 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)

PYDI 1130 Ethics and Everyday Life 3 credits

Explores key ethical questions including: What actions are morally right? What is the good life? Encourages applying ethical theories, devising individual responses, and analyzing how individual beliefs are impacted by society. Identifies key ethical issues involving conflicts between the individual and society, while investigating interactions between individuals and the spatial, temporal, political, economic, and technological aspects of the social environment. Not open to students who have earned credit for PY 1120. Falls and Springs. (SSDI)

- PYDI 1300 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)
- PYDI 228o 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)
- PY 231o 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)
- PYDI 241o Creative Problem Solving in Ethics** 3 credits
Introduces creative thinking tools and techniques for creating personally relevant ethical decisions in an ever-changing world. Engages traditional ethical problems such as abortion, capital punishment, and gun control, while encouraging students to view themselves as creative beings capable of tolerating ambiguity. Outlines formal elements of creative expression while encouraging creativity as an essential component in forming sound ethical judgments. Fall of even years. (CTDI)
- PYDI 2415 Death and Dying** 3 credits
Explores various historical and contemporary perspectives on death/dying. Readings include philosophical, psychological, sociological, practical, and artistic aspects of death, dying, and responses to human mortality. Considers how conceptions of death/dying change across time and vary between cultures. Spring of odd years. (PPDI)
- PY 265o 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)
- PYDI 271o Science or Superstition** 3 credits
Utilizes scientific methodologies to investigate, analyze, and interpret data to propose answers, offer explanation, and make predictions to philosophically analyze the power and limitations of science. Distinguishes science from irrational opinion and superstition. Explores the extent science is a way to knowledge, and finds philosophical principles that can guide us in evaluating controversial beliefs. Springs. (SIDI)
- PY 301o 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.*
- PY 305o Ethical Theories** 3 credits
Provides in-depth analysis of ethical theories, methods, and problems from perspectives within various sub-cultures within US and world-wide. From classical, enlightenment, modern, and postmodern perspectives, explores the nature of moral reasoning, conceptions of the good life, free will determinism, and moral responsibility toward the other. Perspectives include philosophers, psychologists, legal analysts, and criminal justice experts. Fall of odd years. (GACO).
- PY 311o History of Ancient Philosophy** 3 credits
Explores the origin and development of Western philosophy from 6th century B.C.E. to 3rd century A.D., surveying historically relevant ideas from the ancient Greek philosophers to Hellenistic and Roman philosophers. Includes philosophical interpretations of mathematics, sciences, cosmology, medicine, rhetorical theory, aesthetics, and psychology. Emphasis written analysis of the nature and limits of knowledge, language, perception, reality, and the good life. Fall of odd years.
Prerequisite(s): Junior status. (INCO)
- PY 3111 History of Medieval Philosophy** 3 credits
Uses philosophy, theology, and science to explore the origin and development of medieval philosophy from the 4th century to 16th century, surveying historically relevant ideas from the Middle Ages through Medieval Scholasticism and Pre-Enlightenment. Includes philosophical interpretations of religion, politics, science, and mathematics. Emphasizes written analysis of theology, metaphysics, natural philosophy, logic, philosophy of mind, and ethics. Fall of even years.
Prerequisite(s): Junior status. (INCO)
- PY 3112 History of Modern Philosophy** 3 credits
Explores the origin and development of modern Western philosophy arising out of an intense struggle between medieval Scholastic thought and the emerging modern science. Includes historically relevant ideas from the 17th and 18th centuries. Emphasizes written analysis of knowledge, mind/body interaction, causation, God, and reality, incorporating philosophical interpretations from mathematics, science, cosmology, medicine, rhetorical theory, aesthetics, and psychology. Spring of odd years.
Prerequisite(s): Junior status. (INCO)

- PY 3113 History of Contemporary Philosophy** **3 credits**
 Explores the origin and development of contemporary philosophy from 19th to 21st century, surveying historically relevant ideas from moral philosophers, social and political philosophers, phenomenologists, existentialists, pragmatists, linguists, technologists, and postmodernists. Includes philosophical interpretations of science, sociology, politics, computer science, and linguistics. Emphasizes written analysis of the nature and limits of knowledge, language, technology, reality, consciousness, and the good life. Spring of even years.
Prerequisite(s): Junior status. (INCO)
- PY 3155 Society, Ethics, and the Law** **4 credits**
 See CJ 3155 for course description. Not open to students who have earned credit for CJ/PY 2100 or CJ/PY 3150. Falls.
Prerequisite(s): Junior status. (DICO) (INCO)
- PY 3310 Environmental Ethics** **3 credits**
 Uses philosophy and science to study moral relationships between humans and the environment, and considers how to ethically defend our actions on the environment and its nonhuman contents. Explores population growth, resource usage, sustainability, biodiversity loss, nonhuman animal welfare, environmental justice, and global climate change from interdisciplinary perspectives, and encourages awareness of the impact environmentally-based choices have upon mind/body wellness. Spring of odd years.
Prerequisite(s): Junior status. (INCO) (WECO)
- PY 3325 Medical Ethics** **3 credits**
 Uses philosophy and medical science to analyze moral and legal relationships of practitioners and patients from interdisciplinary perspectives, while examining social, political, and ethical issues arising from medical and technological advancements including topics of confidentiality, truth-telling, responsibility, reproductive technologies, end of life issues, genetic engineering and enhancement, involuntary psychosurgery, and medical experimentation. Fall of even years.
Prerequisite(s): Junior status. (INCO) (WECO)
- PY 3330 Business Ethics** **3 credits**
 Uses philosophy and business to investigate ethical issues in business, as a central feature for society and culture. Explores economic, social, legal, political, and environmental interests impacted by business ethics, from the perspectives of the employer, employee, local community, and global community. Topics include social and corporate responsibility, consumer rights, integrity, transparency, fairness, corruption, ecological sustainability, and other environmental responsibilities. Fall of odd years.
Prerequisite(s): Junior status. (DICO) (INCO)
- PY 3345 Military Ethics** **3 credits**
 Explores historically relevant ethical theories and principles pertaining to military decision-making and action. Topics include courage, integrity, confidentiality, justice, and human rights. Investigates ethical issues and the global impact pertaining to wars, military conflicts, and humanitarian rescue efforts conducted by the US military. Spring of even years. (GACO)
- PY 3360 Ethics and Psychology** **3 credits**
 Uses philosophy, psychology, criminal justice, and law to explore ethical conduct in the teaching, research, and practice of psychology, focusing on the connection between mind, body, and healthy living. Topics include obedience, conformity, confidentiality, dual relationships, informed consent, legal and ethical reporting, human dignity, autonomy, and social justice. Spring of even years.
Prerequisite(s): Junior status. (INCO) (WECO)
- PY 3370 Ethics and Communication** **3 credits**
 Uses philosophy and communication to examine the ethical responsibilities we have as participants in diverse communication contexts; includes reading primary philosophical texts on virtue ethics, deontology, consequentialisms, and dialogic lenses. Introduces perspectives from contemporary philosophers, communication ethicists, and rhetoricians. Students are exposed to traditional philosophical theories and contemporary applications of communication ethics from political, social, and philosophical perspectives. Fall of even years.
Prerequisite(s): Junior status. (DICO) (INCO)
- PY 3380 Humans and Humanoids: Ethics in Technology** **3 credits**
 Students use technology to explore ethical considerations pertaining to robotic technologies, communicative technologies, and computer networks. Topics include social and legal implications from humanoid production; impact portable technologies, i.e., cell phones, ipads, ipods, e-readers, etc., have upon consciousness and social relationships; user/programmer/hosting site responsibilities, confidentiality, cyber-bullying, storage/sharing of personal information, honesty, fairness, plagiarism, and harmful practices. Special focus on sustainability. Fall of even years. (TECO)
- PY 3390 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. Unscheduled.
Prerequisite(s): Junior status.
- PY 3515 Philosophy of World Religions** **3 credits**
 Critically analyzes traditional and contemporary religious concepts and values that underlie the basic doctrines of the major religious faiths from around the world. Includes multiple perspectives from both Western and Eastern religions and examines how some contemporary religious and quasi-religious movements have shaped peoples, cultures, nations, and regions of the world. Spring of odd years.
Prerequisite(s): Junior status. (GACO) (INCO)

- PY 3560 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. Unscheduled.
Prerequisite(s): Junior status. (GACO)(INCO)
- PY 3610 Philosophy of Technology** 3 credits
Uses philosophy and computer science to explore the relationship between technology and the ideal life. Investigates social and ethical impacts of emerging technologies such as nanotechnology, drones, brain-computer interface systems, robo-sapiens, and biotechnologies utilized for cloning and genetic manipulation, paying particular attention to ways technology works to shape human experience. Includes perspectives from philosophers, computer scientists, engineers, and legal analysts. Spring of even years.
Prerequisite(s): Junior status. (INCO) (TECO)
- PY 3720 Philosophy of Law** 3 credits
Uses philosophy and law to analyze what the law is and ought to be. Explores contemporary debates about the nature, scope, and requirements of justice, recognizing different American viewpoints. Explores how different sub-cultures in America are impacted by issues of equity, opportunity, and justice. Includes readings from philosophers, political theorists, and legal practitioners. Spring of odd years.
Prerequisite(s): Junior status. (DICO) (INCO).
- PY 3730 Philosophy of Communication** 3 credits
Uses philosophy and communication to consider philosophical theories used to analyze, describe, and interpret processes of communication. Explores differences and commonalities of subcultures in relation to communication. Emphasizes questions that emerge from historical eras as entrances into exploring diverse perspectives on the nature of persons, consciousness, and social exchange in human communication. Includes perspectives from philosophers, political theorists, and rhetoricians. Spring of odd years.
Prerequisite(s): Junior status. (DICO) (INCO)
- PY 3820 Existentialism** 3 credits
An examination of the historical development and basic themes of existentialism such as existence, anxiety, absurdity, nothingness, death, and alienation/estrangement. Particular attention is given to the historical period and distinguishing between various existential positions/sentiments worldwide. Identifies ways existentialism has shaped peoples, cultures, and regions of the world. Spring of odd years. (GACO)
- PY 3830 Phenomenology** 3 credits
Philosophically explores phenomenology, focusing on the study of essences as transcendental philosophy and what is left behind through space, time, and the world of experience as it is experienced. Identifies differences and commonalities of sub-cultural groups in American society defined by differences in race, ethnicity, ability, social class, religion, politics, gender, or sexual orientation through the lens of phenomenologists. Spring of even years. (DICO)
- PY 3840 Pragmatism** 3 credits
Explores major themes in pragmatism that focus on the relationship of theory to practice (praxis) including experience, instrumentalism, knowledge and action, facts and values, and Darwinian understanding/cognition. Identifies differences and commonalities of sub-cultural groups in American society defined by differences in race, ethnicity, ability, social class, religion, politics, gender, or sexual orientation through the lens of a pragmatist. Fall of odd years. (DICO)
- PY 3870 Non-western Philosophy** 3 credits
Explores key philosophical concepts and issues from major sources of Eastern thought, such as the Vedas, Upanishads, Bhagavad-Giata, Tao te Ching and Buddhist writings. Encourages students to develop the ability to appreciate and think about issues from different points of view, which increase understanding of, participation with, and responsibilities to the world community. Fall of odd years. (GACO)
- PY 4770 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)
- PY 4910 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. Offered by arrangement. Consent required of the instructor who will supervise the independent study and the Department Chair.
- PY 4920 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**RL 1200 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.

RL 2500 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 2300.

RL 3050 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.

RL 3070 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 or Cohort Courses 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.

RL 3500 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 ER 3700.

RL 5014 Reading, Writing, and Literature 3 credits

This course is designed as an active and reflective experience of reading and process writing. Students will be immersed in literature and process writing as they develop a portfolio of their own work as lifelong readers and writers. They will review theory and practice regarding process writing, writing to learn, and writing across the curriculum. They will work in the format of the reading/writing connection to explore a range of non-print and print genres, including but not limited to fiction, nonfiction, poetry, fantasy, timed writing to a prompt and multicultural literature. Further topics to be examined in this course are the development of practical classroom applications of creating a literate environment, supporting the reading/writing connection in the classroom, exploration of the question "What makes good writing?", assessment in the reading/writing workshop, the mechanical aspects of writing, and the needs of diverse learners. This course is recommended for students in the Reading and Writing master's program and the certification program, as well as for any other students who teach reading and writing in the elementary, middle, and secondary schools.

RL 5110 Research in Reading and Writing 3 credits

An investigation into the significant research theory and principles on the development of reading and writing, the teaching of reading and writing, the assessment of reading and writing, and the implications of this knowledge that enrich our understandings and refine our practices. From historical perspectives to current trends and issues, we will explore the transformation of the reading and writing landscape. In doing so, we will discover what research in reading and writing is; how it is used; the value of reading and writing research; how it is applied to improve practice, understanding, and reflective thought; and its role in determining best institutional practices.

RL 5170 Content Area Literacy 3 credits

To provide literacy instructors with practical suggestions, approaches, and tools to engage all K–12 students, including adolescents themselves, in focusing on improving student reading, writing, thinking, and listening. A three-tiered model will examine the areas of student motivation, integrating literacy and learning, and sustaining literacy development. The final product will be the formation of a differentiated instructional plan in the content area demonstrating the use of strategies presented in the course. Participants will be using their own existing school curricula or be planning to use the strategies with future students. A district-wide presentation can be developed from the culmination of all students' artifacts.

RL 5560 Special Topics in Reading, Writing, and The Language Arts 1–3 credits

An in-depth study of a particular topic, contemporary issue, or concern. The course will be taught by a specialist within the field being studied or as an alternative methodology. A faculty member will coordinate a series of guest speakers who will meaningfully address the topic. Since topics vary, the course may be repeated with permission of the instructor.

RL 5710 Advanced Diagnostic Testing and the Improvement of Reading and Writing 3 credits

Diagnostic and instructional issues presented include reading and writing development; factors related to reading and writing disabilities; varied approaches to individual diagnosis and proven emergent reading, corrective, and standardized tests; and authentic assessments currently used in reading and special education programs. Students will demonstrate skills in the understanding of the statistical characteristics, administration of formal and informal diagnostic reading tools, the development of individual reading intervention goals and objectives for remediation and the use of formative, summative and progress monitoring tools in assessing growth and designing interventions. This course may be repeated with the permission of the instructor.

RL 5760 Linguistic Principles and Methods of Teaching English as a Second or Other Language 3 credits

In this course, participants will examine the nature of language, language systems, and language in context. The focus will be on the relevance of linguistic and sociolinguistic knowledge to teaching languages, the nature of language development, and the theory and practice of various teaching methods for different age groups and classroom situations.

RL 5770 Developing Language and Literacy for Diverse Learners 3 credits

In this course students will study the foundations of language/literacy processes and instruction. Topics include the psychological, cultural, and linguistic theoretical foundations; current practices, research, and historical developments; reading and writing language development related to their acquisition as well as cultural and linguistic diversity; major components of reading curriculum; major components of writing instruction; reading and writing instructional strategies and curriculum materials. The course will be in an interactive seminar/workshop format with an online component.

RL 5820 Literacy Practicum 1–3 credits

This practicum focuses on leadership, collaboration, and coaching. Discussion of literacy program planning, operation, management, budget, curriculum, and evaluation. Emphasis on the role of the reading and writing specialist as researcher, leader, and change agent. Study of collaborative consultative skills, supervisory skills, staff development services, and community activities. Field-based experiences at the elementary, middle, and high school. This is the capstone course for students in the reading and writing specialist program. Spring and Summer.

RL 5822 Reading and Writing Practicum 2 credits

The Reading and Writing Practicum provides the student with a supervised field experience in one or several cooperating institutions or agencies. The purpose is to gain meaningful work experience through applying knowledge learned in previous course work to the on-the-job situation. This course requires 75 hours of supervised field experience. Supervision is by an on-site supervisor and by a professor from the Plymouth State University faculty.

RL 5830 Practicum in Reading Diagnosis and Remedial Reading 1–3 credits

Analysis of the factors contributing to reading disability. Diagnosis, teaching, curriculum planning, and use of informal and formal assessments with small groups of readers in K–12 settings and supervised tutorial situations. Discussions with literacy professionals and paraprofessionals, and participation in professional development workshops. Seminars promote reflection on instructional practices and the range of services available for readers across the developmental continuum.

RL 5910 Independent Study in Language Arts and Literacy 1–3 credits

Enrichment of the background of students in education through the pursuit of a special topic pertinent to their interests and abilities. An opportunity for an in-depth study of a problem in the field of education. Consent of a faculty supervisor and department chair is required.

SE – Special Education**SE 2080 Children and Youth with Disabilities 3 credits**

Provides a foundation for understanding social, family, and educational contexts affecting the lives of children and youth with disabilities. Students explore historical and social factors that have shaped policies and understand the provisions of state and federal legislation relevant to children and youth with disabilities. Students explore: collaboration, disability types, referral process, and frameworks for support. Falls and Springs.

Prerequisite(s): restricted to Youth Development and Education, Early Childhood Education, Elementary Education, or Music Education majors.

SE 3070 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, or Youth Development and Education majors with instructor permission.

**SE 3090 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 disabilities, 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.

**SE 5181 Collaborative Action Research in
Special Education****3 credits**

A course for special education teaching practitioners in which a school-based problem is examined from the standpoint of how it can be best addressed given what is known about evidence-based practices in the field of special education. A blueprint for solving the problem is prepared including a statement and purpose for the action research (including essential definitions), what is known about the issue in the special education literature, the scope, assumptions and limitations of the project, and research questions and hypotheses. Course culmination will include collection of data, analysis of that data, conclusions and recommendations based on the impact on students with disabilities and student outcomes.

SE 5190 Educational Testing**3 credits**

This course will focus on administering, scoring, interpreting, and reporting on achievement, special skill, and diagnostic tests used in special education. The emphasis will be on diagnosis and prescriptive writing. It is restricted to special education students.

SE 5300 Special Education Law**3 credits**

This three-credit course will give participants a greater understanding of both federal and New Hampshire special education law. Time will be spent on Section 504 of the Rehabilitation Act of 1973. This course is designed and intended for teachers and special education administrators. You do not need to be a law student to succeed in this class. There is a heavy emphasis in this course on theory to practice, "practical news you can use" the next day in your profession. Students will review the most current cases and trends in special education law, analyze cases, and learn how to research both statutory and case law.

**SE 5400 Classroom Interventions and Special
Education Strategies****3 credits**

Analysis of models and dynamics involved in planning, teaching, and evaluating environments for special needs students. An overview of special education, characteristics of individuals with disabilities, individualized educational plans, functional behavior assessment, practical teaching strategies, and the New Hampshire special education process and policies. An observation component of 15 hours will be required of all students not presently in a school or teaching situation.

SE 5560 Special Topics in Special Education**1–3 credits**

An in-depth study of a particular topic, contemporary issue, or concern. The course will be taught by a specialist within the field being studied or as an alternative methodology. A faculty member will coordinate a series of guest speakers who will meaningfully address the topic. Since topics vary, the course may be repeated with permission of the instructor.

**SE 5561 Identification of Emotional
Behavior Disorders****3 credits**

This course provides an in-depth examination and general overview of the study of behavior disorders of children and youth in educational, clinical, and social settings. The focus of this course will be on the development and implementation of strategies for children and youth with emotional and behavioral concerns associated with atypical behaviors. Information will be presented regarding parent counseling precision teaching, and other strategies. Basic concepts include the nature, extent, and history of the problem, and conceptual approaches to it; the identification and assessment of the problem(s) at hand; causal factors; the distinct features and elements that define and distinguish disordered emotions and behaviors; and effectively teaching students with emotional and behavioral disorders.

**SE 5563 PBIS: School-Wide Approaches
for All Students****3 credits**

This course provides an in-depth examination of Positive Behavioral Interventions and Support (PBIS) with emphasis on school-wide approaches designed to enhance school climate and the emotional well-being of all students. Students will learn how to create and nurture a leadership team of stakeholders who are responsible for school-wide implementation as well as evidence-based strategies for improving behavior and academic achievement. Topics include developing school-wide expectations, creating a behavior matrix, designing teaching scripts to address pro social behaviors, creating a school-wide reinforcement system, determining office versus classroom referrals, designing a data-based system for behavior, evaluating the universal system using data-based decision making, and utilizing data for improving practice.

SE 5564 PBIS: Comprehensive Approaches for Students with Intense and Chronic Needs 3 credits

This course exposes students to comprehensive, multi-system approaches designed to enhance the emotional well-being and reduce the problem behavior of students with intense and chronic needs, including those identified as emotionally disturbed under the Individuals with Disabilities Education Act (IDEA). Using the Positive Behavioral Interventions and Support (PBIS) approach to systems change, students will learn how to develop and implement, in collaboration with families and community partners, a process for addressing the behavior and functioning of students who are not experiencing success with universal and targeted interventions. Topics include wraparound planning for multiple life domains, interagency coordination, family involvement, community involvement, methods for changing behavior, affect and cognitions, and evaluating the intensive system using data-based decision making.

SE 5566 PBIS: Targeted Approaches for Students at Risk 3 credits

This course addresses targeted methods designed to enhance the emotional well-being and reduce the problem behavior of students who are at risk for school failure but who do not necessarily qualify for special education services. Using the Positive Behavioral Interventions and Support (PBIS) approach to systems change, students will learn how to create and nurture a problem-solving team of professionals who are responsible for developing evidence-based strategies for improving the behavior and academic achievement of students for whom universal, school-wide approaches have been insufficient. Topics include completing functional behavioral assessments of targeted students, creating behavior intervention plans based on functional behavioral assessments, designing and implementing targeted group interventions aimed at reducing problem behavior and increasing pro-social behavior and academic achievement of targeted students, and evaluating the targeted system using data-based decision making for improving practice.

SE 5568 PBIS: Facilitation Specialist as Coach and Resource Person 3 credits

This course provides students with the collaboration and consultation skills necessary to enhance the emotional well-being and reduce the problem behavior of all students in schools, including those identified as emotionally disturbed under the Individuals with Disabilities Education Act (IDEA). Within the context of a Positive Behavioral Interventions and Support (PBIS) model, students will learn how to be a school-based PBIS coach in order to support the systems change process in their schools. Topics include the process of systems change, collaboration with families and community agencies, team development and building, data-based decision making, and nurturing the PBIS initiative.

SE 5570 Autism and Spectrum Disorders 3 credits

This course will deal with the specifics of cognitive impairment focusing on mental retardation, autism, Asperger, PDD, communication disorders, and all their subgroups. Specific definitions, special education rights and legislation will be discussed in terms of these special populations. Assessment of intellectual functioning, assessment procedures, classroom adaptations, behaviors, causes and prevention, developing curriculum and goals, independent life skills, transitions to career, and functional life skills will be discussed in detail.

SE 5571 Identifying Students with Autism and Spectrum Disorders 3 credits

The learner will gain knowledge related to the needs of students with Autism Spectrum Disorder, and will collaborate with teams to assess students to determine the existence of Autism Spectrum Disorder. Learners will incorporate the results and recommendations of educational assessments and develop appropriate treatment plans and a system for monitoring case management of students with Autism Spectrum Disorder.

SE 5581 Technology for Diverse Learners 3 credits

This course provides an overview of two federal laws (IDEA and NCLB) and examines the relationship between the Universal Design for Learning model and assistive technology. Students will be provided a hands-on experience on the assistive technology tools and online resources that can provide students with learning disabilities a set of effective learning strategies for reading, writing, organizing, note taking, researching, and presenting. Opportunities will be provided for students to develop classroom activities and curriculum planning guidelines for integrating assistive technology tools into a standards-based curriculum.

SE 5600 Language and Learning Disabilities 3 credits

This introductory course will cover the following areas: definition of LD, reading problems, language deficits both oral and written, mathematics underachievement, social skills deficits, attention and behavioral problems, academic achievement, and co-morbidity with other disabilities, prevalence, environmental factors, standardized, criterion referenced, informal reading, curriculum-based measurement, and testing. Educational approaches such as explicit instruction, content enhancement, and placement alternatives will be explored. Current issues and future trends in the field of LD will be discussed.

SE 5601 Advanced Psycho Educational Assessment of Learning Disabilities and Exceptionalities 3 credits

This course is designed to provide the student with advanced assessment skills related to special education identification for students with learning disabilities in reading, writing, and math. Students will develop proficiency in the administration, scoring, and interpretive analysis of various assessment instruments, as well as reporting findings using effective written and oral communication skills. Participants are expected to have some prior knowledge of standardized assessment practices, learner differences, teaching methods, and curriculum in general and special education, and basic statistical understanding. Characteristics of learning disabilities will be presented with corresponding assessment methods including norm-referenced, standardized assessments, responsive to intervention approach to identification (RTI), curriculum-based measurements (CBMs), and remedial intervention programs.

Prerequisites: students must have certification in general special education and a previous course in special education law.

SE 5700 Advanced Curriculum and Instruction for Students with Learning Disabilities 3 credits

This course will involve teacher candidates in an in-depth study of effective core content-related materials and instructional practices for students with learning disabilities. Teachers will examine how to utilize student outcome data and student response to intervention to intensifying effective instruction. Teacher candidates will also collaborate with general education colleagues in inclusive environments to provide research-based instruction, evaluate student outcomes, and make informed instructional decisions for students with language-related disabilities.

SE 5750 Individual Research in Special Education 1–3 credits

Designed so that students may pursue in-depth a personal interest in the field of special education. Students, working with a faculty advisor, carry out the research from design to completion. The final product must be approved by the project director.

SE 5760 Collaboration, Consultation, and Leadership in Special Education 3 credits

This course is designed to assist participants in examining the nature of collaboration in organizations, the consultation process, and essential leadership skills in special education. Students will learn about the nature of collaboration and examine examples of effective collaboration skills, as well as participate in guided practice of those skills. Emphasis will be given to concepts of intervention, management models, and an analysis of the variety of special education needs.

Prerequisites: SE 5300, SE 5600, SE 5770 and SE 6040.

SE 5765 Working with Families and Children: Ethical and Legal Issues 3 credits

Focuses on the ethics of special education laws, regulations, and policies. Students will use case studies that pose ethical dilemmas in order to understand the complex issues underlying such issues as inclusion, labeling, IDEA, least restrictive environment (LSE) compliance, due process, parent involvement, awareness of ethical responsibilities, ethical decision making, confidentiality, record keeping, and informed consent. The spirit versus the letter and the morality of special education will also be explored. A special focus will be on transacting an ethic of care in school best practices that promote democratic decision making, advocacy, and the empowerment of parents.

SE 5770 Behavioral Disorders in School-aged Children 3 credits

This course is designed to provide teachers with increased understanding of the needs of children who display maladaptive behaviors associated with conduct disorders in school settings. Students will investigate specific causes, diagnosis, assessment methods, interventions, etiology, co-morbidity, subtypes, pharmacotherapy, the role of the classroom teacher, and possible resources.

SE 5910 Independent Study in Special Education 1–3 credits

Enrichment of the background of students in education through the pursuit of a special topic pertinent to their interests and abilities. A chance for an in-depth study of a problem in the field of education. Consent of a faculty supervisor and department chair is required.

SE 5960 Special Education Teaching Internship 1–12 credits

A supervised field experience in one of several cooperating institutions or agencies. The purpose is to gain meaningful work experience through applying knowledge learned in previous coursework to the on-the-job situation. Commitment includes a negotiated number of hours per week. Supervision is done by the institution or agency concerned and by PSU faculty.

SE 5961 Special Education Teaching Internship 1–12 credits

A supervised field experience in one of several cooperating institutions. The purpose is to gain meaningful work experience through applying knowledge learned in coursework to the on-the-job situation. Commitment includes 12 hours per week within the school environment over three days, and one three-hour seminar per month. Supervision is done by the cooperating school and overseen by PSU faculty.

SE 5962 Learning Disabilities Internship 3 credits

A supervised field experience in one of several cooperating institutions and/or agencies. The purpose is to gain meaningful work experience through applying knowledge learned in previous coursework to the on-the-job situation. Commitment includes a negotiated number of hours per week, 150 hours for 3 credits, these hours to be divided in conjunction with supervisor and students. Supervision is done by the institution or agency concerned and by PSU faculty.

SE 6040 Curriculum Development in Special Education 3 credits

This course is designed to assist candidates in acquiring the skills, knowledge, and competencies necessary for curriculum development as it relates to special education and the general education curricula. Each participant will have the opportunity to examine models of curriculum-based assessment designed to generate better educational programs for students with disabilities. Each student will demonstrate an understanding of the instructional process with emphasis on students with disabilities. Keys to this understanding will include management considerations, instructional practices, and evaluative and collaborative activities.

SE 7800 Special Educational Leadership Practicum 3–6 credits

A collaborative supervised field experience in one of several cooperating institutions or agencies. The purpose is to gain meaningful work experience as a special education administrator through applying knowledge learned in coursework to on-the-job situations.

SL – American Sign Language**SL 2950 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. Not open to students who have earned credit for LL 2950. Falls. (DICO)

SL 2960 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. Not open to students who have earned credit for LL 2960. Springs.

Prerequisite(s): LL 2950 or SL 2950 or permission of the instructor. (DICO)

SO – Sociology**SO 2080 Crime and Criminals 4 credits**

See CJ 2080 for course description. Falls, Early Springs, Springs, Summers.

SODI 2205 Exploring Social Life 4 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. Not open to students who have earned credit for SODI 2200. Falls and Springs. (SSDI)

SO 2225 Foundations of Sociology 4 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. Not open to students who have earned credit for SO 2220. Falls and Springs. (DICO)

SO 2405 White Collar Crime 4 credits

An examination of definitions of white collar crime, of the impact such crime has on society, and of societal responses to white color crime. Not open to students who have earned credit for CJ/SO 2400. May be taken as CJ 2405. Springs.

SO 3030 Social Psychology 3 credits

See PS 3030 for course description. Falls and Springs.

SO 3040 Disaster, Crisis, and Chaos 4 credits

Disasters are social events that reflect the inner workings of our communities, our governments, and our lives. Who recovers from a disaster and who suffers the most is determined by social, economic, political, and cultural forces. Uses an applied, project-based approach to explore these “human dimensions” of disaster, with special focus on conflict, social vulnerability, environmental justice, and risk. Spring of even years.

SO 3065 Social Problems 4 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. Not open to students who have earned credit for SO 3060. Springs.

SO 3075 The Sociology of the Family 4 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. Not open to students who have earned credit for SO 3070. Unscheduled.

SO 3085 Juvenile Delinquency 4 credits

See CJ 3085 for course description. Not open to students who have earned credit from CJ/SO 3080. Fall of odd years.

SO 3090 Criminology 3 credits

A scientific study of crime and its control, including indexes, rates and theories of crime and delinquency, courts, prison and parole. Falls and Springs.

SO 3130 Wealth and Poverty 4 credits

See AN 3130 for course description. Not open to students who have earned credit for AN 3520 and SO 3450. Fall of even years.

- SO 3185 Sociology of Deviance** **4 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. Not open to students who have earned credit for SO 3180. Falls. (DICO)
- SO 3215 Topics in Sociology** **4 credits**
Examines specialized areas in sociology which are not covered in regularly scheduled courses.
- SO 3270 Explaining Crime** **4 credits**
See CJ 3270 for course description. Falls, Early Springs, Springs, Summers.
Prerequisite(s): CJ 2080 or SO 2080.
- SO 3355 Sociology of Popular Culture** **4 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'? Not open to students who have earned credit for SO 3350. Fall of even years.
- SO 3375 Sociology of Race and Ethnicity** **4 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. Not open to students who have earned credit for SO 3370. Fall of odd years. (DICO)
- SO 3385 Drugs and Society** **4 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. Not open to students who have earned credit for SO 3380. Springs.
Prerequisite(s): Junior status. (INCO)
- SO 3395 Environment and Society** **4 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. Not open to students who have earned credit for SO 3390. Springs.
Prerequisite(s): Junior status. (INCO)
- SO 3405 Human Dimensions of Natural Resource Management** **4 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. Not open to students who have earned credit for SO 3400. Falls.
Prerequisite(s): Junior status. (INCO)
- SO 3505 Illness, Wellness, and Healing** **4 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. Not open to students who have earned credit for AN/SO 3500. Falls and Springs.
Prerequisite(s): (AN 2210 or AN 2100) or (SO 2220 or SO 2225); Junior status. (INCO) (WECO)
- SO 3605 Sustainability in Practice** **4 credits**
Sustainability is challenging to put into practice professionally. Students help make PSU and their own lives "greener" by learning about sustainability on campuses and beyond by identifying a campus sustainability topic; analyzing the issue; learning how to conduct social science research about the issue; using findings to address the issue. Not open to students who have earned credit for SO 3600. Falls. (WECO)
- SO 4415 Methods of Social Research** **3 credits**
See AN 4415 for course description. Not open to students who have earned credit for AN/SO 4410. Fall of even years.
Prerequisite(s): MA 2300 or (SS 3700 or SS 3705) or (SW 3700 or SW 3705). (TECO)
- SO 4605 Seminar: Theory, Practice, and Careers** **4 credits**
Capstone course for majors; provides an overview of anthropological and sociological methodology and theory and their application to careers. Heavily emphasizes research and the practical applications of anthropology and sociology. Not open to students who have earned credit for SO 4600. Spring of odd years.
Prerequisite(s): (AN 4400 or SO 4400) or (AN 4410 or SO 4410) or (AN 4415 or SO 4415) and Junior or Senior standing as a major. (WRCO)

- SO 4610 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.
- SO 4910 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.
- SO 5140 Special Topics** **3 credits**
Specialized topic chosen for Graduate Seminar by individual faculty. Scheduled as needed.
- SO 5910 Independent Study** **1-3 credits**
Independent study provides students with the opportunity to round out their background in sociology through reading and research that supplements previous coursework in the field. A research paper, periodic conferences, and an oral examination may be required. Consent of a faculty supervisor and the department chair is required.
- SP - Spanish**
- SP 1015 Spanish Language and Culture Studies I** **3 credits**
An introduction to the Spanish language and cultures of Spain and Latin America. Students develop four language skills (speaking, listening, reading, and writing) while learning about the multiple-faceted Spanish-speaking world. Open to students with no more than 1 year of high school Spanish. Conducted in Spanish. Falls and Springs. (DICO)(GACO)
- SP 1025 Spanish Language and Culture Studies II** **3 credits**
A continuation of the introduction to the Spanish language and cultures of Spain and Latin America. Students further develop the four language skills (speaking, listening, reading, and writing) while learning about the multiple-faceted Spanish-speaking world. Open to students with at least 1 semester of beginning college Spanish or 2 years of high school Spanish. Conducted in Spanish. Falls and Springs.
Prerequisite(s): SP 1015 or equivalent. (DICO)(GACO)
- SP 1060 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)
- SP 1070 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.
- SP 1080 Spanish for Criminal Justice I** **3 credits**
An introduction to the Spanish language within the Criminal Justice context. Emphasis on vocabulary building, basic grammar structures, cultural topics, and conversational scenarios in Spanish related to Criminal Justice environment. Falls. (DICO)(GACO)
- SP 1090 Spanish for Criminal Justice II** **3 credits**
A continuation of Spanish for Criminal Justice I. Springs.
Prerequisite(s): SP 1080. (DICO)(GACO)
- SP 2030 Spanish Language and Culture Studies III** **3 credits**
Continual development of the Spanish language skills (speaking, listening, reading, and writing) and cultural awareness and understanding of the differences in the Spanish-speaking world. Open to students with at least 2 semesters of beginning college Spanish or 3 years of high school Spanish. Conducted in Spanish. Falls and Springs.
Prerequisite(s): no more than 3 years of high school Spanish, or 1 year of university first year Spanish. (DICO)(GACO)
- SP 2040 Spanish Language and Culture Studies IV** **3 credits**
An enhancement of Spanish language skills (speaking, listening, reading, and writing) and cultural knowledge of the Spanish-speaking world. Open to students with at least 3 semesters of lower-level college Spanish or 4 years of high school Spanish. Conducted in Spanish. Falls and Springs.
Prerequisite(s): SP 2030 or equivalent. (DICO)(GACO)
- SPDI 2200 Latin American Literature in English Translation** **3 credits**
English translations of Modern Latin American literature give students the opportunity to expand their canonical literary knowledge. Short stories and novels originally written in Spanish and Portuguese bring an added dimension to understanding oneself and others from Latin America. An additional focus includes how interpretation and translation are greatly affected by internal and external ideas and experiences. Not open to students who have earned credit for LLDI 2200 or SP 3100. (SSDI)
- SPDI 2250 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. Not open to students who have earned credit for LLDI 2250. (SSDI)

- SP 2400 Spanish 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.*
- SP 3030 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)*
- SP 3120 Spanish Culture and Civilization** 3 credits
Investigates the culture and civilization of Spain. Conducted in Spanish. *Unscheduled.*
- SP 3140 Spanish American Culture and Civilization** 3 credits
Investigates the culture and civilization of Spanish America. Conducted in Spanish. *Unscheduled.*
- SP 3170 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)*
- SP 3190 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)*
- SP 3220 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)*
- SP 3250 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.*
- SP 3330 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.*
- SP 3400 Spanish 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.*
- SP 4370 Literature of Spain** 3 credits
An overview of Spain's literary movements in historical, social, political, and cultural contexts from the Middle Ages through the 21st century. A selection of literary masterpieces and non-canonical works of Spanish writers are read and analyzed. Conducted in Spanish. *Spring 2020, Spring 2023, Spring 2026.*
Prerequisite(s): SP 3030, SP 3220, SP 3330, or permission of instructor.
- SP 4380 Latin American Literature** 3 credits
An overview of Latin American literary movements related to historical, social, political, and cultural contexts from the pre-Columbian era through the 21st century. A selection of literary masterpieces and non-canonical works of Latin American writers are read and analyzed. Conducted in Spanish. *Spring 2021, Spring 2024, Spring 2027.*
Prerequisite(s): SP 3030, SP 3220, SP 3330, or permission of instructor.
- SP 4500 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.

SP 4800 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 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.

SP 4910 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.

SP 5910 Independent Study 1-3 credits

A course of study to round out the student's background through systematic reading, intensive and extensive, to supplement coursework in the field. Selection of a reading list or a special project under faculty supervision. Consent of faculty supervisor and department chair is required.

SP 5960 Spanish Education Teaching Internship 1-9 credits

Candidates must have completed early field-based experiences and all coursework for certification, including any required undergraduate competencies, before taking this course. This culminating field-based K-12 teaching experience for modern language programs leads to teacher certification. The 9-credit internship is continuous and full-time (five days per week) during which, after a period of structured observation, the intern gradually assumes responsibility for a full range of teaching activities encountered in a school situation, thereby demonstrating the appropriate professional skills and attitudes essential for successful modern language teaching at the K-12 levels. In the 6-credit internship, interns will maintain and improve upon the full range of teaching activities they practice every day at the elementary/middle level. Both internships provide an opportunity for demonstrating the appropriate professional skills, attitudes, and dispositions essential for successful teaching. The internship is conducted under the supervisory guidance of school mentors and a university supervisor. A blended seminar (online and face-to-face) complements the experience.

All interns who will be required to take Praxis II World Languages (Spanish Content) must make arrangements for that testing independently and have their scores sent to the Educator Preparation and Graduate Studies offices. Certification interns who are not pursuing the MEd must have submitted passing scores of the Praxis Core Academic Skills for Educators Tests to the Graduate Studies Office before enrolling.

SS – Social Science**SS 3620 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.

SS 3630 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.

SS 3640 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.

SS 3705 Social Statistics 4 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 3705. Not open to students who have earned credit for SS/SW 3700. Falls and Springs. *Prerequisite(s): Mathematics Foundations. (QRCO)*

SS 3910 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.

SS 4910 Independent Study 1-3 credits

Consent required of the instructor who will supervise the independent study and the Department Chair.

SS 4950 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**SSE 2500 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.

SSE 2510 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.

SSE 3010 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)

SSE 3510 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.

SSE 4505 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. Not open to students who have earned credit for SSE 4500. Falls.

Prerequisite(s): SSE 3010; junior status. Corequisite(s): SSE 4510. (INCO) (WRCO)

SSE 4510 Teaching Lab III in Social Studies 1 credit

Taken in conjunction with the pedagogy-centered SSE 4505. 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 4505.

SSE 4630 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.

Prerequisite(s): Praxis II is required prior to enrolling in SSE 4630.

Corequisite(s): SSE 4640.

SSE 4640 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 3.00 cumulative GPA; minimum grade of C in Group A and Group B courses. Corequisite(s): SSE 4630.

SW – Social Work**SW 2200 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.

SW 2300 Case Management and Advocacy 3 credits

Introduces students to the social work skills associated with case management: planning, seeking, advocating for and then monitoring services on behalf of individuals. Content is built on strength-based and person-in-environment frameworks which are the cornerstones of social work practice. Falls.

SW 2400 Professional Writing for Social Work 1 credit

Introduces students to academic, professional, and self-reflective writing as it relates to the profession of social work. Emphasizes APA formatting, social work documentation, and professional communications. Offered over 8 weeks and required of all Social Work majors. Falls and Springs.

Prerequisite(s): Social Work majors only.

- SW 3050 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. Falls and Springs. (WECO)
- SW 3130 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)
- SW 3150 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. Springs.
- SW 3300 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. Falls and Springs. (GACO)
- SW 3440 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.*
- SW 3450 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.
- SW 3480 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. (DICO)(GACO)
- SW 3490 Diversity and Oppression** 3 credits
Examines how difference is constructed at the individual, social, institutional, and societal levels leading to prejudice and oppression. Introduces difference with respect to race, sex/gender, sexual orientation, social class, age, religion, physicality, and disability. Provides students with an understanding of diversity and a general knowledge of strategies to alleviate oppression and to empower the oppressed. Falls.
- SW 3500 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 and Springs. (GACO)(WECO)
- SW 3520 Theory and Practice of Social Work Intervention II** 3 credits
The application of social work theory in mezzo (group) practice contexts. Emphasis is on small group process from theoretical and practical perspectives which form the framework for worker planning, engagement, intervention and termination. Springs. *Prerequisite(s): SW 3510 or SW 3610; Social Work majors only.*
- SW 3530 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 or SW 3610; Social Work majors only.*
- SW 3610 Theory and Practice of Social Work Intervention I** 4 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.*

SW 3660 Human Behavior and the Social Environment 4 credits

Analyzes human behavior and the social environment from a “person-in-environment” or social systems framework. This analysis is designed to enhance and increase students’ potential for developing effective generalist social work practice. In addition to social work theory and philosophy, students integrate and apply knowledge from liberal arts courses in sociology, psychology, and human biology. Falls.

SW 3705 Social Statistics 4 credits

See SS 3705 for course description. Not open to students who have earned credit for SS/SW 3700. Falls and Springs.

Prerequisite(s): Mathematics Foundations. (QRCO)

SW 3800 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. Falls and Springs.

Prerequisite(s): Junior or Senior status and permission of the Department Chair.

SW 4020 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)

SW 4430 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.

SW4550 Social Work Integrative Seminar 3 credits

Designed to encourage integration of student learning of current field experiences within a generalist social work practice framework. Provides opportunities to explore practicum experiences against a backdrop of social work theory and knowledge gained from liberal arts and social work courses. The intention is to foster the transition from role of student to professional. 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 or SW 3610), 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.

SY - School Psychology**SY 5300 Foundations and Multicultural Aspects of Parenting 3 credits**

Focuses on developing competency in a variety of areas surrounding parenting education including the following: understanding of parental issues and concerns within diverse family systems, understanding the dimensions of parenting from birth to adolescence, family, literacy, and knowledge of multicultural perspectives in parenting. This course addresses U.N. resolutions A/52/13 A Culture of Peace and A/53/243 A Program of Action for a Culture of Peace.

SY 6010 Foundations of School Psychology 3 credits

This survey course will introduce students to the role and function of the school psychologist. Historical events will be reviewed with an emphasis on future directions of the profession. Prevention and intervention as a part of a data based problem-solving model to address learning, behavior, and social/emotional issues in school age children will be introduced. Legal issues and professional ethics will be discussed. Students will become familiar with the educational environment and the role of the school psychologist within the educational system. The Mahara e-portfolio will be introduced. Students will address New Hampshire state standards for school psychology with the National Association of School Psychologist Domains of Practice (2010). There is a 25-hour pre-practicum to the course.

SY 6200 Behavioral Assessment, Analysis, and Intervention 3 credits

This course is designed to provide students with a clear, balanced presentation of the behavioral technology including theoretical paradigms, assessment methods, intervention planning and techniques, and the application of behavioral methodologies designed to increase prosocial effective behaviors and decrease and/or eliminate socially ineffective behaviors within the school setting. *Prerequisite: SY 6010.*

SY 6300 Social/Emotional/ Behavioral Assessment 3 credits

To provide a clear, balanced presentation of the learner's social/emotional characteristics. The student will be introduced to the areas of assessment of behavior by interview, observation, and norm-referenced techniques. Functional behavior assessment will also be addressed. Objective and projective techniques will be introduced, and the student will have the opportunity to learn about the history and practical administration of these instruments.

Prerequisite: SY 6010 and admittance to the School Psychology program.

SY 6400 Administering Individual Intelligence Tests 3 credits

Students will learn about the history and theories of intelligence testing. They will develop the skill to administer two norm-referenced intelligence tests (Child and Adult Editions of Wechsler Scales), interpret the results, and write and present cogent results of their findings as it relates to the child adolescent and their learning. This course prepares school psychology candidates for the internship where they will gain proficiency in assessing cognitive ability.

Prerequisites: SY 6010 and admittance to the School Psychology program.

SY 6500 Educational Assessment and Consultation 3 credits

This course prepares the school psychology student to become proficient in educational assessment, instructional interventions, and consultation. School psychology candidates will acquire skills in academic assessment, consultation, and prevention and intervention strategies. Students will learn to administer and interpret normative and criterion measures; prepare comprehensive case studies, which include the assessment, interpretation, intervention, and program monitoring of school-age children; conduct an evaluation of published curricula and utilize curriculum-based measurement techniques. Students will also become knowledgeable about ethical standards and principles related to assessment.

Prerequisite: SY 6010 and admittance to the School Psychology program.

SY 6600 Principles of School Neuropsychology 3 credits

The school psychology candidate will learn to integrate principles of school neuropsychology. Topics will include brain development, neurodevelopmental learning theory, cognition, and subtypes of dyslexia. Students will become skilled in selecting and administering measures to assess these areas. Candidates will learn to assess individuals with traumatic brain injuries, learning disabilities, and executive functioning disorders. Candidates will learn to use this assessment data to inform evidence-based interventions.

Prerequisites: SY 6200, SY 6300, SY 6400, SY 6500.

SY 6700 School Psychology Practicum I: Assessment, Intervention, and Consultation 3 credits

This three-credit practicum involves 150 clock hours at a field-site under the supervision of a certified school psychologist and participation in a weekly seminar. This provides the candidate an opportunity to practice skills in assessment, consultation, counseling, prevention, intervention, and preparing case studies. Pass/No Pass.

SY 6710 School Psychology Practicum II: Integration and Case Studies 3 credits

This three-credit practicum involves 150 clock hours at a field-site under the supervision of a certified school psychologist and participation in a weekly seminar. This provides the candidate an opportunity to develop skills in assessment, consultation, and counseling. The candidate will complete a behavioral and an academic case study. Pass/No Pass.

SY 6800 School Psychology Internship and Seminar 1–12 credits

As the culminating component in the school psychology program, this field experience will be done in a public school setting under the supervision of a certified school psychologist. Students will also attend a seminar on campus to discuss their experiences, present psychological evaluations and interventions, and engage in mutual problem solving relative to dilemmas and issues encountered in the field experience.

Prerequisites include completion of all required courses and permission of the internship instructor. Students are required to take the Praxis II exam. Pass/No pass.

SY 6910 Independent Study in School Psychology 1–3 credits

Enrichment of the background of students in school psychology through the pursuit of a special topic pertinent to their interests and abilities. This course is an opportunity for an in-depth study of a technique or problem in the field. Consent of a faculty supervisor and the department chair is required.

TE – Teaching English to Speakers of Other Languages (TESOL)**TE 3300 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. Not open to students who have earned credit for LL 3300. Unscheduled. (DICO)

TE 4100 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. Not open to students who have earned credit for LL 4100.

- TE 4300 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. Not open to students who have earned credit for LL 4300. *Unscheduled.*
- TE 4820 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. Not open to students who have earned credit for LL 4820. *Unscheduled.*
Prerequisite(s): TE 4100 or LL 4100.
- TE 5003 Language Acquisition** **3 credits**
This course will examine the nature of first and second language acquisition and development. Topics include first language acquisition, second language acquisition by children and adults, bilingualism, and their applications to language teaching. The course provides an overview of current theories of language acquisition. Not open to students who have earned credit for LL 5003.
- TE 5004 Language and Linguistics** **3 credits**
Provides prospective language teachers with an introduction to the study of language. Principal topics include sociolinguistic theories, language variation, and pragmatics; and the classroom implications of phonology, morphology, semantics, and syntax. Not open to students who have earned credit for LL 5004.
- TE 5005 Foundations of TESOL Methodology** **3 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 four skills, curriculum development, and lesson planning and execution. Participants acquire and practice the skills needed to teach language to students of all ages and abilities. Not open to students who have earned credit for LL 5005.
- TE 5006 Language Evaluation Assessment** **3 credits**
Participants in this course explore different approaches for creating, evaluating, and scoring both formal and informal language assessment measures for students of different ages and ability levels. Topics include authentic communicative assessment measures; portfolio assessment, standardized testing, test biases, and testing different skills. This course foregrounds authentic and useful classroom language assessment measures. Not open to students who have earned credit for LL 5006.
- TE 5007 ESOL Literacy** **3 credits**
Participants in this course examine the theories and practice of second language reading and writing acquisition. Topics include developing literate behaviors, decoding, guided reading, shared reading and writing, and the writing process. The focus of the course is to develop participants' proficiency in teaching reading and writing to students of different ages and ability levels through phonics, whole language, and integrated approaches. Not open to students who have earned credit for LL 5007.
- TE 5009 Intercultural Communication in Multilingual Classrooms** **3 credits**
This course examines the importance of cultural perspectives in language education for non-native speakers. Emphasis is placed on understanding the role of acculturation on academic success, and programmatic alternatives and pedagogy for English language learners in a pluralistic society. The course explores the impact of cultural backgrounds of language-minority students and their families, and their adjustment to a new society, on language acquisition and academic achievement. Not open to students who have earned credit for LL 5009.
- TE 5010 Practicum In TESOL** **6 credits**
This practicum serves as field experience for ESOL certification candidates and for students taking a Self-Designed MED with a concentration in TESOL but without K-12 certification. A candidate seeking ESOL teacher certification must do the practicum in a New Hampshire public school; a candidate not seeking ESOL teacher certification can do the practicum in any approved setting. Commitment includes regular meetings with the course instructor and the development of a professional portfolio that fulfills all NH required teacher competencies. Supervision will be done jointly by the cooperating institution and Plymouth State University faculty. Permission of instructor is required. Pass/No Pass.
- TE 5050 Mainstream Classroom Strategies for English Language Learners** **3 credits**
This course is designed especially for mainstream teachers who want to know more about how to better meet the needs of English language learners (ELLs) in their classroom. It provides an in-depth examination of widely-used, evidence-based techniques for teaching non-native speakers of English within the mainstream classroom. In addition to an overview of current theories for teaching English language learners, the course foregrounds strategies and practical hands-on ways for engaging, teaching and assessing ELLs within the K-12 mainstream classroom. Participants gain a theoretical grounding as well as practice with scaffolding content for language learners, and developing individualized learner strategies. This course includes instruction in using CALLA, the Cognitive Academic Language Learning Approach, and SIOP (Sheltered Instruction Observation Protocol), with ELLs. Not open to students who have earned credit for LL 5050.

TE 5500 Special Topics in Language and Linguistics 1–3 credits

An in-depth study of a particular topic, contemporary issue, or concern related to languages or linguistics. The course will be taught by a specialist or specialists within the field being studied or as an alternative methodology. Since topics, issues, and concerns vary, the course may be repeated.

TE 5910 Independent Study 1–3 credits

Advanced work in a specialized area, selected, and pursued in consultation with a faculty advisor. Consent of a faculty supervisor and department chair or program coordinator is required.

TE 5960 Language Education Teaching Internship 1–9 credits

This course is the culminating field-based teaching experience for teacher certification students in the MEd Language Education, TESOL. Successful completion of this class leads to NH K–12 ESOL certification. Candidates must have completed all coursework for certification before taking this course. The 9-credit internship is continuous and full-time (five days per week) during which, after a period of structured observation, the intern gradually assumes responsibility for a full range of teaching activities encountered in a school situation, thereby demonstrating the appropriate professional skills and attitudes essential for successful ESOL teaching at the K–12 levels. In the 6-credit internship, interns will maintain and improve upon the full range of teaching activities they practice every day at the elementary/middle, or secondary level, and will supplement with additional experience at the secondary or elementary/middle level. Both internships provide an opportunity for demonstrating the appropriate professional skills, attitudes, and dispositions essential for successful teaching. The internship is conducted under the supervisory guidance of school mentors and a university supervisor. A blended seminar (online and face-to-face) complements the experience. All students are required to take the Praxis II in TESOL before completion of the class. Students must make arrangements for that testing independently and have their scores sent to the Office of Educator Preparation and Professor Whiting.

TH – Theatre**THDI 1300 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)

TH 1600 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.

TH 1650 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.

TH 2100 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)*

TH 2200 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.*

TH 2230 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 or EN 1400. (DICO)(WRCO)*

TH 2260 Voice and Diction I 3 credits

Beginning course in principles and practices of vocal production and speech. Emphasis on breath support and articulation with an introduction to the International Phonetic Alphabet. Students learn to analyze their own voice and speech patterns and make appropriate adjustments. Falls.

TH 2500 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)

- TH 2540 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.
- TH 2600 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.
- TH 2820 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)
- TH 2860 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. Fall of odd years.
- TH 2960 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.
- TH 3160 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.
- TH 3170 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. Un-scheduled.
Prerequisite(s): permission of the instructor.
- TH 3210 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.
- TH 3270 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.
- TH 3300 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.
- TH 3310 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.
- TH 3340 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 or EN 1400), TH 1600, and permission of the instructor.
- TH 3660 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.

- TH 3670 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.
- TH 3900 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.
- TH 3930 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 or EN 1400. (DICO)(WRCO)
- TH 3950 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 voice-over and oral interpretation techniques, Absurist acting techniques, commedia, chamber theatre and movement theatre or methods. May be repeated for no more than 12 credits.
Prerequisite(s): TH 3900 or permission of the instructor.
- TH 4410 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. Enrollment for internships must be completed during the first 2 weeks of the registration period. Repeatable for a maximum of 12 credits.
Prerequisite(s): Junior status; must be taken before the semester immediately prior to graduation; departmental approval; minimum 2.50 cumulative GPA.
- TH 4510 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.
- TH 4520 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.
- TH 4610 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)
- TH 4810 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.
- TH 4910 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.
- TH 5910 Independent Study** 1-3 credits
 Advanced work in a specialized area, selected and pursued in consultation with a faculty advisor. Consent of a faculty supervisor and department chair is required.
- TMP – Tourism Management and Policy**
- TMP 2010 Introduction to Travel and Tourism** 4 credits
 Designed to provide an overview of the processes that shape global travel and tourism patterns and their consequences. Not open to students who have earned credit for TMP 2750. Falls and Springs. (GACO)

TMP 2850 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.

TMP 2860 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.

TMP 3040 Special Topics in Tourism and Hospitality 4 credits

Topics in tourism and hospitality varies by course offering. Repeatable for credit for a maximum of 3 enrollments.

TMP 3060 Ecotourism 4 credits

Provides students with an understanding of both theory and practical applications of concepts surrounding nature tourism, ecotourism, and sustainable tourism development in general. Students explore social, cultural, and environmental impacts of tourism and recreation as economic development. Examines the development and meaning of ecotourism. Spring of even years.

TMP 3070 Cultural and Heritage Tourism 4 credits

Provides students with an understanding of both theory and practical applications of concepts surrounding cultural tourism, ethnic tourism, heritage tourism, and museum studies. Students explore social, cultural, and political impacts of culture and heritage-based tourism as economic development. Examines the development and meaning of culture and heritage. Spring of odd years.

TMP 3100 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.

TMP 4010 Tourism Development 4 credits

Examines the phenomenon of tourism development at the community and sub-state regional scales, as well as policymakers' 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 in northern New England. Fall of even years.

Prerequisite(s): TMP 2750 or TMP 2010.
(INCO) (WRCO)

TMP 4100 Tourism Management and Policy Internship 1-12 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. Repeatable for a maximum of 12 credits.

Prerequisite(s): approval of the discipline's Internship Program Coordinator; 2.50 grade point average in all TMP courses.

TMP 5001 Understanding the Visitor Experience 3 credits

The first segment of this course, Defining the Travel Market, enhances students' understanding of concepts, tools, and techniques that are requisite in identifying local, regional, national, and global travel motivations and patterns. In the second segment, Effective Tourism, Marketing Research, the focus will be on marketing tools and research techniques, and their application to the travel and tourism industry. During the third segment, Problem Solving: Building a Strategy, students will apply the aforementioned fundamentals to identify a specific problem faced by an attraction, accommodation, or destination marketing organization. Next, each will design an effective, feasible marketing strategy to address a client's problem.

TMP 5002 Sustainable Destination Development 3 credits

This course examines tourism as a factor in local, regional, and national growth strategies. Students will investigate the respective roles played by public and private sectors, as they seek a balance between hosting tourism and mitigating its impact. A series of exercises will be used to prepare the class for the final project: preparing a tourism action plan for a case study community. The focus will be on collecting, synthesizing, and applying data for the purpose of directing future development that will sustain the area's natural and cultural environment.

TMP 5003 Hospitality Management 3 credits

This course employs a multidisciplinary approach, addressing the key sectors and core issues impacting current hospitality business—revenue management and sustainability. The role of hospitality within the larger travel and tourism milieu, and the impact of current environmental, social, and economic trends will be addressed.

TMP 6000 Tourism/Hospitality Internship 3 credits

The internship is the defining experience of the Hospitality and Tourism Management Certificate. As is true of experiential education, the basic idea is to learn by doing. Students will receive three graduate credits for completing 120 hours of an on-site experience.

Prerequisites: TMP 5001, TMP 5002, TMP 5003

WS – Women’s Studies

WSDI 2500 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)

WS 3500 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.

WS 4000 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 Global Engagement Office. Repeatable 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.

WS 4010 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.

WS 4910 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.

UNIVERSITY ADMINISTRATION AND FACULTY

Administrators

Birx, Donald L. (2015)

President

BS, University of California at Berkeley; MS, MBA, Miami University (Ohio); PhD, University of Dayton

Dorff, Robert H. "Robin" (2018)

Provost and Vice President of Academic Affairs

BA, Colorado College; MA, PhD, University of North Carolina – Chappell Hill

Claybaugh, Tracy L. (2016)

Vice President for Finance and Administration

BS, Waynesburg College

Hobson, Paula Lee (2014)

Vice President for University Advancement

BA, University of Oregon; MA, University of Nevada at Reno

Baker, Cheryl B. (1997)

Director of Academic Assessment and Accreditation, 2017

BS, Framingham State College; MEd, CAGS, EdD, Plymouth State University

Bownes, Kim M. (1987)

Director of Athletics, 2015; 2016

DCS, Vanier CEGEP; BEd, McGill University; MEd, Plymouth State University

Boyer, Joseph N. (2012)

Director of Research Initiatives, Center for Research and Innovation, Professor of Environmental Science and Policy

BS, American University; PhD, College of William and Mary

Crowell, Stuart E. (1990)

Director of the Silver Center for the Arts; Teaching Lecturer, Theatre

BS, Plymouth State College

Earick, Mary (2009)

Director of School Partnerships and Educator Preparation;

Associate Research Professor of Educational Leadership

B.S., Southern Connecticut State University

M.S., Southern Connecticut State University

Ph.D., University of New Mexico

Ekstrom, Rodney A. (2002)

Director of Alumni Relations

BA, University of Nebraska at Omaha

Furlone, Jeffrey C. (1999)

Dean of Students

AS, BS, Keene State College; MEd, Plymouth State University

Gammons, Kimberly M. (2008)

Director of Student Account Services, 2014

BS, Keene State College

Grazioso, Amanda J. (2017)

Director of Residential Life & Dining Services

BA, University of Massachusetts, Dartmouth; MEd, Suffolk University

Grossman, Richard G. (2012)

Assistant Vice President and Chief Information Officer

BS, Emerson College; JD, Suffolk University Law School

Ines, Andrew G. (2015)

Director of Research Administration, Center for Research and Innovation

BA, University of Maine Orono

Ines, Caryn (2014)

Director of Human Resources, 2016

BS, University of Maine at Orono

LaBrosse, Tonya B. (2017)

Registrar

BA, SUNY Potsdam; MEd, Rivier College

May, Patti M. (2004)

Director of Plymouth Academic Support Services (PASS), 2014;

Teaching Lecturer, Education

BS, University of Pittsburgh at Johnstown; MA, Bowling Green State University

Mears, Gail F. (1999)

Associate Provost

BA, Plymouth State College; MEd, CAGS, University of New Hampshire; PsyD, Antioch New England Graduate School

Moran, Jason R. (2016)

Dean of Enrollment Management

BA, Lycoming College; MEd, Bucknell University

Robinson, Cynthia (2013)

Interim Director of the Museum of the White Mountains and the Karl Drerup Art Gallery, 2017

BS, Skidmore College; MFA, Vermont College of Fine Arts

Sanders, Karen L. (1998)

Director of the Center for Young Children and Families, 2001
BS, Plymouth State College; MEd, Plymouth State University

Schmidt Blaine, Marcia (2004)

Interim Executive Director of Government Relations and Special
Projects, 2017; Professor of History
BA, College of William and Mary; MA, PhD, University of New
Hampshire

Shippee, Ellen M. (1979)

Director of the Physical Plant, 2000
BS, Plymouth State College

Temperino, Steven H. (2014)

Director of Public Safety and Emergency Management
Plymouth State University Police Department
BA, Plymouth State University;
MA, University of New Hampshire

Weber, Jane L. (2007)

Director of the Writing Center
BA, Clark University; MST, University of New Hampshire

Weeks, Thomas B. (1986)

Director of Financial Operations, 2017;
BS, Bentley College; MEd, Plymouth State University

Wiggett, Janette T. (2006)

Interim Director of Student Engagement; Title IX/504 Coordinator
BA, Plymouth State College; MS, St. Cloud State University; MS Gran-
ite State College

Wilcox Laurie R. (2003)

Associate Vice President for Finance and Administration, 2015
AS, Hesser College; ALB, MEd, Harvard University

Zehr, H. David (1985)

Academic Student Advocate and Policy Support (2016); Professor of
Psychology;
BA, Pennsylvania State University; MA, University of Dayton; PhD,
Kent State University

Faculty

(Year of appointment in parenthesis)
(Faculty listed are as of March 2018)

Adams, Barbara J. (2010)

Teaching Lecturer, Ice Skating

Ahearn, Lisa M. (2016)

Assistant Professor of Sports Management,
2018
BS, Plymouth State College; MS, Ithaca
College; EdD, United States Sports Academy

Ahl, Elizabeth A. (2001)

Professor of English
BFA, Emerson College; MFA, University of
Pittsburgh; PhD, University of Nebraska

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)

Professor of Management
BS, Merrimack College; MS, MBA, New
Hampshire College; DBA, Southern New
Hampshire University

Amsden, Benoni L. (2009)

Research Associate Professor, Social
Sciences; Innovation Management
Associate for Center for Research and
Innovation
BS, Rochester Institute of Technology;
MS, Michigan State University; PhD,
Pennsylvania State University

An, Botao (2017)

Assistant Professor of Finance
BS, Bangor University (UK); MS, DePaul
University; BS, PhD, Southern New
Hampshire University

Anderson, Jennifer N. (2010)

Teaching Lecturer, Psychology
BA, MSW, University of New Hampshire;
CAGS, Plymouth State University

Anderson, John S. (2004)

Teaching Lecturer, Photography
BFA, Rhode Island School of Design

Anderson, Kari B. (2015)

Teaching Lecturer, Health Education
BA, Western Washington University; MS,
Mount St. Mary's College; DBH, Arizona
State University

Anneser, Pamela P. (2007)

Associate Professor of Graphic Design, 2011;
Sabbatical Fall 2018
BFA, University of Hartford; MFA, Yale
University

Aquilina, Ryan Sue R. (2017)

Teaching Lecturer, Counselor Education
BA, MS, Plymouth State University

Aussiker, Taylore J. (2016)

Teaching Lecturer, English
BA, Lyndon State University; MEd, Plymouth
State University

Aviles Bramer, Lourdes B. (2004)

Professor of Meteorology
BS, MS, University of Puerto Rico; PhD,
University of Illinois at Urbana-Champaign

Babin, Esq., Roger O. (1979)

Associate Professor of Business
BS, Plymouth State College; JD, Boston
College Law School; MST, Bentley College

Bahr, Anne M. (2016)

Teaching Lecturer, French
BA, Wheaton College

Bailey, Donald H. (1990)

Teaching Lecturer, Computer Science and
Technology
BS, University of New Hampshire

Barbeau, Thomas P. (2002)

Teaching Lecturer, Physical Education
BEd, MS, McGill University

Bardus, Steven L. (2018)

Teaching Lecturer, Business
BEE, University of Dayton; MBA, The Ohio
State University

Bartlett, Olivia L. (2013)

Teaching Lecturer, Geography
BA, Rice University; MS, Plymouth State
University

Bashar, A M A Elman (2016)

Assistant Professor of Computer Science
and Technology
BS, MS, University of Dhaka; MS, PhD,
University of Louisiana at Lafayette

Bass, Janis H. (1994)

Teaching Lecturer, Health Education; 2010
Distinguished Adjunct Teaching Award
BA, Bates College; MEd, Plymouth State
College

Bass, Kirstin L. (2014)

Teaching Lecturer, Biology and Physical
Education
BA, Swarthmore College; PhD, MD, Mount
Sinai School of Medicine

Bates, Lynne C. (2007)

Teaching Lecturer, Health Education
BS, Plymouth State University

Baumann, Thomas J. (2016)

Teaching Lecturer, Adventure Education
BS, Plymouth State University

Bechard, Bonnie L. (1982)

Professor of Business; 2010 Distinguished
Graduate Teaching Award
BS, MS, SUNY at Albany; EdD, Arizona State
University

Belanger, Jo-Ann C.E. (2016)

Teaching Lecturer, French
BS, Plymouth State University; MEd,
University of New England

Benedetti, Christopher J. (2017)

Assistant Professor of Educational
Leadership, Learning, and Curriculum
BS, Florida State University; MS, Nova
Southeastern University; PhD, Barry
University

Bengtson, Jaylene K. (2012)

Teaching Lecturer, Education
BA, University of New Hampshire; MEd,
CAGS, Plymouth State University

Bennett, Eileen F. (1997)

Teaching Lecturer, Marketing, 2015
BA, Keene State College; MBA, Plymouth
State College

Benoit, Elizabeth B. (2007)

Teaching Lecturer, Psychology
BA, St. Louis University; MA, University of
Massachusetts at Lowell

Bergan, Nicholas J. (2017)

Teaching Lecturer, Business
BA, St. Louis University; MS Florida State University

Bernard, Kim M. (2009)

Teaching Lecturer, Art
BFA, Parsons School of Design

Bernier, Julie N. (1988)

Professor of Athletic Training; 2003
Distinguished Graduate Teaching Award in Education
BS, MEd, Keene State College; EdD, University of Virginia

Berry, Ann Bassett (2010)

Associate Professor of Special Education
BA, Skidmore College; MS, Southern Illinois University at 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, Universite de Sherbrooke, Quebec; MS, Northern Illinois University; EdD, University of Northern Colorado

Blaine, Larry G. (1985)

Professor of Mathematics
BS, Bowling Green University; MS, PhD, Michigan State University

Blake, Alan K. (2007)

Teaching Lecturer, Organizational Communications
BA, MEd, Plymouth State University

Blake, Annette A. (2012)

Teaching Lecturer, Counselor Education
BS, Plymouth State College; MA, Notre Dame College

Bogges, Trent E. (1983)

Professor of Economics
BA, MA, Bowling Green University; PhD, University of Kansas

Boston, Christine R. (2018)

Teaching Lecturer, Special Education
BA, Franklin Pierce College; MA, EdD, Plymouth State University

Bouchard, David R. (2006)

Teaching Lecturer, Counselor Education, 2016
BA, University of Maine at Orono; MSW, University of New England

Bourn, Gail R. (2005)

Teaching Faculty, Education
BS, Framingham State University; MEd, Plymouth State University

Bradbury, Christina J. (2007)

Associate Professor of Finance, 2014
BS, Plymouth State College; MS, Southern New Hampshire University; DBA, Anderson University

Breen-Wagner, Bonnie W. (1994)

Teaching Lecturer, 2013; Professor Emerita of English
BA, MEd, Plymouth State College; PhD, Union Institute

Brennan, Matthew C. (2012)

Teaching Lecturer, Business
BA, University of Massachusetts at Amherst; MBA, Plymouth State University

Brian, Michael S. (2016)

Assistant Professor of Exercise and Sports Physiology
BS, Plymouth State University; MS, George Washington University; PhD, University of Delaware

Brickley 2nd, Esq., Samuel D. (2005)

Professor of Business Law and Criminal Justice; 2016 Distinguished Teaching Award; Sabbatical Fall 2018
AB, Cornell University; MBA, JD, University of San Diego

Brohinsky, Zak A. (2013)

Teaching Lecturer, Geography
BS, Plymouth State University; MS, University of Massachusetts at Amherst

Brown, Rebecca D. (2005)

Teaching Lecturer, Health Education
BS, EdD, Brigham Young University; MA, Northern Arizona University

Brownstein, Deborah J. (2010)

Professor of Business; Director of Instruction, College of Business Administration
BS, MBA, Minnesota State University; PhD, University of Maryland

Bruemmer, Robert A. (1998)

Teaching Lecturer, Theatre
BA, Plymouth State College

Bruno, Thomas C. (2014)

Teaching Lecturer, Adventure Education
BS, MEd, Plymouth State University

Buckley, Brendan (2014)

Instructor of Voice Performance Studies

Burbank, Abigail L. (2017)

Teaching Lecturer, Adventure Education
BA, Williams College; MS, Smith College

Burckes-Miller, Margaret E. (1987)

Professor of Health Education
BS, University of Vermont; MS, University of Oregon; EdD, Oklahoma State University

Burke, Kyle W. (2014)

Associate Professor of Computer Science and Technology
BA, Colby College; PhD, Boston University

Burns, Christian Andreas (2017)

Teaching Lecturer, Biology
BS, Cornell University; MS, Plymouth State University

Buteau, Gerard E. (1991)

Professor of Elementary Education and Youth Development and Education
BS, MEd, Plymouth State College; EdD, Boston University

Cantor, Patricia A. (1990)

Professor of Early Childhood Education; 2002 Distinguished Teaching Award; 2010 Distinguished Service Award; 2017 Stevens-Bristow Professorship
BA, Harvard University; MEd, Plymouth State College; EdD, Boston University

Cantor, Stephen R. (2008)

Teaching Lecturer, Physics
BSEE, Tufts University; MS, Johns Hopkins University

Cao, Hui (2017)

Teaching Lecturer, Chinese
BA, MA, Zhengzhou University (China); MA,
Colgate University

Capsalis, Michael P. (2008)

Teaching Lecturer, Community Planning
BS, Plymouth State University

Carmichael, Ryanne D. (2012)

Assistant Professor of Health and Human
Performance, 2013
BA, Lehigh University; MS, Bridgewater State
University; PhD, Springfield College

Carnevale, Tammy L. (2010)

Teaching Lecturer, Special Education
AS, River Valley Community College; BS,
Granite State College; MEd, CAGS, Plymouth
State University

Carr, Pamela M. (2016)

Teaching Lecturer, Education Technology
and Library Media
BS, MS, Southern New Hampshire
University; CAGS, University of New England

Carrier, Linda L. (2013)

Assistant Professor of Educational
Leadership
BMus, University of Hartford; MA,
Westfield State College; EdD, University of
Massachusetts at Amherst

Casinelli, Zachary (2017)

Teaching Lecturer, Athletic Training
BS, Quinnipiac University; MS, Plymouth
State University

Cellucci, Anita M. (2018)

Teaching Lecturer, Library Media
BA, Lesley University; MEd, Salem State
University

Chabot, Christopher C. (1992)

Professor of Biology; 2007 Distinguished
Teaching Award; 2012 Award for
Distinguished Scholarship
BA, Colby College; PhD, University of
Virginia

Chamberlain, Elias R. (2014)

Teaching Lecturer, Adventure Education
AS, County College of Morris; BS, Plymouth
State College

Chapman, Jessie M. (2016)

Teaching Lecturer, Theatre
BA, Plymouth State University; MFA,
Brooklyn 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

Childs, Roswell F. (2017)

Teaching Lecturer, Physical Therapy
BS, Salem State College; DPT, Franklin Pierce
University

Christ, John X. (2015)

Teaching Lecturer, Art History
BA, City University of New York; PhD,
Massachusetts Institute of Technology

Christopoulos, Chris (2015)

Teaching Lecturer, Criminal Justice
AS, Mount Wachusett Community College;
BS, Granite State College; MA, Naval Post
Graduate School

Ciocca, Madonna S. (2009)

Teaching Lecturer, Reading and Writing
BS, University of Missouri; MS, University of
New Hampshire

Clark, Pamela L. (2004)

Teaching Lecturer, Education; 2014
Distinguished Graduate Teaching Award
BS, Keene State College; MEd, Plymouth
State College; CAGS, PhD, University of New
Hampshire

Cleary, Lori-Lynn (2017)

Teaching Lecturer, Education
BA, University of New Hampshire; MEd,
Plymouth State University

Coffey, Jean S. (2018)

Associate Professor of Nursing; Director of
Nursing Program
ASN, MSN, University of Vermont; BSN,
Norwich University; CAS, Northeastern
University; PhD, University of Connecticut

Coker, Cheryl A. (2009)

Professor of Physical Therapy
BS, Louisiana State University at Baton
Rouge; MEd, PhD, University of Virginia

Collins, Sean M. (2015)

Professor of Physical Therapy; Director of
Physical Therapy Program
BS, MS, ScD, University of Massachusetts at
Lowell

Conner, Bethen O. (2007)

Teaching Lecturer, Communication and
Media Studies
BA, Plymouth State University

Coppola, Anthony J. (2017)

Instructor of Bassoon Performance Studies

Corcoran, Gerard J. (1991)

Teaching Lecturer; Professor Emeritus of
Music
BA, University of Maine; MS, EdD, University
of Illinois

Corcoran, Kenda (2016)

Instructor of Oboe Performance Studies

Cordeira, Jason M. (2013)

Assistant Professor of Meteorology
BS, Plymouth State University; MS, PhD,
SUNY at Albany

Cornish, Mary M. (2000)

Professor of Early Childhood Education;
2013 Award for Excellence in Faculty Service
BS, University of Maine; MEd, Tufts
University; PhD, University of North Carolina

Cote, Ann Marie (2011)

Clinical Assistant Professor of Nursing
BSN, MSN, University of Phoenix

Couser, Jonathan B. (2013)

Teaching Faculty in History, 2017
BA, MDiv, Yale University; MA, PhD,
University of Notre Dame

Couture, Ariel J. (2017)

Teaching Lecturer, Theatre
BA, Plymouth State University; MFA, Florida
State University

Coykendall, Scott R. (2002)

Associate Professor of Professional Writing
BA, Missouri Western State College; MFA,
Bowling Green State University

Crompton, Gregory R. (2006)

Teaching Lecturer, Criminal Justice
BS, MEd, Plymouth State College

Crook Virginia M. (2017)

Teaching Lecturer, Education
BA, Colby College; MEd, Southern New
Hampshire University

Crosier, Benjamin S. (2010)

Teaching Lecturer, Psychology
BA, SUNY–Plattsburg; MA, SUNY–New Palz

Crowell, Marguerite A. (1993)

Teaching Lecturer, Technical Specialist,
Chemistry
BS, Plymouth State College; MS, Plymouth
State University

Cucina, Irene M. (1998)

Professor of Health and Physical Education;
2011 Distinguished Teaching Award
BS, Northeastern University; MEd,
Cambridge College; DPE, Springfield
College

Curdie, Stacey L. (2003)

Teaching Lecturer, Communication
& Media Studies, English, Education;
Graduate Program Coordinator for Online
Instructional Design
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

Curtis, Matthew D. (2018)

Teaching Lecturer, Communication &
Media Studies
BA, St. Michael's College; MEd, Plymouth
State University; MEd, American College of
Education; PhD, University of Wisconsin-
Madison

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 at Columbia;
MFA, University of North Carolina at
Greensboro

D'Aleo, Judith A. (1994)

Teaching Lecturer, Biology
BA, MA, SUNY at Geneseo

Dapra, Jonathan M. (2017)

Assistant Professor of Management
BS, Indiana University of Pennsylvania;
MBA, University of Baltimore; DBA, Argosy
University

Dautcher, Terri L. (2007)

Teaching Lecturer, Business, 2015
BA, Dickinson College; MBA, Temple
University

Davidson, Hannah L. (2009)

Teaching Lecturer, English
BS, Marlboro College; MEd, Plymouth State
University

Davidson, Michael G. (2014)

Assistant Professor of Library and
Information Services
BS, Plymouth State University; MS, Southern
Connecticut State University

Davis, Meghan T. (2014)

Instructor of Woodwind Performance
Studies

DeBaets, Janine M. (2018)

Teaching Lecturer, Physical Therapy
DPT, University of Buffalo

DeBassio, Susan M. (2016)

Teaching Lecturer, Pilates
BSN, Boston College

DeCosta, Tyler D. (2017)

Teaching Lecturer, Mathematics
BS, Plymouth State University

deMello, Elaine M. (2005)

Teaching Lecturer, Health Education and
Social Work
BS, Ramapo College; MS, Herbert H. Lehman
College; MSW, University of Connecticut

DeMoras, Jennifer K. (2015)

Instructor of Accounting, 2018
BS, MBA, Plymouth State University

DeRosa, Robin (2003)

Professor of Interdisciplinary Studies;
2013 Award for Distinguished Scholarship;
Sabbatical Fall 2018
AB, Brown University; MA, PhD, Tufts
University

Devine, Peter R. (2013)

Teaching Lecturer, Mathematics
BS, Western Connecticut State University;
MS, University of Bridgeport

Dillman, Anita C. (2005)

Teaching Lecturer, Art
BFA, Daemen College; MFA, Syracuse
University

Dionne, Aubrie A. (2006)

Instructor of Flute Performance Studies

Doherty, Heather E. (2012)

Associate Professor of Biology; Sabbatical
Spring 2019
BS, Purdue University; PhD, University of
North Carolina at Chapel Hill

Doner, Lisa A. (2006)

Associate Professor of Environmental
Science and Policy, 2014
BA, BS, University of Arizona; MS, University
of Maine at Orono; PhD, University of
Colorado at Boulder

Dooley-Hash, Suzanne (2014)

Teaching Lecturer, Health Education
BS, College of St. Francis; Doctor of
Medicine, Northwestern University Medical
School; Emergency Medicine Residency
Program, University of Michigan/St. Joseph
Mercy Hospital; Medical Education Scholar's
Program, University of Michigan; Certificate
of Teaching and Learning in Healthcare,
MGH Institute of Health Professions

Dowd, Brendan (2016)

Instructor of Bass Performance Studies

Downing, Amanda M. (2010)

Teaching Lecturer, Health Education
BS, Plymouth State University

Downs, John T. (1971)

Teaching Lecturer, Professor Emeritus of Art
BA, MA, University of Miami; MFA, Florida
State University

Drexel, Peter C. (1988)

Professor of Computer Science and
Technology; Sabbatical Fall 2018
BS, MS, Rochester Institute of Technology;
PhD, University of New Hampshire

Driscoll, Donna L. (2015)

Clinical Assistant Professor of Nursing
AND, New Hampshire Technical College at
Berlin; BSN, MSN Saint Joseph's College of
Maine; DNP, Devry University

Driscoll, Thomas W. (2000)

Professor of Art; Sabbatical Spring 2019
BFA, Plymouth State College; MFA,
Cranbrook Academy of Art

Dube, Tiffany E. (2011)

Teaching Lecturer, Education
BS, Plymouth State University

DuBois, Andrew S. (2016)

Teaching Lecturer, Accounting
BS, University of New Hampshire; MBA,
Plymouth State College

Dumont, Gregory M. (2015)

Assistant Professor of Marketing;
Director of Students, College of Business
Administration
BA, BS, University of New Hampshire;
MBA, MS, PhD, Southern New Hampshire
University

Duncan, Jeremiah S. (2009)

Associate Professor of Chemistry
BS, University of Missouri at Rolla; MA, PhD,
Princeton University

Dutille, Jessica A. (2006)

Teaching Lecturer, Education; Manager of
High Impact Learning; 2015 Patricia Storer
PAT Award
BS, MBA, Plymouth State College

Dykstra, Laura G. (2014)

Assistant Professor of Criminal Justice
BA, University of Richmond; MA, PhD,
University of Maryland

Eastman, Terri L. (2009)

Teaching Lecturer, Health Education
BA, MEd, Plymouth State University

Eaton, Lydia E. (2014)

Teaching Lecturer, Business
BA, University of Colorado at Boulder; MA,
Eastern Michigan University

Eccleston, Janet (2018)

Teaching Lecturer, Education
BA, William Smith College; MEd,
Binghamton University; CAGS; Plymouth
State University

Egbert Jr., Robert G. (1978)

Associate Professor of Political Science
BA, DA, Idaho State University

Eisenhauer, Brian W. (2003)

Professor of Sociology; Director of
Sustainability; 2017 Award for Excellence in
Faculty Scholarship
BA, Colorado State University; MA,
Humboldt State University; PhD, Utah State
University

Ellsworth, Rodger (2000)

Teaching Lecturer, String Methods;
Instructor of String Performance Studies

Elvey, Kathryn M. (2016)

Assistant Professor of Criminal Justice
BA, University of Mary Washington; MA,
Wake Forest University; PhD, University of
Cincinnati

Emerton, Bradford J. (2018)

Teaching Lecturer, Athletic Training
BS, Plymouth State University; MS,
University of Pittsburgh

England, Raymond M. (2013)

Teaching Faculty in Management, 2017
BS, University of Massachusetts at
Dartmouth; MBA, Bryant University

Evans, Marci E. (2013)

Teaching Lecturer, Health Education
BS, Brigham Young University; MS,
Northeastern University

Fagan, Julie M. (2015)

Clinical Assistant Professor of Nursing
BA, The Evergreen State College; BSN,
University of Vermont; MSN, Norwich
University

Fedorchak, Paul M. (1992)

Professor of Psychology
BS, SUNY College at Oswego; PhD,
University of Washington

Felice, Bryan A. (2012)

Teaching Lecturer, Environmental Planning
BA, University of Massachusetts at Lowell;
MA, Antioch New England Graduate School

Ferrer, David A. (2017)

Teaching Faculty in Exercise and Sport
Physiology
BS, MS, PhD, Georgia State University

Field, Juanita V. (1989)

Professor of Psychology
BA, MA, PhD, West Virginia University

Fischer, Linda C. (2008)

Teaching Lecturer, Health Education
BS, Defiance College

Fischler, Esq., Mark J. (2003)

Associate Professor of Criminal Justice; 2014
Distinguished Teaching Award
BA, University of New Hampshire; JD,
University of Maine

Fischler, Michael L. (1970)

Teaching Lecturer, Professor Emeritus of
Education; 2017 Distinguished Graduate
Teaching Award in Education
BEEd, MEd, University of Miami; EdD,
University of Colorado

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

Flanders, Christina A. (2014)

Clinical Assistant Professor of Counselor Education and School Psychology, 2016
BS, Plymouth State College MS, PsyD,
University of Southern Maine

Flynn, Juliet J. (2008)

Teaching Lecturer, Education
BA, University of South Carolina; MEd,
Plymouth State University

Flynn, Mark (2004)

Teaching Lecturer, English
BA, SUNY at Geneseo; MEd, Plymouth State
University

Flynn, Stephen V. (2012)

Associate Professor of Counselor Education
and School Psychology; Graduate
Coordinator of Marriage and Family
Therapy Program; Sabbatical Spring 2019
BA, PhD, University of Northern Colorado;
MA, Rowan University

Forgues, Esq., Chantalle R. (2009)

Assistant Professor of Business Law, 2015
BA, Middlebury College; MBA, Plymouth
State University; 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 University

Frederick, Howard H. (2017)

Contract Faculty in Entrepreneurship
BA, Stanford University; MA, San Francisco
State University; PhD, The American
University

Fusco, Anthony R. (2007)

Teaching Lecturer, Geography and
Meteorology
BS, MS, Plymouth State University

Gaides, Ethel (2003)

Teaching Lecturer, Curriculum and
Instruction
BS, Eastern Nazarene College; MEd,
Bridgewater State College; CAGS, Plymouth
State College; EdD, Argosy University

Gamble, Sandra (2011)

Clinical Assistant Professor of Nursing
BS, University of Massachusetts at Amherst;
MSN, Salem State University

Garcia, Wilson A. (2004)

Contract Faculty in Spanish
BA, Universidad de Antioquia (Colombia);
MEd, CAGS, EdD, Plymouth State University

Garrison, Thomas P. (2013)

Teaching Lecturer, Business
BS, Western State Colorado University

Gately, Corey E. (2017)

Teaching Lecturer, Counselor Education
BA, Keene State College; MS, Springfield
College

Gaulocher, Suzanne M. (2017)

Assistant Professor, Center for Active Living
& Healthy Communities
BS, MA, Oregon State University; MPH, PhD,
University of Wisconsin-Madison

Gennaro, Victor (2004)

Teaching Lecturer, Physical Therapy
BS, West Chester State College; DO,
Philadelphia College of Osteopathic
Medicine

Gibson, W. Charles (2018)

Teaching Lecturer, Graphic Design
BFA, Rhode Island School of Design; MFA,
Yale School of Art

Gilmore, Timothy (1999)

Teaching Lecturer, Percussion and
Percussion Methods; Instructor of
Percussion Performance Studies
BS, Salem State College

Gimilano, Susan J. (2015)

Teaching Lecturer, Education
AB, Regis College; MA, Cornell University

Glines, Shirley (2017)

Teaching Lecturer, English
BA, MEd, Plymouth State University

Glover Esq., Charles G. (2013)

Teaching Lecturer, Business
BA, St. Lawrence University; JD, Boston
College Law School

Godsell, Jason M. (2018)

Teaching Lecturer, Physical Therapy
BS, Bates College; DPT, New York University

Golden, Steven P. (2003)

Teaching Lecturer, Adventure Education
BA, MEd, Plymouth State University

Gonzalez, Christopher J. (2016)

Teaching Lecturer, Biology
BS, MS, Plymouth State University

Gonzalez Sanders, Jose H. (2009)

Teaching Lecturer, Physical Education
BS, EdD, Interamerican University of Puerto
Rico; MS, Aurora University

Goode, Abby L. (2016)

Assistant Professor of Early American
Literature
BA, University of Vermont; MST, Pace
University; MA, PhD, Rice University

Goodnough, Gary E. (1995)

Professor of Counselor Education; 2007
Distinguished Graduate Teaching Award
BS, University of Delaware; MEd, PhD,
University of Virginia

Goyette, Karen J. (2010)

Teaching Lecturer, Language Education
BA, Hiram College; MA, Colorado State
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

Grant, Rebecca A. (2006)

Contract Faculty in English, 2017
BA, MEd, Plymouth State University

Green, Mark B. (2009)

Associate Professor of Hydrology,
Environmental Science and Policy; 2014
Award for Distinguished Scholarship
BS, Minnesota State University; MS,
University of Nevada; PhD, University of
Minnesota at 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

Gregoire, Rebecca A. (2016)

Teaching Lecturer, Dance

Grillo, Danee R. (2007)

Teaching Lecturer, Costuming; Costume Shop Manager
BA, Keene State College

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)

Instructor in Accounting
BS, Franklin Pierce College; MBA, Boston University

Guilmett, Jo-Ann M. (1995)

Teaching Lecturer, Library Media, Interdisciplinary Studies; Director of Client Services, Information Technology Services
BS, MEd, Plymouth State University

Gunn III, William B. (2016)

Teaching Lecturer, Guitar
BM, Ithaca College; MM, Colorado State University

Guyett, Jennifer K. (2014)

Teaching Lecturer, Psychology
BA, Drew University; MEd, Springfield College; EdD, New England College

Haas, Brandon J. (2015)

Assistant Professor of Social Studies Education
BA, MA, PhD, University of South Florida

Haas, Melissa D. (2015)

Teaching Lecturer, Social Studies Education
AA, St. Petersburg College; BA, MA, University of South Florida

Habermann, Steven E. (2017)

Teaching Lecturer, Mathematics
BS, Michigan State University; MS, Iowa State University; MBA, Bentley College

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

Hagey, Derek W. (2016)

Teaching Lecturer, Couples & Family Therapy
BA, Brigham Young University; MS, University of Wisconsin-Stout; PhD, Kansas State University

Hall, Lawrence D. (2017)

Teaching Faculty, Accounting
BS, Montana State University; MBA, MS, Plymouth State University

Halter, Ian R. (2010)

Teaching Lecturer, Communication and Media Studies
BA, University of New Hampshire

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

Hammond Rowan, June E. (2005)

Research Associate Professor, Environmental Science & Policy;
BA, University of Chicago; MA, University of Colorado-Boulder; EdD, Plymouth State University

Hannon, James G. (2006)

Associate Professor of Adventure Education, 2012
BS, St. Lawrence University; MS, University of Maine at Orono; EdD, Plymouth State University

Harland, Pamela C. (2016)

Contract Faculty in Educational Leadership, Learning, and Curriculum; Graduate Program Coordinator for Library Media and Educational Tech Integrator
BA, University of New Hampshire; MLS, Drexel University

Harrington, Katharine N. (2010)

Associate Professor of French
BA, St. Lawrence University; MA, Texas Tech University; PhD, Brown University

Haun, Mykul S. (2016)

Teaching Lecturer, Ice Skating, Athletic Coach
BS, Plymouth State University

Hausheer, Robin M. (2015)

Assistant Professor of Counselor Education and School Psychology
BS, University of Idaho; MA, Boise State University

Healy, Brian T. (1996)

Professor of Psychology; Sabbatical Fall 2018
BA, Ithaca College; MA, PhD, University of Maryland

Hebert-Sweeny, Rebecca (2011)

Teaching Lecturer, North Country Teacher Certification Program
BS, MEd, University of Maine; MEd, University of New Hampshire; CAGS, Plymouth State University

Heffernan, Michael D. (1999)

Teaching Lecturer, Art
BA, Colgate University; MFA, The New York Academy of Art

Heiner, Robert (1995)

Professor of Sociology; Coordinator of Sociology
BA, University of Virginia; MS, Florida State University; PhD, University of Virginia

Herzig, Kathleen (2013)

Assistant Professor, Psychology
BA, University of Massachusetts at Amherst; PhD, University of Connecticut

Hett, William F. (2007)

Teaching Lecturer, Mathematics
BA, Plymouth State College; MS, University of New Hampshire

Higgins, Jonathan G. (2008)

Teaching Lecturer, Education
BA, University of North Carolina–Asheville;
MEd, 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

Hoch, Brendon (2005)

Teaching Lecturer, Meteorology
BS, Rutgers University; MS, Ohio State
University

Hoffman, Eric G. (2000)

Professor of Meteorology; 2015 Award for
Excellence in Faculty Service
BS, Cornell University; MS, PhD, SUNY at
Albany

Hogan, Paul T. (2007)

Teaching Lecturer, Physical Education
BS, MEd, Plymouth State College

Holba, Annette M. (2005)

Professor of Rhetoric; Sabbatical Spring
2019
AS, Burlington Community College; BA,
Rowan University; MA, Rutgers University;
PhD, Duquesne University

Holmes, Diane E. (2006)

Teaching Lecturer, Business
BA, Smith College; MHA, The George
Washington University

Holmes, Sherry L. (2016)

Teaching Lecturer, TESOL
BS, University of New Hampshire; MEd,
Western Washington University

Horan, Kristin L. (2017)

Teaching Lecturer, Art
BFA, Plymouth State University; MFA,
Indiana University

Howarth, Whitney B. (2004)

Associate Professor of History
BA, Moravian College; M.A., PhD,
Northeastern University

Huckins, Heather L. (1999)

Teaching Lecturer, Physical Education
BS, Plymouth State University

Humer, Ross (2015)

Contract Faculty, Management; Academic
Operations Manager, 2017
BS, Pennsylvania State University; MBA,
Boston University

Huntley, Taylor B. (2016)

Teaching Lecturer, Adventure Education
BS, Plymouth State University; MS,
Minnesota State University

Hutchins, Denise M. (2015)

Teaching Faculty, Organizational and
Strategic Communication, Business
BA, Bridgewater State University; MA,
Emerson College

Huter, Amy L. (2017)

Teaching Lecturer, North Country Teacher
Certification Program
BS, University of Rhode Island; MEd, CAGS,
Plymouth State 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

Jacob, Shirley Ann (2003)

Teaching Lecturer, Counselor Education
BS, Bridgewater State University; MEd,
Plymouth State College

Jang, Soo M. (1983)

Professor of Economics; Sabbatical Spring
2019
BA, MA, Seoul National University; MBA,
University of Hawaii; PhD, University of
Cincinnati

Jaworski, Emily (2012)

Teaching Lecturer, Voice; Instructor of Voice
Performance Studies
BA, Susquehanna University; MM, Boston
University

Johnson, Charlotte (2016)

Teaching Lecturer, Language Education
BS, Framingham State University; MA, Saint
Michael's College

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

Jolles, Diana D. (2016)

Assistant Professor of Plant Biology
BA, Reed College; MSc, Ohio State
University; PhD, Claremont Graduate
University

Jordan, Eileen M. (2017)

Teaching Lecturer, Special Education
BA, MEd, Plymouth State University

Jowdy, Carol L. (1994)

Teaching Lecturer, Art
BA, University of New Hampshire, MFA,
University of Pennsylvania

Judas, Timm K. (2015)

Teaching Lecturer, Education
BA, University of Iowa; BEd, Massachusetts
College of Arts and Design; MEd, CAGS,
Plymouth State College

Jung-Mathews, Anne M. (2000)

Associate Professor of Library and
Information Science; 2017 Award for
Excellence in Faculty Service
BA, Missouri Western State College; MLS,
Syracuse University

Kapp, Kiley R. (2010)

Teaching Lecturer, Education
BA, MEd, CAGS, Plymouth State University

Keefe, Susan M. (1984)

Teaching Lecturer, Interdisciplinary Studies
BA, SUNY–Potsdam; MEd, Plymouth State
College

Keefe, Timothy C. (1977)

Teaching Lecturer, Interdisciplinary
Studies; 1998 Distinguished Professional,
Administrative, Technical Staff Award
BS, SUNY College–Potsdam; MEd, Plymouth
State College

Kelly, Elizabeth A. (2018)

Teaching Lecturer, Community Planning & Sustainability
BS, Plymouth State University; MS, Conway School of Landscape Design

Kelly, Regina M. (2011)

Teaching Lecturer, Counseling and Wellness
BSN, Salve Regina University; MEd, Plymouth State College; MSN, Boston College; PhD, San Diego University for Integrative Studies

Kelly, Shaylah C. (2016)

Teaching Lecturer, Health Education
BS, MEd, Plymouth State University

Kelsey, Eric (2014)

Research Assistant Professor, Atmospheric Science and Chemistry
BS, University of Missouri at Columbia; MS, SUNY at Albany; PhD, University of New Hampshire

Kendall, Eydie A. (2017)

Assistant Professor of Physical Therapy
BS, California State University at Long Beach; MS, PhD, University of Idaho

Kennedy, Esther E. (2005)

Teaching Lecturer, Special Education; 2013 Distinguished Graduate Teaching Award
BS, Mansfield University; MS, Antioch New England Graduate School

Kent, Esq., David L. (2010)

Teaching Lecturer, Criminal Justice;
Professor Emeritus of Business
BS, University of New Hampshire; MA, Northeastern University; JD, Boston College

Keul, Adam W. (2015)

Assistant Professor of Tourism Management and Policy
BA, MIS, Stephen F. Austin State University; PhD, Florida State University

Kilb, Angela M. (2010)

Associate Professor of Psychology
BA, MA, PhD, University of Missouri at Columbia

Kilfoyle, Michael J. (2009)

Teaching Lecturer, Business
BA, MBA, Plymouth State University

Kilmer, Christopher J. (2012)

Teaching Lecturer, Physical Education
BA, Plymouth State University

Kim, Hyun Joong (2017)

Assistant Professor of Geography
BPA, Dankook University (South Korea); MA, University of Akron; MA, PhD, Kent 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)

Professor of Medieval and Early Modern Literature; 2017 Distinguished Teaching Award
BA, SUNY at New Paltz; PhD, University of Minnesota

King, Donovan N. (2015)

Teaching Lecturer, Biology
BS, Mountain State University; MS, Plymouth State University

King, Marjorie A. (2003)

Professor of Athletic Training
BS, University of New Hampshire; BS, Simmons College; MS, University of Massachusetts at 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; Sabbatical Spring 2019
BA, Indiana-Purdue University; MFA, Ohio State University

Klaxton, Christopher A. (2014)

Teaching Lecturer, Jazz Music
BA, Southern New Hampshire University; MM, Miami University

Kleinpeter, Roger G. (1980)

Teaching Lecturer, Computer Science and Technology
BSEE, University of Missouri; MS, California State University

Knobloch, Alan R. (2003)

Teaching Lecturer, Educational Leadership
BS, Boston University; MEd, CAGS, Plymouth State College

Knower, Jay C. (2005)

Teaching Lecturer, English
BA, University of Wisconsin-Oshkosh; MEd, Plymouth State University

Kolomick, Aimee S. (2012)

Teaching Lecturer, Counselor Education
BS, MEd, Plymouth State University

Kovacs, Katalin (2018)

Teaching Lecturer, Communication & Media Studies; Athletic Coach
BA, MEd, Plymouth State University

Krueckeberg, John C. (2001)

Professor of History; 2012 Award for Excellence in Faculty Service
BA, Macalester College; MA, PhD, University of Arizona

Krug, Yunieska (2017)

Teaching Lecturer, Social Work
BA, University of Massachusetts-Lowell; MSW, Boston University

Kulig, John W. (1987)

Professor of Psychology
BA, American International College; PhD, Dartmouth College

LaFlamme, Eric (2013)

Assistant Professor, Mathematics
BA, Bucknell University; MPS, Cornell University; PhD, University of New Hampshire

Lai, Khanh P. (2018)

Assistant Professor of Social Work
BSW, Creighton University; MSW, PhD, University of Nebraska

Landry, Timothy M. (2017)

Teaching Lecturer, Criminal Justice
BA, Columbia College; JD, Franklin Pierce Law Center

Laverack, Susan M. (1997)

Teaching Lecturer, Physical Education
BS, College of Lifelong Learning; MEd, Plymouth State University

Lawler, Jill T. (2008)

Teaching Lecturer, English
BA, Bates College; MEd, Plymouth State University

Lawton, Joshua M. (2006)

Teaching Lecturer, Adventure Education
BA, University of New Hampshire

Lazdowski, Yvette J. (2005)

Teaching Lecturer, Accounting, 2017
BS, Franklin Pierce College; MBA, Plymouth State University; PhD, Argosy University; CPA

LeBlanc, Catherine F. (1998)

Professor of Digital Media; General Education Coordinator, 2018; 2011 Award for Excellence in Faculty Service
BA, Dartmouth College; MS, PhD, Florida State University

Lebrun, Marcel R. (2002)

Professor of Curriculum and Instruction; 2008 Distinguished Graduate Teaching Award
BEd, BA, MEd, University of Manitoba; PhD, University of San Jose

L'Ecuyer, Timothy M. (2015)

Teaching Lecturer, Theatre
BA, Keene State College; MA, Emerson College

Lee, Soung (Daniel) C. (2007)

Associate Professor of Economics
BA, California State University at Domingues Hills; MA, California State University at Los Angeles; PhD, Claremont Graduate University

Leever, Morgan M. (2010)

Teaching Lecturer, Physical Education
BS, Plymouth State University

Legacy, Kelly (2004)

Assistant Professor and Director of Clinical Education, Physical Therapy, 2016
BS, Saint Bonaventure University; DPT, Massachusetts General Hospital Institute of Health Professions

Lennon, John C. (2007)

Teaching Lecturer, Geography
BS, MS, Boston College

Leuser, David M. (1978)

Professor of Business
BA, Drew University; MA, PhD, University of New Hampshire

Levy, Irit (2015)

Teaching Lecturer, TESOL
BA, MA, Hebrew University (Israel)

Levy, Linda S. (1991)

Professor of Athletic Training; Sabbatical Fall 2018 and Spring 2019
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 S. (2013)

Associate Professor of Social Work, 2016
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 Associate Professor of Athletic Training, 2012
BS, Appalachian State University; MA, Furman University

List, Samuel S. (2017)

Teaching Lecturer, Mathematics
BS, Massachusetts Institute of Technology; MEd, Plymouth State University

L'Italien, Justin D. (2010)

Teaching Lecturer, Business
BS, MBA, Plymouth State University

Littell, Elizabeth A. (2012)

Teaching Lecturer, Physical Education
BA, University of New Hampshire

Livingstone, Kimberly R. (2017)

Assistant Professor of Social Work
BA, Bates College; MSW, Hunter College; PhD, City University of New York

Loneragan, Philip C. (2000)

Professor of Sculpture; Sabbatical Fall 2018
BA, College of St. Thomas; MFA, SUNY at Albany

Lopez-Mayhew, Barbara D. (2001)

Professor of Spanish
BA, Catholic University of America; MA, University of Massachusetts; PhD, Boston College

Losee, Timothy M. (2017)

Instructor of Health & Human Performance
BS, MEd, Springfield College; CAGS, American International College

Lushkov, Gili (2017)

Teaching Lecturer, Mathematics
BA, New England College; MPA, Clark University; MS, Dartmouth Medical School

Lynch, David M. (2014)

Teaching Lecturer, Social Work
BA, Colorado College; MSW, University of Michigan at Ann Arbor

Lyons, Rachelle L. (2014)

Contract Faculty, Environmental Science and Policy
AA, Pikes Peak Community College; BS, MEd, Plymouth State University

Maatta, Jon M. (1991)

Professor of Statistics
BS, SUNY at 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

MacLeod, Robert J. (2004)

Teaching Lecturer, Business
BS, MBA, Plymouth State College; DHA, Medical University of South Carolina

Macrum, Elisabeth C. (2018)

Assistant Professor of Athletic Training
BS, PhD, Springfield College; MA, University of North Carolina Chapel Hill

Mallapuram, Sriharsha (2017)

Assistant Professor of Computer Science & Technology
BT, Patnam Rajender Reddy Memorial Engineering College (India); MT, Vallurupalli Nageswara Rao Vignana Jyothi Institute of Engineering and Technology (India); DSc, Towson University

Mantie, Scott J. (2012)

Assistant Professor of Marketing, 2017
BA, New England College; MS, Western Illinois University; PhD, Indiana University at Bloomington

Marcotte, Christopher R. G. (2010)

Teaching Lecturer, Theatre
BS, Plymouth State University; MFA, Goddard College

Mariska, Michael A. (2014)

Associate Professor of Counselor Education and School Psychology
BA, University of Connecticut; MS, Southern Connecticut State University; PhD, Idaho State University

Martin, David W. (1993)

Professor of Graphic Design
BS, MS, University of Cincinnati

Martin, Erin M. (2016)

Teaching Lecturer, Education
BA, Saint Michael's College; MSED, Northwestern University

Martin, Michael J. (2005)

Teaching Lecturer, Education
BS, MEd, MBA, Plymouth State College; EdD, Vanderbilt University

Maslakowski, Carla J. (2003)

Teaching Lecturer, Health Education
BS, Creighton University; MS, University of Kansas; MEd, Plymouth State College

Mattes, Michael J. (2017)

Teaching Lecturer, Investment & Finance
BS, University of New Hampshire; MBA, Southern New Hampshire University

Matthews, George W. (2012)

Teaching Lecturer, Philosophy
BFA, The Pratt Institute; MA, Loyola University; PhD, The Pennsylvania State University

Mattson, Linda M. (2013)

Teaching Lecturer, Criminal Justice
BA, Rhode Island College; MEd, Plymouth State University

Maxner, Scott J. (2002)

Teaching Lecturer, Geography
BS, Cameron University; MS, Old Dominion University

May, Patrick J. (2000)

Associate Professor of Geography;
Coordinator of Geography, Environmental Planning, Tourism Management and Policy
BA, MA, Bowling Green State University; PhD, University of Maryland

McAllister, Jennifer A. (2018)

Teaching Lecturer, Social Work
BS, Plymouth State University; MSW, University of Southern California

McBee Jr., Burrett E. (2006)

Teaching Lecturer, English; 2016
Distinguished Teaching Lecturer Award
BA, Utica College of Syracuse University; MA, University of Illinois

McCahan, Barbara J. (1989)

Professor of Health and Physical Education;
Director of the Center for Active Living and Healthy Communities; Sabbatical Spring 2019
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;
2016 Award for Excellence in Faculty Service; 2016 Award for Excellence in Faculty Scholarship; Sabbatical Fall 2018 and Spring 2019
BA, University of Michigan at 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

McGarry, James J. (1982)

Professor of Psychology
BA, PhD, Kent State University

McGarry, Mary Ann (2004)

Associate Professor of Science Education
BA, Dartmouth College; MS, Northern Arizona University; EdD, University of Maine

McIver, Colin A. (2017)

Teaching Lecturer, Piano
BA, Plymouth State University

Mead, Jennifer K. (2013)

Teaching Lecturer, Physical Education
BA, Providence College; MS, PhD, Springfield College

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

Medaglia-Brown, Domenica A. (2012)

Teaching Lecturer, Health & Human Performance
BS, MA, Plymouth State University

Merrill, Scott A. (2007)

Teaching Lecturer, Anthropology and Philosophy
BA, MBA, Plymouth State University; MTS, STM, Boston University

Meyer, Kimberly A. (2015)

Teaching Lecturer, Education
BS, Georgetown University; JD, Michigan State University

Miller, Samuel T. K. (2005)

Associate Professor of Meteorology
BSc, MSc, PhD, University of New Hampshire

Minichino, Mario J. (2016)

Teaching Lecturer, Education
BA, SUNY Empire State College; MA, PhD, University of South Florida

Minickiello, Marie F. (2007)

Teaching Lecturer, Art
BS, Plymouth State College; MS, Antioch
New England Graduate School

Misenheimer, Karyn L. (2006)

Teaching Lecturer, Physical Education
BS, Plymouth State College; MEd, Frostburg
State University

Monninger, Joseph (2003)

Professor of English; 2009 Award for
Distinguished Scholarship; Sabbatical Fall
2018
AB, Temple University; MA, University of
New Hampshire

Montroy, Rachel C. (2016)

Teaching Lecturer, Art
BA, University of New Hampshire; MFA,
Rochester Institute of Technology

Montroy, Joseph W. (2017)

Teaching Lecturer, Art
BA, State University of New York at
Potsdam; MFA, Rochester Institute of
Technology

Mooney, Angela J. (2017)

Teaching Lecturer, TESOL
BS, Hannibal-LaGrange University; MA,
Wheaton College; PhD, The Pennsylvania
State University

Morgan, Jessica P. (2016)

Teaching Lecturer, Chemistry
BS, Worcester Polytechnic Institute; PhD,
University of New Hampshire

Morin, Thomas R. (2004)

Teaching Lecturer, Environmental Science
BSE, Westfield State College; MEd,
Plymouth State College

Morse, Bradley R. (2017)

Teaching Lecturer, Adventure Education
BS, Campbell University

Morse, Kaitlyn (2017)

Teaching Lecturer, Biology
BA, Alfred University; MBA, MS, PhD,
Washington State University

Morse, Nancy D. (2018)

Teaching Lecturer, Language Education
BA, Wilson College

Moser, Julie (2014)

Teaching Lecturer, Education
BA, University of Southern Maine; MA,
University of New Hampshire; CAGS,
Plymouth State University

Moskowitz, Jay I. (1996)

Teaching Lecturer, Art; 2008 Distinguished
Adjunct Teaching Award
BS, MEd, Plymouth State College

Moulenbelt, Jason L. (2015)

Teaching Lecturer, Philosophy
AA, Kalamazoo Valley Community College;
BA, MA, Western Michigan University

Mroccka, Paul M. (1994)

Professor of Theatre
BA, Franklin and Marshall College; MFA,
Brandeis University; PhD, Tufts University

Murphy, Terence M. (1975)

Assistant Professor of Business
BS, Merrimack College; MBA, Suffolk
University

Nadeau, Darlene A. (2013)

Teaching Lecturer, Yoga
BS, MS, MEd, Rivier University

Nadeau, Robert A. (2007)

Contract Faculty in Sales Leadership
BS, Granite State College; MBA, Plymouth
State University

Nagorka, Eva (2002)

Teaching Lecturer, Music
BM, North Carolina School of the Arts;
MM, Boston University; DA, Franklin Pierce
University

Neal, Thomas C. (2007)

Teaching Lecturer, Physical Education
BA, JD, St. Johns University

Nelson, Bethany (2010)

Teaching Lecturer, Education
BS, Emerson College; MEd, Harvard
Graduate School

Nelson, Jacqueline E. (2016)

Teaching Lecturer, History
BA, Plymouth State University; MA, Norwich
University

Nelson, Laura H. (2010)

Teaching Lecturer, Education
BS, Pikeville College; MEd, University of
New Hampshire; JD, University of New
Hampshire School of Law

Nevins, Craig D. (1999)

Teaching Lecturer, Sociology
BA, MA, Vermont College of Norwich
University

Nicoll, Monica A. (2016)

Teaching Lecturer, Counselor Education and
School Psychology
BA, York University; MA, Adler School
of Professional Psychology; PhD, Florida
Atlantic University

Nicoll, William G. (2018)

Teaching Lecturer, Counselor Education and
School Psychology
BA, University of New Hampshire; MEd,
Boston University; PhD, University of
Arizona

Noel, Rebecca R. (2004)

Associate Professor of History; Sabbatical
Fall 2018 and Spring 2019
BA, Yale University; MA, PhD. Boston
University

Nold, Dorothy J. (2009)

Teaching Lecturer, Play Therapy
BA, University of Arizona; MA, University of
Tulsa; MSW, Barry University

Normandin, Denise L. (2017)

Teaching Lecturer, Health Education
AA, Keene State College; BS, Colorado State
University

Norris, Kathleen (1998)

Teaching Lecturer, Professor Emerita of
Educational Leadership, Learning and
Curriculum; Coordinator of EdD and Higher
Education programs; 2012 Distinguished
Graduate Teaching Award
BA, Boston College; MFA, University of
Alaska; CAGS, Plymouth State University;
CAS, Claremont Graduate University; EdD,
University of Sarasota

Noyes, Christina M. (2016)

Teaching Lecturer, Communication &
Media Studies
BM, Rutgers University; MM, Boston
University

Obiedat, Hamed M. (2016)

Teaching Lecturer, Mathematics
BSc, MSc, Yarmouk University (Jordan); PhD,
New Mexico State University

O'Brien Lane, Barbara (2014)

Teaching Lecturer, Early Childhood
Education
BA, Rivier College; MEd, CAGS, MEd,
Plymouth State University

O'Donnell, Brigid C. (2009)

Associate 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

Ohler, Courtney A. (2017)

Teaching Lecturer, Counselor Education
BA, North Central College; MA, Adler School
of Professional Psychology

Okrant, Mark J. (1979)

Teaching Lecturer, Professor Emeritus of
Tourism Management
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

Orlowski, Kevin T. (2007)

Teaching Lecturer, Communications and
Media Studies
BS, MBA, Plymouth State University

O'Shea, Marissa N. (2017)

Teaching Lecturer, English
BA, Saint Michael's College; MEd, Plymouth
State University

Ouellette, Fawn E. (2010)

Teaching Lecturer, Communication and
Media Studies
BS, MEd, Plymouth State University

Packard, Anne T. (2018)

Teaching Lecturer, Biology
BS, Bates College; MS, PhD, University of
New Hampshire

Page, Francis G. (2013)

Teaching Lecturer, Theatre
BA, Plymouth State University; MFA,
Goddard College

Paige, Mark (2016)

Teaching Lecturer, Education
BA, Tufts University; MS, JD, PhD, University
of Wisconsin - Madison

Paiva, Richard D. (2008)

Teaching Lecturer, Counselor Education
BS, MEd, Plymouth State College

Paling, Jason S. (2013)

Teaching Lecturer, Anthropology
BA, Boston University; MA, East Carolina
University

Palmquist, Wendy J. (1981)

Professor of Psychology; 2006
Distinguished Teaching Award; 2007 Award
for Excellence in Faculty Service
BA, Pomona College; PhD, Cornell University

Papazoglou, Eleanor M. (2003)

Teaching Lecturer, Reading and Writing
BA, MEd, Keene State College; CAGS,
Plymouth State College

Paquin, Ethan A. (2010)

Teaching Lecturer, English
BA, Plymouth State College; MFA, University
of Massachusetts at Amherst

Parker, Peter G. (2015)

Assistant Professor, Languages and
Linguistics/TESOL
BS, University of New Haven; MA, PhD,
University of Illinois at Urbana-Champaign

Parker, Robyn E. (2010)

Professor of Management
BA, SUNY at Oswego; EdM, Boston
University; PhD, Wayne State University

Parrish, Sarah D. (2017)

Assistant Professor of Art History
BA, Colby College; MA, PhD, Boston
University

Parsons, Sarah F. (2015)

Teaching Lecturer, English
BA, Mills College; MEd, Plymouth State
University

Parton, Rebecca R. (2017)

Teaching Lecturer, Social Work
BSW, MSW, University of New Hampshire

Patenaude, Kathleen J. (2015)

Associate Professor of Nursing; Director of
Nursing
BS, MS, Rivier College; EdD, Plymouth State
University

Patridge, Edith (2007)

Graduate Program Coordinator for Reading
and Writing; Teaching Lecturer
BS, MEd, Plymouth State University

Pavesic, Erik F. (2017)

Teaching Lecturer, Business
BS, Northern Illinois University; MS,
University of Hartford

Pearman, Alice J. (2016)

Assistant Professor and Digital Projects
Librarian
BA, University of South Carolina; MLIS,
Florida State University

Peck, Theresa J. (2015)

Teaching Lecturer, Education
BS, Salem State College; MA, University of
Iowa

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

Perkins, James M. (2017)

Teaching Lecturer, Historical Preservation
BA, Dartmouth College; MA, Plymouth
State University

Perkins, Russell E. (2002)

Teaching Lecturer, Geology
BS, Keene State College; MS, University of
Massachusetts

Petersen, Meg J. (1991)

Professor of English; 2000 Distinguished Teaching Award; 2006 Distinguished Graduate Teaching Award in Education; 2014 Stevens-Bristow Distinguished Professorship
BA, Franklin Pierce College; PhD, University of New Hampshire

Petersen, Sara L. (2017)

Teaching Lecturer, English
BA, Emerson College; MA, University of New Hampshire

Petersen, William R. (2017)

Teaching Lecturer, Tourism
BS, New Hampshire College; MEd, Cambridge College

Pettinico, George M. (2017)

Assistant Professor of Marketing
BA, Cornell University; MBA, University of Connecticut; PhD, University of Massachusetts – Amherst

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

Philipson, Danielle M. (2011)

Teaching Lecturer, Business and Online Instructional Design
BA, University of California Irvine; MA, Cornell University

Phillips, Ashley R. (2008)

Teaching Lecturer, Communication and Media Studies
BA, Emerson College; MEd, Plymouth State University

Plante, Carin J. (2014)

Teaching Lecturer, English
MA, Middlebury College; MEd, Ohio University

Pollock, Christina M. (2014)

Teaching Lecturer, Curling

Porter, Nathan R. (2011)

Teaching Lecturer, Computer Science and Technology
BS, Plymouth State University

Porter, Ronald E. (2017)

Teaching Lecturer, Business
BS, Villanova University; MBA, University of Pennsylvania

Pouliot, Sandy J. (2017)

Teaching Lecturer, North Country Teacher Certification Program
BS, Rivier College; MEd, Plymouth State University

Powers, Shawn M. (2003)

Teaching Lecturer, Integrated Arts
BFA, New York University; MA, Columbia University; CAGS, EdD, Plymouth State University

Prince, Frederick P. (1985)

Professor of Anatomy
BS, Pennsylvania State University; MS, PhD, Ohio University

Puglisi, Nancy (2011)

Research Associate Professor of Counselor Education and School Psychology
BS, Keene State College; MEd, Plymouth State College; PhD, Union Institute Graduate School

Rancourt, Fran G. (2007)

Teaching Lecturer, Library Media and Education Technology Integrator
AA, BS, Granite State College; MEd, Plymouth State University; EdD Argosy University

Rasmussen, Keegan B. (2018)

Teaching Lecturer, English
BA, Providence College

Ray, Mary Elizabeth (2014)

Assistant Professor of Communication and Media Studies
BS, Drexel University; MA, Syracuse University; PhD, Temple University

Raymond, Kathy A. (2012)

Teaching Lecturer, Reading and Writing
BA, Rivier College; MEd, University of New Hampshire; CAGS, Plymouth State University

Record, Ann E. (2015)

Teaching Lecturer, North Country Teacher Certification Program
MEd, Plymouth State University

Reitsma, Leonard R. (1992)

Professor of Zoology; 2005 Distinguished Teaching Award; 2015 Award for Distinguished Scholarship
BS, William Paterson College; PhD, Dartmouth College

Ricciardi, Angela M. (2004)

Teaching Lecturer, English
BA, University of Massachusetts at Amherst; MA, Westfield State University

Rino, Joseph S. (2014)

Assistant Professor of Elementary Education and Youth Development, Mathematics
BS, Brigham Young University; MEd, Southern Utah University; PhD, Brigham Young University

Ritchie, Kimberly Anderson (2012)

Assistant Professor of Printmaking, 2013; Sabbatical Spring 2019
BFA, Appalachian State University; MFA, Colorado State University

Ritchie, William T. (2012)

Teaching Lecturer, Sociology
BA, Colorado State University

Rivanis, Leal S. (2009)

Teaching Lecturer, Mathematics
BS, Plymouth State University

Robinson, Michelle J. (2014)

Teaching Lecturer, Integrated Arts
BA, University of New Hampshire; MEd, CAGS, EdD, Plymouth State University

Robinson, Sean R. (2015)

Teaching Lecturer, English
BA, Plymouth State University; MFA, University of Southern Maine

Rogalus, Paul W. (1990)

Professor of English; 2014 Award for Excellence in Faculty Service
BA, University of Rhode Island; MA, Boston College; PhD, Purdue University

Rudmin-Chong, Lynn (2000)

Teaching Lecturer, English
BA, MA, University of New Hampshire

Ruhm, Filiz O. (2005)

Associate Professor of Political Science and International Studies
BA, Marmara University (Turkey); MA, University of Central Oklahoma; PhD, University of Kentucky

Russell, Craig A. (2010)

Teaching Lecturer, Ice Sports
BS, Plymouth State University

Sabella, Susan (2017)

Teaching Faculty, Elementary Education and Youth Development
BS, University of Rhode Island; MEd, Salisbury University

Sanders, Esq., Maria A. (2013)

Associate Professor of Philosophy
BA, Mansfield University; MA, Southern Illinois University at Edwardsville; JD, Saint Louis University; PhD, Southern Illinois University at Carbondale

Sandy, Leo R. (1996)

Teaching Lecturer, Professor Emeritus of Counselor Education; 2011 Distinguished Graduate Teaching Award
BA, University of Massachusetts; MEd, EdD, Boston University

Sanguedolce, Janet M. (2006)

Teaching Lecturer, Art Education
MEd, Plymouth State University

Sanguedolce, Phillip J. (2003)

Teaching Lecturer, Counselor Education
BA, College of the Holy Cross; MEd, University of Wisconsin; PhD, Antioch New England Graduate School

Santore, Jonathan C. (1994)

Professor of Music; 2011 Award for Distinguished Scholarship
AB, Duke University; MM, University of Texas at Austin; PhD, University of California at Los Angeles

Savage, Sharon L. (2007)

Teaching Lecturer, Communication and Media Studies
BS, Plymouth State College

Scambio, Katie W. (2011)

Teaching Lecturer, Health Education
BS, MS, Plymouth State University

Sciarappa, Kathleen M. (2010)

Teaching Lecturer, Educational Leadership
BS, Ohio State University; MEd, Northeastern University; CAGS, Plymouth State University; EdD, Nova Southeastern University

Schofield, James P. (2018)

Teaching Lecturer, Philosophy
BA, Plymouth State University; MA, Goddard College; PhD, Canterbury University (New Zealand)

Schofield, Robin M. (2009)

Teaching Lecturer, Business
BS, Southern New Hampshire University; MBA, Plymouth State University

Schram, Thomas H. (2017)

Teaching Lecturer, Educational Leadership
BA, Dartmouth College; MEd, PhD, University of Oregon

Schwarz, Susan M. (2013)

Teaching Lecturer, Computer Science
BA, Smith College; MS, Florida Institute of Technology

Scobie-Carroll, Amy (2015)

Teaching Lecturer, Health Education
BA, Mount Holyoke College; MSW, Portland State University

Scopa, Domenic J. (2016)

Teaching Lecturer, English
BA, Suffolk University; MFA Vermont College of Fine Arts

Sevigney, Marylena C. (2014)

Teaching Lecturer, Communications
BFA, Rhode Island School of Design; MFA, University of Massachusetts-Dartmouth

Sevigney, Nicholas (2008)

Associate Professor of Ceramics
BFA, University of Hartford; MFA, Southern Illinois University at Carbondale

Shapiro, Susan A. (1992)

Contract Faculty in Elementary Education and Youth Development, 2016; Graduate Program Coordinator for Elementary Education
BA, Wittenberg University; MEd, University of New Hampshire

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 at Pomona; MA, PhD, University of Texas at Austin

Silvestri, Lisetta J. (2018)

Teaching Lecturer, Environmental Science & Policy
BA, St. John's College; JD, University of Maryland

Sink, Charles S. (2013)

Teaching Lecturer, Business
BA, Plymouth State College

Smith, Delilah R. (2007)

Teaching Lecturer, Health Education
BS, MEd, CAGS, Plymouth State University

Smith, Kathi J. (2008)

Teaching Lecturer, Art
BFA, University of Southern Maine; MFA, University of New Hampshire

Snyder, Mary M. (2016)

Teaching Lecturer, Business
BS, MEd, State University of New York at Oswego

Son, Mike S. (2012)

Associate Professor of Microbiology; 2017 Distinguished Graduate Teaching Award; Sabbatical Fall 2018
BSc, MSc, University of Calgary; PhD, University of Hawaii at Manoa

Soule, Christopher D. (2017)

Teaching Lecturer, Geography
BS, MEd, Plymouth State University

Sousa, Lenore A. (2007)

Teaching Lecturer, Dance
BA, Dickinson College

Spear, Emily K. (2015)

Teaching Lecturer, Education
BS, MEd, CAGS, EdD, Plymouth State University

Spieth, Eric A. (2016)

Contract Faculty, Entrepreneurship
BA, California State University at Channel
Islands; MBA, Humboldt State University

Stalnak, Kristina M. (2017)

Teaching Lecturer, Athletic Training
BSN, Colby Sawyer College; MSN, University
of New Hampshire

Stanley, Lynn C. (2016)

Teaching Lecturer, Social Work
BA, New College of Florida; MSW, University
of New Hampshire

Staples, Alice P. (1995)

Associate Professor of Library and
Information Science
BA, State University of New York College at
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

Stelmok, Kristin M. (2007)

Teaching Lecturer, English
BA, MA, University of Maine

Stever, Roy R. (2010)

Contract Faculty in Marketing
BS, Cornell University; MS, University of New
Hampshire; MBA, McGill University

Stewart, David M. (2018)

Teaching Lecturer, Communication &
Media Studies
AA, Cape Cod Community College; BA,
Plymouth State University; MA, DePaul
University

Stickney, Mark A. (2011)

Associate Professor of Music; Director of
Bands
BA, Gettysburg College; MA, Montclair State
College; DMA, Rutgers University/University
of New Brunswick

Stiller, Evelyn M. (1996)

Professor of Digital Media
BS, MS, PhD, Florida State University

St. Pierre, Celeste A. (2014)

Teaching Lecturer, Physical Education; Asst.
Athletic Coach
BA, Plymouth State College

Strayer, Frances D. (2015)

Field Liaison, Social Work
BA, University of Wisconsin at Madison;
MSW, University of Connecticut

Stuart, Deborah (2018)

Teaching Lecturer, Integrated Arts
BA, Roger Williams College; MEd, Lesley
College

Sullivan, James C. (2002)

Teaching Lecturer, Computer Science and
Technology
BS, Boston University; MS, Franklin Pierce
University

Sullivan, Mary A. (2016)

Teaching Lecturer, English
BA, Framingham State College; MFA,
Norwich University; DA, Franklin Pierce
University

Sumner, Jennifer L. (2016)

Assistant Professor of Social Work, 2017
BA, Keene State College; MSW, University of
New Hampshire

Swank, Hilary L. (2011)

Associate Professor of Elementary
Education and Youth Development
BA, Johns Hopkins University; PhD,
Pennsylvania State University

Sweeney, Christie L. (2009)

Associate Professor of Educational
Leadership
BS, Bradley University; MS, Northern Illinois
University; EdE, Roosevelt University

Swift, Jason A. (2009)

Associate Professor of Art Education
BFA, University of North Carolina at
Greensboro; EdM, EdD, Columbia University

Swindlehurst, Kelly A. (2014)

Assistant Professor of Special Education,
Early Childhood Education and Elementary
Education and Youth Development
BA, Smith College; MEd, University of
Massachusetts at Amherst; PhD, University
of Vermont

Switzer Jr., Alan A. (1991)

Teaching Lecturer, Physical Education
AB, EdM, Harvard University

Swope, Susan (1987)

Professor of Chemistry
BS, Bates College; PhD, University of New
Hampshire

Ta'ani, Osama (2011)

Associate Professor of Mathematics;
2014 Wixson Professor of Mathematics;
Sabbatical Fall 2018
BSc, MSc, University of Mosul; MA, PhD,
New Mexico State University

Talebi, Niloufar (2015)

Teaching Lecturer, English
BA, University of California at Irvine; MFA,
Bennington College

Taoka, Aubrey M. (2014)

Teaching Lecturer, Business
BS, MBA, Plymouth State University

Taub, Jonas (2007)

Teaching Lecturer, Counselor Education
BA, Baruch College; MA, Bradley University

Teegarden, Theodore F. (2014)

Teaching Lecturer, Adventure Education
BA, Prescott University; MEd, Northern
Arizona University

Teixeira, Alexander M. (2013)

Teaching Lecturer, Adventure Education
BSED, Fitchburg State University

Therriault, Thomas R. (2007)

Teaching Lecturer, Tennis

Thistle, Suzanne L. (2006)

Teaching Lecturer, Health Education
BS, Plymouth State University; MA, Antioch
New England Graduate School

Thomas-Jones, Angela G. (2018)

Teaching Lecturer, Counselor Education
BFA, Ohio University; MA, Norwich
University; MS, Southern New Hampshire
University

Thompkins, Diahnn M. (2018)

Teaching Lecturer, Health Education
BS, Pacific Lutheran University; MS,
Marywood University

Thorsby, Mark A. (2013)

Teaching Lecturer, Philosophy
BA, California Baptist University; MA, New
School of Social Research

Tilghman, Laura M. (2015)

Assistant Professor, Anthropology
BA, BS, University of Vermont; PhD,
University of Georgia

Tillar, Elizabeth K. (2007)

Teaching Lecturer, Philosophy
BA, MA, University of New Mexico; MA,
Colgate Rochester Divinity School; PhD,
Fordham University

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

Toomey, Bonnie J. (2014)

Teaching Lecturer, English
BS, Fitchburg State College; MEd, Plymouth
State University

Towns, Duane H. (2016)

Teaching Lecturer, Accounting
BA, Allegheny College; MS, Robert Morris
College

True, Marianne M. (1999)

Professor of Elementary Education and
Youth Development; 2005 Distinguished
Graduate Teaching Award in Education;
2010 Stevens-Bristow Professorship;
Sabbatical Fall 2018
BA, Boston College; MEd, CAGS, Plymouth
State College; PhD, University of Sarasota

True-Carter, Lynda (2014)

Teaching Lecturer, Counselor Education
BA, McGill University; MA, Goddard College

Turley, Joan L. (2008)

Teaching Lecturer, Geography (2014)
BS, Plymouth State University

Turski, Mark P. (1991)

Teaching Lecturer, Professor Emeritus of
Environmental Science & Policy
BS, MEd, University of Maine at Orono; PhD,
University of Texas at 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

Uhlman, Michael A. (2018)

Teaching Lecturer, Golf
BA, Castleton University

Ulman, Robert A. (2016)

Teaching Lecturer, Counselor Education and
School Psychology
BA, MEd, University of Maine

Upham-Bornstein, Linda (2009)

Teaching Lecturer, History
BA, University of Massachusetts at Boston;
MA, PhD, University of New Hampshire

Urango, Vanesa E. (2017)

Teaching Lecturer, Meteorology
BS, MS, Plymouth State University

Uttley, Clarissa M. (2008)

Associate Professor of Early Childhood
Education
AA, Community College of Rhode Island; BS,
MS, PhD, University of Rhode Island

Valenti, Kristen E. (2017)

Teaching Lecturer, Physical Therapy
BS, University of North Carolina Chapel
Hill; MPT, Massachusetts General Hospital
Institute of Health Professions; DPT, Arcadia
University

Van Gundy, Sandra J. (2011)

Clinical Associate Professor of Nursing
BSN, University of Massachusetts at Lowell;
MEd, Plymouth State University

van Hoff, Barbara E. (2017)

Teaching Lecturer, Counselor Education
BS, Columbia University; MFT, Southern
Connecticut State University

Van Ness, Emma K. (2015)

Teaching Lecturer, Italian
BA, University of Chicago; MA, Middlebury
College; PhD, University of California at Los
Angeles

Cynthia W. Vascak (1991)

Professor of Art and Art Education;
2009 Distinguished Teaching Award
BA, Pan American University; MFA,
Boston University; PhD, University of New
Hampshire

Vasko, Anthony P. (2017)

Teaching Lecturer, English
MA, The Ohio State University

Verville, Brian M. (2017)

Teaching Lecturer, Physical Therapy
BSc, University of New England; CAS, DPT,
MGH Institute of Health Professions

Villamagna, Amy M. (2014)

Assistant Professor of Environmental
Science and Policy; Environmental Science
and Policy
BA, Eckerd College; MSc, University of
Maryland; PhD, Virginia Polytechnic
Institute and State University

Vinogradova, Natalya (2005)

Professor of Mathematics Education K-12
MS, St. Petersburg State University (Russia);
PhD, SUNY at Buffalo

Vladich, Helena V. (2017)

Teaching Lecturer, Environmental Science
& Policy
BS, MS, Moscow Institute of Physics and
Technology (Russia); PhD, University of
Vermont

Vyasarajan Arasu, Jayashree (2015)

Teaching Lecturer, Business
BE, Anna University (India); MSc, University
of Madras (India); PHM, Martin Luther
Christian University (India)

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 at Orono

Waghe, Aparna A. (2006)

Teaching Faculty in Chemistry, 2017; 2015
Distinguished Teaching Lecturer Teaching
Award

BSc, BEd, University of Bombay, India; MSc,
SNDT Women's University, India; PhD,
University of Maine

Walker, Brian (2008)

Contract Faculty in Education; Coordinator
for Clinical Experiences and School
Partnerships, 2017

BS, Fairfield University; MS, Northwestern
University

Walker, Natalie N. (2018)

Teaching Lecturer, Business
BS, MBA, Florida A&M University; DBA,
Keiser University

Wall, Kevin C. (2009)

Teaching Lecturer, Geography
BA, University of Massachusetts at Boston;
MEd, Plymouth State University

Waltman, Cynthia (2012)

Professor of School Psychology; Coordinator
of School Psychologist Program
BA, New England College; MS, Central
Connecticut State University; PhD,
University of Connecticut

Warn, Christopher (2005)

Teaching Lecturer, Criminal Justice; 2017
Distinguished Teaching Lecturer Award
BS, MEd, Plymouth State College

Watkins, Dan'elle (2015)

Teaching Lecturer, Counselor Education and
School Psychology
BA, Baruch College; MA, Bradley University

Watts, Lynn A. (2015)

Teaching Lecturer, Philosophy
BA, MA, University of Houston at University
Park

Webster, David D. (2000)

Teaching Lecturer, Golf
BS, Hamilton College

Wefers, Ursula (2008)

Teaching Lecturer, Business
BS, Florida Metropolitan University; MBA,
Plymouth State University

Weisgerber, Julie (2014)

Teaching Lecturer, Historic Preservation
AA, Saddleback College; BA, San Diego State
University; MS, University of Vermont

Welford, Karen S. (2007)

Teaching Lecturer, Education
BS, Fitchburg State College; MS, University
of Massachusetts, Boston

Wellington, John F. (2016)

Teaching Lecturer, Business
PhD, State University of New York at Buffalo

Wenhart, Alison D. (2011)

Associate Professor of Elementary
Education and Youth Development
BA, EdD, Arizona State University

Whelley, Peter T. (2004)

Teaching Lecturer, School Psychology
BA, Boston University; MS, University of
Dayton

White, Nicholas W. (2007)

Teaching Lecturer, Adventure Education
BA, University of Colorado-Boulder; MSW,
University of Denver; DA, Franklin Pierce
University

Whiting, James C. (2007)

Professor of Linguistics/TESOL
BA, SUNY at Purchase; MA, Columbia
University; PhD, New York University

Whitman, Steven W. (2004)

Teaching Lecturer, Geography
BA, University of Rhode Island; MRP,
University of Massachusetts at 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)

Teaching Lecturer, Accounting, 2015
BA, Plymouth State College; MBA,
Northeastern University

Williams, Francis M. (2008)

Professor of Criminal Justice
BS, PhD, Northeastern University; MEd,
Cambridge College

Williams, Kimberly M. (2005)

Teaching Lecturer, Education
BS, St. Lawrence University; MS, PhD,
Syracuse University

Wilson, Elizabeth A. (2016)

Teaching Lecturer, Art
BS, Skidmore College; MFA, University of
New Hampshire

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

Wixon, Christin H. (2013)

Assistant Professor and Metadata Resource
Librarian
BA, University of New Hampshire; MLIS,
University of Rhode Island

Woldemariam, Metasebia (1999)

Professor of Communication and Media
Studies
BA, Adelphi University; MA, University of
Quebec; PhD, Concordia University

Womack, Lisa D. (2013)

Teaching Lecturer, Physical Education
AA, McClellan Community College

Wood, Heather B. (2016)

Teaching Lecturer, Education
BA, University of Colorado; MEd, Plymouth
State University; EdD, Walden University

Wright, Emma (2013)

Assistant Professor, Mathematics; 2018
Wixson Professor of Mathematics
BA, Gettysburg College; PhD, North Carolina
State University

Wright, Justin (2013)

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)

Professor of Management; Director of
Faculty, College of Business Administration
BA, Transilvania University (Romania); MBA,
Plymouth State College; DBA, Southern New
Hampshire University

Wu, Chen (2013)

Assistant Professor, Economics
BLaw, BPA, Tianjin University, China; PhD,
University of Oklahoma

Yale, Shannon H. (2018)

Teaching Lecturer, Special Education
BS, Southern New Hampshire University;
MEd, Plymouth State University

Yang, Tinglan (2010)

Contract Faculty in Business
BS, Shanxi Finance and Economics University-
China; MS, Beijing Normal University-China;
MBA, University of New Hampshire

Yeo, Eun-Ho (2008)

Associate Professor of Communication and
Media Studies
BA, Yonsei University, South Korea; MS,
Kansas State University; PhD, Cornell
University

Young, Jacqueline C. (2016)

Teaching Lecturer, Dance
AA, Northern Essex Community College; BS,
CUNY, Hunter College; BS, MA, CUNY, John
Jay College of Criminal Justice

Yurewicz, Kerry L. (2004)

Associate Professor of Ecology
BS, PhD, University of Michigan

Zawodniak, Matthew D. (2017)

Teaching Faculty in Mathematics
BS, Union College; PhD, University of Georgia
- Athens

Zecha, Donna M. (2014)

Teaching Lecturer, Library Media
BS, University of New Hampshire

Zecker-Hannon, Danielle M. (2013)

Teaching Lecturer, Physical Education
BA, University of Maine at Orono; MA,
Antioch University New England

Zeman, Devin (2010)

Teaching Lecturer, Flag Football and Weight
Training
BS, Plymouth State University; MS, United
States Sport Academy

Faculty Emeriti

- E. John B. Allen**, History
- Virginia M. Barry**, Education; 1985 Distinguished Teaching Award
- William R. Benoit**, Business; 2006 Distinguished Graduate Teaching Award in Business
- Arthur R. Bourgeois**, Physical Education
- A. Robin Bowers**, English
- Bonnie W. Breen-Wagner***, English
- Carol A. Briggs**, Physical Education
- Charles E. Brown**, Computer Science
- Paul M. Buck**, Accounting
- Enid R. Burrows**, Mathematics
- Richard M. Chisholm**, English
- Peng-Khuan Chong**, Political Science; 1988 Distinguished Teaching Award
- Richard L. Church, Jr.**, Business
- Gerard J. Corcoran***, Music
- L. Michael Couvillion**, Economics; 2000 Distinguished Graduate Teaching Award in Business
- Lawrence K. Cushman**, Science
- Anindya Datta**, Economics; 1990 Distinguished Teaching Award
- Alan H. Davis, Sr.**, Chemistry
- Dorothy M. Diehl**, Health and Physical Education
- John T. Downs**, Art
- Paul L. Estes**, Mathematics
- Richard C. Evans**, Mathematics; 1992 Distinguished Teaching Award
- Keith R. Ferland**, Mathematics
- Michael L. Fischler***, Education; 2004 Distinguished Graduate Teaching Award in Education
- Wavell W. Fogleman**, Chemistry
- James M. Fortune**, Studio Art
- Katharine G. Fralick**, Education
- Richard A. Fralick**, Botany
- Grace M. Fraser**, Anthropology
- Horst H. Freyhofer**, European History
- Arthur M. Fried**, English
- Joel D. Funk**, Psychology
- Virginia M. Garlitz**, Spanish
- Stephen H. Gorin**, Social Work
- William Haust***, Art Education
- Robert W. Hayden**, Mathematics
- Kenneth H. Heuser**, Education
- Mary-Lou Hinman**, English; 1995 Distinguished Teaching Award
- Richard W. Hunnewell**, Art History; 1994 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
- Russell H. Lord, Jr.**, English
- Gerd E. K. Lutter**, Physical Education
- Warren E. Mason Jr.***, Business; 2003 Distinguished Graduate Teaching Award in Business
- Duncan C. McDougall**, Business; 2004 Distinguished Graduate Teaching Award in Business
- Mary E. McNeil**, Education
- George H. Maloof**, French
- Dominic A. Marocco**, Biology
- Manuel Marquez-Sterling**, History, Medieval Studies; 1991 Distinguished Teaching Award
- Scott R. Meyer**, Social Work
- Byron D. Middlekauff**, Geography
- James Miller**, Education
- Robert S. Miller**, Education; 1989 Distinguished Teaching Award; 2009 Award for Excellence in Faculty Service
- Annette W. Mitchell***, Art
- Cynthia D. Moniz**, Social Work
- Daniel P. Moore**, Business
- Robert F. Morton**, Art
- Susan G. Murray**, Biology
- Kathleen Norris***, Education
- 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
- Kurt A. Schroeder**, Geography
- Paul Shott**, Geography
- 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
Mark P. Turски*, Environmental Science and Policy
Philip C. Wei, Library and Information Science
Stephen M. Weissman, Computer Education
Eldwin A. Wixson, Mathematics
Stacey G.H. Yap, Sociology
Joseph Zabransky, Jr., Meteorology
Gaynelle Zimmerman, Library and Information Science
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.*

Board of Trustees of the University System of New Hampshire

The Honorable Chris Sununu

Ex-Officio Member, January 5, 2017-

Kassandra Spanos Ardinger

Gubernatorial Appointee, 2016-2020

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KSC Alumni-Elected, 2011–2019 (2nd term)

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Donald L. Birx

President, Plymouth State University (Ex-Officio Member), July 31, 2015-

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Frederick C. Dey

UNH Alumni-Elected, 2011–2019 (2nd term)

M. Jacqueline Eastwood

Gubernatorial Appointee, 2017-2021

Frank L. Edelblut

Commissioner of Education (Ex-Officio Member), February 15, 2017-March 31, 2017

Suzanne M. Foster

Gubernatorial Appointee, 2017–2020

James Gray, Designee for Senate President Charles W. Morse

Ex-Officio Member, Non-Voting, November 27, 2017-December 1, 2018

Cathy J. Green

UNH Alumni-Elected, 2017-2021

Mark W. Huddleston

President, University of New Hampshire (Ex-Officio Member), July 1, 2007-

Shawn N. Jasper

Commissioner, New Hampshire Department of Agriculture, Markets & Food (Ex-Officio Member), November 22, 2017-November 18, 2022

Rick M. Ladd

Designee for Speaker of the House Gene G. Chandler
Ex-Officio Member, Non-Voting, December 13, 2017-December 1, 2018

Todd J. Leach

Chancellor of the University System of New Hampshire (Ex-Officio Member), July 1, 2010-

Scott Mason

Gubernatorial Appointee, 2017-2021

Joseph G. Morone

Vice Chair, Gubernatorial Appointee, 2013-2018

Kenneth C. Moulton

Gubernatorial Appointee, 2012-2019

Christopher M. Pope

GSC Alumni, 2016-2021 (2nd term)

Mark Rubinstein

President, Granite State College (Ex-Officio Member), March 31, 2015-

J. Morgan Rutman

UNH Alumni-Elected, 2016-2020 (1st term)

John W. Small,

Chair, Gubernatorial Appointee, 2010-2019

Wallace R. Stevens

Gubernatorial Appointee, 2015-2017; PSU Alumni-Elected, 2011-2015 (1st term)

Melinda D. Treadwell

Interim President, Keene State College (Ex-Officio Member), July 31, 2017-

Alexander J. Walker, Jr.

Gubernatorial Appointee, 2016-2020

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
Chinese Language and Culture	3 CN 1015	6 CN 1015 +, CN 1025	6 CN 1015 +, CN 1025	GACO	Depends on score
Comparative Government & Politics	3	3	3	GACO	
Computer Science A	3 CS 2010	7 CS 2010 and CS 2370	7 CS 2010 and CS 2370	TECO	Depends on score
Computer Science Principles	3	3	3	TECO	CS 2010
English Language & Composition	4	4	4	COMP	EN 1400
English Literature & Composition	3	3	3	CTDI	
Environmental Science	4	4	4	SIDI	
European History	3	3	3	PPDI	
French Language and Culture	3* FR 1025	6* FR 2030 +, FR 2040	6* FR 2030 +, FR 2040	DICO GACO	Depends on score
German Language and Culture	3* GR1025	6*	6*	GACO	Depends on score
Human Geography	3	3	3	GACO	
Italian Language and Culture	3* IT 1060	6* IT 1060 +, IT 1070	6* IT 1060 +, IT 1070	GACO	Depends on score
Japanese Language and Culture	3*	6*	6*	GACO	Depends on score
Latin	3	6	6		Depends on score
Macroeconomics	3	3	3	GACO	EC 2550
Microeconomics	3	3	3		EC 2560
Music Theory	0	4 MU 1210	8 MU 1210 +, MU 1220		Depends on score
Physics 1: Algebra-Based	4 PH 2130	4 PH 2130	4 PH 2130		
Physics 2: Algebra-Based	4 PH 2140	4 PH 2140	4 PH 2140		
Physics C: Electricity/Magnetism	4	4	4		PH 2420 + PH 2440
Physics C: Mechanics	4	4	4		PH 2410 + PH 2430
Psychology	3	3	3		PS 2010
Spanish Language and Culture	3* SP 1025	6* SP 2030 +, SP 2040	6* SP 2030 +, SP 2040	GACO DICO	Depends on score
Spanish Literature and Culture	0	0	3*		Depends on score
Statistics	3	3	3	QRCO	MA 2300
Studio Art: 2-D Design	3	3	3	CTDI	
Studio Art: 3-D Design	3	3	3	CTDI	
Studio Art: Drawing	3	3	3	CTDI	
US Government and Politics	4	4	4		PO 1025
United States History	3	3	3	PPDI	
United States History	3	3	3	PPDI	
World History	3	3	3	PPDI	

*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 Japanese if the student's native language is Japanese, or for Spanish Language if the student's native language is Spanish.

Credit is awarded according to the PSU catalog that is in effect at the time that student takes the exam.

apstudent.collegeboard.org/apcourse

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	4		PO 1020
American Literature	50	3	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	4	COMP	EN 1400
College Composition Modular	50	4	COMP	EN 1400
College Mathematics	50	3	QRCO	MA 1500
English Literature	50	3	CTDI	
Financial Accounting	50	3		BU 1152
French Language—Level 1 (2 semesters)	50	6*	DICO, GACO	FR 1015 + 1025
French Language—Level 2 (3 semesters)	59	9*	DICO, GACO	FR 1015 + 1025 + 2030
German Language—Level 1 (2 semesters)	50	6*	GACO	GR 1015 + 1025
German Language—Level 2 (3 semesters)	60	9*	GACO	
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	3	CTDI	
Information Systems	50	3	TECO	BU 1100
Introduction to Educational Psychology	50	3		elective
Introductory Business Law	50	3		BU 2480
Introductory Psychology	50	3		PS 2010
Introductory Sociology	50	4	DICO	SO 2225
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 1015 + 1025
Spanish Language—Level 2 (3 semesters)	63	9*	DICO, GACO	SP 1015 + 1025 + 2030
Western Civilization I: Ancient Near East to 1648	50	3	PPDI	
Western Civilization II: 1648 to Present	50	4		HI 2016

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.

Credit is awarded according to the PSU catalog that is in effect at the time that student takes the exam.
clep.collegeboard.org/exam

Credits Awarded for Acceptable DSST Scores

DSST 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	
Art of the Western World	400	3 B	PPDI	
Astronomy	400	3 B	SIDI	PHDI 2300
Business Ethics and Society	400	3 B		BU 2440
Business Mathematics		zero		not acceptable
Computing and Information Technology	400	3 B	TECO	
Criminal Justice	400	3 B		CJ 1020
Environment and Humanity: The Race to Save the Planet	400	3 B	SSDI	
Ethics in America	400	3 B	SSDI	
Foundations of Education	400	3 B		elective
Fundamentals of College Algebra	400	3 B	MATH	MA 1800
Fundamentals of Counseling	400	3 B		elective
Fundamentals of Cybersecurity	400	3 BU		elective
General Anthropology	400	3 B	GACO	AN 2100
Health and Human Development	400	3 B	WECO	
History of the Soviet Union	400	3 B	PPDI	
Human/Cultural Geography	400	3 B	SSDI	
Human Resource Management	400	3 B		BU 3180
Introduction to Business	400	3 B		BU 2250
Introduction to Law Enforcement	400	4 BU		CJ 3055
Introduction to World Religions	400	3 B	PPDI	
Lifespan Developmental Psychology	400	3 B		PS 2050
Management Information Systems	400	3 B		BU 3240
Money and Banking	400	3 BU		EC 4460
Organizational Behavior	400	3 B	DICO	BU 3420
Personal Finance	400	3 B	SSDI	BUDI 2300
Principles of Finance	400	3 BU		BU 3210
Principles of Physical Science I	400	3 B		elective
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
Substance Abuse	400	3 BU	WECO	HE 3700
Technical Writing	400	3 B		CM 3090 (not TECO)
The Civil War and Reconstruction	400	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.

Credit is awarded according to the PSU catalog that is in effect at the time that student takes the exam.

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

Transfer Agreements

Agreements which facilitate the transfer of credit between Plymouth State University and the institutions of the Community College System of New Hampshire exist for specific bachelor programs. The AA in Liberal Arts at the Community Colleges satisfies the lower-division general education requirements at PSU. Please visit nhtransfer.org for further details.

- Transfer Agreements provide a plan for students interested in transferring into a specific bachelor degree program, without having earned an associate degree.
- 2+2 Agreements are designed for students who have earned an associate degree at the Community College and wish to transfer into a related bachelor degree program.

Great Bay Community College, Portsmouth

BS Art Education (K–12)
 BA Biology
 BS Chemistry, General Chemistry Option
 BA Criminal Justice
 BS Early Childhood Studies, Early Care and Education Option
 BS Early Childhood Studies, Teacher Certification (PreK–3) Option
 BS Elementary Education (K–8)
 BS Social Studies Education (5–12)
 2+2 Agreement for AS Criminal Justice and BA Criminal Justice
 2+2 Agreement for AA Liberal Arts, Biological Science, General Biology and BA Biology
 2+2 Agreement for AA Liberal Arts, Biological Science, University Transfer and BA Biology
 2+2 Agreement for AA Liberal Arts, Chemistry and BS Chemistry, General Chemistry Option

Lakes Region Community College, Laconia

BA Art, Studio Art Option
 BFA, Studio Art Option
 BS Art Education (K–12)
 BA Biology
 BS Biology
 BS Business Administration
 BS Chemistry, General Chemistry Option
 BS Childhood Studies
 BS Early Childhood Studies, Early Care and Education Option
 BS Early Childhood Studies, Teacher Certification (PreK–3) Option
 BS Elementary Education (K–8)
 BS Environmental Biology
 BS Social Science
 BS Social Studies Education (5–12)
 BS Sports Management
 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
 2+2 Agreement for AA Fine Arts and BA Art, Studio Art Option

2+2 Agreement for AA Liberal Arts and BA Biology
 2+2 Agreement for AA Liberal Arts and BS Biology
 2+2 Agreement for AA Liberal Arts and BS Childhood Studies
 2+2 Agreement for AA Liberal Arts and BS Elementary Education (K–8)
 2+2 Agreement for AA Liberal Arts, Health Sciences and BA Biology
 2+2 Agreement for AA Liberal Arts, Health Sciences and BS Biology
 2+2 Agreement for AA Liberal Arts, Health Sciences and BS Chemistry, General Chemistry Option
 2+2 Agreement for AA Liberal Arts, Health Sciences and BS Environmental Biology
 2+2 Agreement for AA Teacher Preparation and BS Childhood Studies
 2+2 Agreement for AA Teacher Preparation and BS Elementary Education (K–8)

Manchester Community College, Manchester

BS Art Education (K–12)
 BS Business Administration
 BS Early Childhood Studies, Early Care and Education Option
 BS Early Childhood Studies, Teacher Certification (PreK–3) Option
 BS Elementary Education (K–8)
 BS Mathematics
 BS Social Science
 BS Social Studies Education (5–12)
 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 AA Liberal Arts, Business and BS Business Administration
 2+2 Agreement for AS Management and BS Business Administration
 2+2 Agreement for AS Marketing and BS Business Administration

Nashua Community College, Nashua

BA Anthropology/Sociology, Anthropology Option
 BA Anthropology/Sociology, Sociology Option
 BS Business Administration
 BA Criminal Justice
 BS Early Childhood Studies, Early Care and Education Option
 BS Early Childhood Studies, Teacher Certification (PreK–3) Option
 BS Elementary Education (K–8)
 BA History
 BS Information Technology
 BS Mathematics
 BS Mathematics, Middle School Teacher Certification (5–8) Option
 BS Mathematics, Secondary Teacher Certification (7–12) Option
 BA Political Science
 BA Psychology
 BS Public Management
 BS Social Science
 BS Social Studies Education (5–12)
 BS Sports Management
 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 Criminal Justice and BA Criminal Justice
 2+2 Agreement for AA Liberal Arts and BS Public Management
 2+2 Agreement for AA Liberal Arts, Anthropology and Sociology Concentration and BA Anthropology/Sociology, Anthropology Option
 2+2 Agreement for AA Liberal Arts, Anthropology and Sociology Concentration and BA Anthropology/Sociology, Sociology Option
 2+2 Agreement for AA Liberal Arts, Business and BS Business Administration
 2+2 Agreement for AA Liberal Arts, History and Political Science Concentration and BA History
 2+2 Agreement for AA Liberal Arts, History and Political Science Concentration and BA Political Science
 2+2 Agreement for AA Liberal Arts, Mathematics Concentration and BS Mathematics
 2+2 Agreement for AA Liberal Arts, Psychology Concentration and BA Psychology
 2+2 Agreement for AS Software Development and BS Computer Science

NHTI, Concord's Community College

BFA, Studio Art
 BS Accounting
 BS Art Education
 BS Business Administration
 BS Childhood Studies
 BA Criminal Justice
 BS Early Childhood Studies, Early Care and Education Option
 BS Early Childhood Studies, Teacher Certification (PreK–3) Option
 BS Elementary Education (K–8)
 BS Marketing, Professional Sales Option
 BS Social Work
 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 Addiction Counseling and BS Social Work
 2+2 Agreement for AS Business Administration and BS Business Administration
 2+2 Agreement for AS Business Administration and BS Marketing, Professional Sales Option
 2+2 Agreement for AS Business Administration, Sports Management Concentration and BS Sports Management
 2+2 Agreement for AS Criminal Justice and BA Criminal Justice
 2+2 Agreement for AS Early Childhood Education and BS Early Childhood Studies, Early Care and Education Option
 2+2 Agreement for AS Early Childhood Education and BS Early Childhood Studies, Teacher Certification (PreK–3) Option
 2+2 Agreement for AS Education and BS Childhood Studies
 2+2 Agreement for AS Education and BS Elementary Education (K–8)
 2+2 Agreement for AS Human Service and BS Social Work
 2+2 Agreement for AA Liberal Arts and BS Childhood Studies

2+2 Agreement for AA Liberal Arts and BS Elementary Education (K–8)
 2+2 Agreement for AS Tourism Management and BA Tourism Management and Policy

River Valley Community College, Claremont

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

White Mountains Community College, Berlin

BS Business Administration
 BA Criminal Justice
 BS Early Childhood Studies, Early Care and Education Option
 BS Early Childhood Studies, Teacher Certification (PreK–3) Option
 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

For current information, please contact the transfer and articulation specialist in the Admissions Office.

ACADEMIC CALENDAR 2018-2019

Plymouth State University
of the University System of New Hampshire
17 High Street, Plymouth, NH 03264-1595
(603) 535-5000 plymouth.edu

NEW STUDENT ORIENTATION 2018

Session A	June 15
Session B	June 18
Session C	June 22
Session D	June 25
Session T (Transfer and Part-Time Matriculated Students)	June 26
Panther Days (all students admitted for Fall 2018)	August 23-26

FALL SEMESTER 2018

August 27 – December 14

New Student Move-in	August 23
Returning Students Move-in	August 26
Fall 16-Week Session Begins	August 27
Labor Day (no classes)	September 3
Graduation Application due for December 2018 Degree Conferral Date	September 30
Fall Holiday (no classes)	October 8
Graduation Applications due for January 2019 Degree Conferral Date	October 31
Veterans Day (no classes)	November 12
Thanksgiving Recess begins at 8 a.m.	November 21
Classes resume at 8 a.m.	November 26
Final Week of the Semester	December 10-14

SPRING SEMESTER 2019

January 22 – May 10

New Student Registration and Orientation	January 18
Martin Luther King Jr. Day (no classes)	January 21
Spring 16-Week Session Begins	January 22
Graduation Application due for the May 2019 Degree Conferral Date	February 8
Graduation Application due for Participation in May 2019 Commencement Ceremony	February 8
Winter Carnival (no classes)	February 13
Spring Vacation begins at 3:20 p.m.	March 8-17
Classes resume at 8 a.m.	March 18
Graduation Application due for June 2019 Degree Conferral Date	March 31
Final Week of the Semester	May 6-10
Graduate Commencement Exercises	May 9
Undergraduate Commencement Exercises	May 10

EARLY SPRING 2019

December 27 – January 18

SUMMER SESSION 2019

May 13 – August 16

Graduation Application due for August 2019 Degree Conferral Date	May 31
Independence Day (no classes)	July 4