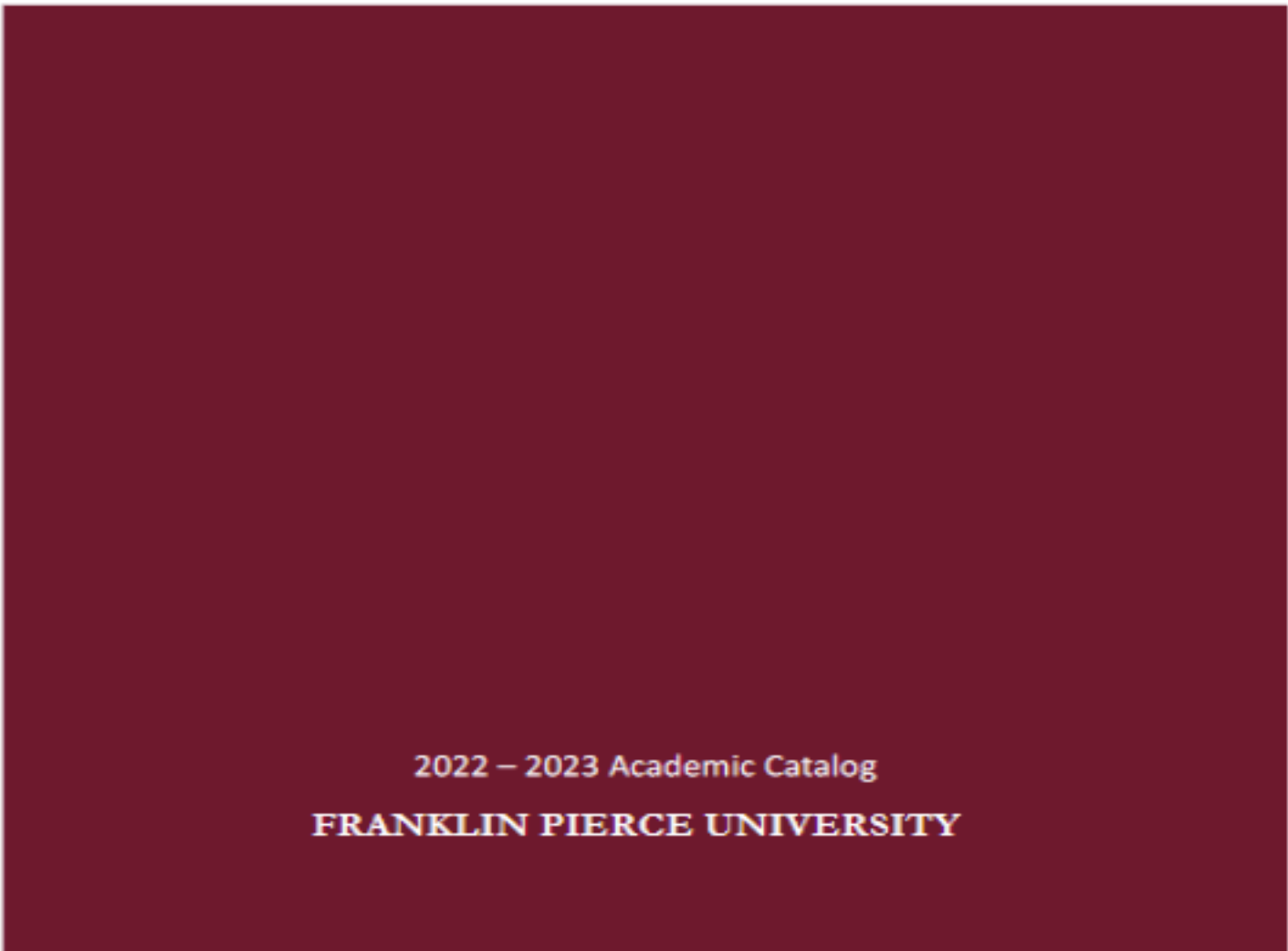




**2022-2023
ACADEMIC
CATALOG**



2022 – 2023 Academic Catalog

FRANKLIN PIERCE UNIVERSITY



Provisions

The provisions of The Franklin Pierce University Academic Catalog do not constitute a contract, express or implied, between Franklin Pierce University and any applicant, student's family, or faculty or staff member. Franklin Pierce University reserves the right to change the policies, procedures, rules, regulations, and information in this Catalog at any time without prior notice. Changes will become effective at the time the proper authorities so determine and the changes will apply to both prospective students and those already enrolled. This Catalog is a general information publication only regarding academic programs, policies and regulations, procedures, fees and charges, etc. Every effort has been made to assure accuracy at the time of publication. The University will include an addendum section in the back of this catalog for any changes in effect for the current academic year that were approved after the publication date.

Message from the President

Dear Ravens,

Welcome to the 2022-2023 academic year at Franklin Pierce University! Together, we continue to move forward into your future, filled with curiosity and excitement about the journey ahead and committed to discovering and developing your talents and passions.

Whether you are a residential or commuter student at our Rindge Campus, an online student attending full or part-time, or pursuing a Doctor of Physical Therapy or Master of Physician Assistant Studies degree at one of our Academic Centers or through our innovative hybrid model, you have a place here. We are all an integral part of what makes Raven Nation so special.

Here at Franklin Pierce, you have access to faculty and staff in the College of Business, College of Health and Natural Sciences, and College of Liberal Arts and Social Sciences who will meet you where you are, and help take you to places you never thought you'd go. We are here to help you acquire the knowledge, experiences, and self-confidence you need to reach your full potential. With nearly 50 undergraduate and graduate programs to choose from, we are confident you will find programs and classes that help you develop both a strong foundation in liberal arts and the essential professional skills that will propel you forward into a meaningful and rewarding career.

This catalog is designed to help you explore and plan your education. You will find comprehensive information about degrees, courses, majors, minors, and certificates that can prepare you for a breadth of fields. You will also find information about PATHS@PIERCE, which reimagines academic offerings so that all undergraduate programs either connect to a graduate degree at Franklin Pierce or a defined career trajectory. These structured pathways will support you throughout your undergraduate career through guidance and milestone goals.

Take advantage of everything – courses that introduce you to new ideas and disciplines, mentors and advisers who help you overcome obstacles and reach your goals, and fieldwork and internships where you can apply what you learn in the world beyond Franklin Pierce. Leave no stone unturned! We know our graduates will change jobs (and even careers) an average of nine times over the course of their working lives. To be well-prepared to adapt to the changing needs of the workforce, I urge you to use your education to explore and build knowledge and skills that will serve you throughout your lifetime. Your ability to learn, apply these lessons, adapt to changes, and impact the world will be the ultimate measure of the value of your Franklin Pierce education.

All my best wishes for your continued success,

Kim Mooney '83
President

Catalog In Brief

To help individuals navigate the information landscape, Franklin Pierce University offers current and prospective members of the community this Catalog in Brief section with key academic policies and changes.

Academic Integrity Policy

- The Academic Integrity Policy has replaced the Plagiarism or Other Forms of Academic Dishonesty section.
[See full text here](#)

Administrative Withdrawal Policy - Undergraduate Online Courses

- A new policy has been added regarding Administrative withdrawals from Online Courses for Undergraduate Students.
[See full text here](#)

Graduation and Commencement

- A new section that outlines the requirements for earning a degree from FPU and the requirements to participate in the May Commencement Ceremony.
[See full text here](#)

Incomplete and In-Progress Grades

- Due dates for Incomplete and In-Progress grades have been adjusted. Please be sure to review the different deadlines depending on if a course is offered during the semester or term.
[See full text here](#)

Internships

- Clarification on when a student should register for their internship.
[See full text here](#)

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New Undergraduate Programs and Courses

Political Science Accelerated 3-year Bachelors--[see program here](#)

COMM200	Rhetoric & Society
HS246	Multimedia History
HS275	History Workshop
MN208	Fostering Diversity in the Workplace

New Graduate Programs and Courses

Master of Physician Assistant Studies Hybrid Program--[see program here](#)

ME531	Human Anatomy I
ME541	Human Anatomy II
ME551	Human Anatomy III
ME561	Human Anatomy IV
ME533	Basic Sciences I
ME543	Basic Sciences II
ME553	Basic Sciences III
ME563	Basic Sciences IV
ME507	Patient Assessment I
ME547	Patient Assessment II
ME557	Patient Assessment III
ME567	Patient Assessment IV
ME503	Clinical Pharmacology I
ME549	Clinical Pharmacology II
ME559	Clinical Pharmacology III
ME569	Clinical Pharmacology IV
ME515	Clinical Medicine I
ME545	Clinical Medicine II
ME555	Clinical Medicine III
ME565	Clinical Medicine IV
ME523	Diagnostic Methods I
ME542	Diagnostic Methods II
ME558	Diagnostic Methods III
ME534	Evidence-Based Medicine
ME574	Research
ME522	Mindfulness in Medicine
ME535	Preventive Medicine
ME550	Behavioral Health
ME554	Cross Cultural Health
ME575	Medical Ethics
ME573	Clinical Skills
ME656	Behavioral Medicine/Psychiatry
ME652	Emergency Medicine

ME651 Family Medicine
ME650 Internal Medicine
ME654 Pediatrics
ME653 Surgery
ME655 Women's Health
ME657 & ME658 Elective Rotations I and II
ME693 Professional Practice I
ME694 Professional Practice II
ME695 Professional Practice III
ME696 Professional Practice IV
SF512 Analytics in Sports Management

OVERVIEW

Mission Statement

Franklin Pierce University delivers programs and educational experiences that develop essential intellectual and professional skills; promotes close community connections; and empowers our students to realize their potential through the intersection of highly personalized liberal learning, innovative engagement, and professional programming.

Vision Statement

Franklin Pierce University will be a leader in innovative teaching and experiential learning, having a positive social and economic impact on its communities. The University will establish a legacy for its unique ability to support and prepare students to thrive as leaders and engaged members of society.

University Diversity and Inclusivity Statement

Franklin Pierce University will be a leader in innovative teaching and experiential learning, having a positive social and economic impact on its communities. The University will establish a legacy for its unique ability to support and prepare students to thrive as leaders and engaged members of society.

We Believe:

- In the intrinsic worth of every person.
- In the value of diversity and inclusion.
- That our differences---perspectives, experiences, backgrounds---strengthen our community.
- That Franklin Pierce University is a place where all are welcome.

We Are Dedicated to:

- Embracing every person for who they are and who they wish to become.
- Addressing inequality and promoting equity.
- Fostering a culture of care, respect, and safety within and outside the University.
- Nurturing the self-discovery and self-worth of every student.

History

While many New Hampshire-born men and women have achieved greatness, only one has attained the pinnacle of political leadership. From 1853 - 1857, Franklin Pierce proudly served as the 14th President of the United States.

More than a century later, a visionary group set out to charter a college uniquely dedicated to preparing future leaders. The name for such an institution was clear to all - Franklin Pierce. The State Legislature chartered the College on November 14, 1962.

Frank S. DiPietro who also served as the first president of the institution founded Franklin Pierce University. Originally located in the center of the town of Rindge, the school began by sharing the town's library and study facilities. In the institution's founding year, Frank DiPietro also bought the hilltop estate overlooking Pearly Pond where the University's main undergraduate campus is located today.

The first class of students enrolled in 1963. This inaugural class consisted of 97 students supported by nine faculty and administrators. As the institution began to expand in size and reputation, Frank DiPietro maintained a vision that "only the small college can provide the intimate relationships between those who learn and those who teach."

In recognition of its place in higher education, Franklin Pierce College was formally recognized as a University on July 1, 2007. The name change to Franklin Pierce University reflected the growth of undergraduate opportunities at the Rindge campus, the addition of graduate-level degrees, including doctoral programs, and the institution's expanding global reach. In 1965, the state legislature granted the college statutory authority to grant baccalaureate degrees. Since then, Franklin Pierce has grown in breadth and depth of programming. Through the 1990s and early 21st century, Franklin Pierce increased its undergraduate academic offerings. The University currently maintains three centers for graduate programs, located in Manchester and Lebanon, New Hampshire and Goodyear, Arizona.

In 2019, the University completed a re-organization of academic affairs, and launched the College of Business, the College of Health and Natural Sciences, and the College of Liberal Arts and Social Sciences. The new structure organizes academic programs by related graduate and undergraduate disciplines, and prioritizes seamless faculty connections and curricular pathways for our students.

The Colleges give prominence to our growing programs and help students and prospective students find their place and their passions at Franklin Pierce. We continue to prioritize advising and mentorship, internships and opportunities for experiential learning that lead to job opportunities for our students.

Instructional Locations

Franklin Pierce University delivers programs and educational experiences that develop essential intellectual and professional skills; promotes close community connections; and empowers our students to realize their potential through the intersection of highly personalized liberal learning, innovative engagement, and professional programming.

Rindge Campus:

40 University Drive, Rindge, N.H. 03461
(603) 899-4000

The original campus of the University is located in Rindge, the home of the traditional undergraduate residential community of Franklin Pierce. The physical facilities of the Rindge campus include two modern classroom buildings (including a laboratory facility), the Frank S. DiPietro Library, the Marlin Fitzwater Center for Communication, an amphitheater, an academic services center, a campus center, six residence halls, three apartment houses, four townhouse complexes, suites, an administrative services building, a field house, a boathouse, an air frame recreation complex and fitness center, state-of-the-art intercollegiate athletic fields, a health center, a theatre, and administrative buildings.

The University's 1,200-acre campus provides a living laboratory for fieldwork in natural and environmental sciences. Nestled between Mt. Monadnock and Pearly Pond, the Rindge campus features woods, wetlands, fields, ponds, trails, and gardens. Outdoor recreational opportunities abound: the Pearly Pond beach facility is ideal for swimming, boating, fishing, and skating, and miles of trails are available for hiking, mountain biking and cross-country skiing. The Monadnock Region's numerous lakes, streams, mountains and recreational facilities offer four-season enjoyment as well.

Lebanon Center:

24 Airport Road, Suite 19, West Lebanon, N.H. 03784
(603) 298-5549

Franklin Pierce University at Lebanon, N.H., is located only a few miles away from several major hospitals where hands-on clinical work and observations can easily be accomplished.

Lebanon, N.H., part of the Upper Valley, is the scene of great foliage, dozens of festivals and special events, from the Quechee Balloon Festival and Hanover Street Festival in the summertime, to the Christmas Revels, a highlight of the holiday season. Outdoor recreation is a popular aspect in the area with three ski resorts within the area. Food enthusiasts can attend local farmers markets, sample original maple syrup, comfort food and fine dining options around downtown or surrounding areas.

Manchester Center:

670 North Commercial Street, Suite 301, Manchester, N.H. 03101
(603) 647-3500

Franklin Pierce University at Manchester, N.H. is located at the Jefferson Mill building, which has been awarded the Manchester Historic Preservation Award. Jefferson Mill is a 4-story brick mill building that was constructed right on the edge of the Merrimack River in 1886. Located on Commercial Street, it is close to the many companies that populate the Millyard and is also not far from businesses located on Elm Street.

Our Manchester campus is the hub for all online programs offered at Franklin Pierce University, which includes our online graduate programs in Business and Nursing, and online undergraduate degrees. Franklin Pierce University at Manchester's signature program is the Doctor of Physical Therapy. This degree is offered at our Manchester campus where we prepare students for all aspects of a career in physical therapy through hands-on work, clinical experience, lectures, and seminars in our state-of-the-art facility.

Goodyear Center:

14455 West Van Buren Street, Building A, Suite 100, Goodyear, A.Z. 85338
(623) 518-2386

In 2008, Franklin Pierce University's Goodyear, Arizona campus became the first private postsecondary education institution in the city. The campus is located in a fast-growing suburb and is only half an hour away from internship and career opportunities in Phoenix. The Doctor of Physical Therapy program has been offered at the Goodyear Center from the beginning. A new Physician Assistant program is being planned for this Center to begin in the Winter term of 2022. The Program has applied for Accreditation-Provisional status with the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). Goodyear's Doctor of Physical Therapy program attracts students from across the country. Our facility features two classrooms, two labs, and an off-campus anatomy lab.

Accreditation, Authorization, Affiliations, and Memberships

The College was chartered by the State of New Hampshire on November 14, 1962, under the provisions of Chapter 292 R.S.A. In 1965, the State Legislature granted the College statutory authority to grant baccalaureate degrees.

Franklin Pierce University is accredited by the New England Commission of Higher Education, Inc. (formerly the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges, Inc.), a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction. Accreditation of an institution by NECHE indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation. Accreditation by NECHE is not partial; it applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to the students who attend the institution.

Inquiries regarding the status of an institution's accreditation by the New England Association of Schools and Colleges should be directed to the administrative staff of the institution. Individuals may also contact the New England Commission of Higher Education, 3 Burlington Woods Drive, Suite 100, Burlington, M.A. 01803, (781) 425-7785, (855)886-3272, Fax: (781) 425-1001.

The University is approved by the New Hampshire Department of Education, the U.S. Immigration and Naturalization Service, the Department of Justice, and the U.S. Department of Education.



The Commission on Accreditation in Physical Therapy Education (CAPTE) granted accreditation to Franklin Pierce University's Master of Physical Therapy Program on April 24, 2002 with permission to advance the curriculum to the Doctor of Physical Therapy Program as soon as all state and regional college accrediting agencies approved the move.

This accreditation occurred in April 2005. In 2010, CAPTE approved the expansion to Arizona. Both programs are accredited through 2026. Inquiries regarding the status of an institution's accreditation by CAPTE should be directed to: CAPTE, 1111 N. Fairfax Street, Alexandria, V.A. 22314, (703) 706-3245 or email accreditation@apta.org.



The Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) has granted Accreditation-Continued status to the Franklin Pierce University Physician Assistant Program sponsored by Franklin Pierce University. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards. Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be September 2027. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy.

The ARC-PA has granted Accreditation-Provisional status to the Franklin Pierce University Master of Physician Assistant Studies Hybrid Program sponsored by Franklin Pierce University. Accreditation-

Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding Accreditation Provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students. Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class. The program's accreditation history can be viewed on the ARC-PA website at <https://www.arc-pa.org/accreditation-history-franklin-pierce-university/>.



The RN to BSN program at Franklin Pierce University at the Manchester Campus located in Manchester, NH, is accredited by the:

Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400, Atlanta, GA 30326
Phone: (404) 975-5000.

The Master of Science in Nursing (MSN) program at Franklin Pierce University at the Manchester Campus located in Manchester, NH, is accredited by the:

Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400, Atlanta, GA 30326
Phone: (404) 975-5000.

The MSN/MBA program at Franklin Pierce University at the Manchester Campus located in Manchester, NH, is accredited by the:

Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400, Atlanta, GA 30326
Phone: (404) 975-5000.

The Master Entry to Practice Nursing (MEPN) program at Franklin Pierce University at the Manchester Campus located in Manchester, NH, is accredited by the:

Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400, Atlanta, GA 30326
Phone: (404) 975-5000.

This program is approved by the New Hampshire Board of Nursing.



The undergraduate and graduate Business programs are accredited by the International Accreditation Council for Business Education (IACBE), 11374 Strang Line Road, Lenexa, K.S., 66215, phone: (913) 631-3009.

Programmatic accreditation by the International Accreditation Council for Business Education is mission-driven and outcomes-based, and involves an independent, external evaluation of the business programs offered by an institution's academic business unit. The effectiveness of the academic business unit is evaluated by reviewing the educational processes related to teaching and learning in the institution, and by an assessment of the outcomes of the teaching-learning process. IACBE partners with colleges, universities, and other higher education institutions to recognize business education excellence. <https://iacbe.org/accreditation/>

The University holds membership in the following organizations:

American Association of Collegiate Registrars and Admissions Officers	Council of Independent Colleges
American Council of Education	Interstate Certification Compact
American Library Association	National Association of College Admissions Counseling
American Personnel and Guidance Association	National Association of College and University Business Officers
Association for Continuing Higher Education	National Association of Student Personnel Administrators
Association for Innovation in Higher Education	National Collegiate Athletic Association
Association of American Colleges and Universities	New England Consortium of Academic Coordinators of Clinical Educators
College and University Personnel Association	Northeast 10 Conference
Council for the Advancement of Experiential Learning	New Hampshire College and University Council

Academic Calendars 2022 - 2023

For a full list of important dates, holidays, and breaks for all campuses, please visit: [the eRaven](#).

Undergraduate Calendar at a Glance

	Fall Semester (16 weeks)	Undergraduate Term 1 (8 weeks)	Undergraduate Term 2 (8 weeks)
Classes Begin	Wednesday, August 18	Monday, August 16	Monday, October 11
Course Add/	August 18 – 25	August 16 – 23	October 11 – 18

Drop Period			
Last Day to Withdraw (W)	Friday, October 29	Friday, September 17	Friday, November 12
Last Regular Class	Tuesday, November 23	Saturday, October 9	Saturday, December 4
Final Examinations	November 30 - December 3	N/A	N/A
Grades Due for Faculty	Monday, December 6	Wednesday, October 13	Wednesday, December 8
	Spring Semester (16 weeks)	Undergraduate Term 3 (8 weeks)	Undergraduate Term 4 (8 weeks)
Classes Begin	Wednesday, January 19	Monday, January 17	Monday, March 14
Course Add/Drop Period	January 19 - 26	January 17 - 24	March 14 - 21
Last Day to Withdraw (W)	Friday, April 1	Friday, February 18	Friday, April 15
Last Regular Class	Friday, May 5	Saturday, March 12	Saturday, May 7
Final Examinations	May 9 - 12	N/A	N/A
Grades Due for Faculty	Monday, May 6	Wednesday, March 16	Wednesday, May 11
	Winter Term	Summer 1	Summer 2

Classes Begin	December 19, 2022	May 16, 2022	June 27, 2022
Course Add/ Drop Ends	January 5, 2022	May 23, 2022	July 4, 2022
Last Day to Withdraw	January 7, 2022	June 10, 2022	July 22, 2022
Classes End	January 14, 2022	June 25, 2022	August 6, 2022
Grades Due for Faculty	January 19, 2022	June 29, 2022	August 10, 2022

Graduate Calendar at a Glance

	Graduate Term 1	Graduate Term 2	Graduate Term 3	Graduate Term 4
Classes Begin	Monday, August 23	Monday, November 15	Monday, February 28	Wednesday, June 1
Course Add/ Drop Ends	Monday, August 30	Monday, November 22	Monday, March 7	Wednesday, June 8
Last Day to Withdraw	Friday, October 8	Friday, January 21	Friday, April 15	Friday, July 15
Classes End	Saturday, November 13	Saturday, February 26	Saturday, May 21	Saturday, August 20
Grades Due for Faculty	November 17 at 7 a.m.	March 2 at 7 a.m.	May 23 at 7 a.m.	August 24 at 7 a.m.

ADMISSIONS

Admissions

Franklin Pierce University is open to all qualified applicants without regard to race, religion, disability, or ethnic origin. Franklin Pierce encompasses a far-reaching geographic and virtual network. Regardless of whether programs are delivered online or from our campus in Rindge, New Hampshire; our centers in Manchester and Lebanon; or our programs in Goodyear, Arizona, we meet students where they are, enabling them to succeed academically and prepare for rewarding careers across a breadth of fields.

Undergraduate Studies-Rindge, N.H. Campus

Applications are processed on a rolling basis; there is no application deadline.

Each entering student must submit evidence of adequate preparation for college. Sixteen units of secondary school work are required of each candidate, and the preferred distribution is as follows:

English: 4 units

Mathematics: 3 units

Sciences: 3 units

Social Studies: 3 units

Other: 3 units

Procedures for Admission

An application may be filed following the completion of the student's junior year. Students may enter in the fall, spring, or summer.

The application consists of the following documents and information:

- Completion and submission of the application for admission
- Official secondary school transcript.
- Official transcript from each college attended.
- Official secondary school recommendation (school counselor, principal, or teacher).
- College recommendation (advisor, faculty, or employer) is required for transfer students.
- Submission of SAT or ACT scores is optional.
- There is no application fee

An official transcript showing completion of high school or the equivalent is required for matriculation into a degree program offered by the University's undergraduate campus in Rindge, N.H. Upon acceptance to the University, a \$400 deposit, which is credited toward tuition, will be requested.

Homeschool Policy

Franklin Pierce University welcomes applications from home-educated students who satisfy similar qualifications required of traditional secondary school graduates (see College Preparatory coursework on prior page).

The homeschool program shall comply with the regulations of the state in which the student was educated. All applicants must present proof of graduation from their respective secondary school/homeschool or a GED/HiSET diploma. Please contact the Office of Admissions for further clarification.

Early Admission

Outstanding students may be admitted prior to completion of their Junior year. Applicants wishing to be considered for early admission are asked to arrange for a personal interview.

Non-Matriculation Admission

Students may apply for admission to Franklin Pierce University as non-matriculating student. This status enables registration in applicable coursework for which the student has the appropriate prerequisites established. Please contact the Office of Admission at 800-437-0048 to obtain the application. Students must be matriculated in a degree program in order to be eligible for financial aid or the awarding of a degree.

Direct Admit Programs

There are a number of Direct Admit Programs here at Franklin Pierce University.

Direct Admit into Doctor of Physical Therapy

Franklin Pierce University offers a Doctor of Physical Therapy (D.P.T.) through its College of Health and Natural Sciences.

Special consideration is offered for undergraduates who enroll as freshmen or who are enrolled and meet specific requirements and who complete their bachelor's degree at Franklin Pierce University. The level of consideration will depend upon the student's qualifications and ability to satisfy the established criteria for either conditional acceptance or a guaranteed interview as described below.

Special consideration for direct admit into the FPU D.P.T. program is offered for undergraduates in three pathways:

- 1. Freshman D.P.T. Direct Admit:** High School Seniors who meet specific requirements (see below) are guaranteed entrance into the FPU D.P.T. program upon satisfactory completion (see below) of the requirements for entrance into the D.P.T. program.
- 2. Current FPU Student D.P.T. Direct Admit:** Current students who meet the established levels of academic success in the undergraduate courses (see below) can apply for D.P.T. Direct Admit in their first three years of undergraduate work. These students will have guaranteed entrance into the FPU D.P.T. program upon satisfactory completion (see below) of the requirements for entrance into the D.P.T. program.
- 3. Preferential FPU Application review for current student into the FPU D.P.T. program:** Students who have completed or will complete a bachelor's degree before the start of the next D.P.T. class at Franklin Pierce University will be given preferential status in the application process. (see below)

Entrance into the D.P.T. Direct Admit Program

1. Freshman D.P.T. Direct Admit: Admission Requirements for High School Applicants

- Minimum cumulative grade point average (CGPA), in academic courses only, of a 3.0 on a 4.0 scale (84/100)
- Equivalent of four years of math with a final grade of B+ (87/100) or higher in each class
- Equivalent of four years of science with a final grade of B+ (87/100) or higher in each class
- Demonstrated leadership through community and school activities; related healthcare experience is highly desirable.

1. Current FPU Student D.P.T. Direct Admit: Criteria to apply for entrance into the D.P.T. Direct Admit program after entering FPU;

- Must be a currently enrolled FPU student at the time of application
- Application must be completed before May 15 a year prior to expected entrance to D.P.T. program (ie: if expected entrance to D.P.T. is Fall of 2022; application deadline is May 15, 2021).

Progression Qualifications for D.P.T. Direct Admit program:

To successfully progress from undergraduate studies into the D.P.T. program by Direct Admit, students must meet the following qualifications. These qualifications will be evaluated annually by advisors. Students who do not maintain these pre-requisites will forfeit the guaranteed admission into the D.P.T. program.

- Minimum grade of "B" in each of the following pre-requisite courses:
 - Biology I
 - Biology II
 - Anatomy & Physiology I
 - Anatomy & Physiology II
 - Chemistry I
 - Chemistry II
 - Physics I
 - Physics II
 - Statistics (or Statistics for Behavioral Science)
 - One course in Psychology at the 100-level or above
- Achieved a minimum 3.2 CGPA and a prerequisite GPA of 3.4.
- All applicants must apply to the Doctor of Physical Therapy program through the PTCAS online application process and can attend either campus.

Preferential FPU Application Review for current student into the FPU D.P.T. program:

Students who are current students at FPU and are not in the D.P.T. Direct Admit program will have preferential application review than transfer students if they meet the following criteria:

- Completed application in PTCAS before October the year before expected entrance into the D.P.T. program
- Recommendation from FPU advisor

Direct Admit into Master of Physician Assistant Studies 4+2 Program (N.H.)

The physician assistant (PA) profession is a competitive industry and you want to select a program that offers a path to success. The Franklin Pierce 4+2 Master of Physician Assistant Studies (M.P.A.S.) Direct Admit Program enables you to complete your studies through the master's level in just six years.

You will complete a four-year Health Sciences undergraduate degree and enter into the 27-month M.P.A.S. program. Conditional acceptance is granted to qualified students during their senior year of high school. Guaranteed acceptance will be offered upon successful completion of all program requirements during undergraduate studies.

***Please note M.P.A.S. Hybrid Program in Arizona is not participating in the 4+2 Program at this time.**

Requirements to be Considered for Admission into the Franklin Pierce University Master of Physician Assistant Studies (M.P.A.S.) Program

Requirements for high school applicants seeking admission to the M.P.A.S. Direct Admit Program include:

- Minimum cumulative grade point average (CGPA), in academic courses only, of 3.5 on a 4.0 scale
- Equivalent of four years of math with a final grade of B+ (87/100) or higher in each class
- Equivalent of four years of science with a final grade of B+ (87/100) or higher in each class
- Demonstrated leadership through community and school activities; related healthcare experience is highly desirable.

Progression Qualifications

To successfully progress from undergraduate studies into the M.P.A.S. program, you must meet the following qualifications, which will be evaluated at the end of your junior year.

- Anatomy and Physiology I (4 credits with lab)
- Anatomy and Physiology II (4 credits with lab)
- General Chemistry (4 credits with lab)
- Microbiology (4 credits with lab)
- Statistics (3 credits)
- Human/Lifespan Development (3 credits)
- Nutrition (3 credits)

If you fail to meet progression standards, you will be encouraged to apply for entry during your senior year. Admission is competitive and is based on performance and space availability.

Master's Entry Program in Nursing (MEPN) - Direct Admit Program Application Requirements

- Completed Franklin Pierce University Graduate Admission application
- Resume
- Essay stating goals and objectives for applying to the MEPN program
- Receipt of all official transcripts from colleges and/o universities previously attended
- Achievement of minimum undergraduate cumulative grade point average of 3.0 or higher on a 4.0 scale
- ATI Test of Essential Academic Skills (TEAS) admission exam with a passing score of 80%
- Interview with nursing faculty

Program Qualifications

To successfully progress from undergraduate studies into the MEPN program, you must meet the following qualifications, which will be evaluated at the end of your junior year.

Successfully complete the following courses with a letter grade of “B” or better:

- Anatomy and Physiology I (4 credits with lab)
- Anatomy and Physiology II (4 credits with lab)
- General Chemistry (4 credits with lab)
- Microbiology (4 credits with lab)
- Statistics (3 credits)
- Human/Lifespan Development (3 credits)
- Nutrition (3 credits)

If you fail to meet progression standards, you will be encouraged to apply for entry during your senior year. Admission is competitive and is based on performance and space availability.

St. George's University Pathway Program

Requirements to be Considered for Admission into the Franklin Pierce University and St. George's University Doctor of Medicine (MD)

Franklin Pierce University accepts and prepares undergraduates for admission to the St. George's University (SGU) School of Medicine or School of Veterinary Medicine. This combined degree program offers a pathway from your undergraduate study in Biology or Health Sciences to a Doctor of Medicine (MD).

Students admitted to the pathway program complete their undergraduate degree at Franklin Pierce University in four years, progressing into the 4 year MD program at SGU. St. George's University is one of a few international universities recognized by the US Department of Education to administer student loans for qualified U.S. students.

Eligibility Criteria for the Franklin Pierce University/SGU Pathway Program

- Students must complete the Franklin Pierce Application for Admission Addendum and the SGU Supplemental Application, requesting admission to this program.
- Students must have a minimum high school CGPA of 3.5 with strong grades in science and math.
- Students must submit two (2) letters of recommendation from advisors or instructors preferring at least one letter from a science teacher addressing the following characteristics:
 - Commitment to learning: The student's ability to identify resources of learning, utilizing these resources and their desire to continue to seek out knowledge and increase understanding.
 - Interpersonal skills: The ability to work with a variety of their peers as well as with figures of authority.
 - Responsibility: Fulfilling obligations in a self-directed environment.

Students meeting these standards will be selected for an admission interview.

Undergraduate Course Detail

If admitted to a combined degree program, you would begin your studies at Franklin Pierce University. You would select a major in Biology or Health Sciences. Your program of study must include completion of the following prerequisites for the MD program:

- Biology (8 credits with labs)
- General Chemistry (8 credits, with lab)
- Organic Chemistry (8 credits, with lab)
- General Physics (minimum 4 credits, with lab)
- Math (minimum 3-4 credits)
- College Writing (as required by the Franklin Pierce University general education requirements).

SGU strongly recommends courses in Biochemistry, Microbiology and Anatomy & Physiology as part of a student's undergraduate program of study. Computer competency is also highly desired.

Requirements for advancement to the MD Program

To be eligible to progress into the combined program with St. George's you must:

- Earn an overall cumulative grade point average (CGPA) of 3.5 for the MD program, 3.1 for the DVM program (cgpa) OF 3.4.
- Earn a grade point average (GPA) of 3.2 in your Biology or Health Sciences major.

- Obtain a competitive score on the Medical College Admission Test (MCAT) within 5 points of the average MCAT score for entering students. The current average is approximately 498.
- Students must submit a Dean's Letter attesting to their character and preparation for medical school.
- Students must complete an updated SGU Supplemental Application.
- An offer of admission to the SGU School of Medicine will be made to qualified students who satisfy all respective admissions requirements after a promotion interview is conducted.

Secondary Pathway Program

For students who did not seek or did not achieve admission to this program at the time of University admission, Franklin Pierce University offers a secondary path to program admission. Students meeting the following criteria at the end of their Junior year of study at Franklin Pierce University will be recommended for the combined program.

- Biology or Health Science major
- 3.5 CGPA and 3.5 GPA in the major
- Obtain two letters of recommendation from undergraduate faculty at Franklin Pierce
- Complete the SGU Supplemental Application

Undergraduate Studies and Certificate Programs-Online

Learn about our online undergraduate and certificate programs.

Procedures for Admissions

The application consists of the following documents and information:

- Completion and submission of the application for admission
- All required transcripts:
 - If a student has not completed college coursework, a high school transcript will be required.
 - If a student has received credit for college coursework, only the transcripts from the most recently attended regionally accredited institution is required for admission. See Undergraduate Transfer Credit Policy for more information about transcript requirements to determine eligibility for transfer credit.
- Registration Form
- There is no application fee

The application for admission, high school transcript release form and the registration form are available online at franklinpierce.edu.

Homeschool Policy

Franklin Pierce University welcomes applications from home-educated students who satisfy similar qualifications required of traditional secondary school graduates (see College Preparatory coursework on prior page). The homeschool program shall comply with the regulations of the state in which the student was educated. All applicants must present proof of graduation from their respective secondary school/homeschool or a GED/HiSET diploma. Please contact the Office of Admissions for further clarification.

Non-Matriculation Admission

Students may apply for admission to Franklin Pierce University as a non-matriculating student. This status enables registration in applicable coursework for which the student has the appropriate prerequisites established. Please contact Enrollment Services at 800-325-1090 with questions or to apply. Students must be matriculated in a degree program in order to be eligible for financial aid or the award of a degree. Graduate students seeking non-matriculated status must have a 2.8 Undergraduate GPA and submit an official transcript.

Undergraduate Transfer Credit Policy

Transfer students, including graduates of two-year colleges, are welcome to apply for entrance in the any term or semester. The Office of Admissions must be furnished with an official transcript from each college attended. Students from regionally accredited Associate-level colleges will receive transfer credit up to 75 semester hours for grades of C or higher in appropriate coursework.

Students from regionally accredited Baccalaureate-level colleges/universities will receive transfer credit up to 90 semester hours for grades of C or higher in appropriate coursework. Courses taken at Franklin Pierce University take precedence over transfer courses.

In the event that the student has an over-abundance of transfer credits, credits that apply to one's degree requirements will be posted first while nonessential credits will be held separately. When the student changes programs (declares/adds/drops a major, minor and/or certificate), the student's transfer credits may be adjusted to reflect the new program(s). When the student has a break of more than 24 consecutive months, the student's transfer credits will be reevaluated based upon current program requirements and policies. **The high school transcript (or GED/HiSET) requirement is waived for students who have attended a regionally accredited institution of higher education and are applying to online or graduate program. In this case, the student must submit the transcript from the institution most recently attended.*

Non-Traditional Credit Guidelines

Undergraduate students may accelerate their degree programs through use of non-traditional forms of credit. Included are the Prior Learning Assessment, the College Level Examination Program and coursework validated by the American Council on Education, and various other credit evaluation agencies. Students may earn credit through the College-Level Examination Program (CLEP).

All coursework noted here is processed as transfer credit. The maximum amount of credit for all such forms of non-traditional credit is 75 semester hours. Furthermore, the maximum within each category is as follows:

- PLA: 45 semester hours
- CLEP: 30 semester hours
- ACE and other credit evaluation agencies: 45 semester hours

The American Council on Education (ACE) has evaluated and recommended for credit many of the training programs conducted by the Armed Services, major industries, and professional associations. Franklin Pierce University will generally award transfer credit for programs evaluated by ACE per their recommendations.

CLEP may not be awarded in disciplines where students have had prior course work. CLEP is designed to measure an individual's knowledge in traditional academic areas. Previously taken CLEP testing will be reviewed on a case-by-case basis.

AP Credit (College Board Advanced Placement Exams) and IB Credit (International Baccalaureate): the University recognizes secondary school accomplishment by means of advanced placement and credit for those who have taken especially enriched or accelerated courses before entering college. Applicants may qualify for such credit by satisfactory achievement on the College Board Advanced Placement Exams (typically a score of 3 or higher; 4 or higher for some majors – see [equivalency sheet on eRaven](#)) or International Baccalaureate Higher Level Exams (score of 4 or higher). Official score reports must be submitted to the University from College Board or International Baccalaureate for credit to be granted.

Graduate Studies—Online

Get your Master of Business Administration, Master of Education, Master of Science in Accounting, or Master of Science in Nursing all online.

Procedures for Admissions

Applicants for admission are required to submit a completed admissions package including:

- Completion and submission of the Application for Admission
- Résumé
- Official transcripts from baccalaureate degree granting and all other previously attended, regionally accredited institutions
- Other components as requested by individual academic programs
- More information regarding individual graduate programs and their admissions procedures and requirements can be obtained by contacting the Graduate Admissions at (800) 325-1090.

Types of Acceptance

Evaluation of admissions material results in Full, Provisional, or No Admission status. The Graduate Studies Office will inform applicants in writing of the decision.

Provisional Admission

University Deans or designee may accept students who have not met all admission criteria on a provisional basis. Full Admission may be granted pending satisfactory completion of admission requirements outlined in the provisional acceptance.

Non-Degree Graduate Certificates or Non-Matriculating Students

Graduate Certificates may be taken as independent programs of study or as part of a graduate degree program. These programs are designed for professionals to update their skills and knowledge in specific areas. Students seeking to take graduate courses as a non-matriculating student are subject to the application requirements for non-degree applicants. Applicants for the Graduate

Certificate are required to:

- Hold a Bachelor's degree from a regionally accredited institution (generally with a grade point average of at least 2.80 on a 4.00 scale)
- Complete an application form
- Submit a résumé
- Submit official transcripts from degree granting institutions.
- Future acceptance into a degree program requires the full admission process.

Admission as a non-matriculating student enables registration in applicable coursework for which the student has the appropriate prerequisites established. Students must be matriculated in a degree program in order to be eligible for financial aid or the awarding of a degree.

Graduate Transfer Credit Policy

Following evaluation by the Academic Director and approval by the applicable Dean or designee, students may receive transfer credit for grades of "B" or better from regionally accredited institutions. The determination of transfer credits will be based, in part, on the compatibility with courses in the program and is limited to 12 credits. Students must be fully admitted to the program to be eligible to transfer credit.

Students must submit an official transcript and course descriptions. Once matriculated, all coursework is expected to be completed at the University.

Courses taken at Franklin Pierce University take precedence over transfer courses. In the event that the student has an over-abundance of transfer credits, credits that apply to one's degree requirements will be posted first while nonessential credits will be held separately. If the student changes programs, the student's transfer credits may be adjusted to reflect the new program(s).

When the student has a break of more than 12 consecutive months, the student's transfer credits will be reevaluated based upon current program requirements and policies.

Master of Physician Assistant Studies

Learn about the admissions process for our Physician Assistant program.

Admissions Prerequisites

In order to be considered for admission to the M.P.A.S. program, the applicant must provide documented evidence of having successfully completed the following:

Prerequisites

- Anatomy & Physiology I & II (4 credits, with lab)
- Chemistry I & II (4 credits, with lab)
- Biology (4 credits, with lab)
- Microbiology (4 credits, with lab)
- Statistics (3 credits)

- Organic Chemistry or Biochemistry (3 credits)

All prerequisite courses must be passed with a grade of "C" or better and be completed prior to matriculation. Applicants must possess a minimum cumulative GPA of 3.0 and a science GPA of 3.0 on a 4.0 scale. Applicants may apply with up to two outstanding prerequisites, which must be completed prior to matriculation.

Test of English as a Foreign Language (TOEFL)

All applicants who were born outside of the United States and who did not graduate from a United States high school will be required to submit internet-based TOEFL (iBT) scores with their application. A minimum total score of 100 (with at least 25 in each section) is required. The Educational Testing Service (ETS) code for submitting your score to CASPA is 3709.

Application Process

Students must apply through the Centralized Application Service for Physician Assistants (CASPA) online at [CASPA.org](https://www.caspa.org). The CASPA application cycle opens each spring for the following academic year.

The deadline for submission of applications is November 1. After verifying the minimum requirements for admission are met, the program will evaluate each candidate's academic achievements, personal attributes and experiences. Factors given specific consideration are:

- Overall GPA or Science GPA of 3.5 and above
- Research, publications or presentations
- Significant personal experiences, such as work experience and overcoming significant life adversities and struggles
- Franklin Pierce University student or alumni
- Resident of Vermont or New Hampshire
- From an underserved or rural area or extensive experience with populations from underserved/rural areas

Please note that none of these factors, alone or in combination, guarantees admission. However, all else being equal, candidates who demonstrate a greater number of these factors will generally be in a better position for an interview and for admission. The admissions committee will consider these factors, along with the quality of the interview, to make recommendations for admission. Interviews are a requirement for admission to the program.

Master of Physician Assistant Studies Hybrid Program in Arizona

Learn about the admissions process for our Physician Assistant Hybrid Program.

Admissions Prerequisites

In order to be considered for admission to the M.P.A.S. Hybrid Program, the applicant must provide documented evidence of having successfully completed the following:

Prerequisites:

- Anatomy & Physiology I (4 credits, with lab)
- Anatomy & Physiology II (4 credits, with lab)
- General chemistry I (4 credits, with lab)
- General chemistry II (4 credits, with lab)
- Organic chemistry OR Biochemistry (3 credits)
- Microbiology (4 credits, with lab)
- Statistics (3 credits)
- Biological science w/ lab (8 credits, with lab)

In addition, the following courses are recommended:

- Medical Terminology (1 credit)
- Psychology (3 credits)
- Genetics (3 credits)

- Immunology (3 credits)

Coursework must be recent (within the last 10 years). All prerequisite courses must be passed with a grade of "C" or better and be completed prior to matriculation. Applicants must possess a minimum cumulative GPA of 3.0 and a science GPA of 3.0 on a 4.0 scale. Applicants may apply with up to two outstanding prerequisites, which must be completed prior to matriculation.

Test of English as a Foreign Language (TOEFL)

All applicants who were born outside of the United States and who did not graduate from a United States high school will be required to submit internet-based TOEFL (iBT) scores with their application. A minimum total score of 100 (with at least 25 in each section) is required. The Educational Testing Service (ETS) code for submitting your score to CASPA is C981.

Application Process

Applications are accepted only through the Central Application Service for Physician Assistants (CASPA) at <https://caspa.liaisoncas.com>

All applications must be verified by December 1 for the following year, and will be reviewed on a first-come, first-served basis. Applications will be reviewed and ranked for consideration of an invitation for an interview.

No entrance examinations are required for admission to the program. Additional considerations: Academic & personal achievements, healthcare or patient experience, shadowing, volunteerism, leadership.

Doctor of Physical Therapy (D.P.T.)

Learn about the admissions process for our Doctor of Physical Therapy program.

Admissions Process

In order to be considered for admission to the D.P.T. program, the applicant must provide documented evidence of having successfully completed the following:

- Achievement of a minimum 3.0 cumulative grade point average (CGPA) (on a 4.00 scale) in all previous coursework
- Completion of a B.S./B.A. degree from a regionally accredited college or university
- Completion of the Graduate Record Exam (GRE)
- Completion of 40 hours of observation or work. In order to assure understanding of the breadth of PT practice, it is recommended that each applicant's PT observation hours include both inpatient and outpatient settings.
- Completion of all prerequisite coursework with a minimum Prerequisite GPA of 3.00
- Science prerequisites must be at the science major level and include the following:
 - Anatomy & Physiology (6-8 credits, with lab)
 - Biology (6- 8 credits, with lab) Note: Botany and Zoology courses are NOT acceptable
 - Chemistry (8 credits, with lab)
 - Physics (8 credits, with lab)
- Completion of a Statistics course (3 credits)
- Completion of a Psychology course (3 credits) Note: Must be a course offered through the Psychology Department.

Procedures for Admissions

The application and admissions process is the same for both Manchester, N.H. and Goodyear, A.Z. D.P.T. programs. Students must apply through the Physical Therapist Centralized Application Service (PTCAS) online at ptcas.org. The PTCAS application cycle opens midsummer for the following academic year. We evaluate applications throughout the admissions cycle with a soft deadline in the beginning of March and consider qualified applicants until the class is filled.

International Students

International students are advised that Franklin Pierce University provides student only housing for enrollment in Rindge, N.H. programs of study. The University does not provide housing, transportation, or employment assistance at any of its centers (Lebanon, N.H., Manchester, N.H. or Goodyear, A.Z.). Students must make separate housing, dining, and transportation arrangements.

International students applying for admission are required to demonstrate proficiency in the English language. English language proficiency is demonstrated as follows:

- TOEFL (new) graduate minimum of 80
- TOEFL (new) undergraduate minimum of 61
- TOEFL (old) paper-based minimum of 550
- TOEFL (old) computer-based minimum of 213
- Recommendation from an English language teacher
- Coursework in English

*Equivalent scores to the TOEFL, such as Duolingo, may be considered with a student interview

International students requiring an F-1 visa must demonstrate an ability to pay for one full year of tuition and living expenses at Franklin Pierce University. Students must attend Franklin Pierce as full-time students in approved programs and attend face to face classes as required by the visa regulations.

Franklin Pierce defines a full-time graduate student as taking a minimum of two (2) courses per term (one course must meet face to face), for a minimum of three (3) terms per year.

This equates to 18 credits per year. Undergraduates must take a minimum of 12 credits per semester (at least 9 credits must meet face to face each semester).

For more information on programs, contact the Associate Director of Admissions and International Student Counselor at (603) 899-4057 (undergraduate) and the Associate Director of Enrollment at (603) 647-3521 (graduate).

International Students Evaluation of Foreign Transcripts

Students must request to have official transcripts sent to a recognized credential evaluation service. In this evaluation, the transcript will be translated into English, if needed, authenticated and equivalencies set to determine the level of education and its relation to accredited institutions in the United States.

The results of the evaluation must be sent from the agency to Franklin Pierce University. While the University agrees to review the evaluation for possible transfer credits, we reserve the right to accept or deny credits based upon the results of the evaluation.

Fees are the responsibility of the student. Acceptable agencies for use are those who maintain a professional membership with AACRAO (American Association of Collegiate Registrars and Admissions Officers) and include but are not limited to: World Education Service (WES), Center for Educational Documentation (CED), Foundation for International Services (FIS), InCred, or AACRAO International Education Services (IES).

FINANCIAL INFORMATION

Office of Student Financial Services

The Office of Student Financial Services (OSFS), located on the first floor of Coles Hall on the Rindge Campus, assists students in meeting educational expenses, provides financial clearance, and accepts payments on student accounts. Franklin Pierce University has a financial aid program which includes scholarships, grants, loans, and student employment on the Rindge campus. In addition to the processing of all financial assistance programs available at the University, the OSFS is also responsible for student billing, student financial clearance, and student accounts. Students must be financially clear in order to enroll at the University.

Mission, Goals, and Objectives

The OSFS works in partnership with the student and family to develop funding resources to cover educational expenses. The OSFS affirms the concept that the primary responsibility for funding a Franklin Pierce education rests with the student and family.

The OSFS offers a complete program highlighted by effective customer service, sensitivity to family financial concerns, a full range of federal, state, and institutional financial aid programs. The OSFS exists to supplement the financial resources of the family in order to allow eligible students the opportunity to attend Franklin Pierce.

The OSFS acts as a clearinghouse for all student financial aid programs including federal, state, institutional, private, and endowed sources. The OSFS affirms its responsibility to adhere to all applicable laws, regulations and rules of the federal government, state agencies, private donors, and the University. The OSFS subscribes to the National Association of Financial Aid Administrators (NASFAA) Code of Conduct for Financial Aid Professionals, and works collaboratively and cooperatively with offices at every college at the University to ensure a proactive and positive approach to enrollment, retention, and issues of student concern. The OSFS works with student government to address general student financial aid issues, and works with students and families to address individual financial aid issues and concerns.

Making a Payment

Students must indicate their student ID number when payment is made by check, cash, or wire. Full payment is due by the statement due date provided but never any later than the first day of the term. Students with outstanding balances will not be cleared to register for the following term and will be subject to a late fee. Tuition payments must be paid online, through wire transfer, or mailed to Office of Student Financial Services, Franklin Pierce University, 40 University Drive, Rindge, N.H. 03461. Payment in the form of cash or check can also be accepted in person at the OSFS during normal business hours. Students are responsible for any and all collection fees and/or collection and attorney's fees associated with defaulted financial obligations.

Outstanding Account Balances and Collections Policy

Payment and/or financing for all classes for which a student enrolls must be paid on the invoiced deadline, but no later than the first day of a given term. Accounts with outstanding balances of \$100.00 (One hundred U.S. dollars) or more will be assessed a late payment fee. Outstanding account balances not resolved within 90 days will be assessed a \$175.00 collection fee and referred to a third party organization for collection. The student will be responsible for the full delinquent balance, including late fee, as well as collection agency fees (a charge up to 40% or more of the delinquent balance to cover collection fees), and reasonable attorney's fees necessary for the collection of the delinquent account. Upon referral to a collection agency, the student must work to resolve their delinquent account directly with the collection agency.

Senior Citizen Discount: \$350 per credit

Only applies to the enrolled student, age 60+; may not be combined with other discounts or applied to matriculated programs. Student must work with the Registrar to confirm their senior citizen status.

Alumni Discount: \$350 per credit

Only applies to the enrolled student; may not be combined with other discounts or applied to matriculated programs.

Financial Policy

Students All students agree to the financial policies of the University, outlined at the time of course registration; the acceptance of any financial aid offered; and further disclosed on the University's website: <https://www.franklinperce.edu/admissions/tuition-fees-financial-aid/student-responsibilities/>

Company Reimbursement

If a company has a reimbursement-to-student policy, the student is responsible for submitting payment of the full balance to Franklin Pierce by the first day of the term. If a company has committed to pay tuition on behalf of the student through a billing agreement but fails to make payment, the student will become responsible for any outstanding charges.

Veteran Information

GI Bill®

GI Bill® Post 9/11

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA)

Veterans are reminded that their Veterans Administration (VA) checks represent an allotment based on the number of courses taken in the first term at Franklin Pierce. Any change in entitlement resulting from an increase or decrease in course load will take a month or longer to be processed by the VA.

This may result in under- or over-payments that will be adjusted in the next check. All overpayments must be returned to the VA. The VA may discontinue benefits for students who do not have previous transcripts sent to center within 30 days of enrollment.

VA – Veteran Readiness and Employment (VR&E) (monies sent directly to school)

VA checks are sent directly to the school. The Veterans Administration's Authorization and Certification must be completed prior to the student enrolling in the school. This paperwork informs the school the student is eligible for these benefits and that the school has to submit an invoice for payment. The benefit covers all tuition, books, and fees.

Veterans Benefit Policy

For students that are determined to be eligible for any type of Veterans Educational Benefits and/or entitlements, all sources of Franklin Pierce funding will be prorated, and possibly eliminated, dependent upon the amount the student is deemed eligible for in assistance from the VA. Refunds of financial assistance will only be for eligible Federal Pell Grant recipients.

Financial Aid— Online and Graduate Studies

Financial Clearance

The OSFS reviews all student accounts for financial clearance. In order to be considered financially clear, a student must have a zero balance through either anticipated financial assistance (certified and in process if a student loan) or payment made in full. For Online and Graduate students, balances on student accounts are due on the first day of the academic term. Students who are not financially clear will be blocked from registration. Students who leave the University with an unpaid balance will be subject to having official academic transcripts withheld and will face having unpaid balances referred to a collection agency. For more information, see "Outstanding Account Balances/Collections Policy."

Late Payment Fee

Understanding that account balances are due on the first day of the academic term, any account that is not financially clear may be assessed a late payment fee. This fee is not covered by sources of financial assistance.

Application for Need-Based Aid

There are several different types of need-based assistance available. “Need-based” means that before aid is awarded, the student and family must demonstrate financial need by providing information to Federal Student Aid programs using the Free Application for Federal Student Aid (FAFSA). The Franklin Pierce University Federal School Code number for the FAFSA is 002575.

Through the FAFSA, information regarding family size, income, and assets is evaluated using the federal needs analysis formula, approved by the United States Congress. The results are made available to the University. We subtract the “estimated family contribution” figure from the “cost of education” figure. When the cost of education is larger than the expected family contribution, financial need is demonstrated. When there is “need,” aid is awarded, usually in a combination of grant, loan, and student employment programs. Not everyone receives aid from every program. For more specific details on need-based aid, please direct questions to a member of the OSFS staff.

Federal Subsidized Stafford Loan (Undergraduate Only)

This Federal low-interest loan program is available only to undergraduate students. Undergraduates may borrow up to \$3,500 for their freshman year, up to \$4,500 for their sophomore year, and up to \$5,500 for each of their junior and senior years. Repayment of principal and interest begins six months after completion of the program or withdrawal. Until that time, the Federal government pays the interest on the loan for the student.

Federal Unsubsidized Stafford Loan

This program enables students who did not qualify for a subsidized loan to obtain loan funds regardless of income. The same terms and conditions apply as the subsidized Stafford Loan, except the borrower is responsible for interest that accrues while in school. Undergraduate borrowers can receive both subsidized and unsubsidized Stafford loans totaling up to their applicable Stafford limit if they do not qualify for the full amount of a subsidized Stafford loan. Graduate borrowers can receive only unsubsidized Stafford loans, up to a total of \$20,500/academic year dependent upon cost of attendance.

Federal Pell Grants (Undergraduate Only)

For eligible, matriculated students, Federal Pell Grants provide gift assistance up to a maximum of \$6895 per year (2022/23). Awards are determined by formulas and federal appropriations approved annually by Congress. Application can be made for the Pell Grant program by completing the Free Application for Federal Student Aid (FAFSA). A copy of the family’s federal tax forms may also be required to determine Pell Grant eligibility.

Parent Loans for Undergraduate Students-PLUS (Undergraduate Only)

Parents of dependent undergraduate students may borrow under the PLUS program. PLUS loan limits equal the student’s cost of education minus other financial aid with no aggregate limit. Repayment begins within 60 days of when the loan is disbursed, but deferment options are available.

Graduate-PLUS Loan

Graduate students may borrow under the Graduate PLUS Loan Program. PLUS loan limits equal the student’s cost of education minus other financial aid with no aggregate limit. Repayment begins six months after you graduate, drop below half-time enrollment, or withdraw.

Tuition and Fees

Tuition and fees are subject to change at the discretion of the Board of Trustees. Franklin Pierce University reserves the right to change any charges upon general notice to the student body. Financial clearance must be met for a student to receive transcripts or a diploma. Although someone else may pay the charges, e.g., parents, friends, a company, etc., all charges are ultimately the student's responsibility. Charges listed are in effect beginning June 1, 2022.

100% Online Undergraduate Tuition

Continuing, Returning, Reactivated: \$400 per credit
 Audit Per Course: \$400
 BSN Online N.H. and A.Z. Residents: \$250 per credit

Graduate Tuition

M.B.A., M.Ed., M.S.N.: \$665 per credit
 Audit Fee Per Course: \$400
 Doctor of Physical Therapy program (D.P.T.), NH, 2022 Cohort: \$12,700 per term
 Doctor of Physical Therapy program (D.P.T.), NH, 2021 Cohort: \$12,350 per term
 Doctor of Physical Therapy program (D.P.T.), NH, 2020 Cohort: \$12,050 per term
 Doctor of Physical Therapy program (D.P.T.), AZ, 2022 Cohort: \$12,773 per term
 Doctor of Physical Therapy program (D.P.T.), AZ, 2021 Cohort: \$13,207 per term
 Doctor of Physical Therapy program (D.P.T.), AZ, 2020 Cohort: \$12,050 per term
 Master of Physician Assistant Studies program (M.P.A.S.) NH, cohort: \$12,412 per term
 Master of Physician Assistant Studies program (M.P.A.S.) AZ, Cohort: \$12,412 per term
 Master's Program of Entry in Nursing (M.E.P.N.): \$12,050 per term
 Per credit D.P.T., NH, 2022 Cohort: \$1,270 per term
 Per credit D.P.T., NH, 2021 Cohort: \$1,235 per term
 Per credit D.P.T., NH, 2020 Cohort: \$1,205 per term
 Per credit D.P.T., AZ, 2022 Cohort: 1,277 per term
 Per credit D.P.T., AZ, 2021 Cohort: \$1,320 per term
 Per credit D.P.T., AZ, 2020 Cohort: \$1,205 per term
 Per credit M.P.A.S., NH and AZ Cohort: \$1,241 per term
 Per credit M.E.P.N.: \$1,205 per term
 D.P.T. Seat Deposit (non-refundable): \$500
 M.P.A.S. Seat Deposit (non-refundable): \$1000
 D.P.T. Comprehensive fee, NH, 2020-2022 Cohorts: \$170 per term
 D.P.T. Comprehensive fee, AZ, 2020-2022 Cohorts: \$331 per term
 M.P.A.S. Comprehensive Fee, NH: \$229 per term
 M.P.A.S. Comprehensive Fee, AZ: \$375 per term
 M.E.P.N. Comprehensive Fee: \$550 per term

Partnership Rate

If your employer is a Franklin Pierce partner, you may qualify for a reduced partnership rate. Rindge Day, M.E.P.N., D.P.T., and M.P.A.S. students do not qualify for this rate. . If your employer becomes a partner after your enrollment begins, you will be responsible to notify Student Financial Services and will qualify for partnership rate in the next eligible term of enrollment.

100% Online Undergraduate Partnership Rate: \$320 per credit
 BSN Online N.H. and A.Z. Resident Partnership Rate: \$200 per credit
 M.B.A., M.Ed, M.S.N Partnership Rate: \$532 per credit

General Fees

ACH/Wire Returned Fee: \$180
 Returned Check/Disputed Credit Card: \$180
 Graduation Fee (non-refundable): \$100
 Collection Fee for Grad and Online Only: \$175

Late Payment Fee for Grad and 100% online only: \$175

Refunds

Tuition and fees are subject to change at the discretion of the Board of Trustees. Franklin Pierce University reserves the right to change any charges upon general notice to the student body. Financial clearance must be met for a student to receive transcripts or a diploma. Although someone else may pay the charges, e.g., parents, friends, a company, etc., all charges are ultimately the student's responsibility. Charges listed are in effect beginning June 1, 2022.

General Refunds of Credit Balances

Students who receive financial aid and would like to request a refund of an applicable overpayment must submit a completed Refund Request form to the OSFS no later than two weeks prior to the end of the enrollment period provided the student is enrolled and attending class.

Students not enrolled can request a refund of their credit balance if it is the end of the loan period. All charges for a current term will be deducted prior to the release of funds. All credit balances created from Title IV aid will be returned to the lender at aid ending.

Refunds of Federal Financial Aid

Students who withdraw or are removed from enrollment prior to 61% of the term is completed will have their federal financial aid eligibility recalculated in direct proportion to the length of enrollment.

The percentage of time the student remained enrolled is the percentage of disburseable aid for that period that the student earned. A student who remains enrolled beyond the 61% point earns all aid for that period. The Return of Federal (Title IV) funds calculation is performed independently of institutional costs incurred for the period of enrollment. The date of withdrawal used to calculate the last date of attendance will be the last date of attendance as shown on the student initiated withdrawal form. Students who leave without completing an official change of status form and those who stop attending class will have their last date of attendance be the date of the last documented academically-related activity. Additional information may be obtained from OSFS.

Veteran Students Receiving Department of Defense Funding

Refund Policies for withdrawn veterans mirror the percentage of federal financial aid. Contact the OSFS for more details.

Credit of Charges for Withdrawal

The credit/refund of charges for students that withdraw from courses are as follows:

Prior to the beginning of the term: 100% credit

Classes that are dropped during the add/drop period: 100% credit

After the Add/Drop period ends:

For face-to-face, hybrid and online courses:

Within 5 business days from the end of add/drop: 60% credit

More than 5 business days from the end of add/drop: no credit

For courses that meet once a month:

Classes withdrawn from end of add/drop until first class: 60% credit

After the first class: no credit

Winter Term:

Prior to the beginning of the term: 100% credit

After close of add/drop: no credit

Credit of Charges for Withdrawal in Tuition for D.P.T., M.P.A.S., and M.E.P.N. Students

Period of Withdrawal

Within 14 days of the first date of term: 100% credit

From 15-21 days of the first date of term: 60% credit

From 22-28 days of the first date of term: 40% credit

From 29-35 days of the first date of the term: 20% credit

After 35 days of the first date of the term: **No Refund**

Notice of Part-Time Enrollment for D.P.T., M.P.A.S., and M.E.P.N. Students Policy

The Notice of Part-Time Enrollment for Graduate Students Policy describes the University's requirement for notification that must occur in the event a student enrolling in an FPU graduate program (e.g., Master of Physician Assistant Studies (MPAS), Doctor of Physical Therapy (DPT), or Nursing (MEPN)) is permitted to enroll at less than full-time status. The MPAS, DPT and MEPN programs are full time, cohort-based programs and have full time charges associated with them. In rare cases, exceptions may be made to full time enrollment status.

Students in these programs who have requested permission to enroll at less than full time status must have approval from the Dean of the College of Health & Natural Sciences via the following process:

- The student must meet with the applicable Program Director and complete the Notice of Part Time Enrollment Form, which details the student's enrollment variance.
- The Program Director shall be responsible for obtaining the signatures of the Dean and Student Financial Services.
- The Program Director must file the completed form with the Offices of the Dean, Student Financial Services, and Registrar at least 30 days prior to the start of the term of enrollment.
- Failure to notify the Student Financial Services Office 30 days prior to the start of the term of enrollment will result in the student being billed at the per term rate.

Please note: Part-time status and audited courses have financial aid implications. For more information on Financial Aid policies for graduate programs, please refer to the Academic Catalog or contact the Student Financial Services Office at osfs@franklinpierce.edu or (877) 372-7347.

D.P.T., M.P.A.S., and M.E.P.N. Returning After Withdrawal

The D.P.T., M.P.A.S., and M.E.P.N. programs are full time, cohort-based programs and have full time charges associated with them. Students in the D.P.T., M.P.A.S., or M.E.P.N. programs who have withdrawn or taken a leave of absence must seek approval from the University to return.

There are instances when the student will join a different cohort (for the cohort they originally enrolled in has progressed without them) and the student will be required to enroll and/or repeat in a class or classes that were missed due to withdrawal. Classes that are considered audits will be billed at the per course audit rate. Classes that will receive a letter grade will be billed as follows:

- The student will be permitted to be charged at the per-credit rate for the current term of enrollment for 1-6 credits of graded coursework.
- If the student is enrolled in more than 6 credits of graded coursework for that term, the student will be charged the full time rate for the term.
- Graded coursework is considered non-audited courses.
- The student must provide notification to the Student Financial Services Office, in writing, of their enrollment variance. This notification must be made 30 days prior to the start of the term of enrollment.
- Failure to notify the Student Financial Services Office 30 days prior to the start of the term of enrollment will result in the student being billed at the per term rate.

Satisfactory Academic Progress (SAP)

All students are evaluated for satisfactory academic progress (SAP) at the end of each undergraduate term.

Undergraduate Online Students

Credit Hour Programs

Satisfactory academic progress is measured qualitatively, by review of the Cumulative Grade Point Average (CGPA); quantitatively (pace), by review of the rate of progress – the percentage of credits earned vs. attempted; and overall against a maximum timeframe of 150% of the program’s length, measured in attempted credits. Full-time undergraduate students must complete their program within six years (see table below for minimum completion requirements).

The academic credit for terms is earned with a passing grade. Satisfactory progress is defined as a minimum of a 2.00 CGPA and a rate of progress of at least 67%.

Year	Number of Credits that must be earned
1	20
2	40
3	60
4	80
5	100
6	120

Graduate/Doctoral Students

All students are evaluated for SAP at the end of each payment period (term).

Credit Hour Programs

SAP is measured qualitatively, by review of the Cumulative Grade Point Average (CGPA); quantitatively, by review of the rate of progress (pace) the percentage of credits earned vs. attempted; and overall against a maximum time frame of 150% of the program length, measured in attempted credits. The academic credit for term is earned with a passing grade (B - or better). Satisfactory progress is defined as a minimum of a 3.00 CGPA and a rate of progress of at least 67%. To successfully complete a program the student must achieve 100% of the program credits within 150% of the program length, as defined by attempted credits.

SAP Status Review for Online and Graduate Students

At the SAP checkpoint, a student who is not meeting the SAP requirements for the first time will be placed on a “Financial Aid Warning.”

Students on “Financial Aid Warning” who do not meet SAP requirements for the subsequent term will lose financial aid eligibility. To regain aid eligibility after this point, the student must appeal in accordance with the policy described below. Students whose appeals are granted will be placed on “Financial Aid Probation” for the next term. If students do not meet SAP after the “Financial Aid Probation” period, all federal financial aid eligibility will be lost.

Appeal Process for Online and Graduate Students

A student who loses aid eligibility due to failure to maintain satisfactory academic progress may appeal this status. To do so, the student must submit a Financial Aid Satisfactory Academic Progress Appeal form and submit it to OSFS for review.

If the appeal is granted, a student previously receiving financial aid will regain financial aid eligibility on a financial aid probation status for one term. The student must regain SAP status by the close of the financial aid probationary term.

The student’s appeal must address the following:

- The basis for the appeal – a description of the special circumstance AND
- The reason why the student failed to meet the SAP standard(s) AND
- What has changed in the student’s situation so that s/he will now be able to meet SAP standards. Appeals will be granted on a case-by-case basis.

Academic Plans

A student appealing the loss of financial aid as a result of failing to meet SAP is strongly encouraged to work with his/her academic advisor in the program of study and formulate an education plan with a Learning Contract; failure to do so could influence the decision on a student’s appeal.

Paralegal Program

For financial aid purposes students must complete all requirements of the program in 12 months.

Financial Aid—Undergraduate Day

Students who do not have a zero balance on their student account at the start of an academic semester may be given Conditional Financial Clearance. Conditional Financial Clearance is for approximately one week. Students will be notified with a notice of Administrative Withdrawal Warning indicating the timeline in which they have to gain financial clearance.

Late Payment Fee

Understanding that account balances for the fall semester are due June 1 for new/incoming students and July 1 for continuing students and December 1 for the spring semester for all students, any student account that is not financially clear may be assessed a late payment fee, through add/drop. This fee is not covered by sources of financial assistance.

Application for Need-Based Aid

There are several different types of need-based assistance available. “Need-based” means that before aid is awarded, the student and family must demonstrate financial need by providing information to Federal Student Aid programs using the Free Application for Federal Student Aid (FAFSA). The Franklin Pierce University Federal School Code number for the FAFSA is 002575. Through the FAFSA, information regarding family size, income, and assets is evaluated using the federal needs analysis formula, approved by the United States Congress. The results are made available to the University. We subtract the “estimated family contribution” figure from the “cost of education” figure. When the cost of education is larger than the expected family contribution, financial need is demonstrated. When there is “need,” aid is awarded, usually in a combination of grant, loan, and student employment programs.

Not everyone receives aid from every program. For more specific details on need-based aid, please direct questions to a member of the OSFS staff.

Franklin Pierce Grant

This award is made from University resources to individuals who would have difficulty meeting their educational expenses without grant assistance, and who have demonstrated financial need. Amounts vary depending on need and availability of funds. Students must maintain Satisfactory Academic Progress, and full-time enrollment (12 credits minimum per semester) to receive Franklin Pierce Grant funds.

Federal Pell Grant

Federal Pell Grants provide grant assistance up to a maximum of \$6895 per year (2022/2023) and are determined by formulas and federal appropriations approved annually by Congress. The application for the Federal Pell Grant is the FAFSA.

SEOG—Supplemental Educational Opportunity Grant

This is a federal grant awarded to students with exceptional demonstrated financial need. Amounts generally range from \$500 to \$2,000 per year. SEOG funds are extremely limited.

Federal Work Study

Federal Work Study (FWS) is awarded to many students who demonstrate financial need. As part of a financial aid package, a student may be awarded a specific dollar amount in FWS. Amount is the maximum that may be earned in FWS for the academic year.

The average student employment award is \$1,500 per year, which enables a student to work approximately ten hours each week that classes are in session. Unlike scholarships, grants, and loans, which are credited directly to the student's account, student employment is not. Upon arriving on campus, a student with a FWS award begins looking for a job by consulting the on-line jobs listing, or applying directly to the on-campus employer. Hourly wage is based on position and length of employment. Students are paid every two weeks by direct deposit into the student's bank account.

There are a limited number of jobs available on campus to students who have not been awarded FWS as part of a financial aid award. Preference in hiring, however, is given to students with FWS awards. Interested students should check with Human Resources staff for details. A Work Study award indicates eligibility to apply for a campus job, but is not in itself a guarantee of employment.

State Grants

Students may be considered eligible for grant assistance from the state of permanent residence. Students should complete the FAFSA form to determine eligibility.

International Student Scholarships

A limited number of scholarships are available to international students. The maximum is \$20,000 per year.

Federal Stafford Student Loan — Subsidized and Unsubsidized

Repayment of principle and interest on Subsidized Stafford Loans begins six months after graduation, withdrawal, or less than half-time status. Students must file the FAFSA to be considered for this loan.

Students who are eligible for the Unsubsidized Stafford Loan (if the student is eligible this will appear on the award notification) will have slightly different terms: interest accrues during the life of the loan and is added to principal during the time the student is enrolled in school.

Students may have up to 25 years to repay Federal Stafford Loans. Deferment provisions are available. Maximum amounts that may be borrowed are: \$5,500 freshman, \$6,500 sophomore, \$7,500 each in the junior and senior years. Half of the loan will be disbursed each semester.

Stafford Loans will be processed using a serialized Master Promissory Note (MPN), which can be completed online at studentaid.gov.

Federal PLUS - Parent Loans for Undergraduate Students

This Federal loan is available to parents of dependent students. The maximum amount that may be borrowed is the total cost of education minus other financial aid awarded. To receive the loan, the parent borrower must pass a credit check.

If a parent is denied the PLUS Loan on the basis of credit, they have the option to obtain a cosigner, or the student may borrow additional funds through the Unsubsidized Stafford Loan (up to \$4,000 per year for freshman and sophomore status and \$5,000 per year for junior and senior status). The loan is generally disbursed in two installments, one per semester. Repayment of a PLUS Loan may be deferred until after a student graduates. Franklin Pierce requires all PLUS loan applicants to have a FAFSA on file.

Merit-based Sources of Financial Assistance

At the time a student is considered for admission to the University, the Admissions Office evaluates each application for merit-based Franklin Pierce Scholarships. These scholarships are communicated to the student at the time of admission.

The OSFS also receives notification of such awards and builds a financial aid package around merit-based funds, assuming that the student has applied for financial assistance. All students must maintain full-time enrollment (12 credits minimum per semester) in order to receive merit-based funds. Students may only receive funding from one merit-based award fund.

The following scholarships are for incoming freshman for the Fall 2022 term:

1. Presidential Scholarship

\$33,000 per year is awarded on the basis of high academic achievement. Franklin Pierce CGPA of 3.0 required to retain.

2. Provost's Scholarship

\$32,000 per year is awarded on the basis of high academic achievement. Franklin Pierce CGPA of 2.8 required to retain.

3. Trustee Scholarship

\$31,000 per year is awarded on the basis of academic achievement.

4. Dean's Scholarship

\$30,000 per year is awarded to students who show academic ability.

5. Success Grant

\$29,000 per year is awarded to students who show promise of success at Franklin Pierce.

6. Incentive Grant

\$22,000 per year is awarded to students who show promise of success at Franklin Pierce.

7. Franklin Pierce Grant

Each year, grants ranging from \$500 to \$10,000 are awarded to students who demonstrate financial need.

8. Franklin Pierce Athletic Scholarship

As an NCAA Division II institution, Franklin Pierce offers athletic scholarships for several sports.

9. International Scholarships

International students are eligible for \$20,000 per year at the time of admission.

Franklin Pierce Athletic Scholarships

As an NCAA Division II institution, Franklin Pierce University awards funds to eligible student athletes. These funds are awarded by the Athletics Department and communicated to the OSFS. Athletic awards are calculated into the student's overall financial aid package, not to exceed direct costs. Student athletes are expected to live on campus as resident students. Any full scholarship student athlete wishing to move off campus and/or off the meal plan, must petition to do so with the Director of Residential Life. The student athlete must demonstrate that they would have a financial or medical hardship living on campus, and that moving off campus would alleviate the hardship. If the request to move off campus is approved, scholarship support will be adjusted accordingly to meet direct charges only.

Other Sources of Financial Assistance

Alternative Loan Programs

Franklin Pierce University has information on several privately financed alternative loan programs. Contact the OSFS for additional information.

Veterans Administration

All eligible veterans attending Franklin Pierce University should contact the Registrar's Office regarding eligibility for Veterans Administration or other benefits.

Veteran's Benefit Policy

For students that are determined to be eligible for any type of Veteran's Educational Benefits and/or entitlements, all sources of Franklin Pierce University funding will be prorated, and possibly eliminated, depending upon the amount the student is deemed eligible for in assistance from the VA. Refunds of financial assistance will only be for eligible Federal Pell Grant recipients.

Private Scholarships

Students should attempt to locate scholarships for which they are eligible. Sources of information are high school guidance offices, charitable organizations, service organizations, employee credit unions, etc. Students who receive private scholarships are required to notify the Office of Student Financial Services. Private scholarships are used to cover any unmet need and then to reduce loans and work-study.

Tuition Exchange Programs

Students attending Franklin Pierce University on a tuition exchange scholarship through one of the three programs in which the University participates (Tuition Exchange Program; N.H. College and University Tuition Scholarship Program; and Council of Independent Colleges' Tuition Exchange Program) can use these scholarships for tuition-related expenses. These scholarships are not applicable to special programs conducted abroad or other off-campus programs. Tuition Exchange cannot be used as an additional Franklin Pierce source of financial aid. All tuition Exchange recipients are charged an administrative fee of \$1050 per term.

Tuition and Fees

Tuition and fees are subject to change at the discretion of the Board of Trustees. Franklin Pierce University reserves the right to change any charges upon general notice to the student body. Financial clearance must be met for a student to receive transcripts or a diploma. Although someone else may pay the charges, e.g., parents, friends, a company, etc., all charges are ultimately the student's responsibility.

Charges listed are in effect beginning June 1, 2022

Full-time Rindge Campus Tuition (year): \$39,055

Full-time Rindge Campus Tuition (semester): \$19,528

Standard Double Room (year): \$8,900

Standard Board (year): \$6,400

Summer Session 1 online/on campus 2022: \$400 per credit

Summer Session 2 online/on campus 2022: \$400 per credit

Deposits

Acceptance Deposit \$400

This deposit is required of all new and readmitted students at the time of their acceptance and is an indication of a student's intention to enroll the next semester. The deposit is credited against the semester charges.

Annual Administrative Fee \$4100

All students living on the Rindge Campus, regardless of enrollment status, must pay the Administrative fee. All non-resident, Rindge students registered for 9 or more credits must pay the Administrative fee, including Rindge students enrolled in 100% online classes that exceed 8 credits in a term.

Contingency Deposit \$100

All incoming student accounts are assessed a \$100 contingency deposit. This required deposit will be used to cover all or a portion of any unpaid charges at the time the student leaves Franklin Pierce. Credit balances will be refunded at the time the student graduates or withdraws, after account exit processing is completed. All students enrolled in undergraduate programs at the main campus are subject to both the institutional and contingency fees.

Fees for Private Instruction in Music

Some music courses require private music instruction. Private music instruction costs \$275 per course regardless of your major or minor status. Students with questions about fees or process should consult with their music department advisor.

Books and Supplies

The cost of books and supplies is approximately \$1,200 per year, depending on the courses selected, and is not included in the Fees listed. Funds may be applied to the RavenCard through the OSFS to be used at the University Bookstore.

Audits and Overloads

Rindge students who audit in excess of 17 credits (full-time) will be charged the audit rate per credit for each credit of enrollment above 17 full-time credit hours.

Changes to Room and Meal Plans

All freshman residential students are required to be on a meal plan for the entire year. Upper-class students living in traditional halls (New Hampshire, Mt. Washington, Edgewood, Cheshire, and Monadnock) must be on a meal plan in accordance with their class level options. Students living in Special Living Options areas (Granite, Sawmills, Lakeview, Northwoods and Mountainview) can choose if they wish to participate in a meal plan. Meal plan options can be viewed on the Franklin Pierce website. Requests for changes in the meal plan must be filed in either Residential Life (for a meal plan decrease) or the OSFS (for a meal plan increase) by the end of the add-drop period of registration. Any resulting owed balance from a meal plan change will be due immediately if made after the semester due date.

All meal plan changes are subject to proration based upon use. Requested changes to housing must be filed in Residential Life. Any students who are approved to change their residence prior to add/drop may be charged for the new housing without proration. Any

changes approved after add/drop may also result in a billing adjustment/proration in the current semester. Students that are removed from residence for student conduct reasons are not eligible to receive a proration or refund of room and meal plans.

Changes to Online Enrollment

Students who are admitted to study on the Rindge campus and who opt to enroll 100% online in any of the academic year undergraduate or graduate terms (non-semester) must follow the defined process that includes meeting with a representative from the Student Financial Services Office.

Students must be made aware that by enrolling 100% online in any of the undergraduate or graduate terms, s/he is forfeiting all Franklin Pierce University funding and will be considered eligible for Title IV financial aid only. Billing adjustments will be applied in accordance with the program.

Fines and Damages

Students are subject to fines or billings for such items as damages, parking violations, library fees, and other violations. Additional information is available in the [Student Handbook](#).

Other Charges/Fees

The following table outlines other charges students may incur. Detailed explanation of such charges can be obtained by speaking with a member of the OSFS staff.

Credit hour charge (per credit for 1-11 credit hours or 18+ credit hours): \$1,302
ACH/Wire Returned Fee: \$180
Auditing Fee (non-credit/per credit hour): \$350
Credit Hour Charge or Auditing Fee (high school student, Senior citizen (60+) or alumni): \$350
Graduation Fee: \$100
Returned Check Fee: \$180
Student ID Card Replacement Fee: \$50
Replace P.O. Key: \$20
Replace P.O. Lock: \$45
Study Abroad Fee: \$2,500
UG Day Late Payment Fee: \$300
Tuition Exchange Fee: \$1,050
Private Music Instruction Fee: \$275

Withdrawals and Refunds

Withdrawals for Regular Semesters

A student may withdraw from the University in accordance with the withdrawal policy stated in this academic catalogue. Tuition and on-campus room and board are the only charges eligible for a credit in the event of a withdrawal from the University.

The effective date on a withdrawal form is the date upon which credits of tuition and on-campus room and board charges will be determined, in accordance with the period of withdrawal schedule below. A withdrawal during the 100% refund period will be subject to a daily rate charge for room/board calculated from the first day of class, as applicable. A student who leaves the University without completing the withdrawal form or who is suspended or dismissed from the University, may not be entitled to a refund of charges. This includes any student who is removed from the University as the result of a judicial matter or permanent expulsion from the University. Federal Financial Aid recipients will have financial assistance prorated according to the schedule referred to Refunds for recipients of Federal Financial Aid policy.

Period of Withdrawal & Percent of Credit

Within 14 days of the first scheduled class: 100% *

*except for room/board daily rate charges as applicable

From 15-21 days of the first scheduled class: 60%

From 22-28 days of the first scheduled class: 40%

From 29-35 days of the first scheduled class: 20%

After 35 days of the first scheduled class: No Refund

Withdrawn Students/Readmitted Students

Students who withdraw, take a leave of absence, or are administratively withdrawn from the University and who seek readmission to Franklin Pierce will lose 100% of their previously awarded Franklin Pierce sources of financial assistance.

The OSFS will evaluate the student's financial aid for need-based sources of financial assistance. Withdrawal will automatically forfeit merit-based sources of aid. Students may appeal to the Vice President; Student Financial Services.

Administrative Withdrawal

Any student who is unable to resolve the balance on his/her student account within the time frame stated in the Conditional Financial Clearance form may be administratively withdrawn from the University.

University Withdrawal and Recipients of Federal Financial Aid

Students who withdraw or are removed from enrollment before 61% of the term is completed will have their federal financial aid eligibility calculated in direct proportion to the length of their enrollment.

The percentage of time the student remained enrolled is the percentage of disburseable aid for that period that the student earned. A student who remains enrolled beyond the 61% point earns all aid for the period. Return of Federal (Title IV) funds calculation is performed independently of institutional costs incurred for the period of enrollment.

The date of withdrawal used to calculate the last date of attendance will be the effective date of withdrawal noted on the [official withdrawal form](#). Students who leave without completing an official withdrawal form or for whom an official withdrawal form is not completed will have their last date of attendance be the date of the last documented academically-related activity. The student may be entitled to a post-withdrawal disbursement of federal financial aid if the return of funds calculation indicates that the student earned more aid than was disbursed prior to withdrawal. Additional information may be obtained from the OSFS.

Student accounts with credit balances after all federal financial aid has been posted will be sent a refund check within 14 business days of the credit. Refunds are typically available in late October for the Fall semester and late February for the Spring semester. Actual dates are published by the OSFS on an annual basis.

Students with PLUS loans (Parent Loan for Undergraduate Students) will have refunds sent to the parent borrower if requested, unless the parent specifies, in writing, that the refund be released to the student. Students receiving federal financial aid do not need to complete

a Refund Request Form unless there are special circumstances (i.e.: mailing instructions; parent instructions; hold instructions), which must be communicated to the OSFS. Students not receiving federal financial aid must request in writing that credit balances be released to them. Non-PLUS loan borrowers have no jurisdiction over the student's account with the University. All activity and releasing of funds will be addressed to the student, unless otherwise specified by the student.

Veteran Students Receiving Department of Defense Funding

Refund policies for withdrawn veterans mirror the percentage of financial aid earned in the Refunds for Recipients of Federal Financial Aid section. Contact the OSFS for additional details.

Withdrawal from Summer Terms

Students who withdraw from summer enrollment prior to the end of the add/drop period of the summer term s/he is enrolled in will receive 100% refund of tuition charged.

Students who withdraw from summer enrollment after the end of the add/drop period of the summer term s/he is enrolled in will receive no refund of tuition charged.

Withdrawal from Individual Courses

No credit is applied when a student withdraws from individual courses after the end of the add/drop period.

Withdrawal Prior to Fall Registration

The \$400.00 acceptance deposit required of new and readmitted students is refundable until May 1; after that date it will be forfeited. (Acceptance deposits for any term other than the September semester are non-refundable.)

Satisfactory Academic Progress (SAP)

Undergraduate Day Program Students

All students are evaluated for satisfactory SAP at the end of each undergraduate semester.

Credit Hour Programs

Satisfactory academic progress is measured qualitatively, by review of the Cumulative Grade Point Average (CGPA); quantitatively (pace), by review of the rate of progress – the percentage of credits earned vs. attempted; and overall against a maximum time frame of 150% of the program's length, measured in attempted credits. Full-time undergraduate students must complete their program within six years (see table below for minimum completion requirements). The academic credit for semesters is earned with a passing grade (D or better). Satisfactory progress is defined as a minimum of a 2.00 CGPA and a rate of progress of at least 67%.

Year & Number of Credits that must be earned

Year 1: 20
Year 2: 40
Year 3: 60
Year 4: 80
Year 5: 100
Year 6: 120

SAP Status Review

At the SAP checkpoint, a student who is not meeting the SAP requirements for the first time will be placed on a "Financial Aid Warning." Students on "Financial Aid Warning" who do not meet SAP requirements for the subsequent term will lose financial aid eligibility.

To regain aid eligibility after this point, the student must appeal in accordance with the policy described below. Students whose appeals are granted will be placed on "Financial Aid Probation" for the next term. If students do not meet SAP after the "Financial Aid Probation" period, all federal financial aid eligibility will be lost.

Appeal Process

A student who loses aid eligibility due to failure to maintain SAP may appeal this status. To do so, the student must submit a Financial Aid SAP Appeal form and submit it to the OSFS for review. If the appeal is granted, a student previously receiving financial aid will regain financial aid eligibility on a financial aid probation status for one term. The student must regain SAP status by the close of the financial aid probationary term.

The student's appeal must address the following:

The basis for the appeal – a description of the special circumstance and

The reason why the student failed to meet the SAP standard(s) and

What has changed in the student's situation so that s/he will now be able to meet SAP standards.

Appeals will be considered on a case-by-case basis.

Academic Plans

A student appealing the loss of financial aid as a result of failing to meet SAP is strongly encouraged to work with his/her academic advisor in the program of study and formulate an education plan with a Learning Contract; failure to do so could influence the decision on a student's appeal.

Summary

The OSFS works in partnership with the student and family to pursue funding for educational expenses. Those individuals with a sincere interest in attending Franklin Pierce and having financial need will do well to spend their energies in searching for assistance both within and outside the University in order to fund their education. Students who devote their efforts in researching options available from their state, local high school, college, or civic organization will receive valuable information and potential sources of funding.

UNIVERSITY POLICIES

Academic Integrity Policy

The Academic Integrity Policy defines the University's expectations for academic honesty and our procedures for addressing academic misconduct. When we as a members of the university community maintain the highest standards of academic integrity, we ensure the value of our educational process and the credibility of a Franklin Pierce University education.

Academic integrity is built upon the values of honesty, fairness, social responsibility, and ethical behavior. These principles are at the core of a Franklin Pierce education. Academic misconduct is an action or attempted action that violates those values and creates an unfair advantage for a student; such an action strikes at the heart of the academic enterprise. The Academic Integrity Policy, [the full text of which is available here](#), defines academic misconduct and the procedures for responding to such misconduct. This includes when and how an instructor should report a violation of the Academic Integrity Policy, penalties that will be applied when a student is found responsible for academic misconduct, and the appeal process if a student wishes to contest a report or a sanction for alleged academic misconduct.

Consequences for Academic Misconduct:

1. The penalty for a student's first incident of academic misconduct will be decided by the instructor, with mandatory reporting to the University Provost.
2. After a second incident of academic misconduct, a student will be suspended for one semester or one term. The suspension begins at the start of the semester or term following the conclusion of the process resulting in the finding of academic misconduct.
3. After a third incident of academic misconduct, a student will be dismissed (permanently separated) from the university.

Email and Electronic Signatures

The University maintains email accounts for all students and therefore, does not save student's personal email accounts. The University uses the Franklin Pierce email account as an official means of communication with students. University staff, faculty and departments will communicate to students directly through Franklin Pierce email and in many instances will consider this email correspondence as the student's. Faculty may communicate to an entire class of students in the same email and may expect students to signature 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 University email regularly and respond appropriately. If students choose to forward their University email to another email provider, they are still responsible for receiving all University communications.

International Students

International students requiring an F-1 visa must demonstrate an ability to pay for one full year of tuition and living expenses at Franklin Pierce University. Students must attend Franklin Pierce as full-time students in approved programs and attend face to face classes as required by the visa regulations. Franklin Pierce defines a full-time graduate student as taking a minimum of two (2) courses per term (one course must meet face to face), for a minimum of three (3) terms per year. This equates to 18 credits per year. Undergraduates must take a minimum of 12 credits per semester (at least 9 credits must meet face to face each semester).

For more information on programs, contact the Associate Director of Admissions and International Student Counselor at (603) 899-4057 (undergraduate) and the Associate Director of Enrollment at (603) 647-3521 (graduate).

Student Records and Disclosure (FERPA)

The Family Educational Rights and Privacy Act (FERPA - 20 USC § 1232G; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the US Department of Education. FERPA gives parents/legal guardians certain rights with respect to their children's educational records. These rights transfer to the student when they reach the age of 18 or attends a postsecondary institution. Students to whom the rights have transferred are "eligible students". (Franklin Pierce University defines "attends a postsecondary institution" as the first day of classes of the student's start term; applicants who do not become students have no FERPA rights.)

Definition of Education Records, School Official and Legitimate Educational Interest

Educational records are defined as records, files, documents and other material which contains information directly related to a student. Educational records do not include personal files of faculty and staff, law enforcement records, or parent's financial records. Nothing in FERPA prohibits a University official from sharing information that is based on that official's personal knowledge or observation and that is not based on information contained in an educational record.

The University discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests.

A "**school official**" is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted as its agent to provide a service instead of using University employees or officials (such as an attorney, auditor or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official generally has a "**legitimate educational interest**" if that official needs to review an educational record in order to fulfill his or her professional responsibilities as described in their job description.

1. Right to Inspect Educational Records

- a. A student has the right to inspect and review their educational records within 45 days of the day the University receives a request for access. Requests must be made in writing and directed to the office in which the record is kept (see below: location of records).

The University will make arrangements for access and notify the student of the time and place where the records may be inspected.

2. Location of Records

- a. Franklin Pierce University collects and maintains student's information for both statistical reporting and operation of the University.

The information is retained electronically and/or on paper records kept in the following offices: Registrar, Student Success Center, Student Financial Services, Student Affairs, Health Center, University Advancement, Outreach Education Center, and Campus Safety.

3. Amending a Record

- a. Students may ask the University to amend a record they believe is inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA.

The student should write to the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it should be changed.

- b. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to appeal the decision. Appeals are directed in writing to the Vice President or Dean with jurisdiction for the area where the record is maintained. A decision will be returned within twenty business days of receipt of the appeal. The decision by the Vice President/Dean will be final. The student, however, does have the right to their own statement into the record. Grades, opinions or substantive decisions are not amendable.

4. Release of Information

- a. Students have the right to provide written consent before the University discloses personally identifiable information contained in a student's educational records, except to the extent that FERPA authorizes disclosure without consent. The student has the option to complete a Release of Student Information form to grant access to parents or others to their academic and/or financial

data. Release of Student Information forms must be returned to the Office of the Registrar. Release forms expire upon departure from the University.

b. The following exceptions exist under which the University is permitted (but not required) to disclose personally identifiable information from educational records without prior consent:

1. Disclosure to school officials with legitimate educational interests
2. Directory information (as outlined below, in next section)
3. To another school in which a student seeks or intends to enroll or is enrolled
4. To Federal, State, and local authorities conducting an audit, evaluation or enforcement of educational programs
5. In connection with Financial Aid
6. To organizations conducting research on behalf of the University
7. To accrediting organizations
8. To parents of a dependent student
9. To comply with a judicial order or subpoena
10. In health or safety emergency
11. Results of a disciplinary hearing to an alleged victim (or next of kin) of a crime of violence
12. Disclosure to parent of student under 21 if the University determines that the student has committed a violation of drug or alcohol policies or rules.

5. Directory information

a. Directory information includes the following: The student's full legal name, **preferred first name**, campus/home address, telephone number, major field of study, dates of attendance, enrollment status (i.e., class, undergraduate or graduate, full or part-time), degrees, honors, and awards received (i.e., Dean's List), the most recent prior educational institution attended, participation in officially recognized activities and sports, and the weight and height of members of athletic teams. *Any student who does not want such information released, may write to the Office of the Registrar requesting a directory block on their record. Students must submit this notice by the end of the add/drop period for which they are registered. This notice remains in effect until revoked by the student.*

6. Complaints

a. A student has the right to file a complaint with the U.S. Department of Education concerning alleged failures to comply with requirements of FERPA. The address is:

1. Family Policy Compliance Office
2. U.S. Department of Education
3. 400 Maryland Avenue, SW
4. 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.

Communications with Students

Written communications from the University are sent directly to the students, unless otherwise stipulated (i.e. code of conduct). Students account statements are available on CampusWeb. Student grades are obtained on CampusWeb after the grading period has closed. Every student is assigned a mailbox, email, and voice mail (upon request) and is required to check them frequently.

Information Requested

The University gathers information in a variety of areas. Explanation of some of these may be helpful. Citizenship must be indicated as we are bound by federal law to provide information certification for citizenship for citizens of the United States and foreign counties.

Dependent/Independent status is determined by whether or not a student's parents have claimed them as dependent on their federal tax return in compliance with Internal Revenue Service regulations. This is a provision of FERPA and the University will consider all students dependent unless otherwise documented.

Veterans or dependents of veterans eligible for the various programs of educational assistance must indicate their status and submit certain documents to the Office of the Registrar. It is most important that this process be completed promptly as no benefits can be certified until documentation is complete.

University Advancement gathers information and maintains a file on student's parents for contact with them for important events such as Family Day and distribution of various University publications, including Parents Newsletter and Pierce Magazine. In addition, this file is used to enlist parent's support in a number of University activities.

Photographs are taken at university programs and activities, and may be used at the University's discretion in publications.

Preferred Name Policy

The University recognizes that some community members wish to use a first name other than a legal first name to identify themselves. The University refers to this as a preferred first name. As long as the use of this different first name is appropriate and not for the purpose of misrepresentation or an attempt to avoid a legal obligation, the University will display a preferred first name in place of your legal first name in many, but not all, internal systems and reports. Franklin Pierce University reserves the right to remove any preferred first name that is deemed inappropriate. The complete Preferred Name Policy is found [here](#).

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 their contact and biographical information is accurate. The student should inform the Office of the Registrar of any changes as soon as possible.

Student Code of Conduct

Franklin Pierce recognizes that enrolled students assume an obligation to conduct themselves in a manner compatible with an educational institution. Students are expected to live their lives as both responsible individuals and contributing members of an academic community.

The responsibilities of students as citizens of both the campus community and society-at-large are stated in the Student Code of Conduct. Students are expected to be fully familiar with the Student Code of Conduct and will be held accountable for their actions as members of the University community.

The main campus Student Conduct System, clearly detailed in the Student Code of Conduct, was established to provide the administrative means for maintenance of order and protection of persons and property. Administrative authority for the campus conduct system resides with the Vice President for Student Affairs.

Responsibility for the various levels of the judicial system is delegated by the Vice President for Student Affairs to specified members of the community in such a way as to ensure a fair and equitable conduct process. The Code of Conduct is available [here](#).

Student Handbook

The formal policies and regulations related to student affairs are published in the Student Handbook. These publications serve as the guide to campus services and detail all facets of campus life. The Student Handbook is available [here](#).

Transcripts

Franklin Pierce University has contracted with the National Student Clearinghouse to provide online ordering, payment and processing of official transcripts. An official transcript is one bearing the seal of the University and the signature of the Registrar. Official transcripts are often mailed directly to institutions or persons considering the applicant for admission or employment. However, the National Student Clearinghouse offers electronic PDF transcripts as an option for students who were in attendance after 1995. PDF transcripts provided by the Clearinghouse are considered official, but it is up to the receiver to determine whether or not to accept a PDF transcript as official. Each request for an official transcript must be accompanied by a signed request from the student. For more information or to order an official transcript, please visit our [website](#). An unofficial transcript is on plain paper without the University seal. Active students have access to unofficial transcripts via CampusWeb.

Note: Official transcripts will not be released for students who are not financially clear.

University-wide Grievance and Appeal Procedure Related to Section 504 and A.D.A.

It is the policy of Franklin Pierce University to comply with Section 504 Regulations of The Rehabilitation Act of 1973, The Americans with Disabilities Act of 1990, and other applicable state regulations. Accordingly, any member of the University community who believes that there has been a violation of the regulations is encouraged to discuss the matter with the Section 504/A.D.A. Compliance Officer, or other persons identified by the Compliance Officer, in order to resolve the matter in a prompt and equitable manner.

If such discussions do not resolve the matter, the individual may then initiate a grievance by taking the steps outlined below:

- It is the intention of this policy to address and remedy complaints at the lowest administrative level possible. However, as this policy outlines, grievances can be pursued up to a Presidential committee. As such, community members who feel as though they have been discriminated against on the basis of disability should consider that their grievance is being made to the President of the University.
- In the case of a grievance, the individual should discuss their objection with the person responsible for the office or department where the objection was originally raised. The 504/A.D.A. Compliance Officer can be of assistance in referring the individual to the appropriate person and office. The address and telephone number for the Section 504/A.D.A. Compliance Officer is listed below, under step 4.
- If not satisfied, the individual should discuss the objection with the Senior staff member under whose jurisdiction the department falls. The Section 504/A.D.A. Compliance Officer can help the individual in identifying who the Senior staff member is.
- If the grievance is not satisfactorily resolved, the individual should write a letter appealing the grievance, requesting a formal hearing with the President's Advisory Committee on the Needs of Persons with Disabilities. The request must be filed with the Section 504/A.D.A. Compliance Officer in the Student Affairs Office, New Hampshire Hall (Telephone: (603) 899-4162).
- Upon receipt of the written request for a formal hearing, the Ad Hoc Committee of the President's Advisory Committee will hold a hearing within three (3) calendar weeks. The chair of the Committee will hear the grievance with two other members of the full Committee. The two other members shall be selected by the chair. The Senior staff member under whose jurisdiction the matter falls will be invited to the hearing.

The Ad Hoc Committee must allow a full and fair opportunity for the presentation of evidence relevant to the reason(s) for the hearing request, by any party, as deemed appropriate by the Ad Hoc Committee. The Ad Hoc Committee must render a decision in writing to the grieving individual, as well as personnel affected by the decision, within one week of the conclusion of the hearing.

Notice of Nondiscrimination

Franklin Pierce University, in recognition of its obligation under Title VII of the Civil Rights Act of 1964, as amended, Title VI of the Civil Rights Act of 1984, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disability Act (ADA), and the Age Discrimination Act (ADEA), has established the following policy on non-discrimination: Franklin Pierce University does not discriminate on the basis of sex (including sexual harassment and sexual violence in accordance with Title

IX requires that the University not discriminate in this manner), race, color, religion, age, disability, national or ethnic origin, sexual orientation, marital status or other legally protected classification in hiring, promotion and terms and conditions of employment and/or administration of educational policies, admissions policies, scholarship or loan programs, athletic and other University administered programs and activities.

Pursuant to Title IX, the following persons have been designated Compliance Coordinators to handle all inquiries regarding non-discrimination policies (including section 540/ADA):

Gwen Goodman
Interim Chief Human Resources Officer
(603) 899-1076
goodmangd@franklinperce.edu

Andrew Pollom
Coordinator of Compliance for Student Matters
Dean of Student Affairs
(603) 899-4162
polloma@franklinperce.edu

In addition, for inquiries regarding the application of non-discrimination policies, people may also wish to contact:

United States Equal Employment Opportunity Commission
JFK Federal Building
475 Government Center
Boston, MA 02203
Tel: (800) 669-4000 / (617) 565-3200
Fax: (617) 565-3196
TTY: (800) 669-6820
ASL Video Phone: (844) 234-5122

Veterans and Military Personnel

In accordance with 38 USC 3679(e) Franklin Pierce University will not impose any penalty, including the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under Chapter 31 or 33.

In cooperation with the US Department of Veterans Affairs and the US Department of Defense, Franklin Pierce University participates in numerous Veterans' benefits programs. Students who are eligible for Veterans benefits as determined by the Veterans Administration must contact the Office of Student Financial Services (OSFS) at the time of application.

Applications for Veterans' benefits may be obtained directly from the Veterans' Administration. A copy of your Certificate of Eligibility (COE) is required for verification and certification. Once you receive your Submit Certificate of Eligibility (COE) or 28-1905 (CH 31), submit a copy to OSFS.

Once you have enrolled in classes, you will need to complete Veteran Dependent Enrollment Certification Request, so that your certification can be processed by the Office of the Registrar. More information can be found at: <http://eraven.franklinperce.edu/s/dept/registrar/index.htm#vet-military>.

Your military experience may be applied to college credit ultimately reducing the amount of time it may take you to complete your undergraduate degree.

Please arrange for your military transcripts to be sent to Office of Admissions. If you have college courses from any other regionally accredited institution, request an official transcript to be sent to the Office of Admissions for evaluation.

To assist you in navigating your way through the processes noted above and beyond, please refer to the Resources/Support website.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Website.

ACADEMIC SERVICES

THE LLOYD & HELEN AMENT ASTMANN CAREER CENTER

The Lloyd & Helen Ament Astmann '69 Career Center is dedicated to strengthening the transition from academics to gainful employment and fulfilling careers. We help prepare our students and alumni through personalized career advising, career decision-making and innovative job search strategies. Our support services include individual counseling, personalized coaching, career development workshops, data-driven career assessments, current job and internship listings, virtual and on-campus recruiting, and graduate school and alumni resources.

Utilizing the Raven P.A.A.C.T. Mentorship platform, students and alumni can connect creating a Raven network of professionals and lifelong business relationships. Pierce Portfolio, powered by Handshake, hosts our online job and internship platform providing a variety of materials to help students research career options and identify potential employers and job opportunities. Lastly, our FPU Career Closet insures that every student has access to smart business attire and accessories – absolutely FREE!

As a vital part of the Advancement Division, the Student Career Education department works closely with faculty and staff from all areas of the University to help students reach their full potential. The office supports students in identifying and choosing careers and developing the skills necessary to succeed in a competitive job market. Assistance is available for writing résumés and cover letters, applying to graduate school, job searching, interviewing and making the transition to the world of work. All students have access to services via phone, email and online.

For further information regarding the Career Education office, or to schedule an appointment with one of our career counselors, please call (603) 899-1070 or email careercenter@franklinpierce.edu.

Student Success Center

The Student Success Center is located in the DiPietro Library on the main Rindge Campus. With a staff of dedicated professionals, the SSC team encourages students to become active learners in their college education. Students may choose from a variety of services offered every semester, free of additional charge. These services include peer tutoring and mentoring, individual meetings with staff members, scheduled study times, and specialized workshops – all designed to assist students in their development and academic success.

Academic Accommodations for Students with Disabilities or Neurodiversities

Academic accommodations are available for students with documented disabilities. Disabilities can include learning differences, autism, mental health diagnoses, various medical conditions, ADHD, neurodiverse conditions and/or physical impairments. Temporary accommodations are also available, with appropriate documentation. The Coordinator of Student Accessibility Services is responsible for determining eligibility for reasonable accommodations to meet the needs of students with such conditions.

Accommodations provided are based on both formal documentation and student interviews and follow the guidelines set forth by the Americans with Disabilities Act as Amended and Section 504 of the Rehabilitation Act. Documentation requirements vary depending upon the condition. Please contact studentaccessibility@franklinpierce.edu for more information. Grievances not satisfied by contact with the Coordinator of Student Accessibility Services should be handled by the Dean of Student Affairs, Andrew Pollom at polloma@franklinpierce.edu, or (603) 899-4162, who serves as the compliance officer for all student matters related to the ADA/504, Clery Act, and Title IX.

Wensberg Writing Center

The Wensberg Writing Center (WWC) is a resource for all students, faculty, and staff of Franklin Pierce University, providing in-person and remote consultation on composing texts in multiple modes and disciplinary conventions. The WWC is staffed by trained, experienced

peer writing partners available to support clients of all abilities from any course at any stage in the process, from understanding instructions for a written or oral communication projects, to producing a final draft. Open afternoons and evenings in the Fitzwater Tower, the WWC also provides peer partners for in-class workshops from across the curriculum. Visit our [website](#), stop by, or call (603) 899-4172 for more information.

Frank S. DiPietro Library

The DiPietro Library is located on the Rindge Campus. In support of its educational mission, the Library provides a comfortable open-stack environment for study and research. Open 92 hours a week during the academic year, the Library offers a variety of services, including individual and group study rooms, printing and scanning, reference consultations, and research guidance.

To develop our students' ability to find, evaluate, and use appropriate information sources, librarians offer instruction based on nationally recognized principles of information literacy. These services are presented on site, in the classroom, and remotely via electronic recordings. Our collection of over 350,000 volumes includes books and ebooks, periodicals, DVDs, streamed videos, and other multimedia. More than seventy electronic periodical databases provide full-text access to over 75,000 electronic journal titles. Our online catalog and other resources and services are available on the library's [website](#).

All Franklin Pierce students, regardless of campus location, may borrow materials from the Library. You may also request items not owned by Franklin Pierce via interlibrary loan (ILL). Whenever possible, ILL items will be sent to you electronically.

The University is a member of the New Hampshire College and University Council (NHCUC), which extends borrowing privileges to Franklin Pierce students at other member institutions. This privilege is generally limited to the use of materials on site, and the loan of materials from the library's circulating collections.

Honors Program

The Honors program provides a challenging intellectual community and engaging co-curricular programming to participants. The program offers honors sections of core courses, occasional honors electives, and honors options in major courses designed to appeal to the more academically committed student.

Honors Program students have access to many benefits, including:

- Honors-dedicated sections of the first-year seminar and composition courses, taught by select faculty who take a special interest in working with highly motivated students;
- The opportunity to work individually with faculty on specific projects that transform a normally scheduled course into an Honors experience;
- Participation in regional and national conferences sponsored by the National Collegiate Honors Council;
- Membership in the Franklin Pierce University Honors Student Council and the opportunity to serve in a leadership position on the Honors Council, along with administration, faculty and staff;
- Opportunities to live in Honors residence halls;
- Access to the Honors Lounge;
- Invitations to participate in social activities and trips sponsored by the Honors Program;
- Special recognition for completing the Honors Program at graduation and on transcripts;
- An enhanced résumé and graduate school application; and
- A deeper and broader undergraduate academic and social experience.

Honors Program students come to Franklin Pierce University seeking academic, research, and social opportunities outside the classroom to complement their programs of study. They submit papers, posters, and roundtable topic proposals to present their work at regional and national conferences where they engage with Honors Program students from across the region and the nation. In recent years, our Honors Students have presented work at conferences in Pittsburgh, PA, Providence, RI, and Boston, MA.

A select number of freshman applicants are invited to join the Honors program when they are offered admission to the University. Selection is based on high school academic performance, and evidence of potential for academic excellence at the Rindge campus. Students who have completed at least one semester at Franklin Pierce with a cumulative grade point average (GPA) of 3.40 or higher will also be invited to join the Honors program. Outstanding transfer students will be considered, and faculty members may nominate students for the Honors program.

Successful completion of the Honors program requires a cumulative grade point average of 3.40 or higher and completion of seven honors courses (21 or more credits), at least two of which are at the 300- or 400-level (6 or more credits).

No more than three Honors-designated courses may be transferred from another institution. Students are expected to maintain the required cumulative grade point average throughout their undergraduate career. Should their cumulative grade point average drop below 3.4, a student will be placed on Honors Program probation for the following semester. If their cumulative grade point average is still below 3.4 at the conclusion of the next or any subsequent semester, they will be permanently withdrawn from the Honors Program. If an Honors Program student is found guilty of any form of academic dishonesty as defined in this catalog, they are subject to permanent withdrawal from the Honors program. Students may appeal to the appropriate Dean no later than thirty days after formal notification of their withdrawal. Completion of the Honors program will be designated on the student's transcript and diploma, and students will receive a commemorative Honors Medal at graduation.

Institute for Climate Action

Global climate change poses an unprecedented, urgent challenge to the natural environment and to the quality, even the continuance, of human life.

Franklin Pierce University's Institute for Climate Action seeks to raise awareness of this challenge and promote efforts to meet it. The students, staff and faculty who comprise the Institute pursue these goals under the broad concept of sustainability, and work within three mission areas:

Education: Aid in the conceptualization and development of curriculum and instruction, together with co-curricular programming, needed to prepare students to serve as responsible citizens and leaders of their communities, and where appropriate as trained experts, meeting the challenges of climate change.

Campus Operations and Culture: Assist in the planning, coordination, and assessment of best practices for climate action and sustainability in all aspects of campus operations, and take steps to build a campus-wide community attuned to the issues of climate change and actively seeking solutions, both large and small.

Outreach: Form partnerships with organizations and educational institutions in the local region and where feasible beyond with the purposes of sharing experience and expertise, opening internship opportunities for students, and building the strong networks needed to mobilize public will behind effective climate action. The Institute for Climate Action has subsumed much of the work of the former Monadnock Institute of Nature, Place and Culture.

For further information, contact Coordinators Rhine Singleton singler@franklinpierce.edu and Fred Rogers rogersfs@franklinpierce.edu.

Marlin Fitzwater Center for Communication

To prepare students for the responsibilities of inspired leadership and service in the vibrant public discourse that is essential to the health of our nation's democracy, the Marlin Fitzwater Center for Communication has for two decades provided students with unparalleled experiential and programmatic opportunities

Since 2008, the Fitzwater Center and Franklin Pierce University Polling has partnered with regional media—most recently with The Boston Herald and NBC-10 Boston/NECN/Telemundo—to cover the road to the White House, which starts in the Granite State, home of the First-in-the-Nation Primary. Students and faculty from multiple disciplines across campus work in classes and in the field with Franklin Pierce Polling and Herald staff to cover the Iowa Caucuses, the N.H. Primary, the national political conventions, the November

vote and the Presidential Inauguration as credential media. The Fitzwater Center also is a resource to external constituencies for the study of the relationship between the presidency and the media, and of the role of that relationship in the public discourse.

Students seeking professional development opportunities to help their resumes stand out can intern or volunteer with the Fitzwater Center's award-winning productions, which keep the studio lights on and the mics hot year-round. Television production experience can be found in the Patterson Television Suite, where students work in master control with the Fitzwater Center staff as they record and edit New Hampshire Public Broadcasting's "The State We're In," a weekly public affairs show that hit its 100th episode in 2022. Students can also work as part of the production crew for two regular podcasts: "\$100 Plus Mileage," with Citizens Count, and "The Common Ground Initiative," with Anthony Payton. These opportunities and more are made possible through The Granite State News Collaborative, of which the Fitzwater Center is a founding partner.

The Pierce Media Group offers additional opportunities to apply what students learn in the classroom in real-world settings. The NATAS-award winning Ravens Sports Network livestreams every home game to the NE-10 Now Network, while the PMG's political reporting unit, PoliticsFitzU, offers coverage and analysis of public affairs. Students can also be part of the regular news show on FPTV; host talk radio or music shows on WFPC-LP 105.3 FM, the area's arts and culture station; or write for The Pierce Arrow, the campus print newspaper.

The Fitzwater Center offers a vibrant slate of programming for campus and regional communities, including national Fitzwater Forums; the Tuesday Briefings public affairs series; the Fry Lecture Series; Constitution Day observances; The Fitzwater Center Honors and The Medallion Lecture; and IndieLens Pop-Up, a national civic engagement initiative sponsored by PBS and ITV.

The 12,000-square-foot comprehensive communications facility includes the Patterson Television Suite, equipped with advanced remote technologies; a smaller high definition studio available for student use; two high definition mobile field production units; an audio production studio and editing suite; a high definition video production instructional laboratory, classroom and editing suites, all with Adobe Premier on a Macintosh platform; digital media technology for use in student's coursework; and an interactive journalism lab. For further information regarding The Marlin Fitzwater Center for Communication, contact Dr. Kristen Nevious, director, at (603) 899-1039 or email neviousk@franklinpierce.edu.

New England Center for Civic Life

The New England Center for Civic Life is an academic institute dedicated to fostering and teaching the practices of deliberative democracy. Our mission is to help students develop a more effective public voice, communicate across differences, and cultivate the commitment, knowledge, and skills for active participation in public life. Engaging in deliberative practices encourages students to become active producers of knowledge because they are put into situations that ask them to think critically, listen attentively, work collaboratively, value diversity, and publicly voice their ideas. Because explicit links are made between personal experiences and current ethical and social issues, many begin to see closer connections between their own lives and public life.

The Center works collaboratively with communities, civic groups, and institutions of higher education to develop initiatives and provide resources needed to achieve these goals.

Through participating in courses and programming supported by the Center, students will have the opportunity to:

- Learn the theory and practices associated with deliberative democracy;
- Develop effective leadership, citizenship, and collaborative problem-solving skills;
- Enhance their capacity for critical thinking and effective communication;
- Create frameworks for constructive dialogue through researching and writing discussion guides on issues they have identified as important to them;
- Convene and moderate public forums on and off campus on a range of topics;
- Participate in workshops sponsored by the Center, including the Civic Scholar program and the annual Moderator Training Institute.

For further information regarding the New England Center for Civic Life, contact Dr. Jed Donelan, NECCL Director, (603) 899-1019 or donelanj@franklinpierce.edu.

NHCUC Student Exchange

Franklin Pierce University is a member institution of the New Hampshire College and University Council (NHCUC). As a group, NHCUC members seek to provide additional services to all their students through cooperative activities. The NHCUC Student Exchange Agreement allows students to take courses at other NHCUC colleges at no extra tuition cost.

Courses count toward Franklin Pierce enrollment status and are included in GPA calculations. Because courses count as part of one's Franklin Pierce University enrollment, students must have all NHCUC registration paperwork finalized before the end of the Franklin Pierce University semester's add/ drop period. NHCUC courses will be identified as such on the Franklin Pierce University transcript. Students may take courses at both Franklin Pierce University and another institution during the same semester, if transportation is not a problem, or may spend up to two semesters in residence at another NHCUC member institution.

In either case, students continue to pay normal tuition to Franklin Pierce University. Students in residence at another institution must make their own room and board arrangements directly with the other institution. All student exchanges are on a space- available basis only. Interested students should contact the Franklin Pierce University Registrar for information. Members of the NHCUC are: Colby-Sawyer College, New London; Franklin Pierce University, Rindge; Hellenic American University, Nashua; Keene State College, Keene; New England College, Henniker; New Hampshire Institute of Art, Manchester; Plymouth State University, Plymouth; Rivier University, Nashua; St. Anselm College, Manchester; Granite State College, Manchester; Southern New Hampshire University, Manchester; and the University of New Hampshire, Durham.

Pre-Law Advising Program

Many students come to Franklin Pierce with an interest in pre-law, but are not sure how that may translate to a major program of study. The first thing students should know is that pre-law is not a major. Being 'pre-law' is a stated intention to pursue a specific type of graduate degree. Students who intend to go to law school can major in any subject area, as law schools admit students from a wide variety of majors. The American Bar Association does not recommend any specific major OR courses for those interested in law school.

Most students enter law school without a background in law at all, but instead have a good undergraduate foundation in critical reading, critical thinking, writing and public speaking– skills that can be obtained in any of our undergraduate majors.

Therefore, the most important thing to keep in mind when selecting a major is that you should choose an undergraduate major that you will enjoy, that will challenge you, yet one in which you can excel.

The American Bar Association indicates that the three most important factors for students intending to go to law school are:

- Grade Point Average
- LSAT score (an SAT exam for law school that you would take your Junior/Senior year in college)
- Letters of Recommendation

**Students seeking Pre-Law advising must contact the Pre-Law Advisor, Dr. Jed Donelan, who will provide access to Pre-Law advising handbooks and law school information. He can be reached via [email](#) or 603-899-1019.*

Study Abroad

As reflected in its mission of preparing students for active roles in a democratic society, Franklin Pierce University supports learning in settings outside of the classroom and in international programs of study. By pursuing studies in a foreign country for a year, semester or summer, students gain enriching cultural experience and a broader perspective on the world. The University recognizes the value of such study as a part of a liberal arts education. In addition to its own programs abroad, students may choose to study abroad through other providers but Franklin Pierce financial aid is not portable.

Most study abroad programs are open to students in good standing who have completed two semesters of study at Franklin Pierce University, and who meet the GPA and other requirements of each program. Students should discuss planning for a study abroad program

with their academic advisor and contact the International Studies programs office to get information on programs that are approved by the University.

Pierce on the Camino

Franklin Pierce offers a unique study abroad program that takes students on a semester-long walk on an ancient pilgrimage trail in Spain – the Camino de Santiago. The journey begins in the coastal city of San Sebastian, where for two weeks students study Spanish intensively, complete a seminar about pilgrimage and the Camino, and get to know each other, as they finish their final preparations before beginning to walk for the next two months.

Leaving home, walking and carrying a backpack, staying in hostels, country inns, and monasteries, walking with other Franklin Pierce students and a professor, students travel on foot between 8-12 miles a day.

The Camino is one of the most beautiful treks in the world; it meanders along trails and gravel paths, through small villages and major cities, and over three mountain ranges for over 500 miles across the entire section of northern Spain. It is a trail with a rich history that dates back to ancient Celtic, Roman and Medieval times and has been walked by millions of people over the centuries.

Slowing down to “human speed,” leaving behind the ordinary concerns of daily life and immersing oneself in the rituals and routines of the Camino brings rich rewards that are rare in today’s world – the intimacy of prolonged solitude, the sensuous experience of being in nature every day, the gratitude from many acts of kindness, and the joy of sustained conversation with others in your group and with people from all over the world.

The journey is an unforgettable adventure of group travel that engages students 100% in active learning and challenges them to grow on many levels—intellectually, physically, interpersonally and spiritually.

For information on specific prerequisites and deadlines, contact the International Studies program office at academicexcellence@franklinperce.edu or (603) 899-4107.

Affiliated International Program

Franklin Pierce University partners with the Council on International Educational Exchange (CIEE). This organization provides unique opportunities for students to participate in internships and study abroad while earning Franklin Pierce credits. CIEE offers students short-term programs as well as the opportunity to study within their degree program for an entire semester. Students can select programs of study from more than 40 countries and 60 cities around the world.

Washington Center for Internships and Academic Seminars

The Washington Center provides undergraduate students and recent college graduates with a comprehensive, participatory learning experience in Washington, D.C. In an effort to promote future leadership for public, private, and non-profit sectors of society, this unique program provides students with the opportunity to experience and explore various career paths while sampling the intellectual and cultural diversity of our nation’s capital. More than just a résumé- building experience, the program seeks to enhance students’ academic, civic, and professional development through academic course offerings and exposure to the ideas and insights of nationally and internationally renowned guest speakers and lecturers.

Through these programs Franklin Pierce students can earn a full semester of academic credit while they gain practical experience, discover their professional strengths and weaknesses, evaluate career paths, interact with students from across the country and around the world, and develop a broad sense of civic and professional responsibility.

Participation is limited to students who have achieved second-semester Sophomore status and who have accumulative grade point average of 2.50 or higher. Recent Franklin Pierce University interns have worked at the White House, Congress, Supreme Court, federal law enforcement agencies, private corporations, news organizations, non-profit and public interest groups, museums, visual and performing

arts institutions, embassies, and many other workplaces. For further information regarding the Washington Center, contact Dr. Frank Cohen, Political Science Department, at (603) 899-4289 or [email](#).

UNIVERSITY ACADEMIC POLICIES

Add/Drop Policy

Please check the calendar for the scheduled add/drop period for each semester or term. Courses may be added and/or dropped during this period without additional charge. Individual courses dropped during the add/drop period do not appear on the student's transcript; there is no tuition charge for such courses. Tuition charges for a term or semester are established based on one's course load at the end of the add/drop period.

A course dropped after the end of the add/drop period becomes a withdrawal; see Course Withdrawal Policy below for applicable policies. Requests to drop or add courses will not be accepted after the add/drop period.

Administrative Course Drop Policy

Students enrolled in a course will be expected to attend class during the add/drop period. If the course includes face-to-face sessions, attendance will be expected in person. If the course is conducted completely online, attendance is demonstrated by logging into the course AND completion of at one of the following: discussions, assignments, quizzes or exams. If the student is unable to attend for the semester/term, they should minimally contact University staff.

Faculty are required to provide information on non-attendees to their Dean at the end of the add/drop period. Non-attendees will be administratively dropped from non-attended courses for that semester.

Courses will be dropped after the add/drop period ends.

Administrative Withdrawal Policy - Undergraduate Online Courses

Undergraduate students in online courses may be administratively withdrawn after 14 consecutive calendar days of no course engagement. Engagement in asynchronous online courses requires the completion of at least one of the following: discussions, assignments, quizzes, or exams. Logging on to the online course does not constitute engagement. The last date of attendance (LDA) shall be the last date of engagement in the online course.

Attendance Conflict Policy

Whenever possible, University sanctioned events should be scheduled to avoid missed class time by students. If a class must be missed due to an athletic or other University sanctioned event, the student is expected to inform the instructor(s) as soon as the event is scheduled and is responsible for all information, tests, materials and assignments missed. If the student has provided the required documentation in advance, the University recommends that instructors do not penalize students academically for these sanctioned absences. Students should make all efforts to avoid other absences.

Accommodations can be made in accordance with the ADA and Section 504 of the Rehabilitation Act. Students are expected to attend all classes. A student anticipating absences should meet with the instructor to make the necessary arrangements for make-up work.

Students who attend at least one session but do not officially drop or withdraw within the established time frames will receive a grade as assigned by the instructor and are financially responsible for outstanding tuition. Online students are expected to participate via the course shell multiple times per week as stated in the course syllabus.

Auditing Courses

Students wishing to take a course for no credit may do so by indicating "Audit" on [the applicable Registration Status Change \(Add/Drop\) form](#). Auditors are students who enroll in a course for which they will not receive a letter grade or credit. Auditors will be admitted to courses only when there are spaces available and the extent of their participation will be agreed upon between the students and their instructors. (Studio art courses, music lessons, hybrid or 100% online courses may not be audited.) No audit condition of course

registration may be changed after the end of the established add/drop period. Audited courses are posted on the academic record with the grade notation of “AU” with no academic credit awarded. Audited Franklin Pierce University courses may not count as PLA credit. Audit courses are subject to fees outlined in the applicable Tuition and Fees sections of the catalog.

Catalog Year

Students are subject to graduation and curriculum requirements in the Catalog which was in effect at the time of their matriculation (typically one’s entry year). A student may be approved by their academic advisor to be governed by a future Catalog, provided they were enrolled at the time the Catalog was published.

The graduation and curriculum requirements of the Catalog are to be considered in their entirety; students may not fulfill part of their requirements from one Catalog and another part from another Catalog, nor may a student fulfill major requirements from one Catalog and minor/certificate requirements from another Catalog.

Courses Counting Toward Degree and Financial Aid

As mandated by the U.S. Department of Education policy, only courses required for a student’s degree can be used in determining enrollment status for financial aid purposes.

This means a student could have a full time course load, but because they are not taking courses that count towards their degree, they could be part time for financial aid purposes.

Course Delivery Methods

Face-to-Face: Courses taught in full classroom presence format. A web-based component may supplement classroom assignments.

Hybrid: Courses taught partially in the classroom and partially online. For example, a course could meet in the classroom once a week and complete many requirements online.

Online: Courses taught totally online.

One-to-One: Individualized course of study options include independent studies, directed studies, and internships. See One-to-One section for more information.

Course Withdrawal Policy

Students have the option of withdrawing from a course after the add/drop period ends until:

- 60% or the end of the 10th week of classes in a 15 week semester
- 60% or the end of the 7th week of classes in a 12 week term
- 60% or the end of the 5th week of classes in an 8 week term
- 60% or the end of the 4th week of classes in a 6 week term

Students are required to complete a Student Initiated Course Withdrawal form when withdrawing from a course. In order to understand the full impact of withdrawing from the course, students must communicate with and obtain signatures from the course instructor, their academic advisor(s) and Student Financial Services prior to submitting the withdrawal form to the Office of the Registrar. Athletes are required to obtain a signature from their coach and NCAA compliance officer.

A grade of W will be recorded on the student’s permanent record as a result of this action. The W will not affect the student’s grade point average. After the withdrawal period, students must receive a letter grade for the course as assigned by the course instructor. This grade will be recorded on the student’s official academic record and will be included in the student’s grade point average. Students may be withdrawn from a course at any time after add/drop if the student’s presence or absence is detrimental to the learning environment.

If this removal takes place after the withdrawal deadline, then the instructor must issue a letter grade. Students who are withdrawn by the instructor will be notified in writing and will have the opportunity to appeal. Appeal guidelines will be communicated to the student at the time of withdrawal.

When faced with an extreme non-disciplinary situation, the administration may require a student to withdraw from a course. In these rare instances, the student will receive an AW or a letter grade as per the parameters as noted above.

Note: All withdrawn courses count as attempted credits.

Grade Report

Students who are currently active have access to their grades through [CampusWeb](#).

Grading System

The following is a chart that explains the grading system:

Grade Symbols	Point Value	Quality Definition
A	4.00	Excellent
A-	3.67	
B+	3.33	Very Good
B	3.00	Satisfactory
B-	2.67	
C+	2.33	<i>(This is not satisfactory for graduate students)</i>
C	2.0	Marginal Grade. <i>(This is not satisfactory for graduate students and is considered an F)</i>
C-	1.67	Unsatisfactory but passing
D+	1.33	
D	1.00	
D-	0.67	
F	0.00	Failure
I*	See Incomplete Policy	Incomplete
IP*	Available for specific courses only	In Progress
P*	Available for specific courses only	Pass
AU*	No grade or credit	Audit
W*	Count as attempted credits	Withdrawal
AW*	Count as attempted credits	Administrative withdrawal
S	Mid-term	Satisfactory
U1	Mid-term	Unsatisfactory- Absences
U2	Mid-term	Unsatisfactory - Course Progress
U3	Mid-term	Unsatisfactory- Absences and Course Progress

U4	Mid-term	Unsatisfactory- Other
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*Denotes the grade is not used when computing the cumulative grade point average (CGPA).

Course quality points are computed by multiplying the course credit by the quality point value of the grade earned. The CGPA can be found by dividing the total number of grade points earned by the total number of credits attempted.

Graduation and Commencement

There is a distinction between applying to graduate and participating in the Commencement Ceremony. Conferral of a degree occurs only when the University Registrar finalizes the student's academic record and confirms that all graduation requirements have been met. Participating in the Commencement Ceremony is simply the act of honoring and celebrating academic achievement.

Commencement Participation Policy

In order to participate in the May Commencement ceremony, **all students** must:

1. Submit a completed Notice of Candidacy for Graduation (NoC) form to the Office of the Registrar by the deadline (Rindge Campus students: October 1; Online and Graduate students: by February 1
 - a. The Office of the Registrar must approve all submitted NoCs. Once the NoC has been approved, any changes to that changes to a student's degree could affect their final graduation date, but not their participation in Commencement. Late NoCs will be accepted, but one's ceremony eligibility will not be guaranteed.
2. Not have participated in any previous Franklin Pierce University Commencement ceremony for this degree.
3. Fall under any of the following:
 - Have already graduated between the previous summer and April prior to commencement.
 - Complete all requirements in Rindge Spring, Graduate Student Teach 4, Undergraduate Term 4 or Graduate Term 3 in order to graduate in May.
 - Be pre-registered for, or have submitted a plan with the NoC to complete all necessary courses in Undergraduate Summer 1 or 2, Graduate Term 4 or transfer in outstanding credits in order to graduate by August, and have nine or fewer credits remaining, as listed on the approved NoC.

* *Exceptions:* Undergraduate Education majors who have completed all curricular requirements other than student teaching, who will complete student teaching during the subsequent Fall semester, are eligible to participate in the May ceremony. Master of Education students who meet all other conditions of requirement 3c), above, who will be student teaching during the subsequent Graduate Student Teach Term 1 and/ or have credits totaling 12 or fewer remaining, are eligible to participate in the May ceremony.

Requirements for participation in the Commencement ceremony are not subject to appeal.

A mandatory graduation fee of \$100 is charged to all students' accounts upon acceptance of the Notice of Candidacy to Graduate. The fee includes the conferral process and shipment of your diploma, your cap and gown, and other Commencement items, regardless of attendance. Student balances must be paid in full before diplomas are issued.

Graduation Requirements

It is the student's responsibility to monitor and complete all requirements to graduate. Your advisor can help shape your academic career, but the student must ensure that all requirements are met. The University confers degrees at the conclusion of each semester/term.

A student's degree will be conferred for the term/semester in which all requirements, including submission of supporting documents, have been met. Although course work may have been completed in a prior term, the degree will be awarded only for the term for which all academic and administrative requirements have been fulfilled.

Graduation requirements include:

- complete all requirements for the degree program;

- meet the residency requirement of the degree program
- achieve minimum cumulative grade point average requirements of the degree;
- submission of all supporting documents (such as official transcripts and test results);
- filing of the Notice of Candidacy for Graduation (NoC).

All academic and administrative requirements must be met. It is the responsibility of the student to be familiar with their program-specific requirements as these may supersede the university's minimum standards. Degrees are not awarded retroactively.

Master and Doctoral Degree Requirements

Graduate degree conferral requires the student to fulfill all degree and graduation requirements and have a minimum cumulative grade point average (CGPA) of 3.00 with no more than two grades below a B- factored into the calculation of CGPA.

Bachelor's Degree Requirements:

To be eligible for a Bachelor's degree from Franklin Pierce University, students must have a minimum cumulative grade point average of 2.00, a minimum grade point average of 2.00 in each academic major, and complete 120 credits at the 100-level and above. In addition, in order to complete minor or certificate programs, students must maintain a minimum grade point average of 2.00 in those programs.

All General and Liberal Education requirements and major requirements must be satisfied. Students must declare their first major prior to declaring any minor or certificate. Minors must be declared before a student has earned 75 credits.

Bachelor's Degree residency requirements:

A minimum of 30 semester hours must be completed at Franklin Pierce University.

Within the 30 hours, 12 hours must be 300- or 400-level courses in each declared major (maximum of two majors allowed). Students must complete at least four courses towards the Minor/Certificate at Franklin Pierce University.

Associate's Degree Requirements:

Requirements for an Associate's degree are the successful completion of 60 semester hours (100-level and above) with a minimum cumulative grade point average of 2.00, a minimum grade point average of 2.00 in an academic major and satisfaction of all General and Liberal Education requirements and major requirements. Average time to completion is 3 years.

Associate's Degree residency requirements:

A minimum of minimum of 15 semester hours must be completed at Franklin Pierce University. Within the 15 hours, a minimum of 6 hours must be completed in each declared major (maximum of two majors allowed).

Undergraduate Certificate Requirements:

Requirements for the stand-alone Paralegal or Human Services certificates requires a minimum cumulative grade point average of 2.00 and the successful completion of all required courses for the certificate. Students must complete at least four courses towards the certificate at Franklin Pierce University. All other undergraduate certificates are earned in conjunction with the bachelor's degree.

Graduation Honors— Bachelor Degrees

Undergraduate students will be awarded Latin honors upon conferral of the Bachelor degree if they have completed a minimum of 60 semester hours in residence and meet the following minimum requirements:

Cum Laude: Cumulative grade point average of 3.25–3.49 at the time of degree conferral.

Magna Cum Laude: Cumulative grade point average of 3.50–3.79 at the time of degree conferral.

Summa Cum Laude: Cumulative grade point average of 3.80 or higher at the time of degree conferral.

Valedictorian: This designation is based solely on the highest grade point average attained among those students who have, or are, graduating with a Bachelor degree at a given commencement ceremony and who meet the residency requirement for graduation honors (i.e., sixty semester hours of credit earned at Franklin Pierce). In the rare case of equal GPAs, the student with the most number of credits earned at Franklin Pierce University will be the valedictorian.

For students who complete graduation requirements in Rindge Spring semester or Undergraduate Online Term 4, Latin honors listed in the program at the May Commencement ceremony will be determined by CGPA and a minimum of 60 semester hours earned at Franklin Pierce University at the end of Rindge Fall semester or Undergraduate Online Term 3. Final Latin honors for all graduates will be determined by credits and CGPA earned when the student completes all requirements, and will be recorded on the student's diploma and final transcript.

Honor Societies and Awards

<p>Special Departmental Honors</p> <p>Anthropology Award for Outstanding Senior Anthropology Award for the Exceptional Sophomore Athena Award (Philosophy) Biology Citizenship Award Biology Faculty Citation Clio Award (History Department) CIT Faculty Recognition Award Criminal Justice Award for Outstanding Senior Communication Outstanding Journalism/Media Production Senior Environmental Science Faculty Recognition Award Fine Arts Faculty Citation Graphic Communications Award</p>	<p>Graphic Communications Faculty Citation Health Science Achievement Award Health Science Service Award Communication Outstanding Media Studies Senior Mathematics Award May-Lawrence Memorial Award (College of Business) Outstanding Master's Entry to Practice Nursing Student Award Richard T. Desmond Chemistry Achievement Award Peter B. Allan Award (Humanities) Psychology Award for Outstanding Senior Psychology Award for Exceptional Sophomore Publius Award (Political Science) Stellan C. Wollmar Memorial Award (College of Business) Outstanding Master's Entry to Practice Nursing Student Award</p>
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**For more information on Special Departmental Honors, consult the appropriate Department.*

National/International Honor Society Chapter Affiliations

<p>Alpha Chi (National Honor Society) Alpha Phi Sigma (Criminal Justice) Alpha Sigma Lambda (Liberal Arts Online) Chi Alpha Sigma (Student Athletes) Delta Phi Tau (Doctor of Physical Therapy) Lambda Alpha (Anthropology) Lambda Pi Eta (Communication) Phi Alpha Theta (History)</p>	<p>Pi Lambda Theta (Education) Pi Sigma Alpha (Political Science) Psi Chi (Psychology) Sigma Beta Delta (Business) Sigma Theta Tau International (Nursing) Sigma Tau Delta (English) Sigma Zeta (Science and Mathematics)</p>
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Incomplete (I) and In Progress (IP) Grades

A grade of Incomplete (I) may be awarded when the student has been prevented from completing a course as a result of illness, family tragedy, or other extenuating circumstances, at the instructor's discretion. Completion of the course must be arranged between the instructor and the student. An Incomplete is not figured into the student's grade average at the time it is given.

The instructor will post a default* letter grade to accompany the Incomplete (IA, IB, IC, ID or IF).

For incomplete grades awarded at the end of the semester, the student will have a maximum of thirty calendar days (an earlier date may be specified by the instructor) after the start of the next semester to complete the course. The instructor has thirty-five calendar days after the start of that semester to submit the grade change form to the Office of the Registrar.

For incomplete grades awarded at the end of a term, the student will have until the end of the following term (an earlier date may be specified by the instructor) to complete the course.

The instructor has three calendar days to submit the grade change form to the Office of the Registrar. If a grade change form has not been submitted by this time, the default letter grade will replace the Incomplete.

Note: Students who receive an incomplete grade are not eligible for Dean's Honors or Dean's List for the semester/term in which the grade is received.

A grade of **In Progress (IP)** may be awarded for a limited number of predetermined courses which, by their nature, take more than one semester to complete. Completion of the course must be arranged between the instructor and the student. An IP is not figured into the student's grade average at the time it is given.

The instructor will post a default* letter grade to accompany the IP (IPA, IPB, IPC, IPD or IPF). The student will have up to the end of the next full semester/term to complete the course. If a grade change form has not been submitted by this time, the default letter grade will replace the IP.

A student who receives this grade at the end of the semester may become eligible for Dean's List honors when the coursework has been completed and the final grade is posted.

*The **default grade** reflects what the student would earn as a final grade if no more work is turned in to complete the course. The default grade will become the final grade posted only if no grade change form is submitted by the faculty by the stated deadline.

Registration

Students are eligible to attend classes and receive grades and academic credit only if they are properly registered. To be properly registered, students must be financially clear, must register for courses, and must confirm registration during the designated period. Any student who is not properly registered will be denied entrance to classes. Fulfillment of registration requirements is the individual student's responsibility, and must be done in accordance with procedures and guidelines outlined by the Registrar. Students who have not checked in by the end of the designated period will forfeit their pre-registered place in courses.

Reinstatement Policy

Students who have taken a break from Franklin Pierce University will be required to re-apply to the University. Undergraduate students will need to reapply if they take a break of more than 24 consecutive months, and graduate students will need to reapply if they take a break of more than 12 consecutive months.

Students will need to meet the requirements of the Catalog in effect at the time they notify Franklin Pierce of their intent to resume coursework toward degree completion. Notification means registering for a course at Franklin Pierce, or submission of an official transcript reflecting coursework completed at another institution.

All students resuming coursework, whether that work is completed at Franklin Pierce or at another institution, are subject to the Catalog in effect at the time of notification. This Catalog includes program curriculum for the degree as well as college administrative, academic, and financial policies.

Undergraduates who complete an Associate's degree may continue on for a Bachelor's degree and remain under the requirements of the Catalog of their Associate's degree, provided they do not have a break of more than 24 consecutive months.

Returning undergraduate students' academic standing will be determined by the stated Academic Standing policy in the catalog. Graduate students who wish to be reinstated but are not in good academic standing (CGPA below 3.00) must receive the permission of the Academic Director and the Dean or designee and must develop a satisfactory Learning Contract. Reinstated students with a cumulative grade point average less than 3.00 will be on Academic Probation at the minimum.

Residency

A student who is registered for courses is considered to be "in residence." Credits awarded through non-traditional (ACE, CLEP, PLA) or transfer credits do not apply toward meeting the residency requirement.

Student Categories

Matriculated Student: A matriculated student is one admitted to a University program, registered for degree or certificate credit, whose official transcripts have been received and verified by the Office of the Registrar and is working toward a degree/certificate.

Non-Matriculated: A non-degree, non-matriculated special student is one who is not working toward a degree/certificate. A non-degree student may become a degree/certificate candidate by applying and being accepted to a degree or certificate program through the Admissions process.

Study at Other Institutions

Once enrolled in a degree program at Franklin Pierce University, students are expected to complete all coursework in residence. Permission to take courses at other institutions and to transfer them back to the University will be granted only under extenuating circumstances. Students must file a [Request to Study at Another Institution form code of conduct](#), signed by their advisor, Dean, and submitted to the Office of the Registrar.

General and Liberal Education and the Pierce Promise

- Knowledge of Human Cultures and the Physical and Natural World
- Intellectual and Practical Skills
- Personal and Social Responsibility
- Integrative and Applied Learning

The faculty teaching general education courses focus their efforts on delivering course content while also training the students in the aligned learning outcomes. These learning outcomes are measured and assessed in terms of actual learning achieved. The Pierce Promise focuses attention on the educational process, inviting faculty to be more innovative and student-centered in their methods, and students to be more active and engaged in their academic development.

At Franklin Pierce, liberal education is understood to be the charge of the whole curriculum, with the major and minor programs working in partnership with general education to promote achievement of the GLE Learning Outcomes (LO).

General education requirements offer a breadth of encounters with the identified learning outcomes not possible in any single field, while establishing a secure academic grounding for the higher accomplishments of the disciplines, and creating a secure foundation for a rewarding professional life.

General education requirements are defined in terms of the GLE LOs. Students will successfully encounter a LO by passing the course in which it is addressed. There are several general education courses required in the first year. There are also a range of more exploratory offerings, based in academic disciplines, which are chosen on an elective basis.

Liberal Education & the Pierce Promise is literally a promise to our students: Commit yourself to your Franklin Pierce education, and you will achieve what you need to advance confidently toward your future.

General and Liberal Education (GLE)

The General and Liberal Education (GLE) experience begins with three required first-year courses. The First Year Inquiry seminar and First Year Composition are coordinated to strengthen the most essential skills needed for college success.

- **First Year Inquiry Seminar (FYI):** teaches Inquiry & Analysis, Information Literacy, and Career Exploration (for traditional students) or

- **Career Image, Planning and Management:** teaches Applied Learning and Career Exploration (for online students)
- **First Year Composition:** improves Critical Reading and Written Communication
- **Second-Year Composition:** addresses Written Communication and Oral Communication

Beyond these first-year courses, students take courses organized across five Knowledge and Understanding (K&U) areas. Within a K&U area students are required to select courses with different prefixes.

Students may meet their Natural Science K&U with the same prefix. Embedded within each GLE courses are 13 learning outcomes that Franklin Pierce students will pursue. Courses designated for general education will typically address 2-3 GLE LOs. Arts and Design courses involve Applied Learning, Creative Thinking, Oral Communication, and Problem Solving.

- Humanities courses incorporate Critical Thinking, Critical Reading, Intercultural Knowledge, and Written Communication.
- Mathematics courses include Quantitative Literacy and Problem Solving.
- Natural Science courses embrace Inquiry and Analysis, Critical Thinking, Technology Literacy, and Problem Solving.
- Social Sciences courses contain Inquiry and Analysis, Critical Thinking, Critical Reading, and Information Literacy

In addition to the 13 learning outcomes embedded in the Knowledge and Understanding areas, many courses, extracurricular activities, guest lectures, and workshops on campus offer students opportunities for:

- Career Exploration
- Civic Knowledge and Engagement
- Digital Literacy
- Ethical Reasoning
- Experiential Learning
- Financial Literacy
- Teamwork

Courses Meeting General and Liberal Education Requirements

Arts & Design (AD)

AN137 Art, Culture, and the Museum (AD, AL, CT, CV)
 COMM232 Understanding Film (OC, AL)
 COMM234 Film Genres (CV, OC)
 COMM240 Public Speaking (AL, OC)
 DS101 Introduction to Documentary Studies (AL, CV)
 FA101 Two-Dimensional Design (CV, PS)
 FA102 Introduction to Sculpture (CV, PS)
 FA180 Foundations of Art (AL, OC)
 FA183 History of Art (AL, OC)
 FA201 Drawing I (CV)
 FA204 Watercolor Painting (AL, CV)
 FA205 East Asian Brush Painting I (AL, CV)
 FA217 Introduction to Photographic Processes (CV, TL)
 FA221 Ceramics I (CV)
 FA231 Painting I (AL, CV)
 FA235 Printmaking (AL, CV)
 GC201 Graphic Design I (CV, OC)
 GC320 Book Design (CV, OC)
 MU102 Special Topics in Music (CV, OC)
 MU120 Recording Techniques (AL, CV)
 MU150 Fundamentals of Music (AL, CV)
 MU210 Women and Music (CV, OC)

MU212 Jazz History (AL, CV)
MU218 History of Electronic Music (AL, CV) MU219 Music and Film (AL, PS)
MU234 The Beatles: Voice of a Generation (CV, OC)
TH101 Introduction to Theater Arts (CV, PS)
TH131 Dance Movement I (CV, PS)
TH211 Techniques of Acting I (AL, CV)

Humanities (HM)

EN110 Many Voices: Multicultural Literature (CR, IK)
EN115 Banned Books (TL, WC)
EN117 Buddies, Bullies, and Bodies: Young Adult Literature (CR, WC)
EN215 Slavery: Literature and Legacy (CR, IK)
EN251 Us vs. Them: Introduction to Law and Literature (CT, CR) EN270 Women Writers (CT, CR)
ES108 Nature and Culture (CT, IK)
GLE200 The Twentieth Century: A Global Approach (CT, IK)
GLE203 America and 9/11 (CT, IK)
GLE205 American Soundscape (CT, IK)
GLE210 Ancient and Medieval Worlds (CT, IK)
GLE215 Rebirth to Revolution (CR, CT)
GLE220 America's Themes & Dreams (CT)
HS132 Reel History: American Stories on Film (IK)
HS200 Who's Who in American History (CR, IK)
HS201 U.S. History to the War of 1812 (CR, WC)
HS202 American History in the Age of Slavery and the Civil War (CR, WC)
HS204 U.S. History Since 1945 (CR, WC)
HS210 Sports Culture and American History (CR, WC, ER)
HS222 Ancient History (WC, IK)
HS224 Renaissance to Napoleon (WC, IK)
HS240 American Environmental History (IK, WC)
PA101 Introduction to Philosophy (CT, CR)
PA105 The Art of Thinking (CT, TW, AL)
PA209 Ethical Reasoning (CR, CT, ER)
PA210 Political Theory (CR, ER)
PO110 Political Violence (CT, WC)
PO111 Politics and Pop Culture (IK, ER)

Mathematics (MT)

MT104 Contemporary Mathematics (QL, PS)
MT130 Mathematics for K-8 Educators (QL, PS)
MT151 College Algebra (QL, PS)
MT221 Calculus I (QL, PS)
MT260 Statistics (QL, PS)
PS260 Statistics for Behavioral Science (QL, PS)

Natural Science (NS)

AN102 Human Origins (IA, CT)
BI101 Biology I (IA, CT)
BI102 Biology II (TL, PS)
BI260 Anatomy and Physiology I (CT, IA)
BI261 Anatomy and Physiology II (PS, IA)
ES103 Introduction to Ecosystem and Wildlife Conservation (IA, CT)
ES104 Introduction to Natural Resource Conservation (TL, PS)
GL101 General Geology I (IA, TL) GL102 General Geology II (CT, PS)
GL115 Global Change: The Oceans (IA, TL)
GL120 Global Change: The Atmosphere (CT, PS)
GLE112 Integrated Science I (IA, CT)
GLE113 Integrated Science II (IA, CT)

PH101 General Physics I (IA, CT)

PH102 General Physics II (TL, PS)

Social Science (SS)

AN101 Introduction to Cultural Anthropology (CT, IL, IK)

AN105 Culture Through Film (CT, IL)

AN205 Culture of Money (IA, CT)

AN226 Magic & Witchcraft (IL, IA)

AN240 Contagions, Epidemics, and the Anthropology of Public Health (CR, CT)

AN245 Living & Working Abroad (IL, CX) AN325 Medical Anthropology (IA, CT)

AN331 Violence and Aggression (CT)

COMM130 Introduction to Media Studies (CT, IL)

COMM230 Interpersonal Communication (CR, CT, TW)

COMM231 Diversity and Media (CT, IL)

COMM235 Intercultural Communication (CR, CT, IK)

CJ101 Introduction to Criminal Justice (CT, IL)

CJ203 Juvenile Justice (CT, IL)

ED105 Educational Psychology (CT)

ED112 Teaching and Learning in a Democratic Society (CR, CT)

ET101 Principles of Macroeconomics (IA, CT)

ET102 Principles of Microeconomics (IA, CT)

GLE130 Introduction to the Social Sciences (IA)

PO201 U.S. Government (CE, IA, IL)

PO205 International Relations (CT, CR)

PO206 Comparative Politics (IA, CT)

PS101 Introduction to Psychology (IA, WC)

PS270 Psychology of Terrorism (IA, CT, IL)

PUBH202 Introduction to Global Health (IL, IA)

SO101 Introduction to Sociology (IA, IL)

SO220 Families in Society (CR, IL)

SO230 Sport in Society (CT, ER)

SO240 Religion in Society (CR, IA)

GLE Learning Outcome Codes Knowledge & Understanding

Arts & Design **AD** (2 courses required)

Humanities **HM** (3 courses required)

Mathematics **MT** (1 course required)

Natural Science **NS** (2 four credit courses with lab required) Social Sciences **SS** (2 courses required)

Embedded Learning Outcomes/strong>

Applied Learning **AL**

Career Exploration **CX**

Creative Thinking **CV**

Critical Reading **CR**

Critical Thinking **CT**

Information Literacy **IL**

Inquiry & Analysis **IA**

Intercultural Knowledge **IK**

Oral Communication **OC**

Problem Solving **PS**

Quantitative Literacy **QL**

Technology Literacy **TL**

Written Communication **WC**

Additional Learning Outcomes r>In addition to the 13 learning outcomes embedded in the Knowledge and Understanding areas, many courses, extracurricular activities, guest lectures, and workshops on campus offer students opportunities for:

Career Exploration **CX**

Civic Knowledge & Engagement **CE**
Digital Literacy **DL**
Ethical Reasoning **ER**
Experiential Learning **EL**
Financial Literacy **FL**
Teamwork **TW**

Recommended GLE Curriculum Guide for Online Students

The requirements for completing the GLE curriculum is the same for online and Rindge students, the one exception being that online students take GLE103 Career Image, Planning and Management in the place of GLE101 First Year Inquiry. Many students in the online program will have some GLE requirements met by transfer credits. Students wishing to transfer credits toward their Natural Science GLE requirement are not required to match GLE-approved Natural Science courses. All Natural Science courses with a lab component will be considered. Online students should be aware of any outstanding GLE requirements and work intentionally to complete them while also completing major and other requirements for graduation.

Recommended GLE Curriculum Guide for Traditional Students

The following are some very general guidelines for completing GLE course requirements. For more specific guidance, consult the Recommended Curriculum Guides in this Catalog for major programs. These guides give more specific recommendations for how GLE courses fit in the course sequence of a major program.

First Year

First Year Inquiry Seminar (Fall Semester)

First Year Composition I (Fall Semester)

Mathematics (for students not majoring or minoring in the natural sciences)

or

Lab science I (Fall Semester) and Lab science II (Spring Semester) (for students majoring or minoring in the natural sciences)

One other K&U-based GLE course in AD, HM, or SS; two if schedule allows

Sophomore Year

Second-Year Composition (Spring Semester)

Lab science I (Fall Semester) and Lab science II (Spring Semester) (for students who did not take science in their first year)

or

Mathematics (for students who did not take math in their first year)

Two to four GLE courses in AD, HM, and/or SS K&U areas

Junior Year

One to four GLE courses in AD, HM, and/or SS K&U areas, depending on need

Senior Year

Completion of any outstanding GLE requirements

GRADUATE ACADEMIC POLICIES

Course Load and Credit/Tuition Overload

Review the academic policies for our graduate students.

The customary graduate level full-time course load is two courses per term. Requests to take more than two courses per term must be made in writing to the Academic Director for approval. For any credit overload, the student should discuss the new tuition charges with Student Financial Services. The Master in Physician Assistant Studies, the Doctor of Physical Therapy, the Master's Entry Program in Nursing, and the Accelerated/Business programs require variable course loads and do not need additional approval.

Grade Change Policy

Once a grade has been submitted to the Office of the Registrar, that grade may be changed only under very specific circumstances. Grades may not be changed for the purpose of improving academic standing. Once grades have been submitted, late or additional work cannot be used to justify a grade change, except in the circumstances described below:

- Errors in the calculation or transcription of a grade must be noted on a [Grade Change form](#) and submitted directly to the Office of the Registrar through the end of the next term after the grade was submitted.
- A faculty member wishing to change a grade for any reason other than error in calculation or transcription must submit a [Grade Change form](#), with justification in writing, to the Academic Director and the Dean or designee. The completed form is submitted to the Office of the Registrar. Grade changes arising from illness, family tragedy or miscommunication will be given due consideration.

Graduate Student Initiated Grade Appeal Process and Academic Grievance

1. The graduate student should go to the faculty member of the course to request a grade change or to present the grievance to the faculty member.
2. If the student is dissatisfied with the faculty member's decision, they may petition the Graduate Program Director to intervene no later than 30 days into the following semester/term after which the grade was submitted. The Program Director will seek a mutually acceptable resolution. The Program Director will ask the Faculty member to submit a letter explaining the grade or event that caused the petition/ grievance.
3. If the student is still dissatisfied, they may then petition the Graduate Academic Standards Committee (GASC) by completing the Graduate [Student Appeal Form](#), which will list the course, instructor, and a description of the grievance or reason for the grade appeal. The petition should be submitted to the applicable Dean who will forward it to the Chair of the GASC. This form must be submitted no later than 8 weeks into the following semester/term after which the grade was submitted or the unresolved situation occurred.
4. The Chair of GASC will contact the Program Director and ask for a one page letter explaining the situation that caused the grievance, including the Learning Contract and recommendation of the Program.
5. The student may submit additional supporting material with the above letter and petition.
6. GASC will recommend a decision to applicable Dean, who will notify the student of the final decision.

Prior Learning Assessment

Prior Learning Assessment (PLA) is designed to help students apply the knowledge they have accumulated through non-credit classroom, work-related, informal or self-study experience. It is important to recognize that credit is awarded for the acquired college-level learning and not for the experience itself. Matriculated graduate students wishing to earn PLA credit will meet with their academic advisor, who will guide the student in the development of a portfolio that articulates their experience and prior learning, which satisfy the learning outcomes for a specific graduate level course. A subject matter expert will then evaluate the portfolio and credit will be granted if approved. PLA credits are processed as transfer credits. Students must submit proposals within the first 12 months of enrollment. The maximum credits allowed for Graduate PLA is 6 credits.

Repeating Courses

Students may repeat only those graduate courses taken at Franklin Pierce University from which they have earned a grade of C+, C or F. Courses with an earned grade of C+, C or F may be repeated once; withdrawn courses may be repeated without limit*. However, since course repeats may impact financial aid eligibility, students are highly encouraged to contact the Office of Student Financial Services (OSFS) prior to repeating a course. Note: grades of C-, D+, D and D- do not apply to the graduate programs.

Students choosing to repeat a course should thoroughly review their course history, including transfer credits, with their advisor before registering. The student is ultimately responsible for the decision to repeat a course. Once a course has been repeated at Franklin Pierce University, the grade received on the repeat becomes the final grade and replaces the other grades for that course in the cumulative GPA. All final grades will appear on the student's transcript. The repeated course will be noted with an asterisk (*) and the new grade will be followed by an (R).

A student may elect to take an equivalent course, with permission, at another college and receive credit for that course, but the course grade will not alter the student's cumulative grade point average and the original grade will remain as part of their GPA.

**All withdrawn courses count as attempted credits and will not replace an earned grade.*

Repeating Courses

Graduate students are expected to complete all requirements for graduation within six years of enrolling in the graduate program.

Academic Standing

In addition to academic expectations regarding Academic Standing, recipients of all forms of financial assistance are expected to meet Satisfactory Academic Progress. Although Franklin Pierce University expects every graduate student to strive for academic excellence, at a minimum, all graduate students must achieve a term grade point average (TGPA) and a cumulative grade point average (CGPA) of 3.0 (B) or higher to remain in good academic standing. Graduate students may have no more than two grades below a B- factored into the calculation of the CGPA at the time of graduation. Only grades of C+ or lower may be repeated.

Grades or credits earned or submitted after the assignment of sanction will not change the academic sanction for that semester but will be included in the review of academic progress at the conclusion of the following semester. Students not meeting this minimum standards policy will be required to establish and sign a Learning Contract with their academic advisor. In cases where programmatic promotion policies are more stringent than these standards, the student will be bound by the programmatic policies.

A graduate student's academic record must give evidence that they have reasonable prospects of completing the degree requirements. At the close of each term, academic records will be reviewed by the Academic Director in conjunction with the Dean and if necessary, appropriate sanctions will be applied.

Warning

Warning letters are issued to students who receive course passing grades (C or greater) but:

- Earn a single grade below (B-) during the term or
- Earn a term GPA below 3.00, when taking a single course.

Probation

If a student fails to achieve a 3.00 term GPA and/or CGPA then that student is deemed to be not in good academic standing. Students on academic probation must improve their academic standing during the next term.

Students may be placed on Academic Probation if they earn a:

- Term GPA below 3.00, when taking more than one course that term or
- Second grade below B- or
- CGPA below 3.00 or

- Single grade of F in a term (grades of C-, D+, D and D- do not apply to the graduate programs)

Deferred Suspension

Students may be placed on Deferred Suspension if:

- Their CGPA is below 2.00, or
- Earn a third grade below B-, or
- Have previously been placed on Academic Probation without demonstrating satisfactory academic progress, and follow-through on their Learning Contract.

Academic Suspension

A temporary separation from the University is required when a student's academic record does not give evidence of satisfactory progress toward meeting degree requirements. Students may apply for readmission after a suspension by complying with reinstatement criteria (outlined as follows).

Students may be placed on Academic Suspension if:

- Their CGPA is below 2.00, or
- Earn a third grade below B-, or
- Have previously been placed on Deferred Suspension without demonstrating satisfactory academic progress, and follow-through on their Learning Contract.

Academic Dismissal

Academic dismissal is permanent separation from the University. The student may not apply for reinstatement or readmission to any Franklin Pierce University program. A student may be academically dismissed when that student has been academically suspended from Franklin Pierce University on two or more separate occasions.

Appeals

Students wishing to appeal an academic suspension or dismissal may do so in writing within the term following the action. The student discusses the suspension or dismissal first with the Program Director. If agreement is not reached at that level the student may appeal to the appropriate Dean to appeal the sanction or for reinstatement into the program.

The Dean will forward the appeal to the Graduate Academic Standards Committee. The GASC will consider such appeals and make recommendations to the applicable Dean, who will render final decisions.

A student remains on suspension for at least one term and until the student applies for reinstatement. The timing of the suspension may be longer based on the program requirements.

Students wishing to apply for appeal of an academic sanction or reinstatement following suspension or dismissal, prepare an appeal. The following must be prepared for this appeal:

- Graduate Student Appeal Form
- A Learning Contract prepared with the Academic Advisor that addresses the reason(s) the student desires to return to Franklin Pierce University, a reflection on why the student did not do well in the past, and the strategies the student plans to employ to bolster future academic success; develop an educational plan of study for the terms of the suspension/dismissal
- Submit the Learning Contract to the Program Director
- Meet with the Program Director to discuss the Learning Contract and the possibility of reinstatement. If there is not agreement reached at this level the student appeals to the Dean.

The Dean forwards this appeal to the Chair of the GASC who will request a letter from the Program Director regarding the situation that has led to this suspension/dismissal. The GASC makes a recommendation to the appropriate Dean.

The Dean may act on that recommendation or have a follow-up conversation with the student before making a determination. In either case, the Dean's decision is final, and the student will be notified in writing by the Dean's office. The Dean's office will also alert the following: the Academic Advisor, the Program Director, the Registrar, and Student Financial Services.

If students have an outstanding financial obligation to the University, that account will need to be brought current before the student may return to classes. Reinstatement to the University with a cumulative grade point average less than 3.00 will result in the placement of the student on Academic Probation.

Disciplinary Suspension or Dismissal

Students who are suspended or dismissed for disciplinary reasons will receive AW grades, reflecting an Administrative Withdrawal, effective on the date of suspension or dismissal. Dismissal is a permanent action. Details are noted in the Student Code of Conduct.

Leave of Absence

It is expected that students enrolled in a graduate program will work diligently to complete the requirements of the degree. The University recognizes, however, that there may be extenuating circumstances why a student does not continuously enroll in graduate coursework due to disruptions caused by life events.

If a graduate student expects to have an interruption in their course of study for greater than twelve consecutive months, they should request a formal Leave of Absence (LOA) in order to remain active in the program. Only students in good academic and financial standings are eligible to request a leave, which must be recommended by their Academic Director and approved by the applicable Dean.

An approved leave, in most cases, will not exceed one year. If the student has been absent for twelve or more consecutive months, through inactivity and/or LOA, they must meet the Catalog requirements in effect at the time of reinstatement.

Please contact your academic advisor for more information about a LOA. An approved LOA does extend the time limit to complete the graduate degree by one year.

Withdrawal from the University

It is expected that students enrolled in a graduate program will work diligently to complete the requirements of the degree. The University recognizes, however, that there may be extenuating circumstances why a student does not continuously enroll in graduate coursework due to disruptions caused by life events.

Withdrawing from the University after the add/drop period will result in a W grade on the transcript for each course in which the student is enrolled.

The W will not affect the student's grade point average. All withdrawn courses count as attempted credits. This will be the case for the first 60% of a term. Any student who withdraws from the University during the final 40% of a term will receive grades as assigned by their instructors for all courses in which they are currently enrolled. These grades will be recorded on the student's official academic record and will be included in the student's grade point average.

If a student wishes to return to the University after withdrawing, he/ she is required to apply for reinstatement through the Academic Director. Reinstatement is not automatic.

UNDERGRADUATE RINDGE ACADEMIC POLICIES

Undergraduate Rindge Academic Policies

Review the academic policies for our Undergraduates on the Rindge campus.

Class Level

Class level is determined as follows:

- Freshman: 0-25 semester credits earned.
- Sophomore: 26-55 semester credits earned.
- Junior: 56-87 semester credits earned, declaration of major, completion of GLE110 and GLE230
- Senior: 88+ semester credits earned.

Course Load and Credit/Tuition Overload

Online Undergraduates

Students may enroll in up to two courses per term. Students with a minimum cumulative grade point average of 3.25 are allowed to enroll in up to three courses in a term.

Students with a CGPA below 3.25 may enroll in three courses or more in a term only with prior approval from the Dean or designee. For any credit overload, the student should discuss the new tuition charges with Student Financial Services.

Undergraduate Rindge Students

A full-time course load consists of 12–17 credits per semester. A total of 120 credits (courses 100-level and above) is required for graduation. The maximum number of credits which may be taken for basic tuition is 17 per semester. Any credits over 17 will be subject to an additional per credit tuition charge. Students who wish to register for more than 17 credits must have a minimum cumulative grade point average of 3.25 and obtain the permission of the academic advisor. For all credit overloads, the student must submit to the Office of the Registrar a [Registration Status Change \(Add/Drop\) form](#) signed by their advisor and Student Financial Services.

Cross-Campus Registration

Traditional students who are primarily registered for a Rindge semester, will be limited to two online courses during any one semester. One may register for up to two courses in any combination for the terms as follows: Fall semester – undergraduate term 1, undergraduate term 2, graduate term 1, or graduate term 2; Spring semester – and undergraduate term 3, undergraduate term 4, or graduate term 3.

Dean's Lists

The following are the qualifications for Dean's List.

Online Undergraduate

To qualify for the Dean's Lists at the end of the undergraduate term a matriculated student must have completed a minimum of 6 graded credits of 100-level (or above) courses; received no Ds, Fs, Is, or IPs.

Dean's List: students who have a term grade point average of at least 3.50 will be named to the Dean's List.

Honors List: students who have a term grade point average of 3.85 or better will be named to the Dean's Honors List.

Undergraduate Rindge

To qualify for the Dean's Lists at the end of the fall or spring semester, a matriculated student must have completed a minimum of 12 graded credits of 100-level (or above) courses; received no Ds, Fs, Is, or IPs.

Dean's List: students who have a semester grade point average of at least 3.50 will be named to the Dean's List.

Dean's Honors List: students who have a semester grade point average of 3.85 or better will be named to the Dean's Honors List.

Double-Counted Courses

A double-counted course is one which may be used to satisfy requirements of two different programs/majors/minors/etc. In order to provide a degree of flexibility for students who wish to complete a second major and/or minor while maintaining the integrity of the academic programs, the policy for double-counting of courses is established as follows:

- A maximum of three courses may count towards both the student's General and Liberal Education core and their first major.
- Courses cannot be double-counted within a major.
- For a second major at the Baccalaureate level, a minimum of six courses must be taken beyond those that are double-counted.
- For a second minor, a minimum of three courses must be taken beyond those that are double-counted.

Grade Change Policy

Once a grade has been submitted to the Office of the Registrar, that grade may be changed only under very specific circumstances. Grades may not be changed for the purpose of improving academic standing.

Once grades have been submitted, late or additional work cannot be used to justify a grade change, except in the circumstances described below:

- Errors in the calculation or transcription of a grade must be submitted on a [Grade Change form](#) directly to the Office of the Registrar through the end of the next full semester/term after the grade was submitted.
- All other grade changes must be presented on a [Grade Change form](#) and reviewed by the Academic Standards Committee and approved by the appropriate Dean. Grade changes arising from illness, family tragedy, or miscommunication, or instructor error will be given due consideration.

Student Initiated Grade Appeal Process and Academic Grievance

1. The undergraduate student should go to the faculty member to ask for a grade change or to present the grievance to the faculty member.
2. If the student is dissatisfied with the faculty member's decision, they may petition the College Coordinator, to intervene no later than 30 days into the following semester/term after which the grade was submitted. The College Coordinator, will seek a mutually acceptable resolution. If there is no College Coordinator, move directly to step 3.
3. If the student is still dissatisfied, they may then petition the Academic Standards Committee (ASC) by completing the Student Appeal Form, which will list the course, instructor, and a description of the grievance or reason for the grade appeal. The petition should be submitted to the applicable Dean who will forward it to the Chair of the ASC.
This form must be submitted no later than 8 weeks into the following semester/term after which the grade was submitted or the unresolved situation occurred.
4. The Chair of ASC will contact the faculty member and ask for a one page letter explaining the grade or the event that caused the grievance.
5. Supporting material may be submitted with the above letter and petition.
6. ASC will recommend a decision to applicable Dean, who will notify the student of the final decision.

One-to-One Study

There are four primary types of one-on-one study available at Franklin Pierce University:

Internships

Learning through a supervised work experience for credit is an available option for qualified* upper-class students in several academic departments. A faculty sponsor ensures a rigorous academic component.

Internships often occur off campus and entail collaboration with an on-site supervisor who provides direction to the student and reports to the faculty sponsor about the student's on-site performance. Students must register for the internship course for the semester/term in which it begins.

Internships may extend beyond the period of time for which the internship is registered. Students who begin an internship may receive an IP grade and be allowed to complete the internship in the subsequent semester/term.

*Students should contact their advisor to determine whether or not they qualify to register for an internship.

Independent Study

Independent study offers an opportunity to explore an area of study not included in the University Catalog listing of approved courses.

The topic of an Independent Study should be selected and carefully designed by the student and faculty sponsor, and must meet with the approval of the College Coordinator, if the College has one, and Dean. Normally, the student will be expected to have a minimum cumulative grade point average of 3.00 and possess the appropriate background and interest to pursue the proposed area of study.

Directed Study

Only under exceptional circumstances, a course listed in the University Catalog may be offered to a student on an individual basis. In a Directed Study, the student and professor meet on a regular basis, normally once a week. The details of the Directed Study must be agreed upon by the faculty sponsor and the student. Directed Studies must be approved by the College Coordinator, if the College has one, and Dean.

Senior Research

A student may be invited to participate in an ongoing research project being conducted by a faculty sponsor. The student and faculty sponsor will establish a contract of expectations and outcomes. The student will be required to offer either a presentation or research paper at the end of their research experience.

Registering for Individual Study

Students wishing to pursue an individualized course of study must follow the steps outlined below.

1. Obtain the appropriate form from the [Office of the Registrar eRaven page](#). Some departments may have supplemental forms that need to be completed, check with your advisor.
2. Meet with the faculty member to complete the form and develop the learning objectives and means of assessment.
3. Register for the Individual Study Placeholder course, ID001.
4. Obtain all required signatures. Students pursuing internships must also obtain the signature of the on-site supervisor.
5. Ensure the form will be received by the appropriate Dean before the end of the add/drop period for the semester in which the activity occurs.

Repeating Courses

Undergraduate students may repeat only those courses taken at Franklin Pierce University from which they withdrew or have earned a grade of D, D- or F. Courses with an earned grade of D, D- or F may be repeated twice; withdrawn courses may be repeated without limit*.

However, since course repeats may impact financial aid eligibility, students are highly encouraged to contact the Office of Student Financial Services (OSFS) prior to repeating a course. Students who do not meet required grade point minimums for prerequisite courses in certain majors or minors may request special permission from the Dean or designee to repeat the course. Such courses may be repeated only once.

Students choosing to repeat a course should thoroughly review their course history, including transfer credits, with their advisor before registering. The student is ultimately responsible for the decision to repeat a course.

Once a course has been repeated at Franklin Pierce University, the grade received on the last repeat becomes the final grade and replaces the other grades for that course in the cumulative GPA. All final grades will appear on the student's transcript.

The repeated course will be noted with an asterisk (*) and the new grade will be followed by an (R). A student may elect to take an equivalent course, with permission, at another college and receive credit for that course, but the course grade will not alter the student's cumulative grade point average and the original grade will remain as part of their GPA.

**All withdrawn courses count as attempted credits and will not replace an earned grade.*

Academic Standing

In addition to academic expectations regarding Academic Standing, recipients of all forms of financial assistance are expected to meet Satisfactory Academic Progress.

Online Undergraduate

The Office of the Registrar reviews each student's academic progress at the end of every term. **At the end of every 12 credit hours attempted**, however, students with low (2.0-2.1 CGPA) or unsatisfactory (below 2.0 CGPA) academic progress will receive an academic sanction. Those sanctions include: warning, probation, suspension, and dismissal.

Academic Warning

Students with a CGPA between 2.0 and 2.1 at the end of a 12-credit hour reporting cycle will be placed on academic warning. Students on academic warning may still register for 2 courses per term. This notification, which is copied to the Academic Advisor, serves simply to alert the student that they are close to entering a probationary status.

Academic Probation

Students with a CGPA between 1.0 and 2.0 at the end of a 12-credit hour reporting cycle will be placed on academic probation. A student on academic probation is allowed to register for no more than one course per term. Students stay on academic probation until the CGPA rises to 2.0 or higher, but may spend no more than two evaluation periods on probation before being suspended from the university.

A copy of the notification placing the student on academic probation will be sent to the student's advisor, to the applicable Dean's office, and to the Student Success Center (SSC). Students placed on academic probation must discuss strategies for raising the CGPA with the advisor, who may recommend the student discuss learning strategies with the Dean (or designee) and/or a representative of the Student Success Center.

Academic Suspension

A student is placed on academic suspension if:

- The CGPA is below 1.0 at the end of the first 12-credit hour reporting cycle; or
- The CGPA is below 1.5 at the end of the second 12-credit hour reporting cycle; or
- The CGPA is below 2.0 at the end of any subsequent 12-credit hour reporting cycle; or
- The student has spent two terms on academic probation without raising the CGPA to 2.0 or higher.

Appeals

Students wishing to appeal a sanction may do so in writing by following the process and deadline outlined in their Notice of Suspension. The Academic Standards Committee will consider such appeals and make recommendations to the applicable Dean, who will render final decisions. A student remains on suspension for at least one term and until the student applies for reinstatement.

Students wishing to apply for reinstatement must:

- Submit a Learning Contract to the Academic Advisor that addresses the reason(s) the student desires to return to Franklin Pierce University, a reflection on why the student did not do well in the past, and the strategies the student plans to employ to bolster future academic success;
- Work with the Academic Advisor to develop an education plan of study for the next three terms;
- Submit that plan to the Academic Advisor; and
- Meet with the Academic Advisor to discuss the possibility of reinstatement.

Once the student takes these steps, the Academic Advisor will make a recommendation to the Dean about reinstating the student. The Dean or designee may act on that recommendation or have a follow-up conversation with the student before making a determination.

In either case, the Dean or designee's decision is final, and the student will be notified in writing by the Dean's office. The Dean's office will also alert the following: the Academic Advisor, the Registrar, and Student Financial Services. If students have an outstanding financial obligation to the University, that account will need to be brought current before the student may return to classes. Reinstatement to the University with a cumulative grade point average less than 2.00 will result in the placement of the student on Academic Probation.

Academic Dismissal

Academic Dismissal is permanent separation from the University. The student may not apply for reinstatement or readmission. An online undergraduate student is subject to academic dismissal when that student has been academically suspended from Franklin Pierce University on three or more separate occasions.

Disciplinary Suspension or Dismissal

Students who are suspended or dismissed for disciplinary reasons will receive AW grades, reflecting an Administrative Withdrawal, effective on the date of suspension or dismissal. Dismissal is a permanent action. Details are noted in the [Student Code of Conduct](#).

Undergraduate Rindge

Franklin Pierce University expects every student to strive for academic excellence. The minimum acceptable grade point average to remain in good academic standing is a 2.00 (C average). The academic progress of students will be reviewed at the close of the fall semester, winter term, spring semester, and summer term in order to determine academic standing.

Students included in this review are those who:

- Are enrolled as matriculated students during the term or semester.
- Have fewer than 100 career credits earned toward graduation.

Students who receive all incomplete grades will not be included in the academic standing process.

Grades or credits earned or submitted after the assignment of sanction will not change the academic sanction for that semester but will be included in the review of academic progress at the conclusion of the following semester or term.

Students whose cumulative grade point average (CGPA) falls below a 2.00 are subject to the following:

Credits Attempted	If Cumulative GPA is:	If Cumulative GPA is:	If Cumulative GPA is:
1st Semester First-Year or Transfer	Greater than 1.00 but less than 2.00	Less than or equal to 1.00	
13-25 credits attempted	Greater than 1.75 but less than 2.00	Less than or equal to 1.75	
26-55 credits attempted		Greater than 1.75 but less than 2.00	Less than or equal to 1.75
56-87 credits attempted		Greater than 1.85 but less than 2.00	Less than or equal to 1.85
88+ credits attempted		Greater than 1.90 but less than 2.00	Less than or equal to 1.90
Students with 100+ credits earned toward graduation	Students who have 100+ <i>earned</i> credits toward graduation will have no sanction issued if their cumulative GPA falls below a 2.00. They will receive a letter alerting them that they do need to achieve a 2.00 CGPA to graduate.		

Academic Warning

Students with fewer than 26 credits attempted and with a cumulative grade point average as noted above will receive a letter of Academic Warning and will receive notification from the Office of the Registrar warning them that if their CGPA drops below 2.00 in subsequent semesters/terms they may be subject to the sanctions indicated below.

Academic Probation

Students whose cumulative grade point average is as noted above for the cumulative credits attempted range will be placed on Academic Probation. Placement on Probation will include the creation of a Letter of Agreement, containing guidelines regarding class attendance, utilization of academic support services, and demonstrable improvement in academic performance.

Academic Suspension

Students whose cumulative grade point average is as noted above for the cumulative credits attempted range will be placed on Academic Suspension for the subsequent semester.

Academic Dismissal

Students who are readmitted after serving an Academic Suspension and fail to achieve or maintain the necessary cumulative GPA for Probation or Good Standing in the subsequent semester will be placed on Academic Dismissal. Academic Dismissal is a permanent separation from the University.

Appeals

Students wishing to appeal an academic sanction may do so in writing by following the process and deadline outlined in their Notice of Suspension. The Academic Standards Committee will consider such appeals and make recommendations to the Dean of the College, who will render final decisions.

Disciplinary Suspension or Dismissal

Students who are suspended or dismissed for disciplinary reasons will receive AW grades, reflecting an Administrative Withdrawal, effective on the date of suspension or dismissal. Dismissal is a permanent action. In the case of disciplinary suspension or dismissal, the ultimate discretion lies with the Assistant Dean of Student Affairs.

Second Degree Requirements

Students desiring to return to Franklin Pierce University to earn a second Bachelor's degree, in addition to either the B.A. or B.S. they have already completed, must complete a second residency requirement of 30 semester hours and meet all degree requirements for the second degree. Students will not be awarded or recognized for an Associate's degree and Bachelor's degree at the same commencement ceremony, nor will students receive an Associate's degree following the awarding of a Bachelor's degree at Franklin Pierce University. Students who wish to return for a second degree after graduation will begin with Admissions.

Prior Learning Assessment

Prior Learning Assessment (PLA) is designed to help students apply the knowledge they have accumulated through non-credit classroom, work-related, informal or self-study experience. It is important to recognize that credit is awarded for the acquired college-level learning and not for the experience itself.

Undergraduate students who wish to submit a PLA portfolio are encouraged to register for the PLA course CAEL100 to help identify the areas of knowledge that may qualify for college credit. This course will guide students through the process of preparing a portfolio for evaluation. It is a three credit general elective course and the student will prepare and submit one portfolio for evaluation. Other portfolios may be submitted for an additional charge. The student must submit portfolios within the first 18 months of enrollment.

Leave of Absence

Review the Leave of Absence policy for our undergraduate, Rindge students.

- Any undergraduate student wishing to take a leave of absence must complete a [Withdrawal/Leave of Absence from the University form](#). A leave of absence implies that the student intends to return to the University after no more than one semester away. If a student does not return after the semester leave, they will be administratively withdrawn, and must apply for readmission.
- A leave of absence may be lengthened for extenuating circumstances with permission from the Dean for Student Affairs. The return date is noted on the Leave of Absence form.
- A student who takes a leave of absence after the add/drop period, but before the end of the 10th week of the semester or after the 5th week of an undergraduate term, or after 60% of a graduate term, will receive a W on the transcript for each course for which the student is enrolled but does not complete. However, such courses are included in the tuition charges for the semester or summer session.
- Any student who takes a leave of absence after the 10th week of the semester, or after the 5th week of an undergraduate term, or after 60% of a graduate term will receive grades as assigned by their instructors for all courses for which the student is enrolled at the time of the leave. These grades will be recorded on the student's official academic record and will be included in the student's grade point average. A grade of W (Withdrawal) will be given only under extenuating circumstances and with the approval of the appropriate Dean. In rare instances, the faculty member may, after consultation with the appropriate Dean, give a grade of I (Incomplete) pending completion of the required work

- When a student on a leave of absence returns from the leave, they are not required to apply for readmission. However, the student is responsible for contacting those offices necessary for facilitating the return (i.e., housing arrangements through Residential Life, course selection through the Office of the Registrar, etc.).

**All withdrawn courses count as attempted credits.*

Withdrawal from the University

Review the Withdrawal from the university policy for our undergraduate, Rindge students.

- Any undergraduate student wishing to withdraw from the University must complete a Withdrawal/Leave of Absence from the University form. A student who merely stops attending classes without completing the necessary steps for an official withdrawal will receive grades as assigned by their instructor for all courses in which the student is currently enrolled but does not complete.
- Withdrawing after the add/drop period but before the end of the 10th week of the semester, or after the 5th week of an undergraduate term, or after 60% of a graduate term, will result in a W on the transcript for each course for which the student is enrolled. However, such courses are included in the tuition charges for the semester or summer session.
- Any student who withdraws from the University after the 10th week of the semester, or after the 5th week of an undergraduate term, or after 60% of a graduate term will receive grades as assigned by their instructors for all courses in which the student is currently enrolled. These grades will be recorded on the student's official academic record and will be included in the student's grade point average. A grade of W (Withdrawal) will be given only under extenuating circumstances and with the approval of the appropriate Dean. In rare instances, the faculty member may, after consultation with the appropriate Dean, give a grade of I (Incomplete) pending completion of the required work.
- When faced with an extreme non-disciplinary situation, the administration may require a student to withdraw from the University. In these rare instances, the student will receive AW or a letter grades as per the parameters as noted above.
- If a student wishes to return after withdrawing, or after a suspension, they is required to apply for readmission. Readmission is not automatic.

**All withdrawn courses count as attempted credits.*

PROGRAMS

Programs offered at Franklin Pierce University

Franklin Pierce helps every student at every level discover, harness, and release their potential. Whether you're seeking a standout, small-college undergraduate experience or a graduate program that foregrounds flexibility, start here and make your future happen.

On-campus or online. Undergraduate or graduate. Liberal arts to business to the health professions. Start here to find your future--click the fields below to view the Franklin Pierce programs available in each area of study.

Programs & Degrees

Bachelor of Arts

Biology

Your major in Biology gives you the tools to study the living organisms and ecosystems that drive many of the most pressing issues of our time. In a world of changing climate, expanding (and aging) populations, and shrinking natural resources, understanding the living beings on our planet has never been more critical. With your B.S. or B.A. in Biology, you can seek work in laboratory, classroom, office, or field environments and look forward to consistent job and salary growth.

[Learn more about this program](#)

Communication

As a Communication major at Franklin Pierce, you will develop into a successful professional in this communications-based society. Choose a concentration in Journalism and Media Production or Media and Film Studies, and begin honing the skills needed to land that high-profile job you were born to pursue. The Marlin Fitzwater Center for Communication, named after the former White House Press Secretary, offers hands-on experience in both online and print newspaper, radio, television, social media, and political campaign coverage. From your first day at Franklin Pierce, you'll start to develop real-world skills, while editing video footage in a personal suite and scouring the campus for breaking news. As part of the nationally recognized political polling center at Franklin Pierce, you'll have the opportunity to collect data with a professional pollster, write columns for publication in the Boston Herald, and interview live on Boston Herald Radio. You'll graduate as a trained professional with the skills and talent to embark upon the career you've always dreamed about—and the television reel, article publications, and social media following to back it up.

[Learn more about this program](#)

Criminal Justice

If you are interested in law enforcement, criminal law, the court system or social justice, the Criminal Justice major will prepare you for the mental challenge and high stakes problem solving demanded by careers in these fields. You can work in any part of the country, from small towns to capital cities, doing field or office work depending on your goals. Our program will build the foundation for your success in these high demand careers.

[Learn more about this program](#)

Digital Media Design

If you are interested in law enforcement, criminal law, the court system or social justice, the Criminal Justice major will prepare you for the mental challenge and high stakes problem solving demanded by careers in these fields. You can work in any part of the country,

from small towns to capital cities, doing field or office work depending on your goals. Our program will build the foundation for your success in these high demand careers.

[Learn more about this program](#)

Education Studies

The Bachelor's in Education Studies prepares students to work in educational settings outside of the traditional public school classroom settings. An Education Studies major does not qualify students for recommendation for New Hampshire teaching certification.

[Learn more about this program](#)

Elementary Education (K-6 or K-8)

If you want to have an impact on young children as they begin their journey through school, an Elementary Education major may be for you. You'll learn how to create a nurturing classroom, provide consistent guidance, and instill a love of learning to last a lifetime. With a deep understanding of child development, you'll develop skills to successfully create a learning environment that works for each child. Through classroom observation and student teaching, you'll be prepared for certification in a career that promises opportunity and meaningful reward. You will study core concepts in instructional strategy, while learning to integrate technology and build inclusive learning environments. You will master methods of assessment to guide your teaching and develop an ethical understanding of a teacher's responsibility to children, parents, and the larger community.

[Learn more about this program](#)

English Language Arts (5-8 or 5-12)

Certification in English Education is for grades 5-8 or 5-12. In addition to completing the General and Liberal Education Core requirements, students in this program complete a major in English (the student must be enrolled in the Education Track) designed for certification candidates, and complete the required education courses. In order to satisfy certification requirements, students in this certification program may have requirements that non-certification students do not have. In addition to the required education courses listed below, students must meet with both the education advisor and their English major advisor to select courses. This dual advising system is critical to ensuring that they are meeting all of the relevant content certification standards within the content major.

[Learn more about this program](#)

General Special Education

You see the potential for growth in every child, and you're driven to find the key to unlock it. With your double major in General Special Education and Elementary Education, you'll gain the tools and practical experience you need to help children with learning needs or disabilities reach important academic goals. A wide variety of classrooms and care facilities in many parts of the world provide opportunities to work directly with children, train teachers and caregivers, and run programs.

[Learn more about this program](#)

Life Sciences Education (7-12)

Certification in Life Sciences Education is for grades 7-12. In addition to completing the General and Liberal Education Core requirements, students in this program complete a major in either Biology or Environmental Science designed for certification candidates, and complete the required education courses listed below. Students in this certification program may have requirements that non-certification students do not have. Program completion could require overloads, summer school, or a fifth year because of the total number of credits.

In addition to the required education courses listed below, students must meet with both the education advisor and their science major advisor to select courses. This dual advising system is critical to ensuring that they are meeting all of the relevant content certification standards within the content major.

[Learn more about this program](#)

Social Studies Education (5-8 or 5-12)

Certification in Social Studies Education is for grades 5-8 or 5-12. In addition to completing the General and Liberal Education Core requirements, it is recommended that students in this program complete a major in History (Social Studies) designed for certification candidates and complete the required education courses. In order to satisfy certification requirements, students in this certification program may have requirements that non-certification students do not have.

[Learn more about this program](#)

English

We all communicate meaning through words, whether spoken or written for the page or screen. As an English major, you'll be prepared to read, analyze, write, and edit texts about people grappling with the big questions of life — from relationships to religion to philosophy and beyond. By reading the great literature of the past and the newer voices of today, you'll learn to communicate in a variety of styles and media. You'll develop perspective and empathy, and be prepared to think, analyze, and communicate in any field you choose to enter. You will acquire skills in critical thinking and problem solving, knowledge of literary genres and styles, language, and interpretation. You will develop research and presentation skills as well as the ability to express yourself clearly in writing. All English majors produce an electronic portfolio that demonstrates their achievement and preparation for graduate study and career fields. Students have pursued advanced study in English, creative writing, education, health administration, library science, business, and law.

[Learn more about this program](#)

Environmental Science and Policy

The mission of the Environmental Science and Policy program is to develop the values, knowledge and skills needed to solve environmental problems. We emphasize an experiential, interdisciplinary approach to teaching and learning.

[Learn more about this program](#)

History

Studying history helps you understand the world around you more fully. You'll learn more about the issues that divide us and bind us together as a people — social, political, religious, economic, gender, and environmental. Integrating the study and practice of public history, the History major builds skills for work in museums, historic sites, digital media, archives, libraries, and businesses. Equipped with historical knowledge and the lessons of history, together with the tools of research, analysis, and communication, you will be well positioned for success in a range of fields. As a History major, you'll study U.S., European, and World History, develop critical and evaluative skills through the appraisal of evidence and historical perspectives, and prepare for meaningful careers through our pioneering, experiential Public History coursework. Students have gone on to earn graduate degrees in history, museum studies, government, and law at prestigious institutions, including Boston College, American University, and Trinity College, Dublin, among many others.

[Learn more about this program](#)

Human Services

Do you have a passion to improve the lives of people in need? With a Human Services major, you'll be prepared to become a "helping professional." Through your coursework and internships, you will develop strong communication skills and the role of technology in health and human services. Students also learn to assess a client's needs for care, counseling, education, rehab, or other services from

faculty with real world experience. In this program, you'll evaluate programs and explore how community resources and agencies can empower individuals, strengthen communities, and impact public policy. As a human services graduate, you can work with people to help them reach personal goals or with large communities to implement positive changes.

[Learn more about this program](#)

Music

If music is your passion and your path to personal and professional growth, our newly designed Music major will develop your artistic knowledge, practical skills, and industry savvy. Opportunities in the music industry extend beyond performance to include composing for film, television and games, sound engineering, teaching, music publishing, music administration, and music therapy.

[Learn more about this program](#)

Political Science

As a Political Science major at Franklin Pierce, you'll build skills, connections and experience for a career in law, government, politics, education or business. You'll study American politics and law, global security, and diplomacy, and the political processes of foreign nations. Our connections to the political scene have always been strong, and our nationally recognized Marlin Fitzwater Center for Communications provides opportunities for students to dive in to the campaign for the Oval Office that begins in this first-in-the-nation primary state. You will learn core concepts in political science and develop critical thinking skills, as you identify key questions, gather information, and analyze arguments to participate as an engaged citizen in public life or government. Our graduates are prepared for a J.D., Master's, or Ph.D. level program in the fields of law, public policy, political management, public administration, international relations, or homeland security.

[Learn more about this program](#)

Psychology

Psychology majors gain an understanding of behavior and mental processes through a Bachelor of Arts or Bachelor of Science degree that is compliant with American Psychological Association (APA) guidelines. You'll work with faculty on research and field experiences related to clinical, cognitive, forensic psychology, child development, and more. If you are fascinated by human behavior and the workings of the mind and want to explore these human topics with the discipline of a scientist, Psychology may be the perfect major for you. You will be prepared to observe, analyze, research, and design experiments with human subjects. You'll learn about models of interpersonal relationships and the field of social services. If you are interested in behavioral health, mental health, or the dynamics of relationships and groups, you will develop understanding, insight, and practical skills to help people achieve the outcomes they seek. You will study core concepts in psychology, tools for scientific inquiry, and critical thinking. Majors develop strong communication and people skills as well as a strong sense of ethical and social responsibility in a diverse world. Students are well prepared for the academic rigor of graduate school for having taken these courses. Graduates have pursued advanced degrees in psychology, social work, and marriage and family counseling at various institutions across the world.

[Learn more about this program](#)

Sports Media

As a Sports Media major, you will use your knowledge and passion for sports to develop the skills to communicate effectively on behalf of athletes, managers, advertisers, media, and fans across the world. You'll have 26 Division II varsity leagues to cover on and off campus, and broadcast technology at your disposal in the Marlin Fitzwater Center for Communication. Students build a knowledge base for entry-level positions in secondary sports, minor league clubs, college athletics or smaller geographic markets, and the networking and strategy skills that can eventually lead to high-visibility careers in major markets. You will learn core concepts in media studies and marketing and deep knowledge of major and secondary sports. You'll develop expertise in writing, spoken communication and digital media production, and an understanding of the legal and ethical issues in sports media.

[Learn more about this program](#)

Bachelor of Science

Accounting/Finance

Your Accounting/Finance major provides a clear career path in a field with lots of opportunities for growth. You can live anywhere and work anywhere with an organization that fits your style — large, small, formal, casual. You'll learn core accounting and finance concepts and master quantitative tools for making good business decisions. You'll make connections in the business world right away through classes, internships, and projects, and be prepared to get your Master of Business Administration (MBA), or Master of Science in Accounting (MSA), which provides preparation for the Certified Public Accountant (CPA) examination. The Business PLUS + Program allows qualified high school students to enter a four-year accelerated bachelors and master's degree program.

[Learn more about this program](#)

Biology

Your major in Biology gives you the tools to study the living organisms and ecosystems that drive many of the most pressing issues of our time. In a world of changing climate, expanding (and aging) populations, and shrinking natural resources, understanding the living beings on our planet has never been more critical. With your B.S. or B.A. in Biology, you can seek work in laboratory, classroom, office, or field environments and look forward to consistent job and salary growth.

[Learn more about this program](#)

Environmental Science and Policy

When you choose an Environmental Science and Policy major, you'll tackle some of the toughest environmental issues that challenge our world today. With our 1,200-acre living, learning laboratory nestled between Mt. Monadnock and Pearly Pond, you'll conduct important fieldwork on campus in the woods, wetlands, fields, lakeshores, trails, and gardens. You'll work on conserving and restoring critical habitats and finding sustainable solutions in the local community. With your knowledge of environmental policymaking and advocacy, you'll be prepared to be a key player in the "green economy."

[Learn more about this program](#)

Healthcare Administration

The mission of the Healthcare Administration program prepares students for a variety of career directions in the healthcare industry. This professional degree program will provide students with a firm academic foundation that is career relevant and establishes a viable bridge to graduate study in a variety of healthcare related fields. The curriculum develops critical thinking skills, knowledge acquisition and values clarification; key to transitioning into the complex and dynamic landscape of healthcare. An internship requirement provides for experiential learning outside the classroom and allows students to acquire the knowledge and practical skills that prepare them for positions in the field of healthcare administration.

[Learn more about this program](#)

Health Sciences

The mission of the Health Sciences major is to prepare students for entry into graduate programs including Physical Therapy, Nursing, Occupational Therapy, Physician Assistant, Medical School, Dental School, Veterinary School and others. The wide variety of course offerings will also allow students to explore careers in public health agencies, research, healthcare management, science writing, elder services, health education, wellness services, human services, health insurance, and pharmaceutical sales.

The curriculum develops critical thinking skills, the ability to use the medical and basic scientific primary literature, a broad biomedical knowledge base, and a clear understanding of the requirements necessary to succeed in the application to graduate schools in healthcare related fields. Students interested in careers and graduate programs in healthcare are encouraged to meet with a member of the Health Sciences Advising Committee early in their program. Faculty members of this committee will assist the student in self-assessment, development of career goals, and construction of a realistic plan for the student's successful attainment of their goals.

[Learn more about this program](#)

Management

Do you dream of opening your own business or running a company? The Management major will help you be successful, as you learn the concepts of marketing, finance, accounting, economics, operations, and business administration. You will make connections in the business world through classes, internships, and projects. Franklin Pierce is the only New Hampshire university with business programs accredited by the International Accreditation Council for Business Education (IACBE). Franklin Pierce's Business Plus Program offers 3-year accelerated programs as well as 3+1 and 4+1 options which allows students to earn their undergraduate and master's degree in less time, entering the workforce sooner. You'll learn the essential functions of an effective business and analyze business opportunities. You'll master qualitative and quantitative tools to support decision-making and explore ethical behavior in a global context.

[Learn more about this program](#)

Marketing

When you major in Marketing, you'll become knowledgeable at getting people to become buyers, subscribers, or members. You'll use data analytics, creativity, and people skills to get their attention and influence their decisions. While you're learning about marketing products and services, you'll also be learning to market yourself — to land the job, management training program, or graduate degree in business that you want. Franklin Pierce is the only New Hampshire university with business programs accredited by the International Accreditation Council for Business Education (IACBE). Our Business PLUS+ Program allows qualified high school students to enter a four-year accelerated bachelor's and master's degree program. As a Marketing major, you'll learn core concepts of marketing and sustainable business practices and apply analytical tools and global perspectives to business decisions.

[Learn more about this program](#)

Psychology

Psychology majors gain an understanding of behavior and mental processes through a Bachelor of Arts or Bachelor of Science degree that is compliant with American Psychological Association (APA) guidelines. You'll work with faculty on research and field experiences related to clinical, cognitive, forensic psychology, child development, and more. If you are fascinated by human behavior and the workings of the mind and want to explore these human topics with the discipline of a scientist, Psychology may be the perfect major for you. You will be prepared to observe, analyze, research, and design experiments with human subjects. You'll learn about models of interpersonal relationships and the field of social services. If you are interested in behavioral health, mental health, or the dynamics of relationships and groups, you will develop understanding, insight, and practical skills to help people achieve the outcomes they seek. You will study core concepts in psychology, tools for scientific inquiry, and critical thinking. Majors develop strong communication and people skills as well as a strong sense of ethical and social responsibility in a diverse world. Students are well prepared for the academic rigor of graduate school for having taken these courses. Graduates have pursued advanced degrees in psychology, social work, and marriage and family counseling at various institutions across the world.

[Learn more about this program](#)

Sports & Recreation Management

Maybe you've played sports all your life, run a fantasy league or set out no matter the weather to hike, paddle or ride. If so, the Sports & Recreation Management major at Franklin Pierce will prepare you for a career that might feel more like a passion than a job. You'll understand the demands of managing a recreation program/facility, or working as part of a sports organization and learn the networking skills you need to be successful.

[Learn more about this program](#)

Associate of Arts (Online)

Business

60-credit online degree typically completed in two years. Provides starting point for a career or further study toward a bachelor's degree.

[Learn more about this program](#)

Criminal Justice

Our AA programs designed for working adults—awards credits for experience and can be completed in as little as 18 months.

[Learn more about this program](#)

General Studies

Study a variety of occupational fields as you explore a future career. Explore coursework in social science, humanities, and art appreciation as you develop a robust academic foundation.

[Learn more about this program](#)

Human Services

Our Online AA program designed for working adults—awards credits for experience and can be completed in as little as 18 months

[Learn more about this program](#)

Certificates (Online)

Human Services

In this program, you'll evaluate programs and explore how community resources and agencies can empower individuals, strengthen communities, and impact public policy.

[Learn more about this program](#)

Paralegal

Paralegals are in high demand with employment options available in law firms, corporate legal departments, and government agencies. In conjunction with your bachelor's degree, the Paralegal Certificate will prepare you to sit for the prestigious National Certification Exam, sponsored by the National Association for Legal Assistants. The Paralegal Certificate also provides an excellent foundation for further education in business, law, or other fields where legal considerations are important.

[Learn more about this program](#)

Bachelor of Science(Online)

Accounting/Finance

Our Online BS program designed for working adults—awards credit for experience and can be completed in as little as 18 months.

[Learn more about this program](#)

Emergency Medical Services

Classes are offered in both classroom and online formats, with four courses featured exclusively online. This non-clinical degree program does not lead to EMT or paramedic certification; however, you should plan to obtain an EMT certification to enhance your marketability after graduation.

You can also work on campus as a security officer, EMT, or firefighter. These experiences will position you well for connections to top-tier organizations where Franklin Pierce students have interned, including the American Red Cross, Dartmouth-Hitchcock Medical Center, and more.

[Learn more about this program](#)

Healthcare Administration

Your Healthcare Administration major prepares you for an exciting career in the fast growing, rapidly changing field of healthcare. This is the perfect major if you are interested in the business side of the U.S. healthcare system. You'll learn how leadership, economic and political factors, and ethics affect healthcare. You'll find this major a good fit if you have or want to develop:

- Strong knowledge of data analytics
- Leadership, communication and managerial skills for business decision-making
- Ethical reasoning and critical thinking skills

[Learn about this program](#)

Integrated Studies

If you already have earned an Associate degree or a minimum of 60 semester hours of credit, the Integrated Studies program offers you a skill-based curriculum. Select two areas of concentration to supplement the General and Liberal Education requirements. In small classes, you will work closely with professors who are experts in their fields and understand the unique needs of adult students. The curriculum is designed to enhance your ability to communicate effectively, think critically, and contribute to your community. Combine part-time or full-time study and six academic terms, to create a flexible and personalized college program. Your knowledge gained from life experience is also recognized. Receive college credit for accumulated certifications, professional licenses, on-the-job training, and other life experiences. You may also be eligible for grants, loans, and scholarships in the form of financial aid. As a Franklin Pierce University graduate, you will possess the technical and leadership skills to push your career to the next level.

Using our program you can work online with professors who are experts in their fields and understand the unique needs of adult students. Combine online learning, part or full-time study, and six academic terms to create a flexible and personalized college program that works for you.

[Learn more about this program](#)

Management

Do you dream of opening your own business or running a company? The Management major will help you be successful, as you learn the concepts of marketing, finance, accounting, economics, operations, and business administration. You will make connections in the

business world through classes, internships, and projects. Franklin Pierce is the only New Hampshire university with business programs accredited by the International Accreditation Council for Business Education (IACBE). Franklin Pierce's Business Plus Program offers 3-year accelerated programs as well as 3+1 and 4+1 options which allows students to earn their undergraduate and master's degree in less time, entering the workforce sooner. You'll learn the essential functions of an effective business and analyze business opportunities. You'll master qualitative and quantitative tools to support decision-making and explore ethical behavior in a global context.

[Learn more about this program](#)

Nursing

As a working nurse with your associate's degree or nursing diploma, you can earn your Bachelor of Science in Nursing 100% online. Our faculty and staff will help you create a flexible, personalized schedule that works for you. You'll gain professional knowledge, critical thinking and leadership skills that prepare you for jobs with higher pay and more responsibility.

[Learn more about this program](#)

Online Graduate Certificates

Energy and Sustainability

Study energy and sustainability topics that rank highly in terms of societal importance, such as corporate social responsibility, climate change, social entrepreneurs, global energy economics, energy project financing, and renewable energy concepts. You will explore these important issues from a business and financial background in a Master of Business Administration (MBA) in Energy & Sustainability Studies program. Franklin Pierce offers small classes for in-depth, personalized learning in a program that is accredited by the International Accreditation Council of Business Education (IACBE). Designed for working professionals, coursework presents concepts in concrete, quantitative, and practical terms. Develop new tools for immediate application and innovation in your workplace as you advance in the energy industry or lead your business to become an agent for social change. Combine online learning with part or full-time study to create a flexible and personalized schedule. The input of the Energy and Sustainability MBA advisory board ensures that this program covers material employers consider important and that it remains current regarding innovations and regulations. Graduates also use the board as a professional connection to gain an understanding of the skills that energy companies are currently seeking in future employees.

[Learn more about this program](#)

Human Resource Management

This online certificate program is designed for working professionals. Through the completion of five online courses, you will develop the necessary skills and knowledge to leverage human capital in any organization. You will review organizations from a system-wide perspective, applying strategic thinking and critical analysis while learning topics such as staffing, performance, regulations, compensation, organizational behavior and diversity.

[Learn more about this program](#)

Health Administration

Combine part-time or full-time study and six academic terms, to create a flexible and personalized schedule. Your knowledge gained from life experience is also recognized. Receive college credit for accumulated certifications, professional licenses, on-the-job-training, and other life experiences. You may also be eligible for grants, loans, and scholarships in the form of financial aid

[Learn more about this program](#)

Sports Management

When you major in Marketing, you'll become knowledgeable at getting people to become buyers, subscribers, or members. You'll use data analytics, creativity, and people skills to get their attention and influence their decisions. While you're learning about marketing products and services, you'll also be learning to market yourself — to land the job, management training program, or graduate degree in business that you want.

Our Graduate Certificate are designed for working professionals. Your coursework will present concepts in practical and quantitative terms, so that you can apply them to the workplace immediately.

[Learn more about this program](#)

Nursing-Education

Whether you are a nurse with a bachelor's degree, an R.N., or have a non-nursing bachelor's degree, there is path to your Master of Science in Nursing at Franklin Pierce. You can choose a concentration in Nursing Leadership or Nursing Education. Our experienced faculty are strong mentors and educators, and encourage your participation in ground-breaking, interdisciplinary research that can expand your career options.

[Learn more about this program](#)

Online Masters Degrees

M.Ed. Elementary (K-6 or K-8)

If you want to have an impact on young children as they begin their journey through school, an Elementary Education major may be for you. You'll learn how to create a nurturing classroom, provide consistent guidance, and instill a love of learning to last a lifetime. With a deep understanding of child development, you'll develop skills to successfully create a learning environment that works for each child. Through classroom observation and student teaching, you'll be prepared for certification in a career that promises opportunity and meaningful reward.

[Learn more about this program](#)

M.Ed. Social Studies (5-8 or 5-12)

Develop your professional expertise in a standards-based teaching environment that stresses accountability and excellence. Review best practices research while integrating current knowledge about technology, state and federal standards, multiple ways of learning, alternate assessment, reflective practice, and more.

Select a certification concentration in Elementary Education, General Special Education or Middle/Secondary Education in Life Sciences, English, or Social Studies. You may also choose a non-certificate path while exploring curriculum and instruction.

[Learn more about this program](#)

M.Ed. Life Sciences (7-12)

Develop your professional expertise in a standards-based teaching environment that stresses accountability and excellence. Review best practices research while integrating current knowledge about technology, state and federal standards, multiple ways of learning, alternate assessment, reflective practice, and more.

Select a certification concentration in Elementary Education, General Special Education or Middle/Secondary Education in Life Sciences, English, or Social Studies. You may also choose a non-certificate path while exploring curriculum and instruction.

[Learn more about this program](#)

M.Ed. English Language Arts (5-8 or 5-12)

Develop your professional expertise in a standards-based teaching environment that stresses accountability and excellence. Review best practices research while integrating current knowledge about technology, state and federal standards, multiple ways of learning, alternate assessment, reflective practice, and more.

Select a certification concentration in Elementary Education, General Special Education or Middle/Secondary Education in Life Sciences, English, or Social Studies. You may also choose a non-certificate path while exploring curriculum and instruction.

[Learn more about this program](#)

M.Ed. General Special Education (K-12)

You see the potential for growth in every child, and you're driven to find the key to unlock it. With your major in General Special Education or double majors in General Special Education and Elementary Education, you'll gain the tools and practical experience you need to help children with learning needs or disabilities reach important academic goals. A wide variety of classrooms and care facilities in many parts of the world provide opportunities to work directly with children, train teachers, and caregivers, and run programs.

[Learn more about this program](#)

M.Ed. Leadership

The Master of Educational Leadership program prepares educators with skills that provide the background to lead in a broad range of educational settings.

Educational leadership involves working with diverse educational communities to meet common educational goals. All coursework in this program is focused on building educational leaders who explore multiple facets of the learning environment, coaching and leadership models, evaluation techniques, and instructional design methods.

[Learn more about this program](#)

Master of Science in Accounting

Propel your accounting career to the next level with the Master of Science in Accounting at Franklin Pierce University. Coursework helps to prepare you for various professional certifications, such as Certified Public Accountant (CPA), Certified Management Accountant (CMA), and Certified Internal Auditor (CIA). You will work directly with professors to develop content-level expertise in the areas of accounting, management, communications, and finance.

[Learn more about this program](#)

Master of Science in Nursing and Master of Business Administration Dual Degree

Take your career to the next level with a Master of Science in Nursing (MSN)/ Master of Business Administration (MBA) Dual Degree. As a registered nurse looking to pursue a leadership role, you can develop your expertise in nursing and business.

Experienced nursing faculty will guide you through a curriculum accredited by the Accreditation Commission for Education in Nursing. The MBA in Leadership curriculum will then build upon the advanced nursing concepts from your MSN studies. Explore a range of business disciplines to understand quantitative and qualitative relationships in your organization. In addition to earning two Master's degrees, students will also earn a Healthcare Administration Certificate.

[Learn more about this program](#)

Master's Entry to Practice Nursing (M.E.P.N.)

The Master's Entry Program in Nursing (MEPN) is intended for the student who has already earned a baccalaureate or higher degree in a discipline other than nursing. Upon completion of the program, students will be prepared to take the National Council Licensure Examination (NCLEX) RN graduate with both a certificate in Healthcare Administration and a Master of Science in Nursing. The MEPN program will provide the student with a general foundation in nursing as well as master's level courses that will impart the necessary skills for their future success in key nursing leadership roles in healthcare.

[Learn more about this program](#)

Master of Business Administration (M.B.A.)

All-online graduate degrees in Accounting, Energy and Sustainability, Healthcare Administration, Human Resource Management, Leadership, and Sports Management.

[Learn more about this program](#)

Master of Science in Nursing (M.S.N.) Education Leadership

As a working nurse, you need a Master of Science in Nursing (MSN) degree to take your career to the next level. Concentrate in either Nursing Education or Nursing Leadership or pursue the dual MSN/Master of Business Administration degree path. Faculty members who are experienced professionals will guide you through a curriculum accredited by the Accreditation Commission for Education in Nursing. Leadership and MSN/MBA graduates will earn a Healthcare Administration Certificate and Education graduates will be prepared to take the NLN Certified Nurse Educator Exam.

[Learn more about this program](#)

Graduate Degrees

Master of Physician Assistant Studies (M.P.A.S.) (offered only in West Lebanon, N.H.)

The Master of Physician Assistant Studies (MPAS) program is designed to train outstanding PAs who are compassionate, patient-centered providers. Explore an environment where you will engage in clinical training experiences among diverse patient populations. U.S. News & World Report (2021) named Physician Assistant the #1 Best Job, and the program was ranked #2 in the nation by the Rural Health Research Center (2016) for producing a high proportion of graduates that go on to work in rural healthcare. Your clinical training will include rotations throughout the underserved regions of New Hampshire and Vermont.

[Learn more about this program](#)

Master of Physician Assistant Studies (M.P.A.S.) Hybrid Program (offered only in Goodyear, A.Z.)

The Master of Physician Assistant Studies (MPAS) Hybrid Program is designed to prepare PAs to provide compassionate care with the highest level of clinical excellence and ethical standards. We develop PAs who are patient advocates, critical thinkers, and lifelong learners. We nurture the development of culturally sensitive leaders who embrace diversity, equity, and inclusion to serve patients within their communities. Explore a technology-rich environment where you will attend classes virtually. Your clinical training will include rotations in family medicine, internal medicine, emergency medicine, surgery, behavioral medicine, pediatrics, women's health, and two elective rotations. Develop hands-on, practical skills during scheduled immersion weeks at the Goodyear, Arizona center. In addition to online instruction, local clinical experience is a vital component to the program. Full-time courses are designed for program completion in 24 months.

[Learn more about this program](#)

Doctor of Physical Therapy (D.P.T.) (offered only in Manchester, N.H.)

Franklin Pierce offers two full-time program formats, both fully accredited by the Commission on Accreditation in Physical Therapy Education. Launch your physical therapy career with our graduate-level program available at locations in New Hampshire (full-time, on-site) and Arizona (full-time, hybrid). Combine hands-on clinical experience with courses on theory, science, and practice. Help people in hospitals, care facilities, outpatient clinics, and other settings restore and maintain optimal physical function. The on-site New Hampshire program is a two-and-a-half-year offering with 38 weeks of clinical work with courses, lectures, and seminars (117 total credits) and small classes and early clinical experience.

[Learn more about this program](#)

Doctor of Physical Therapy (D.P.T.) Hybrid Program (offered only in Goodyear, A.Z.)

Franklin Pierce offers two full-time program formats, both fully accredited by the Commission on Accreditation in Physical Therapy Education. Launch your physical therapy career with our graduate-level program available in Arizona (full-time, hybrid). Our Hybrid program in Arizona, new for 2022, offers a two-year program format, blending online learning sessions and intensive, 3-5 day in-person labs at least twice each 12-week term and 30 weeks of clinical work. In both programs, accomplished faculty bring real-world experience and teach hands-on skills in state-of-the-art labs. Our graduates consistently achieve 98-100% pass rates on the National Physical Therapy Licensure Exam (NPTE). The CAPTE-accredited DPT program will prepare you to work in hospitals, skilled nursing and assisted living facilities, outpatient clinics, wellness and sports facilities, and private homes.

[Learn more about this program](#)

Program Specific Requirements

There are a number of programs at Franklin Pierce University, including the nursing program, that have very specific program requirements in order to meet the criteria for their particular accrediting bodies and licensing boards. In the case of these programs, the requirements may differ from the requirements of the University. It is necessary that students meet all program requirements for the individual disciplines according to the policies in place for each specific program.

COLLEGE OF BUSINESS

College of Business

Mission Statement

By providing a rich, diverse and supportive learning environment, the Franklin Pierce University College of Business prepares students to be inquisitive and creative problem-solvers who are highly valued professionals.

Mission:

By providing a rich, diverse and supportive learning environment, the Franklin Pierce University College of Business prepares students to be inquisitive and creative problem-solvers who are highly valued professionals.

Values:

The College of Business is guided by the following values:

1. Providing a student-focused educational experience;
2. Promoting ethical and sustainable business practices; and
3. Continuous program improvement which is reflective of the needs of all stakeholders.

Academic programming is provided on the Franklin Pierce University main campus for undergraduate day students as well as online and hybrid formats for both undergraduate and graduate students. Course work is offered in 15-week traditional semesters on the main campus while online undergraduate terms are 8 weeks in duration. The graduate business program is offered in 12-week terms.

Broad-Based Student Learning Goals

- Students will develop the ability to apply business concepts and theories and use analytical and quantitative techniques to solving challenging problems in the business world (academic excellence).
- Students will develop skills in the use of information and communication technologies and be able to communicate effectively regarding business-related information (information technology).
- Students will develop team membership skills and be able to work ethically and responsibly in a diverse environment (team membership skills).
- Students will gain an awareness of global changes affecting the business world and be able to use this knowledge in business decision-making (global awareness).
- Students will update their skill sets constantly, being innovative and a life-time learner (life-long learning).

The College of Business offers five undergraduate business majors. Degrees awarded are a Bachelor of Science in: Accounting-Finance, Healthcare Administration, Management, Marketing, and Sports and Recreation Management. An Associate of Arts in Business is also available to online students.

Graduate business degrees include the Masters in Business Administration with several specialty concentrations and the Master of Science in Accounting.

Students wishing to major in other specific areas such as Entrepreneurship/Small Business may follow the procedures outlined under Student-Designed Majors, and design an appropriate program tailored to their goals through electives, independent studies and internships.

Minors in Accounting, Advertising, Finance, Healthcare Administration, Marketing, Management, Public Relations, and Sports and Recreation Management are available to any student. A minor in Business Administration is offered to non-business majors.

Note: College policy requires that a grade of C– or higher be obtained in the applicable Principles course before upper level courses may be taken.

Undergraduate Degree Programs

To complete degree requirements for the Bachelor of Science degree, the student must successfully complete the General and Liberal Education core requirements, the College of Business core course requirements and major requirements. A comprehensive examination in the College of Business core must be passed by all students in a degree program. A student will be allowed to take College of Business core and major comprehensive examinations no more than twice in any academic year. A student may not major in more than one area within the College of Business.

Students wishing to graduate with a Bachelor of Arts degree must complete two semesters of a foreign language, at least one of those semesters at the intermediate or higher level, in addition to all other requirements for the Bachelor of Science degree. Students majoring in the College of Business may pursue a minor in an additional area within the College. Three of these courses cannot be double-counted between the major and minor.

Major Honors

Undergraduate degree-seeking student must have earned at least 50% of major credits at Franklin Pierce University to be considered eligible for major honors.

An Honors candidate for any undergraduate major in the College of Business must have a 3.00 cumulative grade point average and a 3.25 grade point average in all major courses with no grade lower than C-.

A High Honors candidate for any undergraduate major in the College of Business must have a 3.00 cumulative grade point average and a 3.50 grade point average in all major courses with no grade lower than a C-.

Sigma Beta Delta

Sigma Beta Delta is the Honor Society for business students. Candidates must rank in the upper 20% of their class at the time of invitation to membership. Students may be inducted as early as their Junior year. The purpose of the society is to promote higher scholarship in training for business and to recognize and reward scholastic achievement in business subjects.

College Core Requirements

All students graduating with a major in one of the College of Business program areas must complete successfully the following courses:

AC101	Principles of Accounting I
AC102	Principles of Accounting II
BA213	Business Law I
BA471	Business Strategy and Ethics
ET101	Principles of Macroeconomics
ET102	Principles of Microeconomics
FM224	Principles of Financial Management
IB364	International Business
MK201	Principles of Marketing
MN201	Principles of Management
MN321	Organizational Behavior
MT260	Statistics
CIT140	Electronic Spreadsheets

Each traditional student must also complete an Internship or Senior Independent Project that includes either a thesis, business plan, or other significant research project within their major.

Accelerated Business Plus Programs

Franklin Pierce offers motivated students the opportunity to complete their undergraduate business degrees in just three years and graduate degree in one year. Students completing their undergraduate degrees through the Business Plus Program enter the job market earlier or can choose to go on and earn a graduate degree in their fourth year at Pierce.

Several accelerated options are available to new and continuing students who have a record of strong academic achievement and a desire to advance their education. Personalized schedules are available to student athletes and those with work or volunteer commitments so students can take advantage of all that Franklin Pierce has to offer. The following options are available:

3-year Accelerated Business Degree Program

Complete your undergraduate program in three years.

3 + 1 Program

Complete your undergraduate business program in three years and be automatically accepted into the graduate business program of your choice.

4 + 1 Program

Complete your undergraduate business program in four years and be automatically accepted in the graduate business program of your choice.

5 + 1 Program

Complete your undergraduate business program in four years and be automatically accepted in the graduate business program of your choice.

+ 1 Program

Complete the graduate business program of your choice in one year.

Applying to the Business Plus Programs

Current students are eligible to apply to the Business Program of choice if they have a cumulative grade point average of 3.0 or more.

Business Plus Program Requirements

To be eligible for a bachelor's degree and/or a master's degree, students must fulfill the requirements of the respective program. In addition, the following are the program requirements for students admitted into the 3+1 or 4+1 programs:

- Maintain a minimum cumulative grade point average of 3.0. This higher CGPA benchmark is required because of the guaranteed admission to the graduate program.
In the event that students do not meet the CGPA minimum requirement, they may complete the standard application and admissions portfolio for the graduate degree which would then be assessed as any other graduate application.
- Complete an experiential learning component. This requirement may be fulfilled via internships, or participation in the Small Business Advisory Group (SBAG), Enactus, or other intentional learning situations that are supervised. The experiential learning component must be approved by the Academic Advisor.
- Work closely with the Business Program Faculty to ensure they stay on track throughout their course of study. Students must meet with their Academic Advisor (either in person or through email) at least two times per semester (at mid-term and at the end of the semester).
- The mid-term meeting will provide early warning signs of issues students may be encountering. The end-of-the semester meeting will be designed to ensure students have registered for classes based on their + education plan and continue to be on track to complete the degree in the desired time frame.

Business Plus students are eligible to take up to two graduate classes and have them count towards their general electives in the undergraduate program and for graduate credit in the graduate program. Students may choose from the following courses:

- GM510 Seminar in Leadership
- GM520 Legal and Ethical Issues
- GM540 Organizational Behavior

Business Plus students whose CGPA falls below a 3.0 will be placed on Program Probation (Warning) and will receive notification from their program advisor indicating they have one semester to improve on their CGPA.

Students who at the end of the following semester are unable to raise their CGPA to at least 3.0, will step out of the Business Plus Program and will be encouraged to pursue their degree requirements as traditional students. Traditional students who are planning to enroll in an M.B.A. program must complete undergraduate work with a minimum CGPA of 2.8.

Recommended Curriculum Guide 3 Plus 1 Accelerated Accounting Program - Accounting Track

First Year						
<i>Fall Semester</i>			<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
AC101	Principles of Accounting I	3	AC102	Principles of Accounting II	3	
CIT140	Electronic Spreadsheets	3	ET102	Principles of Microeconomics	3	
ET101	Principles of Macroeconomics	3	_____	GLE Elective	3	
GLE101	First-Year Inquiry Seminar	3	_____	GLE Elective	3	
GLE110	First-Year Composition	3	_____	GLE Elective	3	
MK201	Principles of Marketing	3	_____	GLE Elective	3	
	Total	18		Total	18	
First Summer						
<i>Summer 1</i>			<i>Credits</i>	<i>Summer 2</i>		<i>Credits</i>
_____	Elective	3	_____	Elective	3	
	Total	3		Total	3	
Second Year						
<i>Fall Semester</i>			<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
BA213	Business Law I	3	AC214	Intermediate Accounting II	3	
FM224	Principles of Financial Management	3	MN321	Organizational Behavior	3	
AC213	Intermediate Accounting I	3	MT260	Statistics	3	
MN201	Principles of Management	3	IB364	International Business	3	
_____	GLE Lab Science I	4	_____	GLE Lab Science II	4	
_____	GLE Elective	3	GLE230	Second-Year Composition	3	

	Total	19		Total	19
Second Summer					
<i>Summer 1</i>		<i>Credits</i>	<i>Summer 2</i>		<i>Credits</i>
AC390 or AC395 or AC495	Internship in Accounting Advanced Internship in Accounting <i>or</i> Senior Independent Research Project	3	_____	Elective	3
	Total	3		Total	3
Third Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
AC314	Cost Accounting	3	AC354	Individual Income Tax	3
AC474	Advanced Accounting I	3	GM520	Legal and Ethical Issues – Grad Term 3 (taken as Elective)	3
GM510	Seminar in Leadership – Grad Term 1 (taken as Elective)	3	BA471	Business Strategy and Ethics	3
_____	GLE Course	3	AC323	Auditing	3
_____	Elective	3	AC_____	Accounting Elective	3
_____	Elective	3	_____	Elective	1
	Total	18		Total	16
				Total Credits	120

Recommended Curriculum Guide
3 Plus 1 Accelerated Accounting Program - Finance Track

First Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
AC101	Principles of Accounting I	3	AC102	Principles of Accounting II	3
CIT140	Electronic Spreadsheets	3	ET102	Principles of Microeconomics	3
ET101	Principles of Macroeconomics	3	_____	GLE Elective	3

GLE101	First-Year Inquiry Seminar	3	_____	GLE Elective	3
GLE110	First-Year Composition	3	_____	GLE Elective	3
MK201	Principles of Marketing	3	_____	GLE Elective	3
	Total	18		Total	18
First Summer					
Summer 1		Credits	Summer 2		Credits
_____	Elective	3	_____	Elective	3
	Total	3		Total	3
Second Year					
Fall Semester		Credits	Spring Semester		Credits
BA213	Business Law I	3	FM257	Real Estate Investments	3
FM224	Principles of Financial Management	3	MN321	Organizational Behavior	3
ET223	Money & Banking	3	MT260	Statistics	3
MN201	Principles of Management	3	IB364	International Business	3
_____	GLE Lab Science I	4	_____	GLE Lab Science II	4
_____	GLE Elective	3	GLE230	Second-Year Composition	3
	Total	19		Total	19
Second Summer					
Summer 1		Credits	Summer 2		Credits
FM390	Internship in Finance <i>or</i>	3	_____	Elective	3
FM395	Advanced Internship in Finance <i>or</i>				
FM495	Senior Independent Research Project				
	Total	3		Total	3
Third Year					

<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
FM311	Managerial Finance	3	FM454	Problems in Finance	3
GM510	Seminar in Leadership – Grad Term 1 (taken as Elective)	3	GM520	Legal and Ethical Issues – Grad Term 3 (taken as Elective)	3
_____	GLE Elective	3	BA471	Business Strategy and Ethics	3
_____	Elective	3	FM423	Investment Analysis	3
_____	Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	1
	Total	18		Total	16
				Total Credits:	120

Recommended Curriculum Guide

3 Plus 1 Accelerated Accounting Program - Forensic Accounting Track

First Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
AC101	Principles of Accounting I	3	AC102	Principles of Accounting II	3
CIT140	Electronic Spreadsheets	3	ET102	Principles of Microeconomics	3
ET101	Principles of Macroeconomics	3	_____	GLE Elective	3
GLE101	First-Year Inquiry Seminar	3	_____	GLE Elective	3
GLE110	First-Year Composition	3	_____	GLE Elective	3
MK201	Principles of Marketing	3	_____	GLE Elective	3
	Total	18		Total	18
First Summer					
<i>Summer 1</i>		<i>Credits</i>	<i>Summer 2</i>		<i>Credits</i>

_____	Elective	3	_____	Elective	3
	Total	3		Total	3
Second Year					
Fall Semester		Credits	Spring Semester		Credits
BA213	Business Law I	3	FM257	Real Estate Investments	3
FM224	Principles of Financial Management	3	MN321	Organizational Behavior	3
ET223	Money & Banking	3	MT260	Statistics	3
MN201	Principles of Management	3	IB364	International Business	3
_____	GLE Lab Science I	4	_____	GLE Lab Science II	4
_____	GLE Elective	3	GLE230	Second-Year Composition	3
	Total	19		Total	19
Second Summer					
Summer 1		Credits	Summer 2		Credits
FM390	Internship in Finance <i>or</i>	3	_____	Elective	3
FM395	Advanced Internship in Finance <i>or</i>				
FM495	Senior Independent Research Project				
	Total	3		Total	3
Third Year					
Fall Semester		Credits	Spring Semester		Credits
FM311	Managerial Finance	3	FM454	Problems in Finance	3
GM510	Seminar in Leadership – Grad Term 1 (taken as Elective)	3	GM520	Legal and Ethical Issues – Grad Term 3 (taken as Elective)	3
_____	GLE Elective	3	BA471	Business Strategy and Ethics	3

_____	Elective	3	FM423	Investment Analysis	3
_____	Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	1
	Total	18		Total	16
				Total Credits:	120

Recommended Curriculum Guide 3 Plus 1 Accelerated Healthcare Administration Program

First Year							
<i>Fall Semester</i>			<i>Credits</i>	<i>Spring Semester</i>			<i>Credits</i>
AC101	Principles of Accounting I	3	AC102	Principles of Accounting II	3		
ET101	Principles of Macroeconomics	3	ET102	Principles of Microeconomics	3		
GLE101	First-Year Inquiry Seminar	3	_____	GLE Elective	3		
GLE110	First-Year Composition	3	MT260	Statistics	3		
MK201	Principles of Marketing	3	_____	GLE Elective	3		
_____	GLE Elective	3	_____	GLE Elective	3		
	Total	18		Total	18		
First Summer							
<i>Summer I</i>			<i>Credits</i>	<i>Summer II</i>			<i>Credits</i>
_____	General Education Elective	3	_____	General Education Elective	3		
	Total	3		Total	3		
Second Year							
<i>Fall Semester</i>			<i>Credits</i>	<i>Spring Semester</i>			<i>Credits</i>
CIT140	Electronic Spreadsheets	3	AC214	Intermediate Accounting II	3		
AC213	Intermediate Accounting I	3	BA213	Business Law	3		

FM224	Principles of Financial Management	3	MN321	Organizational Behavior	3
MN201	Principles of Management	3	IB364	International Business	3
_____	GLE Lab Science I	4	_____	GLE Lab Science II	4
_____	GLE Elective	3	GLE230	Second-Year Composition	3
	Total	19		Total	19
Second Summer					
<i>Summer I</i>		<i>Credits</i>	<i>Summer II</i>		<i>Credits</i>
AC390	Internship in Accounting <i>or</i>	3	_____	Elective	3
AC395	Advanced Internship in Accounting <i>or</i>				
AC495	Senior Independent Research Project				
	Total	3		Total	3
Third Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
AC312	Forensic Accounting & Fraud Examination	3	AC323	Auditing	3
CJ301	Criminal Investigation & Evidence	3	AC345	Analysis of Financial Statements I	3
GM510	Seminar in Leadership – Grad Term 1 (taken as an Elective)	3	GM520	Legal and Ethical Issues – Grad Term 3 (taken as an Elective)	3
CITI274	Computer Forensics and Security	3	CJ420	White Collar Crime	3
_____	GLE Elective	3	BA471	Business Strategy and Ethics	3
_____	Elective	3	_____	Elective	1
	Total	18		Total	16
				Total Credits:	120

Recommended Curriculum Guide

3 Plus 1 Accelerated Management Program

First Year						
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>	
AC101	Principles of Accounting I	3	AC102	Principles of Accounting II	3	
CIT140	Electronic Spreadsheets	3	ET102	Principles of Microeconomics	3	
ET101	Principles of Macroeconomics	3	_____	GLE Elective	3	
GLE101	First-Year Inquiry Seminar	3	_____	GLE Elective	3	
GLE110	First-Year Composition	3	_____	GLE Elective	3	
MN201	Principles of Management	3	_____	GLE Elective	3	
	Total	18		Total	18	
First Summer						
<i>Summer 1</i>		<i>Credits</i>	<i>Summer 2</i>		<i>Credits</i>	
_____	GLE Elective	3	_____	Elective	3	
	Total	3		Total	3	
Second Year						
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>	
BA213	Business Law I	3	MN314	Human Resources Management	3	
FM224	Principles of Financial Management	3	MN321	Organizational Behavior	3	
MT260	Statistics	3	MN360	Communication Skills for Managers	3	
MK201	Principles of Marketing	3	_____	GLE Lab Science II	4	
_____	GLE Lab Science I	4	GLE230	Second-Year Composition	3	
_____	GLE Elective	3	_____	Elective	3	
	Total	19		Total	19	

Second Summer						
<i>Summer 1</i>		<i>Credits</i>	<i>Summer 2</i>		<i>Credits</i>	
MN390	Internship in Management <i>or</i>	3	_____	Business 300/400 Elective	3	
MN395	Advanced Internship in Management <i>or</i>					
MN495	Senior Independent Research Project					
	Total	3		Total	3	
Third Year						
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>	
MN365	Production and Operations Mgt.	3	MN426	Government and Business	3	
GM510	Seminar in Leadership – Grad Term 1 (taken as Elective)	3	GM520	Legal and Ethical Issues – Grad Term 3 (taken as Elective)	3	
FM311	Financial Management	3	BA471	Business Strategy and Ethics	3	
MN371	Entrepreneurship	3	IB364	International Business	3	
_____	Business 300/400 Elective	3	_____	Elective	3	
_____	Elective	3	_____	Elective	1	
	Total	18		Total	16	
				Total Credits:	120	

Recommended Curriculum Guide 3 Plus 1 Accelerated Marketing Program

First Year						
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>	
AC101	Principles of Accounting I	3	AC102	Principles of Accounting II	3	
CIT140	Electronic Spreadsheets	3	ET102	Principles of Microeconomics	3	

ET101	Principles of Macroeconomics	3	_____	GLE Elective	3
GLE101	First-Year Inquiry Seminar	3	_____	GLE Elective	3
GLE110	First-Year Composition	3	_____	GLE Elective	3
MK201	Principles of Marketing	3	_____	GLE Elective	3
	Total	18		Total	18

First Summer

<i>Summer 1</i>		<i>Credits</i>	<i>Summer 2</i>		<i>Credits</i>
_____	Elective	3	_____	Elective	3
	Total	3		Total	3

Second Year

<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
BA213	Business Law I	3	IB364	International Business	3
FM224	Principles of Financial Management	3	MN321	Organizational Behavior	3
MK214	Consumer Behavior	3	MT260	Statistics	3
MN201	Principles of Management	3	_____	GLE Lab Science II	4
_____	GLE Lab Science I	4	GLE230	Second-Year Composition	3
_____	GLE Elective	3	_____	GLE Elective	3
	Total	19		Total	19

Second Summer

<i>Summer 1</i>		<i>Credits</i>	<i>Summer 2</i>		<i>Credits</i>
MK390	Internship in Marketing <i>or</i>	3	_____	Elective	3
MK395	Advanced Internship in Marketing <i>or</i>				
MK495	Senior Independent Research Project				
	Total	3		Total	3

Third Year

<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
MK333	Marketing Research	3	MK350	E-commerce	3
GM510	Seminar in Leadership – Grad Term 1 (taken as Elective)	3	GM520	Legal and Ethical Issues – Grad Term 3 (taken as Elective)	3
_____	GLE Elective	3	BA471	Business Strategy and Ethics	3
_____	Marketing Elective	3	MK474	Marketing Mgt. for Green Economy	3
_____	Marketing Elective	3	_____	Marketing Elective	3
_____	Marketing Elective	3	_____	Elective	1
	Total	18		Total	16
				Total Credits:	120

Recommended Curriculum Guide 3 Plus 1 Accelerated Sports & Recreation Management Program

First Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
AC101	Principles of Accounting I	3	AC102	Principles of Accounting II	3
CIT140	Electronic Spreadsheets	3	ET102	Principles of Microeconomics	3
ET101	Principles of Macroeconomics	3	_____	GLE Elective	3
GLE101	First-Year Inquiry Seminar	3	_____	GLE Elective	3
GLE110	First-Year Composition	3	_____	GLE Elective	3
MK201	Principles of Marketing	3	_____	GLE Elective	3
	Total	18		Total	18
First Summer					

<i>Summer 1</i>		<i>Credits</i>	<i>Summer 2</i>		<i>Credits</i>
_____	Elective	3	_____	Elective	3
	Total	3		Total	3
Second Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
BA213	Business Law I	3	IB364	International Business	3
FM224	Principles of Financial Management	3	MN321	Organizational Behavior	3
MK214	Consumer Behavior	3	MT260	Statistics	3
MN201	Principles of Management	3	_____	GLE Lab Science II	4
_____	GLE Lab Science I	4	GLE230	Second-Year Composition	3
_____	GLE Elective	3	_____	GLE Elective	3
	Total	19		Total	19
Second Summer					
<i>Summer 1</i>		<i>Credits</i>	<i>Summer 2</i>		<i>Credits</i>
MK390	Internship in Marketing <i>or</i>	3	_____	Elective	3
MK395	Advanced Internship in Marketing <i>or</i>				
MK495	Senior Independent Research Project				
	Total	3		Total	3
Third Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
MK333	Marketing Research	3	MK350	E-commerce	3
GM510	Seminar in Leadership – Grad Term 1 (taken as Elective)	3	GM520	Legal and Ethical Issues – Grad Term 3 (taken as Elective)	3
_____	GLE Elective	3	BA471	Business Strategy and Ethics	3

_____	Marketing Elective	3	MK474	Marketing Mgt. for Green Economy	3
_____	Marketing Elective	3	_____	Marketing Elective	3
_____	Marketing Elective	3	_____	Elective	1
	Total	18		Total	16
				Total Credits:	120

Accounting–Finance

Associate Professor: [Mack Bean](#)

Assistant Professor: [Christine Betts](#), [Tiffany Lane](#)

Lecturers: Duane Towns

A Bachelor of Science degree is offered in Accounting-Finance to online and traditional students.

A minor is offered in either Accounting or Finance for business majors or non-business majors.

Mission and Learning Outcomes of the Accounting-Finance Program

The mission of the Accounting-Finance program is to prepare students for careers in accounting or finance, including banking, securities exchange, corporate accounting and finance, law, and similar professions, as well as develop the basis for advanced work at the graduate level. We challenge students to develop technical expertise as well as critical thinking and reasoning skills and then apply this understanding through a variety of hands-on experiences, including Internships, Small Business Advisory Groups (SBAG), and self-designed business projects.

The major in Accounting-Finance combines a basic liberal arts education with a strong preparation for a career in either accounting or finance. During the first two years of study, emphasis is placed on the General and Liberal Education and College core course requirements. During the Junior and Senior years, emphasis is placed on those areas most necessary for entry into the accounting – finance fields.

Learning Outcomes in Accounting/Finance

- Students will demonstrate knowledge of core tax, accounting, or finance concepts.
- Students will be able to apply quantitative tools and strategies to support organizational decision making in the domains of accounting or finance.
- Students will be able to communicate clearly and effectively both verbally and in writing.
- Students will demonstrate an awareness of the need for ethical leadership within an organization and ethical behavior in the greater global context.

Major Requirements

In addition to all graduation requirements and College Core Requirements, the following courses must be completed successfully:

Accounting Track-Online

AC213 Intermediate Accounting I

AC214 Intermediate Accounting II

AC314 Cost Accounting I

AC323 Auditing

AC354 Individual Income Taxes

AC474 Advanced Accounting I

Two Accounting Electives from the following: AC312, AC345, AC355, FM423, AC390, AC395, or AC495

Accounting Track-Traditional

AC213 Intermediate Accounting I
 AC214 Intermediate Accounting II
 AC314 Cost Accounting I
 AC323 Auditing
 AC354 Individual Income Taxes
 AC474 Advanced Accounting I
 AC390 Internship in Accounting or
 AC395 Advanced Internship or
 AC495 Senior Independent Research Project

Two Accounting Electives from the following: AC312, AC345, AC355, or FM423

Finance Track-Online

ET223 Money and Banking
 FM257 Real Estate Investments
 FM311 Managerial Finance
 FM423 Investment Analysis
 FM454 Problems in Finance

Finance Track-Traditional

ET223 Money and Banking
 FM257 Real Estate Investments
 FM311 Managerial Finance
 FM423 Investment Analysis
 FM454 Problems in Finance
 FM390 Internship in Financial Management or
 FM395 Advanced Internship or
 FM495 Senior Independent Research Project

Minor Requirements—Accounting

AC101 Principles of Accounting I
 AC102 Principles of Accounting II
 AC213 Intermediate Accounting I
 AC214 Intermediate Accounting II
 AC323 Auditing
 AC354 Individual Income Taxes

Minor Requirements—Finance

AC101 Principles of Accounting I
 ET101 Principles of Macroeconomics
 ET223 Money and Banking
 FM257 Real Estate Investments
 FM311 Managerial Finance
 FM423 Investment Analysis

Recommended Curriculum Guide - Accounting Track

First Year					
Fall Semester		Credits	Spring Semester		Credits
AC101	Principles of Accounting I	of 3	AC102	Principles of Accounting II	of 3

ET101	Principles of Macroeconomics	3	ET102	Principles of Microeconomics	3
GLE101	First-Year Inquiry Seminar	3	_____	GLE Elective	3
GLE110	First-Year Composition	3	MT260	Statistics	3
_____	GLE Elective	3	_____	GLE Elective	3
	Total	15		Total	15
Second Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
CIT140	Electronic Spreadsheets	3	AC214	Intermediate Accounting II	3
AC213	Intermediate Accounting I	3	BA213	Business Law	3
MN201	Principles of Management	3	MK201	Principles of Marketing	3
_____	GLE Lab Science I	4	_____	GLE Lab Science II	4
_____	GLE Elective	3	GLE230	Second-Year Composition	3
	Total	16		Total	16
Third Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
AC314	Cost Accounting I	3	AC323	Auditing	3
FM224	Principles of Financial Management	3	AC354	Individual Income Taxes I	3
MN321	Organizational Behavior	3	IB364	International Business	3
_____	GLE Elective	3	_____	GLE Elective	3
_____	Elective	3	_____	Elective	3
	Total	15		Total	15
Fourth Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
AC474	Advanced Accounting I	3	BA471	Business Strategy and Ethics	3
AC390	Internship in Accounting/ Finance <i>or</i>	3	_____	Elective	3
AC395	Advanced Internship in		_____	Elective	3

	Accounting/ Finance <i>or</i>				
AC495	Senior Independent Research Project		_____	Elective	3
_____	Accounting Elective	3	_____	Elective	1
_____	Elective	3			
_____	Elective	3		Total	13
	Total	15		Total Credits	120

Recommended Curriculum Guide - Finance Track

First Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
AC101	Principles of Accounting I	3	AC102	Principles of Accounting II	3
ET101	Principles of Macroeconomics	3	ET102	Principles of Microeconomics	3
GLE101	First-Year Inquiry Seminar	3	_____	GLE Elective	3
GLE110	First-Year Composition	3	MT260	Statistics	3
_____	GLE Elective	3	_____	GLE Elective	3
	Total	15		Total	15
Second Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
CIT140	Electronic Spreadsheets	3	FM224	Principles of Financial Management	3
ET223	Money & Banking	3	FM257	Real Estate Investments	3
MN201	Principles of Management	3	MK201	Principles of Marketing	3
_____	GLE Lab Science I	4	_____	GLE Lab Science II	4
_____	GLE Elective	3	GLE230	Second-Year Composition	3
	Total	16		Total	16
Third Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>

BA213	Business Law I	3	FM311	Managerial Finance	3
MN321	Organizational Behavior	3	IB364	International Business	3
_____	GLE Elective	3	_____	Elective	3
_____	GLE Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
	Total	15		Total	15

Fourth Year

<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
FM390	Internship Finance <i>or</i> in	3	BA471	Business Strategy and Ethics	3
FM395	Advanced Internship Finance <i>or</i> in		FM454	Problems in Finance	3
FM495	Senior Independent Research Project		_____	Elective	3
FM423	Investment Analysis	3	_____	Elective	3
_____	Elective	3	_____	Elective	1
_____	Elective	3			
_____	Elective	3		Total	13
	Total	15		Total Credits:	120

Advertising

Professor: Jason Little

Affiliated Faculty: Christopher Previte (Digital Media Design)

A minor is offered in Advertising.

Advertising is a creative communication tool used to help build and support brand awareness and preference. Without advertising, it would be difficult for consumers to differentiate between brands and be well informed of new products and services.

Mission and Learning Outcomes of the Advertising Program

The mission of the Advertising minor is to foster student development of the knowledge and skills necessary to create effective communication strategies and tactics, targeted to the appropriate audience, at the appropriate time. Specific objectives include:

- To develop and apply effective oral, written, and electronic communication skills.
- To understand how Web-Based Marketing Communication, Radio, Television, Print, Direct Response, and Out-of-Home media can be created and used to successfully target primary prospects.
- To gain knowledge and skills with regard to graphic design, graphic production, and media production.
- To understand effective research methods with relationship to developing, testing and evaluating advertising media, messages, campaigns, and advertising strategies.
- To gain knowledge with respect to the ethical and legal issues associated with advertising.
- To develop effective team skills with regard to creating a successful advertising campaign.

Advertising Minor Program Courses

Business

An Associate of Arts degree is offered in Business to online students.

In addition to all graduation requirements, the following requirements must be completed successfully to complete the degree:

General and Liberal Education Core Requirements

GLE103 Career Image, Planning, and Management

GLE110 First Year Composition

GLE230 Second-Year Composition

_____ Mathematics Core Elective*

_____ Natural Science Core Elective I

_____ Natural Science Core Elective II

One course from two of the following areas:

One 100-200-level Social Science

One 100-200 level Humanities

One 100-200-level Art and Design

**Associate of Arts in Business students are required to take MT260-Statistics as a Mathematics core elective, as part of the general education requirements, or as a general elective.*

Major Requirements

AC101 Principles of Accounting I

AC102 Principles of Accounting II

BA213 Business Law I

CIT101 Microcomputer Applications

ET101 Principles of Macroeconomics

ET102 Principles of Microeconomics

Program Courses

Business Administration

A minor is offered in Business Administration to non-business majors.

Minor Requirements

AC101 Principles of Accounting I

BA213 Business Law I

ET101 Principles of Macroeconomics

FM224 Principles of Financial Management

IB364 International Business

MK201 Principles of Marketing

MN201 Principles of Management

Program Courses

Emergency Medical Services

A Bachelor of Science degree is offered in Emergency Medical Services to online students.

This interdisciplinary program is designed for emergency medical services personnel interested in following a path to degree completion or for other undergraduate students who have obtained EMT certification or who plan to earn this certification while matriculating at

Franklin Pierce University. It is recommended that students obtain EMT certification before graduation as an enhancement to this degree program.

This program is designed for emergency medical services personnel interested in following a path to degree completion. The program presents two degree offerings that are non-clinical and offered fully online.

Applicants may earn credits for qualifying coursework and certifications. Paramedics will receive 40 credits for an active paramedic license. Additional credits may be earned through Prior Learning Assessment or transfer. Those credits will be applicable to the core requirements and general electives as needed.

Expected Learning Outcomes

Upon completion of the Bachelor of Science in Emergency Medical Services, students will be able to:

- Analyze systems development and operations principles in Emergency Medical Services.
- Evaluate personnel management and staffing models in Emergency Medical Services systems.
- Implement operating budgets for emergency and non-emergency transport Emergency Medical Services systems.
- Summarize legal and regulatory guidelines in Emergency Medical Services systems.

Major Requirements

In addition to all graduation requirements, the following courses must be completed successfully:

In addition to all graduation requirements, the following courses must be completed successfully:

EMSP300 Leadership and Decision-Making 3 Credits

EMSP301 EMS Planning and Development 3 Credits

EMSP302 Health Informatics 3 Credits

EMSP303 Medical Operations and Personnel Management 3 Credits

EMSP304 Public Health Emergencies 3 Credits

EMSP305 Risk Management Practices 3 Credits

EMSP320 Emergency Communications 3 Credits

EMSP403 EMS Integrated Seminar 3 Credits

HCA315 Epidemiology 3 Credits

HCA360 Health Care Ethics, Policy and Law 3 Credits

MT260 Statistics 3 Credits

Program Courses

Healthcare Administration

Associate Professor: [Minghua Li](#)

Lecturers: Rebecca O'Berry, Lara Shea

A Bachelor of Science degree is offered in Healthcare Administration to online and traditional students.

A minor is offered in Healthcare Administration.

Mission and Learning Outcomes of the Healthcare Administration Program

The mission of the Healthcare Administration program prepares students for a variety of career directions in the healthcare industry. This professional degree program will provide students with a firm academic foundation that is career relevant and establishes a viable bridge to graduate study in a variety of healthcare related fields. The curriculum develops critical thinking skills, knowledge acquisition and values clarification; key to transitioning into the complex and dynamic landscape of healthcare. An internship requirement provides for experiential learning outside the classroom and allows students to acquire the knowledge and practical skills that prepare them for positions in the field of healthcare administration.

- Students will describe the U.S. healthcare system and understand the social, cultural, political, strategic, and economic issues that impact the system.
- Students will demonstrate an understanding of micro and management and leadership principles and practices, focusing on healthcare organizational systems in the United States

- Students will articulate the concepts of quality and the process of quality improvement across the healthcare continuum
- Students will identify the role, functions, and applications of strategic planning in healthcare organizations; applying qualitative and quantitative research principles to a capstone project
- Students will explain how policymaking interacts with legal and ethical issues in the healthcare environment

Major Requirements

In addition to all graduation requirements and College Core Requirements, the following courses must be completed successfully:

EMSP302 Health Informatics
 HCA201 Introduction to Healthcare Management
 HCA315 Epidemiology
 HCA340 Healthcare Finance
 HCA350 Healthcare Systems Management and Quality Improvement
 HCA360 Healthcare Ethics, Policy, and Law
 HCA390 Internship or
 HCA495 Senior Independent Project
 HCA450 Leadership and Management in Healthcare Organizations

Minor Requirements

HCA201 Introduction to Healthcare Management
 HCA350 Healthcare System Management and Quality
 HCA360 Healthcare Ethics, Policy and Law
 HCA450 Leadership and Management in Healthcare Organizations
 MN201 Principles of Management
 MN314 Human Resource Management

Recommended Curriculum – Healthcare Administration

First Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
GLE101	First-Year Inquiry Seminar	3	_____	GLE Elective	3
GLE110	First-Year Composition	3	MK201	Principles of Marketing	3
_____	GLE Lab Science I	4	MN201	Principles of Management	3
_____	GLE Elective	3	_____	GLE Lab Science II	4
_____	GLE Elective	3	_____	GLE Elective	3
	Total	16		Total	16
Second Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
AC101	Principles of Accounting I	3	AC102	Principles of Accounting II	3
HCA201	Introduction to Healthcare Management	3	CIT140	Microcomputer Applications	3
MT260	Statistics	3	ET101	Principles of Macroeconomics	3

_____	GLE Elective	3	GLE230	Second-Year Composition	3
_____	Elective	3	_____	GLE Elective	3
	Total	15		Total	15
Third Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
BA213	Business Law	3	FM224	Principles of Financial Management	3
ET102	Principles of Microeconomics	3	HCA360	Healthcare Ethics, Policy & Law	3
HCA350	Healthcare Systems Mgt & Quality Improvement	3	HCA315	Epidemiology	3
_____	Elective	3	MN321	Organizational Behavior	3
_____	Elective	3	EMSP302	Health Informatics	3
	Total	15		Total	15
Fourth Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
HCA390	Healthcare Administration Internship <i>or</i>	3	BA471	Business Strategy and Ethics	3
HCA495	Senior Independent Research Project		HCA340	Healthcare Finance	3
HCA450	Leadership & Management in Healthcare Organizations	3	_____	Elective	3
IB364	International Business	3	_____	Elective	3
_____	Elective	3	_____	Elective	1
_____	Elective	3		Total	13
	Total	15		Total Credits	120

Management

Associate Professor: [Mack Bean](#)

Assistant Professor: Ken Clarke

Lecturers: Jerry Lettre, Robert McGeough, Kent Whitman

A Bachelor of Science degree is offered in Management for online and traditional students.

A minor is offered in Management.

Mission and Learning Outcomes of the Management Program

The mission of the Management major is to develop specialized preparation for a career in management in combination with a liberal arts education. The Management program prepares students for positions as managers in the business, private, or non-profit sectors. Specific goals of the program include the following:

- Students will be able to describe the essential functions of an effective business operation and analyze business opportunities.
- Students will demonstrate an understanding of the relationship between businesses and market/nonmarket stakeholders as it pertains to local, societal, and global needs.
- Students will be able to use quantitative and qualitative tools and strategies to support organizational decision making.
- Students will demonstrate an awareness of the need for ethical leadership within an organization and ethical behavior in the greater global context.
- Students will be able to communicate clearly and effectively.

The major in Management combines a basic liberal arts education with specialized preparation for a career in management. Emphasis is placed on General and Liberal Education and College core course requirements during the first two years of study. The Management major prepares the student for a position as a manager in the business, private, or non-profit sector.

Major Requirements for Online Students

In addition to all graduation requirements and College Core Requirements, the following courses must be completed successfully:

FM311 Managerial Finance
MN314 Human Resource Management
MN348 Public Administration or
MN426 Government and Business
MN360 Communication Skills for Managers
MN365 Production and Operations Management
MN371 Entrepreneurship

Students must also complete two electives chosen from the 300 or 400-level courses with any of the following business prefixes: AC, AD, BA, ET, FM, HCA, MK, MN, and SR.

Major Requirements for Traditional Students

In addition to all degree requirements and College Core Requirements, the following courses must be completed successfully:

FM311 Managerial Finance
MN314 Human Resource Management
MN348 Public Administration or
MN426 Government and Business
MN360 Communication Skills for Managers
MN365 Production and Operations Management
MN371 Entrepreneurship
MN390 Internship in Management or
MN395 Advanced Internship or
MN495 Senior Independent Project

Students must also complete two electives chosen from the 300 or 400-level courses with any of the following business prefixes: AC, AD, BA, ET, FM, HCA, MK, MN, and SR.

Minor Requirements

The minor in Management requires completion of the following courses:

MK201 Principles of Marketing
MN201 Principles of Management
MN314 Human Resource Management

MN321 Organizational Behavior
 MN360 Communication Skills for Managers
 MN365 Production & Operations Management

Recommended Curriculum Guide - Management

First Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
AC101	Principles of Accounting I	3	AC102	Principles of Accounting II	3
CIT140	Electronic Spreadsheets	3	ET102	Principles of Microeconomics	3
ET101	Principles of Macroeconomics	3	_____	GLE Elective	3
GLE101	First-Year Inquiry Seminar	3	_____	GLE Elective	3
GLE110	First-Year Composition	3	_____	GLE Elective	3
	Total	15		Total	15
Second Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
BA213	Business Law	3	MK201	Principles of Marketing	3
FM224	Principles of Financial Management	3	MT260	Statistics	3
MN201	Principles of Management	3	_____	GLE Lab Science II	4
_____	GLE Lab Science I	4	GLE230	Second-Year Composition	3
_____	GLE Elective	3	_____	GLE Elective	3
	Total	16		Total	16
Third Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
IB364	International Business	3	FM311	Managerial Finance	3
MN365	Production & Operations Management	3	MN314	Human Resource Management	3
MN321	Organizational Behavior	3	MN360	Communication Skills for Managers	3
_____	GLE Elective	3	_____	Elective	3

_____	Elective	3	_____	Elective	3
	Total	15		Total	15
Fourth Year					
Fall Semester		Credits	Spring Semester		Credits
MN348	Public Administration <i>or</i>	3	BA471	Business Strategy and Ethics	3
MN426	Government & Business		_____	Elective	3
MN390	Internship in Management <i>or</i>	3	_____	Elective	3
MN395	Advanced Internship in Management <i>or</i>		_____	Elective	3
MN495	Senior Independent Research Project		_____	Elective	1
MN371	Entrepreneurship	3			
_____	Elective	3			
_____	Elective	3		Total	13
	Total	15		Total Credits	120

Program Courses

Marketing

Professor: [Jason Little](#)

Associate Professor: [Mack Bean](#)

Lecturers: Robert McGeough, Kent Whitman

A Bachelor of Science degree is offered in Marketing for online and traditional students.

A minor is offered in Marketing.

Mission and Learning Outcomes of the Marketing Program

The mission of the Marketing program is to develop the knowledge and skills necessary for graduates to effectively develop, price, promote and distribute earth-friendly, world-class quality products/services that satisfy the needs and wants of consumers and organizations.

The program has the following intended learning outcomes:

- Students will analyze the internal and external environment, including global and ethical perspectives, via appropriate information sources when making marketing decisions.
- Students will distinguish how to develop, distribute, price, and promote quality products that integrate sustainable business practices.
- Students will distinguish consumer and organizational buyer behavior.

- Students will demonstrate effective business writing skills.

Students are provided opportunities throughout the program to apply learning outcomes to real world experiences such as internships, the Small Business Advisory Group, Enactus, and other experiential learning situations.

Major Requirements for Online Students

In addition to all graduation requirements and College Core Requirements, the following courses must be completed successfully:

MK214 Consumer Behavior
 MK333 Marketing Research
 MK350 E-commerce
 MK474 Marketing Management for a Green Economy
 MK__ Marketing Elective*
 MK__ Marketing Elective*
 MK__ Marketing Elective*

*From MK304, MK317, MK335, MK360, MK365, MK299/399/499, AD370, DMD330, MN342, SR310

Major Requirements for Traditional Students

In addition to all degree requirements and College Core Requirements, the following courses must be completed successfully:

MK214 Consumer Behavior
 MK333 Marketing Research
 MK350 E-commerce
 MK390 Internship in Marketing or
 MK395 Advanced Internship or
 MK495 Senior Independent Project
 MK474 Marketing Management for a Green Economy

MK__ Marketing Elective*
 MK__ Marketing Elective*
 MK__ Marketing Elective*

*From MK304, MK317, MK335, MK360, MK365, MK299/399/499, AD370, DMD330, MN342, SR310

Minor Requirements

A minor is offered to both business and non-business majors. The minor in Marketing requires completion of the following courses:

CIT140 Electronic Spreadsheets
 MK201 Principles of Marketing
 MK214 Consumer Behavior
 MK474 Marketing Management for Green Economy
 MK__ Marketing Elective*
 MK__ Marketing Elective*

*From MK304, MK317, MK333, MK335, MK350, MK360, MK365, MK390, MK299/399/499, AD 370, DMD330, MN342, SR310

Recommended Curriculum Guide - Marketing

First Year					
Fall Semester		Credits	Spring Semester		Credits
AC101	Principles of Accounting I	3	AC102	Principles of Accounting II	3
CIT140	Electronic Spreadsheets	3	ET102	Principles of Microeconomics	3
ET101	Principles of Macroeconomics	3	_____	GLE Elective	3

GLE101	First-Year Inquiry Seminar	3	_____	GLE Elective	3
GLE110	First-Year Composition	3	_____	GLE Elective	3
	Total	15		Total	15
Second Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
BA213	Business Law	3	MN201	Principles of Management	3
FM224	Principles of Financial Management	3	MT260	Statistics	3
MK201	Principles of Marketing	3	MK214	Consumer Behavior	3
_____	GLE Lab Science I	4	_____	GLE Lab Science II	4
_____	GLE Elective	3	GLE230	Second-Year Composition	3
	Total	16		Total	16
Third Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
IB364	International Business	3	MK350	E-commerce	3
MK333	Marketing Research	3	_____	Marketing Elective	3
MN321	Organizational Behavior	3	_____	Marketing Elective	3
_____	GLE Elective	3	_____	Marketing Elective	3
_____	GLE Elective	3	_____	Elective	3
	Total	15		Total	15
Fourth Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
MK390	Internship in Marketing <i>or</i>	3	BA471	Business Strategy and Ethics	3
MK395	Advanced Internship in Marketing <i>or</i>		MK474	Marketing Management for a Green Economy	3
MK495	Senior Independent Research Project		_____	Elective	3
_____	Marketing Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	1

_____	Elective	3			
_____	Elective	3		Total	13
	Total	15		Total Credits	120

Program Courses

Public Relations

Professors: Jason Little, Phyllis Scrocco Zrzavy

Associate Professors: Paul Bush, Allan Rachlin

Affiliated Faculty: Kenneth Clarke, Kristen Nevious

A minor is offered in Public Relations.

Mission and Learning Outcomes of the Public Relations Program

The mission of the Public Relations minor is to foster student development of the knowledge and skills necessary to manage the relationships between an organization or individual and its publics through effective communication and persuasion, media and organizational relations, and legal and ethical decision-making practices.

Specific objectives of this program include:

- To understand communication and persuasion concepts and strategies as they apply to organizations and individuals
- To understand public relations principles and theories as they relate to organizational problem-solving, crisis management, industry practices and strategy development
- To foster the development of research and analysis skills specific to the field of public relations
- To provide an awareness of legal issues as they relate to today's mediated and professional environments
- To promote ethical consideration of public relations decision-making and practices
- To apply public relations knowledge and skills in a real-world setting

Minor Requirements

BA213 Business Law I

COMM130 Introduction to Media Studies or

MK201 Principles of Marketing

COMM100 Communication, Media, and Society or

COMM110 Journalism I

MK333 Marketing Research

MK335 Public Relations

Choose one of the following:

MK304 Advertising or

COMM310 Convergent Journalism or

COMM345 American Political Culture and Media

Program Courses

Sports and Recreation Management

Assistant Professor: Kenneth Clarke

Affiliated Faculty: Doug Carty, Rachel Burleson, Jeannette McKillop

A Bachelor of Science degree is offered in Sports and Recreation Management to traditional students.

A minor is offered in Sports and Recreation Management.

Mission and Learning Outcomes of the Sports and Recreation Management Program

The mission of the Sports and Recreation Management program is to prepare professionals capable of managing and enhancing sports and recreational activities through the application of effective business practices, and an understanding of theory, concepts and philosophy of fitness, stress reduction, and social development.

Learning Outcomes

- Through a diverse curriculum, students will understand and apply management skills in business as well as sports and recreation.
- Students will understand a wide range of sports and recreation operations and facilities by comparing and contrasting community, commercial, therapeutic and outdoor environmental programs.
- Students will gain the ability to apply management skills by examining operational and service strategies through job shadowing, internships, site visits and conversations with professionals in sports and recreation programs.
- Students will understand the legal environment of sports and recreation programs, including risk management and negligence law.
- Students will develop a personal philosophy and professional understanding of the role of sports and recreation in diverse cultures, communities, and the lives of individuals.

Major Requirements

In addition to all graduation requirements and College Core Requirements, the following courses must be completed successfully:

SR100 Foundations of Sports and Recreation
SR202 Principles of Sports and Recreation Management
SR243 Programming in Sports and Recreation Management
SR368 Sports and Recreation Facilities Management
SR390 Internship in Sports and Recreation Management*
SR395 Advanced Internship*
SR495 Senior Independent Project*
SR419 Law and Liability in Sports and Recreation
SR420 Trends and Issues in Sports and Recreation Management

* One of these courses must be taken.

Select 3 of the following elective courses:

SR115 Foundations of Adventure Sports and Recreation
SR210 The Role and Influence of Leisure on the Culture and Commerce of the International Community
SR238 Training and Treatment of Injuries in Athletics
SR310 Sports and Recreation Marketing
SR338 Fitness Management
SR346 Park and Natural Resource Management
SR357 Inclusive Sports and Recreation
SR439 Snow Sport Facility Management

Minor Requirements

SR100 Foundations of Sports and Recreation
SR202 Principles of Sports and Recreation Management
SR243 Programming in Sports and Recreation Management
SR368 Sports and Recreation Facilities Management
SR419 Law and Liability in Sports and Recreation
SR420 Trends and Issues in Sports and Recreation Management
Plus one additional 3 credit course, 300 level or higher from the Sports and Recreation (SR) course offerings

Recommended Curriculum Guide - Sports and Recreation Management

First Year						
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>	
MT260	Statistics <i>or</i>	3	AC102	Principles of Accounting II	3	
CIT140	Electronic Spreadsheets		ET101	Principles of Macroeconomics	3	
GLE101	First-Year Inquiry Seminar	3	_____	GLE Elective	3	
GLE110	First-Year Composition	3	MN201	Principles of Management	3	
SR100	Foundations of Sports & Recreation	3	MT260	Statistics <i>or</i>	3	
AC101	Accounting I	3	CIT140	Electronic Spreadsheets		
	Total	15		Total	15	
Second Year						
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>	
BA213	Business Law 1	3	ET102	Principles of Microeconomics	3	
SR202	Principles of Sports & Rec. Mgt.	3	_____	Sports & Recreation Elective	3	
MK201	Principles of Marketing	3	_____	GLE Lab Science II	4	
_____	GLE Lab Science I	4	GLE230	Second-Year Composition	3	
_____	GLE Elective	3	_____	GLE Elective	3	
	Total	16		Total	16	
Third Year						
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>	
SR243	Programming in Sports & Rec. Mgt.	3	FM224	Principles of Financial Management	3	
SR368	Sports & Recreation Facilities Mgt.	3	IB364	International Business	3	
MN321	Organizational Behavior	3	SR419	Law & Liability in Sports Recreation	3	

_____	Sports & Recreation Elective	3	_____	GLE Elective	3	
_____	GLE Elective	3	_____	Elective	3	
	Total	15		Total	15	
Fourth Year						
Fall Semester		Credits	Spring Semester		Credits	
SR390	Internship in Sports & Rec. Mgt. <i>or</i>	3	BA471	Business Strategy and Ethics	3	
SR395	Adv. Internship in Sports & Rec. Mgt. <i>or</i>	3	SR420	Trends & Issues In Sports & Rec. Mgt.	3	
SR495	Senior Independent Research Project		_____	Elective	3	
_____	Sports & Recreation Elective		_____	Elective	3	
_____	Elective	3	_____	Elective	1	
_____	Elective	3				
_____	Elective	3		Total	13	
	Total	15		Total Credits	120	

Master of Science in Accounting

Professor: [Michael Mooiman](#)

Associate Professors: [Martin Green](#), [Andrea McGill-O'Rourke](#)

The M.S. in Accounting program is a 12-course, 36 credit degree, designed for students seeking mastery in the area of Accounting. The curriculum provides a broad and deep exposure to the accounting discipline and positions students to pursue professional certifications, such as the CPA or CMA, as well as, employment opportunities in the fields of finance and accounting.

Student Learning Outcomes

- Students will gain technical skills in the areas of tax, non-profit, audit, financial analysis and business ethics.
- Students will develop the ability to assess, analyze, integrate and apply the body of accounting technical knowledge when operating within the accounting environment.
- Students will apply effective oral and written communication skills to become confident, competent writers and presenters in their professional interactions.
- Students will be able to analyze financial information and financial statements using quantitative and qualitative tools and techniques in order to make logical and effective business decisions.

M.S. in Accounting Pre-requisites

Accepted students will have successfully completed the undergraduate accounting course work*, as follows:

- Intermediate Accounting I & II
- Cost Accounting
- Advanced Accounting
- Auditing

Successful completion means, a CGPA of 2.8 or better, with no grade below a C, in the pre-requisite accounting courses.

**Applicants who have not taken one or more of the pre-requisite undergraduate accounting courses, but who have substantially mastered the applicable accounting competencies by other means, such as professional experience, may prepare documentation of how these pre-requisite courses have been met at the time of application. This documentation will be reviewed for consideration of a waiver of one or more pre-requisite courses.*

M.S. in Accounting Curriculum

Courses	Credit
AC530 Business Taxation	3
AC565 Ethics and the Accounting Professional	3
AC630 Audit – Risk Management and Assurance Services	3
AC640 Accounting Information Systems (AIS)	3
AC660 Advanced Financial Statement Analysis	3
AC670 Contemporary and Emerging Accounting Issues	3
GM535 Managerial Communications	3
GM541 Managerial Accounting	3
GM561 Financial Management	3
Two elective business courses with prefixes of GM, GI, or SF	6
Total Credits	36

Master of Business Administration

Franklin Pierce University M.B.A. graduates are expected to become leaders within their organizations. These prospective leaders are educated to look at situations from a systems wide perspective, addressing human, organizational, and community issues. The Master of Business Administration degree program requires students to develop a Leadership Portfolio. The portfolio enables students to articulate leadership strategies.

The portfolio begins with a “foundation paper,” using an organizational strategic management process to guide students in their progress through the program. Each course requires a module paper to be added to the portfolio, allowing students to track their progress and reflect on their learning, continuously linking learning to their strategic plan. Normal time to completion is 21 months.

Student Learning Outcomes

- Students will gain the ability to evaluate, compare and contrast, and effectively apply ethical leadership skills and styles within diverse organizations.

- Students will develop the ability to assess, analyze, integrate and apply the body of business and technical knowledge when operating within the business environment.
- Students will apply effective communication skills, including both oral and written skills, among all stakeholders of the business.
- Students will be able to analyze business situations using quantitative and qualitative tools and techniques in order to make well-reasoned and effective decisions.

Graduate Certificates

Certificates can be completed in as little as 9 months; normal time to completion is 12 - 15 months.

Energy and Sustainability Studies

GM510 Seminar in Leadership
GM550 The Future of Energy, Business, and Society
GM561 Financial Management
GM575 Building a Sustainable Enterprise
GM630 Energy Economics

Health Administration

GM510 Seminar in Leadership
GM520 Legal and Ethical Issues in Organizations
GM592 Health Policy
GM594 Healthcare Payment Systems
GM596 Quality Improvement Models in Healthcare

Human Resource Management

GM510 Seminar in Leadership
GM563 Human Resource Management
GM565 Compensation and Benefits
GM570 Training and Development for Adults
GM625 Labor Relations and Employment Law

Sports Management

GM510 Seminar in Leadership
GM562 Marketing Management
SF502 Media Relations and Technology in the Sports Industry
SF508 Sports Facilities Management
SF512 Analytics in Sports Management

College of Business

Fundamental Competencies

Students who do not receive advanced standing based on undergraduate coursework, but who have substantially mastered the foundational competencies by other means, such as life experience, may prepare documentation of these competencies at the time of application or at any time before taking the graduate level coursework requiring the competency.

Financial Accounting

This foundational competency emphasizes the interpretation, analysis, and use of key financial issues, which include an understanding of the balance sheet, the income statement, statement of cash flows, as well as cash budgeting and financial forecasting. This competency is required for GM541 and GM561. Students may demonstrate this competency through academic coursework, or by completing a program of self-study administered by the business faculty.

Statistics

This foundational competency includes an overview of the use of statistics and statistical procedures, with emphasis on probability theory and its applications. Topics covered include computational measures of central tendency; measures of dispersion; probability distribution

functions; multiple and bivariate regression; decision theory; population parameters; and statistical inference. This competency is required for GM542 and GM564. Students may demonstrate this competency through academic coursework, or by completing a program of self-study administered by the business faculty.

Programming Competency

Programming competency includes an understanding of the fundamentals of object oriented programming. While students will not be required to write and interpret code, they are expected to understand basic computing concepts including data structures, classes, encapsulation, inheritance, interfaces, return values, and state. This competency is required for GI551. Students may demonstrate this competency through academic coursework. Equivalent work experience may be accepted with approval from the business faculty.

Course Sequence

Students normally begin their studies with GM510. Students are encouraged to take courses generally following the numbering hierarchy. GM691 is the capstone course in the M.B.A. program and is intended to be the final course in the sequence. Generally, a student will not be advised to register for the capstone course unless all 500 level courses have been completed. No transfer of GM510 or GM691 is allowed.

Independent Study

Independent study offers an opportunity to explore an area of study not included in the Catalog listing of approved courses. The topic of an Independent Study should be selected and carefully designed by the student and faculty sponsor, and must meet with the approval of the Program Director and Dean no later than the end of the add/drop period of the term in which the Independent Study is to occur. Normally, the student will be expected to have a cumulative grade point average of 3.50 and possess the appropriate background and interest to pursue the proposed area of study. A "Proposal for Independent Study" form may be obtained from the Office of the Registrar.

MBA Leadership Track

The M.B.A. in Leadership track is the flagship degree of the graduate business program. Students pursuing this degree will be exposed to a broad range of business disciplines and will learn both quantitative and qualitative tools and techniques which can be implemented immediately in their workplace to analyze and solve business problems. The degree consists of 13 courses and awards a total of 39 credits.

Core M.B.A. Courses		Credits
GM510	Seminar in Leadership	3
GM520	Legal and Ethical Issues in Organizations	3
GM540	Organizational Behavior	3
GM542	Quantitative and Research Techniques for Leaders	3
GM543	Economics for Managers	3
GM561	Financial Management	3
GM562	Marketing Management	3
GM564	Operations Management for Leaders	3
GM691	Strategic Management Seminar**	3

Elective M.B.A. Courses*

12

Total Credits

39

*Student chooses any other four M.B.A. course offerings (subject to pre-requisites).

**The Strategic Management Seminar is normally the last course taken to fulfill degree requirements.

MBA Accounting Track

The M.B.A. in Accounting track is designed for individuals who wish to advance their knowledge of Accounting and to take leadership roles such in the Accounting and Finance departments of organizations. Students enrolling in this track will develop a master's level understanding of Financial Analysis and ethical issues in the Accounting profession. The track also serves as a springboard for students contemplating preparing for their CPA, CMA, or CFA certifications.

This degree consists of 13 courses and awards 39 credits. Course work involves the study of advanced Finance and Accounting topics and is an ideal graduate program for students who have completed their BA degrees with majors or minors in Accounting.

Recommended Curriculum Guide

3 + 1 Accelerated Accounting Program- Accounting Track

First Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
AC101	Principles of Accounting I	3	AC102	Principles of Accounting II	3
CIT140	Electronic Spreadsheets	3	ET102	Principles of Microeconomics	3
ET101	Principles of Macroeconomics	3	_____	GLE Elective	3
GLE101	First-Year Inquiry Seminar	3	_____	GLE Elective	3
GLE110	First-Year Composition	3	_____	GLE Elective	3
MK201	Principles of Marketing	3	_____	GLE Elective	3
	Total	18		Total	18
First Summer					
<i>Summer 1</i>		<i>Credits</i>	<i>Summer 2</i>		<i>Credits</i>
_____	Elective	3	_____	Elective	3
	Total	3		Total	3
Second Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
BA213	Business Law I	3	AC214	Intermediate Accounting II	3
FM224	Principles of Financial Management	3	MN321	Organizational Behavior	3
AC213	Intermediate Accounting I	3	MT260	Statistics	3
MN201	Principles of Management	3	IB364	International Business	3

_____	GLE Lab Science I	4	_____	GLE Lab Science II	4
_____	GLE Elective	3	GLE230	Second-Year Composition	3
	Total	19		Total	19
Second Summer					
<i>Summer 1</i>		<i>Credits</i>	<i>Summer 2</i>		<i>Credits</i>
AC390 or AC395 or AC495	Internship in Accounting Advanced <i>or</i> Internship in Accounting Senior Independent Research Project	3	_____	Elective	3
	Total	3		Total	3
Third Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
AC314	Cost Accounting	3	AC354	Individual Income Tax	3
AC474	Advanced Accounting I	3	GM520	Legal and Ethical Issues – Grad Term 3 (taken as Elective)	3
GM510	Seminar in Leadership – Grad Term 1 (taken as Elective)	3	BA471	Business Strategy and Ethics	3
_____	GLE Course	3	AC323	Auditing	3
_____	Elective	3	AC_____	Accounting Elective	3
_____	Elective	3	_____	Elective	1
	Total	18		Total	16
				Total Credits	120

Core M.B.A. Courses Credits for Accounting Track

GM510 Seminar in Leadership 3 Credits
 GM520 Legal and Ethical Issues in Organizations 3 Credits
 GM540 Organizational Behavior 3 Credits
 GM542 Quantitative and Research Techniques for Leaders 3 Credits
 GM543 Economics for Managers 3 Credits
 GM561 Financial Management 3 Credits
 GM562 Marketing Management 3 Credits
 GM564 Operations Management for Leaders 3 Credits
 GM691 Strategic Management Seminar** 3 Credits

Concentration M.B.A. Courses for Accounting Track

AC565 Ethics and the Accounting Professional 3 Credits
 AC640 Accounting Information Systems 3 Credits
 AC660 Advanced Financial Statement Analysis 3 Credits

GM541 Managerial Accounting 3 Credits

Total Credits**39**

**The Strategic Management Seminar is normally the last course taken to fulfill degree requirements.

Energy and Sustainability Studies Track

The M.B.A. in Energy and Sustainability Studies track is designed for individuals who wish to focus on issues of sustainability, corporate social responsibility, and energy concerns in their organizations, communities, and in society. Students enrolling in this track will develop a master's level understanding of business leadership, energy issues, and the triple bottom line—planet, people and profits - approach to business through a combination of theory and practice.

This program prepares graduates to work in the energy industries or to take charge of energy and sustainability portfolios in their organizations and their communities.

This degree consists of 13 courses and awards 39 credits. Course work involves the study of new business models, corporate social responsibility, sustainability, and natural resource issues through the lens of energy production, distribution, and consumption. Energy efficiency, renewable energy, and traditional energy sources are studied in detail. This approach permits application of energy and sustainability concepts in concrete, quantitative, and practical terms and provides students with the tools to apply this knowledge in their businesses, communities, and private lives.

ESS Advisory Board

The Energy and Sustainability Studies program is supported by an advisory board made up of distinguished industry professionals. The goal of the board is to provide input to the program curriculum to ensure both its currency and relevancy as well as to provide networking opportunities for students.

Core M.B.A. Courses		Credits
GM510	Seminar in Leadership	3
GM520	Legal and Ethical Issues in Organizations	3
GM540	Organizational Behavior	3
GM542	Quantitative and Research Techniques for Leaders	3
GM543	Economics for Managers	3
GM561	Financial Management	3
GM562	Marketing Management	3
GM564	Operations Management for Leaders	3
GM691	Strategic Management Seminar**	3

Concentration M.B.A. Courses for Energy and Sustainability Studies Track

GM550 The Future of Energy, Business and Society 3 Credits

GM575 Building a Sustainable Enterprise 3 Credits

GM630 Energy Economics 3 Credits

Elective MBA Course* 3 Credits

Total Credits 39

*Student chooses one other M.B.A. course offering (subject to pre-requisites).

**The Strategic Management Seminar is normally the last course taken to fulfill degree requirements.

Health Administration Track

The M.B.A. in Health Administration track is designed specifically for professionals who want to succeed as leaders and managers in healthcare organizations. This degree consists of 13 courses and awards 39 credits. Students will focus on acquiring the knowledge and skills of healthcare managers to assume their roles in health practice management, public health and patient/client advocacy.

Core M.B.A. Courses		Credits
GM510	Seminar in Leadership	3
GM520	Legal and Ethical Issues in Organizations	3
GM540	Organizational Behavior	3
GM542	Quantitative and Research Techniques for Leaders	3
GM543	Economics for Managers	3
GM561	Financial Management	3
GM562	Marketing Management	3
GM564	Operations Management for Leaders	3
GM691	Strategic Management Seminar**	3

Concentration M.B.A. Courses for Energy and Sustainability Studies Track

GM592 Health Policy 3 Credits

GM594 Healthcare Payment System 3 Credits

GM596 Quality Improvement Models in Healthcare 3 Credits

Elective MBA Course* 3 Credits

Total Credits **39**

*Student chooses one other M.B.A. course offering (subject to pre-requisites).

**The Strategic Management Seminar is normally the last course taken to fulfill degree requirements.

Human Resource Management Track

The M.B.A. in Human Resource Management track is designed for current or future managers who want the knowledge and skills needed to leverage the human capital within an organization. A company's human resources are critical to ensuring success. It is important to understand and manage those resources within an organization in order to both maximize output and control costs. This degree consists of 13 courses and awards 39 credits. Course work focuses on both the knowledge and skills needed to be a strategic partner in achieving your organization's goals and objectives. The M.B.A. in Human Resource Management program has been recognized by the Society of Human Resource Management as meeting the curricular guidelines critical for human resource professionals.

The M.B.A. in Human Resource Management program is enhanced by two unique elements

1. SHRM Approved Program – Franklin Pierce's program is one of the few master's programs in the U.S., and the only program in New Hampshire, that addresses all of the Society for Human Resource Management's (SHRM) critical competencies for human resource professionals.
2. Approved Provider by HR Certification Institute (HRCI) – Participants who have obtained PHR/SPHR professional qualifications by the Society for Human Resource Management will receive 36 Strategic or General CE credits for EACH course taken.

Core M.B.A. Courses		Credits
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GM510	Seminar in Leadership	3
GM520	Legal and Ethical Issues in Organizations	3
GM540	Organizational Behavior	3
GM542	Quantitative and Research Techniques for Leaders	3
GM543	Economics for Managers	3
GM561	Financial Management	3
GM562	Marketing Management	3
GM564	Operations Management for Leaders	3
GM691	Strategic Management Seminar**	3

Concentration M.B.A. Courses for Human Resource Management Track

GM563 Human Resource Management 3 Credits

GM565 Compensation and Benefits 3 Credits

GM570 Training and Development for Adults 3 Credits

GM625 Labor Relations and Employment Law 3 Credits

Total Credits 39

***The Strategic Management Seminar is normally the last course taken to fulfill degree requirements.*

Sports Management

The M.B.A. in Sports Management degree provides students with the sports management skills essential for success and advancement in the sports industry. The program focuses on specific content areas to manage the operations of sport facilities, develop effective sports merchandising programs and run sport specific organizations with high precision.

The action oriented curriculum supports a skill base assisting Franklin Pierce University students with the development of solid and distinctive skills leading to future career success. This degree consists of 13 courses and awards 39 credits. Students will develop a master's level understanding of business in the sports industry.

This distinctive focus allows graduates to become talented leaders as sports business managers, facilities managers, sports merchandisers and leaders in various sports venues.

Core M.B.A. Courses		Credits
GM510	Seminar in Leadership	3
GM520	Legal and Ethical Issues in Organizations	3
GM540	Organizational Behavior	3
GM542	Quantitative and Research Techniques for Leaders	3
GM543	Economics for Managers	3
GM561	Financial Management	3
GM562	Marketing Management	3

GM564	Operations Management for Leaders	3
GM691	Strategic Management Seminar**	3

Concentration M.B.A. Courses for Sports Management Track

SF502 Media Relations and Technology in the Sports Industry	3
SF508 Facilities Management	3
SF512 Analytics in Sports Management	3
Elective M.B.A. Course*	3

Total Credits **39**

*Student chooses one other M.B.A. course offering (subject to pre-requisites).

**The Strategic Management Seminar is normally the last course taken to fulfill degree requirements.

M.S.I.T.M. - M.B.A. Degree Option

If a student has completed the M.S. I.T.M. degree at Franklin Pierce and would like to pursue the M.B.A. degree, the student must complete nine (9) new courses from the M.B.A. offerings to complete the M.B.A. degree.

Students must apply for the second degree and be accepted into this program by the Dean or Designee before taking courses toward the second degree.

COLLEGE OF HEALTH AND NATURAL SCIENCE

Mission Statement

The College of Health and Natural Sciences as a leader in education embraces innovation, critical thinking, inquiry and analysis. We provide students opportunities to transform their lives by creating a high-quality interdisciplinary learning environment that promotes academic excellence. We empower students to become collaborative leaders who embrace diversity, equity, and inclusion, contribute to their local and global communities, and advance their profession.

College of Health and Natural Sciences Vision Statement

The College of Health and Natural Sciences will be celebrated for providing distinctive educational opportunities that are responsive to student needs, empowering them to be ethical leaders and catalysts for positive change and sustainability within and beyond their communities.

College of Health and Natural Sciences Goals

1. Nurture student progress to optimize professional growth and engagement.
2. Support program growth and experiential learning.
3. Develop and sustain high-quality and accredited academic programs.
4. Train students to demonstrate critical thinking and utilization of evidence-based practice in the health, physical or natural sciences.
5. Prepare students to become leaders in their field engaging professionally within local, global and professional communities.
6. Advance a culture that fosters diversity, equity and inclusion within each program.

Undergraduate Degree Programs

Students majoring in the College of Health and Natural Sciences may pursue a minor in an additional area within the College. A minimum of three of these courses cannot be double-counted between the major and minor. There is no double count limit for students pursuing a Chemistry minor.

Major Honors

Undergraduate degree-seeking student must have earned at least 50% of major credits at Franklin Pierce University to be considered eligible for major honors.

An Honors candidate for any undergraduate major in the College of Health and Natural Sciences must have a 3.00 cumulative grade point average and a 3.25 grade point average in all major courses with no grade lower than C-.

A High Honors candidate for any undergraduate major in the College of Health and Natural Sciences must have a 3.00 cumulative grade point average and a 3.50 grade point average in all major courses with no grade lower than a C-.

Biology

Professors: Rhine Singleton, Jacques Veilleux

Associate Professor: Susan E. Arruda, Leila Jabbour

Assistant Professors: Thomas E. Bennett

A Bachelor of Arts and a Bachelor of Science degree are offered in Biology to traditional students.

A minor is offered in Biology.

The mission of the Biology Department is to develop students' breadth and depth of knowledge in the life sciences. We emphasize skill acquisition, including critical thinking, data analysis and interpretation, use of the primary literature, planning and execution of biological experiments and basic field/laboratory techniques. Students graduating from the Biology program will be able to communicate with biologists and non-biologists alike regarding current societal issues in the life sciences. Successful completion of the degree provides

a solid foundation for specialized studies at the graduate level or a broad base of educational experience in preparation for career employment.

The Department of Biology offers a program of study leading to a Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree. The basic philosophy of the Department is that a sound undergraduate program should provide either a solid foundation for specialized studies at the graduate level or a broad base of educational experience in preparation for career employment. In keeping with this philosophy, course selection within the major is accorded sufficient flexibility to accomplish the objectives of students desiring to meet entrance requirements of graduate and professional schools, as well as those of students planning to end their formal studies with the Bachelor of Arts or Bachelor of Science Degree. The primary distinction between these two approaches is in the number and specificity of related courses in science and mathematics. In either case, the program provides students with the basic informational content of the life sciences and with the disciplined attitudes, methods, and experiences of biological investigation.

Students who intend to teach Biology in high school should refer to the School of Education for information on the Secondary Teacher Certification program.

Major Requirements

In addition to all graduation requirements, a minimum of 48 credits (Bachelor of Arts) or 56 credits (Bachelor of Science) in the major must be completed successfully.

All Biology majors take the following major requirements (29-30 credits):

BI101-102 Biology I and II (laboratory) (counts toward GLE core) 8 credits

BI211 Genetics (laboratory) 4 credits

BI319 Cellular Biology (laboratory) 4 credits or

BI325 Microbiology (laboratory) 4 credits

BI215 Biology and Health Sciences Seminar 3 credits

BI218 Ecology 4 credits or

BI241 Evolutionary Biology (laboratory) 4 credits

CH101 General Chemistry I (laboratory) 4 credits

CH102 General Chemistry II (laboratory) 4 credits

Two semesters of Math at the MT151 level or above 6-8 credits

(First semester counts as core requirement, second semester counts towards major)

BI460 Internship in Biology or

BI480 Senior Seminar in Biology/Health Sciences or

BI481 Invited Senior Research 3 credits

For the B.S. students must take the following additional 16 credits:

CH211-212 Organic Chemistry I and II (laboratory) 8 credits

PH101-102 General Physics I and II (laboratory) 8 credits

Note: Students wishing to complete the Secondary Teacher Certification should consult with a faculty advisor in the School of Education. These students may substitute ED487 Secondary Student Teaching Seminar (1 credit), and ED492 Secondary Student Teaching (14 credits), for Biology Seminar and Biology Thesis.

Program Courses

Chemistry

Professor: [Shallee T. Page](#)

Assistant Professor: [Morris E. Jones](#), [Shannon Stroble](#)

A minor is offered in Chemistry.

The mission of the Chemistry minor is to strengthen the laboratory science credentials of students enrolled in Biology, Health Sciences, and Environmental Science, Criminal Justice, or Education Certification programs.

The minor is designed to engage students in an active learning environment that enhances their understanding and appreciation for the study of chemistry and of science in general. An active learning environment is offered both in the lecture, through the use of hands-on learning activities and interactive classroom demonstrations, and in the lab via guided inquiry laboratory investigations utilizing modern analytical instrumentation.

Minor Requirements

The Chemistry minor is made up of five required courses plus one elective in Chemistry:

CH101–102 General Chemistry I and II (laboratory)

CH211–212 Organic Chemistry I and II (laboratory)

CH312 Quantitative Analysis

CH___ Elective

Program Courses

Climate Action Certificate

Steering Committee: [Verna DeLauer](#) (Environmental Science & Policy), [Catherine O. Koning](#) (Environmental Science & Policy), [Rhine Singleton](#) (Environmental Science & Policy)

Affiliated Faculty: [Paul Bush](#) (Communication), [Douglas Challenger](#) (Sociology), [Doug Carty](#) (Campus Recreation), [Jed Donelan](#) (Philosophy), [Frank Cohen](#) (Political Science), [Melinda Jetté](#) (History), [Jason Little](#) (Marketing), [Fred S. Rogers](#) (Geology), [Susan Silverman](#) (Fine Arts), and [Phyllis Zrzavy](#) (Communication)

A Certificate in Climate Action is offered to traditional students.

Human-caused climate change threatens human civilization and all life on earth. The Climate Action Certificate Program provides you with the specialized knowledge and skills needed to address this existential crisis. Work with the Franklin Pierce Institute for Climate Action on projects designed to reduce greenhouse gas production and increase climate resiliency. The knowledge areas of this Certificate encompass the science of the atmosphere, greenhouse gas pollution, and impacts on human health and the environment, as well as the social, economic and humanitarian dimensions that underlay both the problem and its many solutions. Improve your skills in problem-solving, communication, data analysis, information management and digital literacy as you implement solutions to the climate crisis. Students will work together on a problem-solving group project in the capstone course.

Required Courses

Foundational Knowledge Course

One of the following:

GL120 Global Change: The Atmosphere OR

ES104 Introduction to Natural Resource Conservation

Other Required courses:

ES108 Nature and Culture OR

ES265 Environmental Law

ES240 Sustainable Communities OR

ES245 Alternate Energy

ES305 Health, Human Rights and Environmental Justice

Capstone Experience: ES302 Sustainability Project, focused on climate

(pre-requisites: GL120 or ES104, and ES240 or ES245)

Green Earth Courses: three of any of the following:

AN220 Global Problems

BI214 Coastal Ecology

BI217 Tropical Forest Ecology (laboratory)

BI430 Forest Ecology (laboratory)

CH221 Environmental Chemistry (laboratory)
 CIT222 Introduction to Geographic Information Systems: ArcView
 COMM110 Journalism I
 COMM210 Journalism II
 COMM316 Feature Writing
 ED314 Scientific Inquiry and Teaching Methods
 ES103 Introduction to Ecosystem and Wildlife Conservation
 ES104 Introduction to Natural Resource Conservation
 ES106 Environment and Society
 ES210 Evolution of Environmental Thought
 ES245 Alternate Energy
 ES301 Place, Community, and Regional Studies
 ES307 Natural Resources Law and Policy
 ES320 Wetland Ecology and Protection (laboratory)
 ES342 Wildlife Conservation and Management
 FA235 Printmaking I
 FA322-323-324 Ceramics II, III, IV
 GL115 Global Change: The Oceans
 GL120 Global Change: The Atmosphere
 GL205 Environmental Geology (laboratory)
 HS214 Introduction to Public History
 HS240 American Environmental History
 MK201 Principles of Marketing
 MK214 Consumer Behavior
 MK304 Advertising
 MK333 Marketing Research
 MK335 Public Relations
 MK350 E-commerce
 MK474 Marketing Management for a Green Economy
 PA306 Philosophy of Science and Nature
 PS261 Research Methods in Psychology (laboratory)
 PS322 Social Psychology
 SO101 Introduction to Sociology
 SO203 Grassroots Activism for Social Change
 SO450 Seminar in Sociological Perspectives
 SR115 Foundations of Adventure Sports and Recreation
 SR346 Park and Natural Resource Management

Program Courses

Computer Information Technology

Professor: [Sudarshan Erramilli](#)

Mission of the Computer Information Technology Program

The mission of the Computer Information Technology program is to develop responsible citizens and ethical leaders through development of knowledge and skills in the field of Information Technology.

Information Technology represents the continuing convergence of technology in the computing and communications fields. The growth of the World Wide Web and the use of the Internet and intranet in business have resulted in the need for technically competent professionals.

Environmental Science and Policy

Professors: [Catherine O. Koning](#), [Frederick S. Rogers](#), [Rhine Singleton](#), [Jacques Veilleux](#), [Robert Goodby](#)

Associate Professor: [Verna DeLauer](#)

Affiliated Faculty: [James Donelan](#) (Philosophy), [John Harris](#) (Sustainability)

A Bachelor of Arts degree or a Bachelor of Science degree is offered in Environmental Science and Policy to traditional students.

A minor is offered in Environmental Studies.

The mission of the Environmental Science and Policy program is to develop the values, knowledge and skills needed to solve environmental problems. We emphasize an experiential, interdisciplinary approach to teaching and learning.

Class projects, independent and group research, and/or community engagement are a part of all of our courses. We expect our graduates to understand relevant content areas and demonstrate proficiency in critical thinking, problem solving, inquiry and analysis, information literacy, quantitative skills, communication, technological literacy, teamwork, and civic engagement, as well as specific career and professional skills needed in the environmental field. The (B.S.) serves as preparation for careers in more heavily science-oriented fields.

The B.A. emphasizes the human dimensions of environmental issues, including the ethical, psychological, social, political, and economic factors involved in creating sustainable solutions. Successful completion of either of the Environmental Science and Policy majors provides students with a solid foundation for specialized graduate study, and the depth and breadth needed to find employment in the diverse fields addressing environmental problems.

The Environmental Science and Policy B.S. program is teacher certifiable in Secondary School Biology. Students who intend to teach Biology in high school should refer to the School of Education for information on the Secondary Teacher Certification program.

B.S. and B.A. in Environmental Science and Policy Core Requirements Core Requirements

In addition to all degree requirements, the following courses must be completed successfully:

BI218 Ecology (laboratory)
CIT222 Introduction to Geographic Information Systems: ArcView
ES103 Introduction to Ecosystem and Wildlife Conservation
ES104 Introduction to Natural Resource Conservation
ES108 Nature and Culture
ES210 Evolution of Environmental Thought
ES307 Natural Resource Law and Policy
ES480 Junior Seminar in Environmental Science
ES490 Environmental Issues: Senior Capstone Project
Math MT151 or higher

B.A. in Environmental Science and Policy: Major Electives Requirements

In addition to the Environmental Science and Policy Core Requirements, choose at least 3 from the Human Society Electives list, and at least 1 from the Natural Science Electives list. (Minimum of 12 credits). Note: No course can count for two requirements in the major.

B.S. in Environmental Science and Policy Major Requirements and Major Electives

In addition to the Environmental Science and Policy Core Requirements, choose 2 from the Human Society Electives list, 3 from the Natural Sciences Electives list, and take all the Major Requirements required courses listed below. Note: No course can count for two requirements in the major.

B.S. Environmental Science and Policy Major Requirements

Choose any 3 of the following: CH101, CH103, GL101, GL102, GL205, PH101, PH102

(In addition to earlier math course):

MT221 Calculus I or
MT222 Calculus II or
MT260 Statistics

Choose one of the following:

BI430 Forest Ecology (laboratory) or
ES320 Wetland Ecology and Protection (laboratory) or
ES367 Water Resources (laboratory)

Human Society Electives

AN220 Global Problems
 CIT230 Intermediate Geographic Information Systems: Arc/Info
 ES210 Evolution of Environmental Thought
 ES236 Environmental Education and Citizen Engagement
 ES240 Creating Sustainable Communities
 ES245 Alternate Energy
 ES301 Place, Community, and Regional Studies
 ES305 Health, Human Rights, and Environmental Justice
 ES307 Natural Resources Law and Policy
 HS240 American Environmental History
 HS329 The National Parks
 PA306 Philosophy of Science and Nature
 PUBH310 Foundations of Environmental Health
 SR346 Park and Natural Resource Management

Natural Science Electives

BI101 Biology (laboratory)
 BI214 Coastal Ecology
 BI217 Tropical Forest Ecology
 BI218 Ecology (laboratory)
 BI231 Animal Behavior
 BI241 Evolutionary Biology
 BI250 Introduction to Plant Biology (laboratory)
 BI312 Vertebrate Biology (laboratory)
 BI375 Mammalogy (laboratory)
 BI430 Forest Ecology (laboratory)
 CH221 Environmental Chemistry
 CIT230 Intermediate Geographic Information Systems: Arc/Info
 ES245 Alternative Energy
 ES320 Wetland Ecology and Protection (laboratory)
 ES342 Wildlife Conservation
 ES367 Water Resources (laboratory)
 ES460-2 Internship in Environmental Science
 GL101 General Geology I (laboratory)
 GL102 General Geology II (laboratory)
 GL115 Global Change: The Oceans
 GL120 Global Change: The Atmosphere (laboratory)
 GL205 Environmental Geology (laboratory)
 HCA315 Epidemiology
 PH101 General Physics I (laboratory)
 PH102 General Physics II (laboratory)
 PUBH310 Foundations of Environmental Health

Recommended Curriculum Guide for B.S. in Environmental Science and Policy

First Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
ES103	Introduction to Ecosystems and Wildlife Conservation	4	ES104	Introduction to Natural Resource Conservation	4
ES108	Nature and Culture	3	ES210	Evolution of Environmental Thought	3
GLE101	First-Year Inquiry Seminar	3	_____	GLE Elective	3

GLE110	First-Year Composition	3	MT___	Second Math - MT151 or higher	3-4
_____	GLE Elective	3	_____	GLE Elective	3
	Total	16		Total	16
Second Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
BI218	Ecology (laboratory)	4	ES___	Human Society Electives I	3
_____	Choose 1 from this list: CH101, CH102, GL101, GL102, GL205, PH101, PH102		_____	Choose 3 from this list: CH101, CH102, GL101, GL102, GL205, PH101, PH102	
_____	GLE Elective	3	CIT222	Introduction to Geographic Information Systems: ArcView	3
_____	GLE Elective	3	MT151	MT151 or higher -- Mathematics Requirement II	3-4
_____	Elective	3	GLE230	Second-Year Composition	3
	Total	17		Total	13
Third Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
_____	Choose 3 from this list: CH101, CH102, GL101, GL102, GL205, PH101, PH102	4	ES480	Junior seminar in Environmental Issues	3
BI430 <u>or</u> ES320 <u>or</u> ES367	Forest Ecology (laboratory) <u>or</u> Wetland Ecology (laboratory) <u>or</u> Water Resources (laboratory)	4	ES___	Human Society Electives II	3
_____	GLE Elective	3	_____	Natural Science Elective I	4
_____	Elective	3	_____	GLE Elective	3
_____	Elective	3	ES307	Natural Resource Law and Policy	3
	Total	17		Total	16
Fourth Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>

ES490	Environmental Issues: Senior Capstone Project	4	_____	Natural Science Elective III, 300 level or higher	4
_____	Natural Science Elective II	4	_____	Elective	3
_____	Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
	Total	14		Total	13
				Total credits	122

Recommended Curriculum Guide for B.A. in Environmental Science and Policy

First Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
ES103	Introduction to Ecosystems and Wildlife Conservation	4	ES104	Introduction to Natural Resource Conservation	4
ES108	Nature and Culture	3	ES210	Evolution of Environmental Thought	3
GLE101	First-Year Inquiry Seminar	3	_____	GLE Elective	3
GLE110	First-Year Composition	3	MT____	MT151 or higher -- Mathematics Requirement	3-4
_____	GLE Elective	3	_____	GLE Elective	3
	Total	16		Total	16
Second Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
BI218	Ecology (laboratory)	4	ES____	Human Society Electives I	3
_____	GLE Elective	3	GLE230	Second-Year Composition	3
_____	GLE Elective	3	CIT222	Introduction to Geographic Information Systems: ArcView	3
_____	Elective	3	MT151	MT151 or higher -- Mathematics Requirement II	3-4
_____	Elective	3	_____	Elective	3

	Total	16		Total	15-16
Third Year					
Fall Semester		Credits	Spring Semester		Credits
_____	GLE Elective	3	ES307	Natural Resources Law and Policy	3
_____	Elective	3	ES480	Junior seminar in Environmental Issues	3
_____	Elective	3	ES___	Human Society Electives II	3
_____	Elective	3	_____	Natural Science Elective I	4
_____	Elective	3	_____	GLE Elective	3
	Total	15		Total	16
Fourth Year					
Fall Semester		Credits	Spring Semester		Credits
ES490	Environmental Issues: Senior Capstone Project	4	_____	Elective	3
_____	Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
_____	Elective	3		Total	12
	Total	13		Total Credits	121-122

*One or more additional electives may be needed to fulfill general education requirements. See *General and Liberal Education (GLE)*.

Minor in Environmental Studies

The minor in Environmental Studies is intended to provide students not majoring in Environmental Science with an interdisciplinary concentration that emphasizes the many interactions between humans and the local and global environments. It is designed to build understanding of these relationships by examining areas of anthropology, biology, conservation, policy, law and sociology as they relate to the natural world.

The minor requires completion of six courses:

ES103 Introduction to Ecosystem and Wildlife Conservation

ES104 Introduction to Natural Resource Conservation

Two courses from the Human Society Electives listed above.

Two courses from the Natural Science Electives listed above.

Program Courses

Certificate in Exercise Physiology

The Certificate in Exercise Physiology is a collection of courses geared toward educating the student for a career as an Exercise Physiologist.

These courses include:

- BI260 Anatomy and Physiology I
- BI261 Anatomy and Physiology II
- BI370 Medical Terminology and Health Systems
- BI400 Kinesiology
- BI402 Exercise Physiology
- BI403 Assessment and Prescription of Fitness
- BI404 Strength and Conditioning
- BI405 Clinical Exercise Physiology

Upon completion of this certificate, along with an undergraduate degree, students would meet the prerequisites established by the American College of Sports Medicine to sit for the Certification in Exercise Physiology. Sitting for the ACSM's Certification is above and beyond the expectations of our certificate program however a viable option after completion. If you do choose the path of certification through the ASCM, it is a nationally recognized and a required achievement for employment in many clinical and health related setting. Typical areas of employment would include cardiac rehabilitation centers and fitness facilities.

Program Courses**Health Science**

Associate Professor: [Leila S. Jabbour](#),

Assistant Professors: [Thomas E. Bennett](#), [Tongyu Ma](#), [Lindsay Vago](#)

A Bachelor of Science degree is offered in Health Sciences to traditional students.

The mission of the Health Sciences major is to prepare students for entry into graduate programs including Physical Therapy, Nursing, Occupational Therapy, Physician Assistant, Medical School, Dental School, Veterinary School and others. The wide variety of course offerings will also allow students to explore careers in public health agencies, research, healthcare management, science writing, elder services, health education, wellness services, human services, health insurance, and pharmaceutical sales.

The curriculum develops critical thinking skills, the ability to use the medical and basic scientific primary literature, a broad biomedical knowledge base, and a clear understanding of the requirements necessary to succeed in the application to graduate schools in healthcare related fields. Students interested in careers and graduate programs in healthcare are encouraged to meet with a member of the Health Sciences Advising Committee early in their program. Faculty members of this committee will assist the student in self-assessment, development of career goals, and construction of a realistic plan for the student's successful attainment of their goals.

Accelerated Bachelor of Science degree in Health Science

Franklin Pierce offers motivated students the opportunity to complete their undergraduate Health Science degrees in just three years. Students completing their undergraduate degrees through the Accelerated Program save a year's tuition and fees and enter the job market earlier or can choose to apply to our graduate program a year earlier. Several accelerated options are available to new and continuing students who have a record of strong academic achievement and a desire to advance their education.

Personalized schedules are available to student athletes and those with work or volunteer commitments so students can take advantage of all that Franklin Pierce has to offer. The following options are available:

3-year Accelerated Health Science degree

Complete your undergraduate Health Science degree in three years.

3+2.5 Accelerated Health Science degree + Doctor of Physical Therapy

Complete your undergraduate Health Science degree in three years and the Doctor of Physical Therapy degree in 2.5 years.

4+2.5 Traditional Health Science degree + Doctor of Physical Therapy

Complete your undergraduate Health Science degree in four years and the Doctor of Physical Therapy degree in 2.5 years.

3+2 Accelerated Health Science degree + Master of Physician Assistant Studies

Complete your undergraduate Health Science degree in three years and the Master of Physician Assistant Studies in 2 years.

4+2 Traditional Health Science degree + Master of Physician Assistant Studies

Complete your undergraduate Health Science degree in four years and the Master of Physician Assistant Studies in 2 years.

3+1.5 Accelerated Health Science degree + Master's Entry to Practice Nursing

Complete your undergraduate Health Science degree in three years and the Master's Entry to Practice Nursing in 1.5 years.

4+1.5 Traditional Health Science degree + Master's Entry to Practice Nursing

Complete your undergraduate Health Science degree in four years and the Master's Entry to Practice Nursing in 1.5 years.

Major Requirements

Applying to the Accelerated Health Science Programs

- Minimum cumulative grade point average (CGPA), in academic courses only, of a 3.0 on a 4.0 scale (84/100)
- Equivalent of four years of math with a final grade of B+ (87/100) or higher in each class
- Equivalent of four years of science with a final grade of B+ (87/100) or higher in each class
- Demonstrated leadership through community and school activities; related healthcare experience is highly desirable.

Accelerated Health Science Requirements

To be eligible for a Health Science degree, students must fulfill the major and [GLE requirements](#). In addition, the following are the program requirements for students admitted into the accelerated programs:

- Maintain a minimum cumulative grade point average of 3.2.
- Obtain no less than a "B" in all of the Health Science major requirements.

In the event that students do not meet these requirements they will be transitioned into our standard Health Science program.

Health Science Curriculum

The curriculum for the accelerated and traditional Health Science program is the same, the difference being that the accelerated program requires course work to be completed over the summer terms.

The Health Science program is able to accommodate prerequisites for the DPT, MPAS, and MEPN program. You do not need to determine the specific graduate program you wish to pursue until the spring semester of your junior year, this is where the program prerequisites diverge. Since the Health Science program incorporates elective courses in their curriculum, we have suggested courses which will directly benefit that chosen graduate profession.

All Health Sciences majors take the following major requirements (40 credits):

In addition to all graduation requirements, the following courses must be completed successfully:

BI101-102	Biology I and II (laboratory) 8 credits
BI215	Biology and Health Sciences Seminar 3 credits
BI235	Human Health and Nutrition 3 credits
BI260	Human Anatomy & Physiology I 4 credits
BI261	Human Anatomy & Physiology II 4 credits
BI370	Medical Terminology and Health Systems 3 credits
BI400	Kinesiology (laboratory) 4 credits or
BI402	Exercise Physiology (laboratory) 4 credits
BI460	Internship in Biology or
BI480	Senior Seminar in Biology/Health Sciences or
BI481	Invited Senior Research 3 credits
CH101-102	General Chemistry I & II (laboratory) 8 credits

Health Sciences Electives

In addition to the major requirements, students must choose 20 elective credits with a minimum of 6 credits above the 300-level from the list below:

AN325 Medical Anthropology
BI261 Anatomy & Physiology II (laboratory)
BI302 Food Production
BI310 Research Methods

BI325 Microbiology (laboratory)

BI326 Parasitology
 BI327 Principles of Immunology
 BI329 Special Topics
 BI337 Advanced Nutrition
 BI351 Endocrinology
 BI353 Introduction to Pharmacology
 BI400 Kinesiology/Biomechanics (laboratory)
 BI402 Physiology of Exercise (laboratory)
 BI403 Assessment and Prescription of Fitness
 BI404 Strength and Conditioning Science
 CH211 Organic Chemistry 1
 CH212 Organic Chemistry 2
 CH321 Biochemistry (laboratory)
 ES305 Health, Human Rights, and Environmental Justice
 HCA315 Epidemiology
 HCA340 Healthcare Finance
 HCA350 Healthcare Systems Management and Quality Improvement
 HCA360 Healthcare Ethics, Policy, and Law
 HCA390 Internship
 HCA450 Leadership and Management in Healthcare Organizations
 PH101 Physics 1
 PH102 Physics 2
 PS304 Introduction to Neuroscience (laboratory)
 PS430 Introduction to Psychopharmacology
 PUBH303 Biostatistics
 PUBH310 Foundations of Environmental Health Sciences
 PUBH313 Psychological, Behavioral, and Social Issues in Public Health

Recommended Curriculum Guide - Health Sciences

First Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
BI101	Biology I (laboratory)	4	BI102	Biology II (laboratory)	4
_____	GLE Elective	3	MT260	Statistics	3
PS101	Intro to Psychology	3	_____	GLE Elective	3
GLE101	First-Year Inquiry	3	_____	GLE Elective	3
GLE110	First-Year Composition	3	_____	GLE Elective	3
	Total	16		Total	16
Second Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
B235	Human Health and Nutrition	3	BI215	Biology and Health Sciences Seminar	3
BI260	Human Anatomy & Physiology I (Laboratory)	4	GLE230	Second-Year Composition	3
CH101	Chemistry I (laboratory)	4	CH102	Chemistry II (laboratory)	4
_____	GLE Elective	3	BI261	Human Anatomy &	4

				Physiology (laboratory) II	
_____	Elective	3			
	Total	17		Total	14

Third Year

<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
BI370	Medical Terminology and Health Systems	3	_____	Health Sciences Elective	4
BI400 or 402	Kinesiology (laboratory) or Exercise Physiology	4	_____	Health Sciences Elective	4
_____	GLE Elective	3	BI460 or 480 or 481	Internship in Biology or Senior Seminar in Biology or Senior Seminar in Biology/Health Sciences or Invited Senior Research	3
_____	Health Sciences Elective	4	_____	Elective	3
	Total	14		Total	14

Fourth Year

<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
_____	Health Sciences Elective	4	_____	Health Sciences Elective	4
_____	Health Sciences Elective	3	_____	Elective	3
_____	Elective	3	_____	GLE Elective	3
_____	Elective	3	_____	Elective	3
_____	Elective	3		Total	13
	Total	16		Total Credits	120

Accelerated 3 Year Health Science Curriculum

First Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
BI101	Biology (laboratory) I	4	BI102	Biology (laboratory) II	4

CH101	Chemistry (laboratory) I	4	MT260	Statistics	3
PS101	Intro to Psychology	3	CH102	Chemistry (laboratory) II	4
GLE101	First-Year Inquiry	3	_____	GLE Elective	3
GLE110	First-Year Composition	3	_____	GLE Elective	3
	Total	17		Total	17

Second Year**Summer Courses**

<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
B235	Human Health and Nutrition	3	BI215	Biology and Health Sciences Seminar	3
BI260	Human Anatomy & Physiology I (Laboratory)	4	GLE230	Second-Year Composition	3
_____	Health Science Elective	4	_____	Health Science Elective	4
_____	Elective	3	BI261	Human Anatomy & Physiology II (laboratory)	4
_____	Elective	3	_____	Elective	3
	Total	17		Total	17

Third Year**Summer Courses**

<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
BI370	Medical Terminology and Health Systems	3	_____	Health Sciences Elective	4
BI400 or 402	Kinesiology (laboratory) or Exercise Physiology	4	_____	Health Sciences Elective	4
_____	Elective	3	_____	Elective	3
_____	Health Sciences Elective	4	_____	Elective	3
_____	Elective	3	_____	Elective	3
	Total	17		Total	16
				Total Credits	120

Program Courses

Mathematics

Professor: [Carl T. Brezovec](#)

A minor is offered in Mathematic Modeling.

The mission of the Mathematics program is to develop clear thinking and an appreciation of the indispensable role of the discipline in understanding our data-driven modern world. The following goals permeate program coursework. Specifically, through the courses in our program, students will develop:

- the recognition that mathematics is a process, not a black box that merely presents the “correct” answer,
 - skills for exploring and understanding various mathematical models, from a variety of academic fields,
 - logical thinking skills,
 - facility with the appropriate uses of technology and in reading mathematics, and, perhaps most importantly,
 - the ability to share their work with the appropriate audience, both orally and in print.
-

Minor Requirements

The minor in Mathematical Modelling requires successful completion of the following courses:

MT221 Calculus I
MT222 Calculus II
MT260 Statistics
MT301 Introduction to Mathematical Proofs
MT300-level Mathematics Elective
MT300-level Mathematics Elective

Program Courses

Nutrition

Professor: [Nancy Fey-Yensan](#)

A minor is offered in Nutrition.

The Nutrition Minor gives students a broad perspective of different areas of nutrition. Through coursework, students will learn the basics on nutritional biochemistry, study nutritional issues through the lifespan, examine the relationship between nutrition and chronic disease, and assess the psychosocial, and environmental and political factors that affect our nutritional choices and overall health.

Minor Requirements

The minor in Nutrition requires successful completion of the following courses:

BI235 Human Health and Nutrition
BI302 Food production
BI337 Advanced Nutrition
PUBH101 Introduction to Public Health

In addition, choose two of the following (6-8 credits):

BI310 Research Methods
BI325 Microbiology
CH321 Biochemistry
HCA315 Epidemiology

COURSE REQUIREMENTS

Public Health

Associate Professor: Verna DeLauer

Adjunct Instructors: Ashley Pettit, Patricia Brown

A minor is offered in Public Health.

The mission of the Public Health program is to impart in students a broad understanding of the factors that shape the health of populations and equip them with evaluative tools for improving the health of the community. The Public Health minor is designed to build the student's understanding of public health principles.

A minor in Public Health will allow you to pursue careers in Center for Disease Control and Prevention (CDC), US Food and Drug Administration (FDA), Environmental Protection Agency (EPA), hospitals, and Non-Governmental Agencies (NGOs). Students may also pursue graduate work in Epidemiology, Environmental Health, Toxicology, Community Health, Health Education, Biostatistics, and Healthcare Administration. To earn a minor in Public Health, you must successfully complete an 18-credit course of study.

Minor Requirements

The minor in Public Health requires successful completion of the following courses:

HCA201 Introduction to Healthcare Management

HCA315 Epidemiology

PUBH101 Introduction to Public Health and Health Services

PUBH201 Public Health Biology or

PUBH202 Introduction to Global Health

PUBH310 Foundations of Environmental Health Sciences

PUBH313 Psychological, Behavioral, and Social Issues in Public Health

Program Courses

Master of Physician Assistant Studies (M.P.A.S.)

Director/Associate Professor: Kristi Collins

Director of Didactic Education: Betsy Piburn

Medical Director: Patrick Francis

Assistant Professors: Jeffrey Waldron, Anne McGowan, Joshua Fiore

Physician Assistants (P.A.s) are nationally certified and licensed healthcare professionals who practice medicine with a physician's collaboration and/or supervision working as a team. As part of their comprehensive responsibilities, P.A.s conduct physical exams, diagnose and treat illnesses, order and interpret tests, counsel on preventive healthcare, assist in surgery, and write prescriptions.

Within the P.A.-physician relationship, physician assistants exercise autonomy in medical decision making and provide a broad range of diagnostic and therapeutic services. A P.A.'s practice may also include education, research, and managerial/administrative services.

Physician Assistants, while trained in general medicine, often specialize in emergency medicine, surgery, orthopedics, obstetrics, pediatrics and other specialties. Students in the Franklin Pierce University M.P.A.S. program attend classes in West Lebanon, New Hampshire. Our facility includes classrooms, a computer lab and a clinical lab where students learn hands-on practical skills. Clinical experience is a vital part of the program and is conducted at sites throughout the country, with a focus on rural and underserved regions of New Hampshire and Vermont.

This full-time day program is designed to be completed in 27 calendar months. Graduates of the M.P.A.S. program will be skilled and compassionate clinicians who promote health and wellness, diagnose and treat acute illnesses and manage chronic disease.

Mission

The mission of the M.P.A.S. Program is to prepare P.A.s who demonstrate clinical excellence; embrace diversity, equity and inclusion; advocate for their patients; lead and advance the profession; and serve their communities.

Program Goals:

- Prepare students to function as competent healthcare providers in primary care settings.
- Nurture student progress to optimize professional growth and retention.
- Recruit students from rural and underserved communities, particularly those from New Hampshire and Vermont.
- Train students in rural and medically underserved communities with a focus on New Hampshire and Vermont.
- Graduate students who practice in rural and medically underserved communities with emphasis on New Hampshire and Vermont

Program-level Student Learning Outcomes

Students will be able to:

- Demonstrate core medical knowledge regarding established and evolving biomedical and clinical sciences and the application of this knowledge to patient care. (Medical Knowledge)
- Employ interpersonal and communication skills (including oral and written) to enable effective information exchange with patients, their families, and members of the healthcare team. (Interpersonal & Communication Skills)
- Provide safe, entry-level patient care to include effective information gathering, appropriate diagnostic evaluation and implementation of therapeutic management plans. (Patient Care)
- Exhibit professionalism as demonstrated by assuming responsibility for actions, recognizing personal limitations, expressing sensitivity to diversity, and respecting colleagues, faculty/staff, preceptors, and patients. (Professionalism)
- Demonstrate ability to self-analyze current knowledge and clinical skills and enhance capabilities through reflection and critical appraisal of the medical literature. (Practice- based Learning & Improvement)
- Demonstrate awareness of the larger system of health services including access to healthcare, continuity of care, and community support services. (System-based Practice)

Accreditation

The Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) has granted Accreditation-Continued status to the Franklin Pierce University Physician Assistant Program sponsored by Franklin Pierce University. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be September 2027. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy.

Technical Standards

The following technical standards establish the essential qualities necessary for students enrolling in the M.P.A.S. program. Students must possess these qualities in order to achieve the required level of competency stipulated for program advancement and graduation, must demonstrate the standards upon admission to the program and continue to demonstrate these standards throughout their matriculation in the M.P.A.S. program. Failure to do so will be grounds for dismissal from the program.

Test of English as a Foreign Language (TOEFL)

All applicants who were born outside of the United States and who did not graduate from a United States high school will be required to submit internet-based TOEFL (iBT) scores with their application. A minimum total score of 100 (with at least 25 in each section) is required. The Educational Testing Service (ETS) code for submitting your score to CASPA is 3709.

Sensation

Students must possess sufficient visual, auditory and tactile sensation to receive appropriate information in the classroom, laboratory and other education settings. Sensation must be sufficient to receive verbal and non-verbal information while interviewing patients and to perform inspection, auscultation and palpation techniques during physical examination of patients.

Communication

Students must be able to communicate effectively with patients, family members and other clinicians. This includes expressive and receptive modes of verbal, non-verbal and written communication.

Further it includes the ability to accurately assess receptive communication in order to make appropriate and timely responses. Finally, it includes the ability to communicate with attention, empathy and sensitivity.

Motor Function

Students must have sufficient strength and coordination to perform the activities required of a P.A. These include performing a physical examination involving techniques in palpation and percussion and utilizing diagnostic instruments.

Students must have sufficient stamina to sit, stand and move within the classroom, laboratory, examination rooms, treatment rooms and operating rooms for extended periods of time. They must have sufficient coordination to move about patient care environments and sufficient dexterity to use common medical instruments. All students must arrange their own transportation between educational and clinical settings.

Intellectual Capability

Clinical problem solving, a critical ability for P.A.s, encompasses abilities to accurately measure, calculate, reason, analyze, integrate, learn and retain information and make decisions in a timely manner. Students must be able to:

- Independently access and interpret medical data
- Identify significant findings from history, physical examination and laboratory data
- Perform a reasoned explanation for likely diagnoses and recommend treatment regimens
- Recall and retain information in an efficient and timely manner

Behavioral/Social Proficiency

Students must possess the ability to establish and maintain appropriate professional relationships. Factors included in this requirement are the abilities to prioritize competing demands, to function in stressful circumstances, to exercise good clinical judgment, to behave ethically, to be compassionate, empathetic, responsible and tolerant toward patients and other healthcare professionals.

Advanced Placement

The M.P.A.S. program is a full-time day program and does not offer advanced placement for students.

Work Policy

In order to enhance student learning and assure student success in the M.P.A.S. program, it is recommended that students not work while enrolled in the program. If a student chooses to work while enrolled in the program, work schedules cannot interfere with class attendance, academic performance, or clinical rotation schedules. Students are never required to work for the program in any capacity.

Physician Assistant Program Academic Policies

The policies below are in addition to the standards noted above as set by the College of Health and Natural Sciences.

Satisfactory Academic Progress

M.P.A.S. students are held to same graduate academic standards as other programs at Franklin Pierce University, which states that all graduate students must achieve a term grade point average (TGPA) and cumulative grade point average (CGPA) of 3.0 (B) or higher to remain in good academic standing. A passing grade for courses within the program is a C (73%) or better. Graduate students may have no more than two grades lower than a B- on the academic record at the time of graduation.

Any student not meeting this minimum will be required to meet with their academic advisor to establish and sign a Learning Contract to address academic deficiencies. A student will be considered to have attained satisfactory academic progress when the student receives consistent course grades of B- or better and maintains a cumulative and TGPA of 3.0.

Students with a history of academic probation or deferred suspension will be referred for academic dismissal from the program if they fail to maintain the academic standards of the University. The Student Progress Committee meets throughout the term to review and discuss each individual student's progress. Concerns regarding student academic performance will be documented and referred to the students' academic advisor and/or the M.P.A.S. Student Affairs Committee for follow up.

At the close of each term, academic records will be reviewed by the Program Director in conjunction with the Dean if necessary. Appropriate sanctions will be applied. Students on Academic Probation at the end of the didactic year cannot progress to the clinical year. In addition to academic expectations regarding Academic Standing, recipients of all forms of financial assistance are expected to meet Satisfactory Academic Progress.

M.P.A.S. Promotion Policy

In addition to the University's Graduate Academic Standing Policy, as listed in the FPU Academic Catalog, the M.P.A.S. program implements the following Promotion Policy that is more stringent.

Good Academic Standing

The course sequence in the curriculum is designed to provide incremental knowledge and skills necessary for PA practice. The M.P.A.S. program has determined that the sequence must be followed to achieve this goal. A student in good academic standing will progress through the curriculum as designed. Since courses are arranged in a specific sequence, repeating a course will result in delay of the

student's progress through the curriculum, and require a longer period of time to successfully complete the entire curriculum. Good academic standing is obtained by achieving a term grade point average (GPA) of 3.00 or greater, maintaining a cumulative GPA of 3.00 or greater, passing all Pass/Fail courses/assignments and maintaining appropriate technical and professional standards.

Disciplinary Sanctions

Academic Probation

- Any student whose term GPA is below 3.00 for a single term, or
- Any student whose cumulative GPA is below 3.00, or
- Any student who receives a final course grade of C or C+ in any course regardless of GPA.

Academic Suspension with Deceleration

- Any student who has a final course grade of C or C+ in any two courses, or
- Any student who has been on academic probation without demonstrating satisfactory academic progress. Satisfactory academic progress means maintaining a term GPA greater than 3.00.
- Any student on academic probation at the end of term 4 of the M.P.A.S. program (as those students are not eligible to progress to the clinical year).

Program Dismissal

- Any student who receives a failing final course grade in any course, or
 - Any student who receives three final course grades of C or C+, or
 - Any students whose term GPA is below 3.00 for three terms (need not be consecutive terms), or
 - Any student whose cumulative GPA is below 3.00 for two terms and who has not shown satisfactory academic progress. Satisfactory academic progress means maintaining a term GPA greater than 3.00.
-
- Any student who fails to earn a Pass (for a Pass/Fail course) or a final course grade of B+ or better in any repeated graded course, or
 - Any student who fails to adhere to the technical and/or professional standards of the program, as documented on the M.P.A.S. program's Technical Standards & Professionalism Assessment Tool, or
 - Students who re-matriculate for academic reasons and fail to maintain a term GPA greater than 3.0.

Notice of a Disciplinary Sanction shall be delivered in writing (electronic or paper format) to the student within five (5) days of the start of the next term and shall take effect immediately upon delivery.

Appeal of the decision may be made to the Dean of CHNS in writing within seventy-two hours of delivery of the decision to the student. Students on Probation at the end of the didactic year will not progress to the clinical year and will be referred to the M.P.A.S. Student Affairs Committee.

Part-time Enrollment and Deceleration

The design of the curriculum within the M.P.A.S. program does not allow for students to attend part-time. Students who cannot continue on a full time basis or who are on Academic Probation at the end of the didactic year may be decelerated or considered for readmission on a case-by-case basis. Deceleration is defined as movement from the student's entering cohort to a subsequent cohort. Students may be required to repeat some or all of the coursework completed at the time of withdrawal or probation.

Summative Evaluation

Students must demonstrate satisfactory performance in the summative evaluation. The summative evaluations are administered during Term 9 prior to graduation. Students may remediate up to two components that do not meet expectations. Each remediation can be performed only once. Successful remediation will result in the original score being raised to a passing score (typically, 83%).

Course Sequence

Didactic Phase

PA Program Term 1 November – February 17 credits

- ME500 Introduction to Clinical Reasoning 1 credit
- ME504 Pharmacology I 2 credits
- ME508 Patient Care I 2 credits
- ME510 Behavioral Medicine 2 credits
- ME512 Clinical Application of Basic Sciences I 6 credits
- ME516 Clinical Medicine I 4 credits

PA Program Term 2 March – May 17 credits

- ME506 Pharmacology II 2 credits

ME520 Professional Seminar I 1 credit
 ME524 Clinical Reasoning I 1 credit
 ME528 Patient Communication and Education 2 credits
 ME536 Patient Care II 2 credits
 ME540 Clinical Application of Basic Sciences II 4 credits
 ME544 Clinical Medicine II 5 credits

PA Program Term 3 June – August 15 credits

ME509 Pharmacology III 2 credits
 ME532 Introduction to Epidemiology and Public Health 2 credits
 ME548 Clinical Reasoning II 1 credit
 ME552 Professional Seminar II 1 credit
 ME564 Clinical Application of Basic Sciences III 4 credits
 ME568 Clinical Medicine III 5 credits

PA Program Term September – November 17 credits

ME556 Understanding and Accessing the Medical Literature 1 credit
 ME560 Advanced Clinical Skills 3 credits
 ME582 Healthcare for the Rural and Medically Underserved 2 credits
 ME580 Clinical Reasoning III 2 credits
 ME584 Evidence-based Medicine in Clinical Practice 1 credit
 ME588 Clinical Pharmacology 2 credits
 ME592 Clinical Medicine IV 5 credits

Clinical Phase

PA Program Term 5 December – February 11 credits

ME576 Preparation for Clinical Education 1 credit
 ME631 Clinical Rotation 1 5 credits
 ME632 Clinical Rotation 2 5 credits

PA Program Term 6 March – May 12 credits

ME633 Clinical Rotation 3 5 credits
 ME634 Clinical Rotation 4 5 credits
 ME645 Seminar I 2 credits

PA Program Term 7 June – August 12 credits

ME635 Clinical Rotation 5 5 credits
 ME636 Clinical Rotation 6 5 credits
 ME646 Seminar II 2 credits

PA Program Term 8 September – November 12 credits

ME637 Clinical Rotation 7 5 credits
 ME638 Clinical Rotation 8 5 credits
 ME647 Seminar III 2 credits

Professional Phase

PA Program Term 9 December – February 14 credits

ME619 Elective Clinical Experience 4 credits
 ME648 Seminar IV 2 credits
 ME690 Senior Seminar 6 credits
 ME692 Preparation for Clinical Practice 2 credits
 Total Credits over 9 Terms = 126 credit hours earned

Master of Physician Assistant Studies Hybrid Program (M.P.A.S.)

Program Director/Associate Professor: [Marci Contreras](#)

Director of Program Evaluation/Assistant Professor: Christi Kobald

Program Coordinator: Melanie McMaster

Assistant Professor: [Daniel Anderson](#) , Director of Didactic Education

Medical Director: [Harold Gottlieb](#)

Physician Assistants (PAs) are nationally certified and licensed healthcare professionals who practice medicine with a physician's collaboration and/or supervision working as a team.

As part of their comprehensive responsibilities, PAs conduct physical exams, diagnose and treat illnesses, order and interpret tests, counsel on preventive healthcare, assist in surgery, and write prescriptions. Within the PA-physician relationship, physician assistants exercise autonomy in medical decision making and provide a broad range of diagnostic and therapeutic services.

A PA's practice may also include education, research, and managerial/administrative services. Physician Assistants, while trained in general medicine, often specialize in emergency medicine, surgery, orthopedics, obstetrics, pediatrics as well as other specialties. Students in the Franklin Pierce University M.P.A.S. Hybrid Program will attend classes virtually during the didactic year and attend mandatory immersion experiences on-campus in Goodyear, Arizona (just 30 miles west of Phoenix). Our modern, spacious facility includes classrooms, simulated exam rooms, and clinical lab space where students will learn hands-on practical skills. Clinical experience will be a vital part of the program and is conducted at sites throughout the country. The full-time program is designed to be completed in 24 months.

Mission

Our mission is to prepare Physician Assistants (PAs) to provide compassionate care with the highest level of clinical excellence and ethical standards. We develop PAs who are patient advocates, critical thinkers, and lifelong learners. We nurture the development of culturally sensitive leaders who embrace diversity, equity, and inclusion to serve patients within their communities.

Program Goals

- Recruit a talented and multicultural student body that corresponds to the diversity of the U.S. population.
- Offer a flexible schedule that encourages mindfulness and work-life balance. Our program utilizes multiple teaching and learning strategies using innovative technology to promote student success.
- Prepare graduates to become competent PAs with a first-time PANCE pass rate that meets or exceeds the national average.

Program Learning Outcomes

- Competently address a patient's chief complaint by eliciting a focused and/or comprehensive patient history and conducting a focused and/or comprehensive physical exam. (Competency 1: Medical Knowledge and Patient Care; Competency 5: Clinical reasoning and problem-solving abilities)
- Develop a differential diagnosis for medical and behavioral problems seen in a primary care setting based on fundamental knowledge of the basic and clinical sciences. (Competency 1: Medical Knowledge and Patient Care; Competency 5: Clinical reasoning and problem-solving abilities)
- Apply critical-thinking principles to patient care using current medical literature and evidence-based medicine to order and interpret the proper diagnostic studies and recommend treatments. (Competency 3: Clinical and Technical skills; Competency 5: Clinical reasoning and problem-solving abilities)
- Implement health maintenance and disease prevention screening and counseling to patients across the lifespan. (Competency 1: Medical Knowledge and Patient Care; Competency 2: Interpersonal and Communication Skills)
- As a collaborative member of the healthcare team, accurately and concisely communicate in both oral and written forms, patient encounters and their outcomes. (Competency 2: Interpersonal and Communication Skills)
- Communicate effectively and respectfully with patients, families and caregivers while considering a patient's emotional state, culture, and/or socioeconomic background for shared medical decision-making. (Competency 2: Interpersonal and Communication Skills; Competency 4: Professional behaviors)
- Develop, implement, and monitor management plans for patients across the life span and in a variety of health care delivery settings with emergent, acute, chronic, and ongoing conditions. (Competency 1: Medical Knowledge and Patient Care, Competency 3: Clinical and Technical skills; Competency 5: Clinical reasoning and problem-solving abilities)
- Perform clinical and medical interventions as necessary to include diagnostic procedures, surgery, counseling, therapeutic procedures, and rehabilitative therapies. Obtain informed consent for such tests and/or procedures as needed. (Competency 3: Clinical and Technical skills, Competency 4: Professional behaviors; Competency 5: Clinical reasoning and problem-solving abilities)
- Demonstrate behaviors consistent with the highest ethical and legal standards. (Competency 4: Professional behaviors)

Accreditation

Accreditation information changes will need to be made where noted, and with the following update (verbatim as per ARC-PA):

Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA Standards or when

a program holding Accreditation[1]Provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students. Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class. The program's accreditation history can be viewed on the ARC-PA website at [http://www.arc-pa.org/accreditation-history-franklin-pierce-university\[1\]goodyear-az/](http://www.arc-pa.org/accreditation-history-franklin-pierce-university[1]goodyear-az/).

Technical Standards

The following technical standards establish the essential qualities necessary for students enrolling in the M.P.A.S. Hybrid Program. Students must possess these qualities upon admission to the program and continue to demonstrate these standards throughout the program, in order to achieve the required level of competency stipulated for program advancement and graduation. Failure to do so will be grounds for dismissal from the program.

Test of English as a Foreign Language (TOEFL)

All applicants who were born outside of the United States and who did not graduate from a United States high school will be required to submit internet-based TOEFL (iBT) scores with their application. A minimum total score of 100 (with at least 25 in each section) is required. The Educational Testing Service (ETS) code for submitting your score to CASPA is 3709.

Observation and Sensation

- Candidates and graduates must possess sufficient visual, auditory, and tactile sensation to participate in the classroom, laboratory, and other educational or clinical settings.
- Must be able to receive verbal and nonverbal communications from patients and others, and to perform a complete patient physical exam.

Communication

- Candidates and graduates must be able to speak, hear, and observe patients, family members, and other clinicians.
- Communicate clearly and effectively through oral and written communication.
- Candidates and graduates must have the ability to receive and process communication from the healthcare team to respond in a timely manner and make appropriate decisions.
- Candidates and graduates must possess the skills to communicate attentively and sensitively to others while honoring the HIPAA policy.

Motor Function

- Candidates and graduates must have sufficient strength, coordination, dexterity, and equilibrium to perform the activities required of a physician assistant, including performing a physical examination utilizing diagnostic instruments and techniques required in auscultation, palpation, percussion, and diagnostic maneuvers.
- Must be able to manipulate medical equipment for basic laboratory tests and procedures such as airway management, suturing, needle placement & IV, stethoscope & ophthalmoscope, tongue blades, gynecologic speculum and scalpel.
- Candidates and graduates must have the physical stamina to sit, stand, and move within classroom, laboratory, examination rooms, treatment rooms, and operating rooms for long periods of time.

Intellectual Capability

- Candidates and graduates must possess clinical problem solving and reasoning skills to think critically with sound judgment, emotional stability, maturity, and empathy.
- Candidates and graduates must be able to accurately collect, measure, organize, prioritize, calculate, reason, analyze and integrate data to make decisions in a timely manner.
- Must be able to comprehend the medical literature to use this knowledge in problem solving and patient care.
- Must be able to interpret diagnostic testing and treatment regimens.

Behavioral and Social Proficiency

- Candidates and graduates must be able to establish and maintain appropriate professional relationships.
- Must work cooperatively with other members of the health care team.
- Must be able to prioritize competing demands and exercise good clinical judgment.
- Must be able to respond to emergencies in a calm and reasonable manner and handle physical, mental, and emotional stress while functioning effectively.
- Must be able to develop rapport with patients and their families as well as their colleagues.
- Must be able to demonstrate compassion, empathy, motivation, integrity, and flexibility while interacting with a diverse population.
- Must be able to accept criticism and modify behavior and practice as needed.
- Candidates and graduates must understand and apply ethical standards and responsibility in their daily practice.
- Candidates and graduates must demonstrate emotional stability to deliver the appropriate patient care in all settings.

Advanced Placement

The M.P.A.S. Hybrid Program is a full-time program and does not offer advanced placement for students.

Work Policy

In order to enhance student learning and assure student success in the M.P.A.S. Hybrid Program, it is recommended that students do not work while enrolled in the program. If a student chooses to work while enrolled in the program, work schedules cannot interfere with class attendance, academic performance, or clinical rotation schedules. Students are never required to work for the program in any capacity.

Physician Assistant Hybrid Program Academic Policies

The policies below are in addition to the standards noted above as set by the College of Health and Natural Sciences.

Satisfactory Academic Progress

All M.P.A.S. Hybrid Program students must achieve and maintain a term grade point average (TGPA) and cumulative grade point average (CGPA) of 3.0 (B) or higher to remain in good academic standing. M.P.A.S. Hybrid Program students may have no more than two grades lower than a B- on the academic record at the time of graduation. Any student not meeting this minimum will be required to meet with their academic advisor to establish and sign a Learning Contract to address academic deficiencies. A student will be considered to have attained satisfactory academic progress when the student receives consistent course grades of B- or better and maintains a cumulative and TGPA of 3.0. Students with a history of academic probation will be referred for academic dismissal from the program if they fail to maintain the academic standards of the program or University. The M.P.A.S. Progress and Promotions Committee meets throughout each term to review and discuss each individual student's progress.

Concerns regarding a student's academic performance will be documented and referred to the student's academic advisor. At the close of each term, academic records will be reviewed by the Program Director. Appropriate sanctions will be applied if necessary. Students on Academic Probation at the end of the didactic year cannot progress to the clinical year without approval of the M.P.A.S. Progress and Promotions Committee. In addition to academic expectations regarding Academic Standing, recipients of all forms of financial assistance are expected to meet Satisfactory Academic Progress.

*Note: The standards and policies of the M.P.A.S. Hybrid Program supersede any university policy regarding academic probation and/or dismissal.

Part-time Enrollment and Deceleration

The design of the curriculum within the M.P.A.S. Hybrid Program does not allow for students to attend part-time.

Students who cannot continue on a full-time basis may consider applying for a Leave of Absence (LOA), which then must be approved by the Program Director. Poor academic performance is not a valid reason for taking a LOA. Only those students with an approved LOA (or other extenuating circumstance approved by the Program Director) will be allowed to decelerate. Deceleration is defined as movement from the student's entering cohort to a subsequent cohort. Students who decelerate may be required to repeat some or all of the coursework completed at the time of withdrawal.

Summative Evaluation

The Summative Evaluation is administered within the last four (4) months of the program in Professional Practice IV, and is used to assess the culmination of the following: (1) medical knowledge, (2) clinical and technical skills, (3) interpersonal skills, (4) clinical reasoning and problem-solving abilities, and (5) professional behaviors. As the Summative Evaluation is the means by which we verify each student is prepared to enter clinical practice, a student will be permitted to take the Summative Evaluation only after successful completion of all courses in the didactic and clinical phases of the program AND they are in good academic standing. An exception to this rule will be permitted only under extenuating circumstances on a case-by-case basis and at the sole discretion of the Program Director. Students must demonstrate satisfactory performance in the Summative Evaluation in order to successfully complete the program.

Course Sequence

Didactic Phase

Grad Term II Winter November-March

Anatomy I 2 Credits

Basic Science I 2 Credits

Patient Assessment I 3 Credits

Clinical Pharmacology I 2 Credits

Clinical Medicine I 2 Credits

Mindfulness in Medicine 1 Credit

Evidence-based Medicine 1 Credit

Preventive Medicine 2 Credits

Introduction to Health Professions 1 Credit
 Diagnostic Methods I 1 Credit

Total 17 Credits

Grad Term III Spring March-May

Anatomy II 3 Credits
 Basic Science II 2 Credits
 Patient Assessment II 3 Credits
 Clinical Pharmacology II 2 Credits
 Clinical Medicine II 3 Credits
 Diagnostic Methods II 2 Credits
 Behavioral Health 1 Credits

Total 16 Credits

Grad Term IV Summer June-August

Anatomy III 3 Credits
 Basic Science III 2 Credits
 Patient Assessment III 3 Credits
 Clinical Pharmacology III 2 Credits
 Clinical Medicine III 3 Credits
 Diagnostic Methods III 2 Credits
 Cross Cultural Health 1 Credit

Total 16 Credits

Grad Fall Term I August-November

Anatomy IV 2 Credits
 Basic Science IV 2 Credits
 Patient Assessment IV 3 Credits
 Clinical Pharmacology IV 2 Credits
 Clinical Medicine IV 3 Credits
 Clinical Skills 4 Credits
 Research 1 Credits
 Medical Ethics 1 Credits

Total 18 Credits

Clinical Phase YEAR TWO

SCPE Internal Medicine 5 Credits
 SCPE Family Medicine 5 Credits
 SCPE Emergency Medicine 5 Credits
 SCPE Surgery 5 Credits
 SCPE Pediatrics 5 Credits
 SCPE Women's Health 5 Credits
 SCPE Behavioral Medicine 5 Credits
 SCPE Elective 1 5 Credits
 SCPE Elective 2 5 Credits
 Professional Practice I 1 Credit
 Professional Practice II 1 Credit
 Professional Practice III 1 Credit
 Professional Practice IV 1 Credit

Total 49 Credits

Total Credits over 8 Terms = 116 credit hours earned

Doctor of Physical Therapy (D.P.T.)

• Department Chair & Academic Director (A.Z.): Letha B. Zook

- Academic Director (N.H.): Meghan Rohde
- Associate Professors (A.Z.): RuiPing Xia, Scott R. Richardson, Robert Phillips, Tamara Hefferon,
- Associate Professors (N.H.): Ann W.B. Coventry, Allison Kellish,
- Assistant Professors (A.Z.): David Lorello, Shaina Ettinger, Elise Harris
- Assistant Professors (N.H.): Maureen Clancy, Lisa Doyle, Willow L. Henry, Olga McSorley, Theresa O'Neil, Elke Schaumberg

One University – Two DPT Programs

Franklin Pierce University offers two full-time DPT programs with distinct formats, both are fully accredited by the Commission on Accreditation in Physical Therapy. The faculty in both programs stay clinically relevant by engaging in clinical work. Both programs have the same mission and goals and curriculum outcomes.

Students in both D.P.T. programs are required to hold a bachelor's degree from an accredited college/university and complete all prerequisite courses and requirements prior to matriculating into the program. The Essential Functions provide specific core performance standards that every student must be able to meet, with or without reasonable accommodation, for admission and progression in the D.P.T. program.

The New Hampshire DPT program is an on-site program which is 30 months in length in Manchester, New Hampshire. It has 38 weeks of clinical experience in 10 graduate terms. An early full-time experience of 8 weeks is done during the fifth term.

The Arizona DPT program uses the hybrid mode of delivery and is 25.5 months in length. The curriculum is a blend of online learning (synchronous and asynchronous) and intensive 4–5-day lab sessions, held in Goodyear, Arizona. In addition to the 30 weeks of full-time clinical experiences at the end of the didactic portion, the student participates in early hands-on experiences in the FPU clinic during the intensive lab weeks.

The Physical Therapy Profession

Physical Therapists (PTs) are licensed health care professionals who diagnose and treat individuals of all ages, who have health-related conditions that limit their abilities to move and perform functional activities in their daily lives. Physical therapists:

- Diagnose and manage movement dysfunction and enhance physical and functional abilities;
- Restore, maintain, and promote optimal physical function, wellness, fitness, and quality of life as it relates to movement and health;
- Prevent the onset, symptoms, and progression of impairments, functional limitations, and disabilities that may result from diseases, disorders, conditions, or injuries.

Physical therapists provide care for people in a variety of settings, including: hospitals, private practices, outpatient clinics, home health agencies, schools, sports and fitness facilities, work settings, and nursing homes (apta.org). Franklin Pierce University offers Doctor of Physical Therapy (D.P.T.) programs in Manchester, New Hampshire and in Goodyear, Arizona. Both facilities are newly renovated with state-of-the-art equipment and learning technologies. Clinical experience is a vital part of the program and is conducted at sites throughout the country.

Mission

The Mission of the D.P.T. program is to graduate competent practitioners who are prepared to enhance the physical health and functional abilities of the members of the public. Our graduates render independent judgment in collaboration with others to advocate for and meet the needs of the patient/client and to ensure equal access for all individuals. They critically analyze, appropriately utilize, and contribute to evidence-based practice. Our graduates embrace life-long learning and consciously apply ethical values. They contribute to society and the profession in practice, teaching, administration, community service, and the discovery and application of new knowledge related to physical therapy.

Expected Graduate Goals and Outcomes

Graduates of the D.P.T. program will:

1. Have the knowledge and skills of a PT capable of working as an autonomous practitioner
 - Achieve 100% ultimate pass rate on the NPTE
 - Employed as autonomous practitioners in a variety of practice settings
 - Integrate current research, clinical expertise, and patient values into practice
2. Demonstrate empathetic and compassionate practice
 - Adhere to the APTA Code of Ethics
 - Respect and treat each patient as an individual, without regard to gender, race, color, sexual orientation, or religious affiliation
3. Demonstrate commitment to the physical therapy profession
 - Promote the profession through education
 - Possess skills to advocate for the profession

Franklin Pierce University's D.P.T. Educational Philosophy

- The curriculum and teaching are guided by the following values:
- The inherent worth of the individual and the value of diversity;
- The autonomous practice of the profession;
- The inherent value of inter-professional collaboration and consultation;
- That community service is a powerful mechanism for teaching and learning;
- That life-long learning is critical for all physical therapy practitioners;
- That ethical thinking, behavior and social responsibility are central to physical therapist education;
- That the development of critical thinking and the application of evidence-based practice are core skills for all graduates;
- That graduates contribute to society through work, teaching, community involvement, and the application of new knowledge.

Faculty, graduates, and employers continue to contribute to the development of the D.P.T. curriculum preparing our students and graduates to have the skills to practice in a changing society and health care delivery system.

Special consideration for entrance into the FPU D.P.T. program is offered for FPU undergraduates in three pathways:

(See more information under D.P.T. Direct Admit)

1. Freshman D.P.T. Direct Admit: High School Seniors who meet specific requirements (see below) are guaranteed entrance into the FPU D.P.T. program upon satisfactory completion (see below) of the requirements for entrance into the D.P.T. program.
2. Current FPU Student D.P.T. Direct Admit: Current students who meet the established levels of academic success in the undergraduate courses (see below) can apply for D.P.T. Direct Admit in their first three years of undergraduate work. These students will have guaranteed entrance into the FPU D.P.T. program upon satisfactory completion (see below) of the requirements for entrance into the D.P.T. program.
3. Preferential FPU Application review for current student into the FPU D.P.T. program: Students who are current students at FPU and are not in the D.P.T. Direct Admit program will have preferential application review than transfer students if they meet the following criteria:
 - Completed application in PTCAS before October the year before expected entrance into the D.P.T. program
 - Recommendation from FPU advisor

Application Process

The application and admissions process is the same for both Manchester, N.H. and Goodyear, A.Z. D.P.T. programs. Students must apply through the Physical Therapist Centralized Application Service (PTCAS) online at ptcas.org. The PTCAS application cycle opens midsummer for the following academic year. We evaluate applications throughout the admissions cycle with a soft deadline in the beginning of March and consider qualified applicants until the class is filled.

Doctor of Physical Therapy Promotion Policy

In addition to the University's Graduate Academic Standing Policy, as listed in the current Catalog, the Doctor of Physical Therapy program implements the following Promotion Policy that is more stringent.

Good Academic Standing

The course sequence in the curriculum is designed to provide incremental knowledge and skills necessary for PT practice. In general, the sequence must be followed to achieve this goal. A student in good academic standing will progress through the curriculum as designed. Since courses are arranged in a specific sequence, repeating a course will result in deceleration of the student's progress through the curriculum, and require a longer period of time to successfully complete the entire curriculum. Good academic standing is obtained by achieving a term grade point average (GPA) of 3.00 or greater, maintaining a cumulative GPA (CGPA) of 3.00 or greater, passing all Pass/Fail courses, earning course grades of B- or greater and maintaining appropriate standards of professional behavior.

Doctor of Physical Therapy (D.P.T.)

Department Chair & Academic Director (A.Z.): Letha B. Zook

Academic Director (N.H.): [Meghan Rohde](#)

Associate Professors (A.Z.): RuiPing Xia, Scott R. Richardson, Robert Phillips, Tamara Hefferon,

Associate Professors (N.H.): Ann W.B. Coventry, Allison Kellish,

Assistant Professors (A.Z.): David Lorello, Shaina Ettinger, Elise Harris

Assistant Professors (N.H.): Maureen Clancy, Lisa Doyle, Willow L. Henry, Olga McSorley, Theresa O'Neil, Elke Schaumberg

One University – Two DPT Programs

Franklin Pierce University offers two full-time DPT programs with distinct formats, both are fully accredited by the Commission on Accreditation in Physical Therapy. The faculty in both programs stay clinically relevant by engaging in clinical work. Both programs have the same mission and goals and curriculum outcomes.

Students in both D.P.T. programs are required to hold a bachelor's degree from an accredited college/university and complete all prerequisite courses and requirements prior to matriculating into the program. The Essential Functions provide specific core performance standards that every student must be able to meet, with or without reasonable accommodation, for admission and progression in the D.P.T. program.

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Doctoral Academic Sanctions

Academic Probation

- Any student whose term GPA is below 3.00 for a single term, or
- Any student whose CGPA is below 3.00 for a single term, or
- Any student who receives a final course grade of C or below in any course, or
- Any student who receives a Fail grade in a Pass/Fail course

Additionally, any student who receives a final course grade of C or below in any course will be required to repeat the course with a B or better.

Academic Suspension

An Academic suspension requires a student to step out of the lock-step curriculum to repeat a course when:

- A student receives a final course grade of C or below in any course or
- A student receives a Fail grade in a P/F course
- The student must repeat the course earning a B or better grade and may not progress until this course is successfully completed
- The student must complete a Learning Contract and may be encouraged to audit other courses they have already completed in order to engage and remain up-to-date with the other didactic coursework.

Program Dismissal

- Any student whose term GPA is below 3.00 for two terms, or
- Any students whose CGPA is below 3.00 for two terms, or

- Any student who receives a final course grade of C or below in two courses, or
- Any student who receives a Fail grade in any two Pass/Fail courses, or
- Any student who receives a final course grade of C or below in one course and a Fail grade in any Pass/Fail course, or
- Any student who fails to earn a Pass or a final course grade of B or better in any repeated course. or
- Any student who fails to adhere to the professional standards of the program.

Academic Status Letter

At the completion of each term, if academic performance is consistent with the criteria set forth for academic probation, suspension or program dismissal, the Dean will issue a letter notifying the student of their academic status.

Learning Contract

A student who is placed on academic probation, academic suspension or program dismissal will be required to proceed under a Learning Contract. The Learning Contract will identify the academic criteria necessary to return to academic good standing.

Promotion

- Students must satisfactorily complete all courses maintaining a 3.00 term GPA and CGPA and must have successfully completed a learning contract before proceeding to the full-time clinical experiences.
- Students must pass the comprehensive practical examination in the last didactic term in order to participate in the full-time terminal clinical experiences.
- Students must pass all full-time clinical education experiences in order to graduate. Only one repeat of a full-time clinical experience is allowed.

Appeals

A student has the right to appeal a faculty decision regarding progression in the program. If a student wishes to appeal, the student must contact his/her advisor immediately upon receiving formal notice of unsatisfactory performance and file the appeal within 3 days of receipt of the Academic Sanction Letter. The advisor will assist the student in developing an appeal describing the unusual circumstances leading to the unsatisfactory performance and actions the student has undertaken/ or plans to undertake to strengthen their academic performance.

Curriculum Plan-New Hampshire

Term I

- PTH506 Introduction to Professional Development& Patient Education 2 credits
- PTH523 Anatomy 6 credits
- PTH528 Kinesiology 6 credits
- PTH531 Foundations of Physical Therapy Practice I 2 credits

Term I = 16 credits

Term II

- PTH504 Physiology in Health and Disease 3 credits
- PTH518 Research Methods in Physical Therapy 2 credits
- PTH532 Foundations of Physical Therapy Practice II 2 credits
- PTH537 Musculoskeletal System I – Upper Extremity 4 credits
- PTH545 Therapeutic Exercise & Soft Tissue Mobilization 3 credits
- PTH547 Physical Agent Modalities 2 credits

Term II = 16 credits

Term III

- PTH508 Neuroanatomy 3 credits
- PTH517 PYI Integrated Clinical Education Experience 1 credit
- PTH519 Critical Inquiry 1 credit
- PTH524 Clinical Pharmacology 2 credits
- PTH529 Health Promotion & Wellness I 2 credits
- PTH538 Musculoskeletal System II – Lower Extremity 4 credits
- PTH620 Imaging & Diagnostics 2 credits

Term III = 15 credits

Term IV

PTH512 Motor Control Across the Lifespan 4 credits
 PTH530 Health Promotion & Wellness II 1 credit
 PTH534 Cardiovascular and Pulmonary Physical Therapy 3 credits
 PTH539 Musculoskeletal System III – Spine 5 credits
 PTH540 Fundamentals of Neurological Rehabilitation 3 credits

Term IV = 16 credits

Term V

PTH516 Psychosocial Issues in Healthcare 3 credits
 PTH608 Clinical Education Experience I 4 credits
 PTH635 Advanced Orthopedic Interventions 2 credits -*elective

Term V = 7 credits + electives

*two - 2 credit electives must be taken during the didactic curriculum (Terms V, VI and/or VII)

Term VI

PTH514 Health Practice Management 3 credits
 PTH543 Neurological Clinical Management 5 credits
 PTH544 Integumentary System 2 credits
 PTH599 Independent Study 1- 2 credits *elective
 PTH615 D.P.T. Student Clinic 2 credits *elective
 PTH623 Management of Patients with Multisystem Involvement I 3 credits
 PTH627 PYII Integrated Clinical Education Experience – Extended 2 credits -*elective
 PTH720 Capstone Research Project I 2 credits
 LS565 Spanish for Healthcare Professional 2 credits -*elective

Term VI = 15 credits+ electives

*two - 2 credit electives must be taken during the didactic curriculum (Terms V, VI and/or VII)

Term VII

PTH511 Management of the Pediatric & Adolescent Patient 5 credits
 PTH610 Professional Seminar 1 credit
 PTH615 D.P.T. Student Clinic 2 credits - *elective
 PTH624 Management of Patients with Multisystem Involvement II 4 credits
 PTH627 PYII Integrated Clinical Education Experience – Extended 2 credits -*elective
 PTH630 Sports Injury Management & Prevention 2 credits -*elective
 PTH646 Orthotics and Prosthetics 2 credits
 PTH730 Capstone Research Project II 2 credits

Term VII = 14 credits (includes 2 credits required elective) + electives

*two - 2 credit electives must be taken during the didactic curriculum (Terms V, VI and/or VII)

Term VIII

PTH701 Clinical Education Experience II 5 credits

Term VIII = 5 credits

Term IX

PTH702 Clinical Education Experience III 5 credits

Term IX = 5 credits

Term X

PTH703 Clinical Education Experience IV 5 credits

Term X = 5 credits

Total credits = 118 (includes 4 credits required electives) plus other electives as desired. Students are required to take at least four credits of elective courses in order to graduate with the necessary 118 credits or more.

Curriculum Plan-Arizona

Professional Year 1 – Class of 2024

Term 1: Fall 2022

PTH504 Physiology of Health and Disease 3 credits
PTH506 Introduction to Professional Development & Patient Education 1 credits
PTH523 Anatomy 5 credits
PTH528 Kinesiology 5 credits
PTH531 Foundations of Physical Therapy Practice I 2 credits

Term 1 = 16 credits

Term 2: Winter 2022-23

PTH517b Integrated Clinical Education Experience - Year 1 1 credit
PTH532 Foundations of Physical Therapy Practice II 2 credits
PTH537 Musculoskeletal System I – Upper Extremity 4 credits
PTH544 Integumentary System 2 credits
PTH545 Therapeutic Exercise & Soft Tissue Mobilization 3 credits
PTH546 Physical Agents 1 credit
PTH550 EBP- Research I* 3 credits

Term 2 = 15 credits

Term 3: Spring 2023

PTH508 Neuroanatomy 4 credits
PTH517a Integrated Clinical Education Experience - Year 1 1 credit
PTH524 Clinical Pharmacology 3 credits
PTH529 Health Promotion & Wellness I 2 credits
PTH534 Cardiovascular and Pulmonary Physical Therapy 3 credits
PTH538 Musculoskeletal System II – Lower Extremity 4 credits

Term 3 = 15 credits

Term 4: Summer 2023

PTH512 Motor Control acr Life Span 4 credits
PTH516 Psychosocial Issues in HC* 3 credits
PTH517b Integrated Clinical Education Experience- Year 1 1 credit
PTH539 Musculoskeletal System III – Spine 4 credits
PTH560 EBP- Research II* 2 credits
PTH620 Imaging & Diagnostics* 2 credits

Term 4 = 16 credits

Professional Year 2 – Class of 2024

Term 5: Fall 2023

PTH514 Health Care Management* 3 credits
PTH527a Integrated Clinical Education Experience - Year 1 1 credit
PTH543 Neurological Clinical Management 6 credits
PTH623 Management of Patients w/ Multisystem Involvement I 3 credits
PTH646 Orthotics and Prosthetics 2 credits
PTH650 EBP- Research II* 2 credits

Term 5 = 16 credits

Term 6: Winter 2023-24

PTH511 Management of the Pediatric & Adolescent Patient 4 credits
PTH527b Integrated Clinical Education Experience - Year 2 1 credit

PTH610 Professional Seminar I 1 credit
PTH624 Management of Patients with Multisystem Involvement II 4 credit
PTH635 Advanced Orthopedic Interventions 4 credits
PTH690 Comprehensive Exam P/F 1 credit

Term 6 = 15 credits

Term 7 and 8: March to October 2024

PTH695 License Exam Prep* 1 credit
PTH701 Clinical Education Experience II 5 credits
PTH702 Clinical Education Experience III 5 credits
PTH703 Clinical Education Experience IV 5 credits

Term 7 & 8 = 16 credits

*online courses

Total credits: 110 semester credits (2 years + 6 weeks). The sequence of courses offered within the curriculum may be subject to change.
Total Contact hours (online and Lab) = 2655

SCHOOL OF NURSING

School of Nursing

School of Nursing Faculty

Interim Director of Nursing/Associate Professor: Joyce O'Reilly

Assistant Professors: [Lisa R. Chicko](#), [Wendy J. Varnum](#), Catherine Cuchetti

School of Nursing Philosophy

We, the faculty, believe that professional, caring, and reflective nursing practice occurs with the synergy of clinical excellence and relationship based care. The School of Nursing provides a supportive and respectful learning environment that embraces reflective practice and discovery through deep learning and inquiry. We promote collaborative, experiential learning, leveraging the adult learners' intrinsic motivation to learn with critical engagement in the educational process.

Bachelor of Science for Registered Nurses (B.S.N.) Program

Interim Director of Nursing/Associate Professor: [Joyce O'Reilly](#)

Assistant Professors: [Lisa R. Chicko](#), [Wendy J. Varnum](#), [Catherine Cuchetti](#)

R.N. to B.S.N. Mission

The B.S.N. program is committed to preparing registered nurses as ethical leaders in the 21st century delivering innovative, evidence based patient-centered care. Graduates are competent and caring nurses who make sound clinical judgments, communicate effectively, and assume leadership and advocacy roles. We prepare graduates to promote the health and well-being of diverse individuals, families, communities, populations, and systems.

School of Nursing Philosophy

We, the faculty, believe that professional, caring, and reflective nursing practice occurs with the synergy of clinical excellence and relationship based care. The School of Nursing provides a supportive and respectful learning environment that embraces reflective practice and discovery through deep learning and inquiry. We promote collaborative, experiential learning, leveraging the adult learners' intrinsic motivation to learn with critical engagement in the educational process.

Learning Outcomes

Graduates of the R.N. to B.S.N. program will:

- Apply patient centered principles of holistic nursing care to individuals and populations across cultures and the lifespan.
- Integrate knowledge from the sciences, humanities, and nursing to guide decisions on best practices in healthcare.
- Function effectively within inter-professional healthcare teams fostering shared decision making to deliver high quality, safe, patient care with positive patient outcomes.
- Utilize quality improvement processes in the delivery and implementation of patient safety and quality initiatives.
- Apply leadership skills within various healthcare systems to promote a culture of safety.
- Integrate knowledge of nursing informatics and emerging technologies for contemporary nursing practice.
- Practice as accountable leaders of conscience demonstrating ethical and professional principles in the care of self individuals, families, and populations in a variety of settings.
- Communicate effectively within a caring framework among healthcare professionals and clients to improve patient satisfaction and health outcomes.
- Analyze healthcare policy, financial, and regulatory processes, which directly influence healthcare systems globally.
- Plan individualized care on best current evidence, patient values, and clinical expertise.

R.N. to Bachelor of Science in Nursing (B.S.N.) Program Requirements

The R.N. to B.S.N. program is designed for students who hold an R.N. license and have earned an Associate degree in nursing or diploma in nursing.

Nursing students matriculated in an Associate degree nursing program may enroll in the R.N. to B.S.N. program before graduating from the ADN program. Students may enroll for part-time or full-time study.

The R.N. student must earn a minimum of 120 credits to graduate, including completion of the [General and Liberal Education \(GLE\)](#) Core requirements. Nursing students who have completed an associate's degree at another institution and transfer to Franklin Pierce University will not need to meet the requirements of the General and Liberal Education. Curriculum requirements may be met through transfer credits from regionally accredited institutions, course enrollment, credit for prior learning, and/or challenge exams.

Completion is defined as all courses completed with a grade of "C" or higher. Nursing students will receive 30 credits for an active nursing license. When applicable, additional nursing course work may be transferred as additional credits. The following courses are required of nursing majors:

Major Requirements (30 Credit Hours)

NR200 Holistic Health 3 Credits
 NR300 Transition to Baccalaureate Nursing Practice 3 Credits
 NR320 Evidence-Based Practice in Nursing: Understanding Nursing Research 3 Credits
 NR330 Clinical Decision Making 3 Credits
 NR400 Health Policy and the Role of the Professional Nurse 3 Credits
 NR420 Health Promotion Across the Lifespan 3 Credits
 NR445 Community Health Nursing: Individual and Family Client 3 Credits
 NR446 Community Health Nursing: Groups and Populations 3 Credits
 NR001 Pre-course for Capstone 0 Credits
 NR490 Leadership in Professional Nursing Practice, Seminar & Project 6 Credits
 Cultural Awareness—Choose One of the Following: 3 Credits
 PA209 Ethical Reasoning 3 Credits
 PA250 World Religions
 SO205 Race and Ethnicity in Society
 SO220 Families in Society
 SO421 Inequality in Society

Foundation Requirements (21 Credit Hours)

BI260 Human Anatomy & Physiology I* 3 Credits
 BI261 Human Anatomy & Physiology II* 3 Credits
 BI325 Microbiology 3 Credits
 Chemistry or other science 3 Credits
 MT260 Statistics 3 Credits
 PS101 Introduction to Psychology 3 Credits
 PS234 Human Growth and Development 3 Credits

Note: BI260, BI261, and BI325 are waived with an Associate Degree in Nursing or proof of RN license.

Master's Entry Program in Nursing (M.E.P.N.)

Interim Director of Nursing/Associate Professor: [Joyce O'Reilly](#)

Assistant Professors: [Lisa R. Chicko](#), [Wendy J. Varnum](#), [Catherine Cuchetti](#)

Successful graduates will receive a Master of Science in Nursing (M.S.N.) degree and a Healthcare Administration Certificate. As a pre-licensure registered nursing program, the M.E.P.N. program accepts applicants who have completed the following:

Application Requirements for the Masters Entry to Practice Nursing (M.E.P.N.)

Application materials must be submitted and reviewed prior to acceptance. These materials include the following:

- Completed Franklin Pierce University Graduate Admission application
- Resume

- Essay stating goals and objectives for applying to the MEPN program
- Receipt of all official transcripts from colleges and/o universities previously attended
- Achievement of minimum undergraduate cumulative grade point average of 3.0 or higher on a 4.0 scale
- ATI Test of Essential Academic Skills (TEAS) admission exam with a passing score of 80%
- Interview with nursing faculty

Students must complete the following prerequisite college level courses with a letter grade of B or better prior to starting the M.E.P.N. program:

- IAnatomy and Physiology I (4 credits with lab)
- Anatomy and Physiology II (4 credits with lab)
- General Chemistry (4 credits with lab)
- Microbiology (4 credits with lab)
- Statistics (3 credits)
- Human/Lifespan Development (3 credits)
- Nutrition (3 credits)

M.E.P.N. Mission Statement

The Master's Entry to Practice Nursing Program (M.E.P.N.) is committed to preparing ethical "leaders of conscience who demonstrate sound critical thinking and clinical judgement, promote health and healing, and who make significant contributions to the local and global communities. The curriculum prepares students to utilize scholarly inquiry to provide care that is patient centered and rooted in evidence. Graduates will be prepared to practice in diverse health care arenas to effect improvements in patient outcomes through leadership in health care delivery systems.

Expected Learning Outcomes

Upon completion of the M.E.P.N. program, students will be able to:

- Demonstrate critical thinking and decision-making based on biopsychosocial and organizational sciences to improve healthcare quality and outcomes in a variety of settings.
- Integrate organizational and systems leadership to guide and direct clinical decision making and evaluation of patient outcomes and safety.
- Advocate for ethical and culturally sensitive strategies in the design of high quality and cost effective healthcare delivery.
- Apply clinical scholarship and implementation of best practices for the improvement of healthcare delivery.

- Incorporate technology to support and coordinate delivery of high quality, safe patient care.
- Demonstrate advocacy strategies to influence healthcare policy to improve health of the public.
- Collaborate with the inter-professional team to influence the shared goals of disease prevention, health promotion, and patient-centered care to diverse populations.

The M.E.P.N. program prepares the graduate to:

- Utilize professional codes and standards of professional nursing practice.
- Demonstrate autonomy in critical thinking and decision making to guide care to patient across the lifespan.
- Function effectively within interprofessional healthcare teams, utilizing evidence-based practice to deliver high quality safe patient care and promote positive patient outcomes.
- Apply leadership skills as a change agent within the healthcare system to promote equity and culturally sensitive care

The M.E.P.N. program:

- Prepares the student to take the NCLEX-RN upon completion of the program
- Consists of six consecutive 12-week terms over 18 months
- Is a full-time program; students are discouraged from working

Dismissal and Termination

The M.E.P.N. Program is a master's level professional education program. Students enrolled in the program must demonstrate achievement in academic and clinical competencies necessary for professional practice as a registered nurse and meet academic criteria consistent with degree programs at the graduate level. Students are held to both the M.E.P.N. Academic Standards Policies identified in the Nursing Student Handbook as well as the Academic Catalog.

Students in the M.E.P.N. program are expected to earn grades of a B or better to remain in good academic standing. Final course grades of less than a B in a 700-level course will result in program dismissal. In accordance with the current academic standing policy graduate students cannot have more than two grades below a B- in any 500-level courses during the program.

Students in the M.E.P.N. program must abide by all policies in the Student Code of Conduct, the Nursing Student Handbook, and all University policies as defined in the current FPU Academic Catalog. Additionally, M.E.P.N. students must abide by the Code of Ethics set forth by the American Nurses Association.

1. Performing duties and/or assuming responsibilities without adequate preparation, competency, and/or supervision.
2. Diverting supplies, equipment, or medications for personal or other unauthorized use. Ignorance will not be accepted as justification.
3. Falsifying or otherwise altering client, clinical agency, or University records or documents.
4. Misrepresenting his/her clinical hours or providing any false documentation or other written or verbal inaccuracy related to clinical rotations and/or clinical hours.
5. Abusing, neglecting, or abandoning clients and/or families, or violating privacy regulations, laws or rules.
6. Displaying conduct that is unbecoming to a FPU nursing student, or which may be detrimental or dangerous to the health or welfare of the client, family, public, self, or the University.
7. Being charged with or convicted of the commission of any act that is classified as a relevant misdemeanor or any felony under N.H. law.
8. Failure to abide by and/or commission of acts or behaviors that violate University and/or School of Nursing requirements, policies, and procedures as identified in the Nursing Student Handbook or the N.H. Board of Nursing Nurse Practice Act.
9. Inability to perform required essential skills and functions due to chemical, mental, physical or medical impairment.
10. Positive result on any drug test.

M.E.P.N. Program Requirements

Foundational pre-licensure course work is front loaded in the program with master's level content scaffolded throughout. Foundational concepts and health assessment/management across the lifespan are paired with clinical learning experiences throughout the program. Students' studies will culminate with NR790 which requires them to develop a quality improvement project as well as an immersion leadership practicum.

Curriculum Plan

Term 1

NR501 R.N./M.S.N. Bridge 3 Credits
 NR580 Pathophysiology for the Advanced Generalist 3 Credits
 NR700 Foundational Concepts of Professional Nursing (lecture) 3 Credits
 NR701 Foundation: Introduction to Nursing Interventions 3 Credits
 Practicum/ Health Assessment across the lifespan for the Advanced Generalist (Lab)
 Term 1 total: 184 Hours 12 Credits

Term 2

NR575 NR575 Pharmacology for the Advanced Generalist 3 Credits
 GM592 Health Policy 3 Credits
 NR710 Nursing Management of Common Health Alterations Across the Lifespan 3 Credits
 NR711 Nursing Management of Common Health Alterations Across the Lifespan Practicum (clinical/lab) 3 Credits
 Term 2 total: 136 Hours 12 Credits

Term 3

GM594 Healthcare Payment Systems 3 Credits
 GM520 Legal and Ethical Issues in Business Organizations 3 Credits
 NR750 Maternal/Child Nursing (lecture) 2 Credits
 NR751 Women's Health Practicum (OB/Gyn clinical/lab) 1 Credit
 NR752 Pediatrics Practicum (Peds clinical/lab) 1 Credit
 Term 3 total: 112 Hours 10 Credits

Term 4

GM596 Quality Improvement Models in Healthcare 3 Credits
 NR730 Psychiatric and Mental Health Nursing (Lecture) 3 Credits
 NR731 Psychiatric and Mental Health Nursing Practicum (clinical) 1 Credit
 NR 740 Community Health Promotion Practicum (clinical) 1 Credit
 Term 4 total: 112 Hours 9 Credits

Term 5

GM510 Seminar in Leadership 3 Credits
 NR720 Nursing Management of Complex Health Alterations Across the Lifespan (Lecture) 3 Credits
 NR721 Nursing Management of Complex Health Alterations Across the Lifespan Practicum (clinical/lab) 3 Credits
 Term 5 total: 136 Hours 9 Credits

Term 6

NR760 Immersion Advanced Generalist Practicum (clinical) 3 Credits

NR790 Capstone 6 Credits

Term 6 total: 216 Hours 9 Credits

Degree total: 896 Hours 60 Credits

MEPN Pathway Program

The MEPN Pathway Program is designed for current Rindge undergraduate students who would like to enter the nursing profession. As previously mentioned, the graduates of the MEPN program will earn a Master of Science in Nursing, a Healthcare Administration Certificate, and qualify to take the National Council Licensure Examination in Nursing (NCLEX-RN). The MEPN Pathway program allows current Rindge students to apply and be guaranteed admission to the program as early as the student's junior year. Students considered for the MEPN Pathway Program will have an overall GPA of 3.0 or better and have completed or will complete the following prerequisites with a grade of B or better prior to graduation.

- [BI 260 Anatomy and Physiology I](#)
- [BI 261 Anatomy and Physiology II](#)
- [BI 325 Microbiology](#)
- [CH 101 General Chemistry](#)
- [BI 235 Human Health and Nutrition](#)
- [MT 260 Statistics](#)
- [PS 234 Human Growth and Development](#)

MEPN Direct Admit Program

The Direct Admit Program is designed for High School seniors who would like to enter the nursing profession. Students will be admitted to the MEPN Program after having met the following criteria:

- Admitted to Franklin Pierce University
- High School CGPA of 3.0 or better
- Completed four years of High School math
- Completed four years of High School science
- Have demonstrated leadership in school and community activities

To retain their position in the MEPN Program, the student must maintain an overall GPA of 3.0 or better in their undergraduate studies as well as achieve a grade of B or better in the following courses:

- BI 260 Anatomy and Physiology I
- BI 261 Anatomy and Physiology II
- BI 325 Microbiology
- CH 101 General Chemistry
- BI 235 Human Health and Nutrition
- MT 260 Statistics
- PS 234 Human Growth and Development

Master of Science in Nursing (M.S.N.)

Interim Director of Nursing/Associate Professor: Joyce O'Reilly

Assistant Professors: Lisa R. Chicko, Wendy J. Varnum, Catherine Cuchetti

Master of Science in Nursing (M.S.N.) Mission Statement

The Master of Science in Nursing (M.S.N.) program is committed to preparing ethical leaders of conscience who demonstrate high level critical thinking, professional competencies in nursing education and nursing leadership, and who make significant contributions to the local and global communities. Graduates are change agents in diverse healthcare arenas who collaboratively effect improvements in patient outcomes through education of healthcare workers and leadership in healthcare delivery systems.

The curriculum is rooted in the generation, evaluation, and utilization of evidence to support best practices in nursing education and nursing leadership. Graduates are prepared to utilize scholarly inquiry to provide evidence-based healthcare.

Admission Prerequisites

Admission prerequisites to the Master of Science in Nursing program are track dependent:

- Track 1 is the nurse with a baccalaureate in nursing.
- Track 2 is the nurse with a non-nursing bachelor's degree.
- Track 3 is the nurse with an associate degree or diploma in nursing.

Admission requirements include:

- Completion of the Franklin Pierce University Graduate Admission online application (all tracks)
- Resume (all tracks)
- Statement of professional goals including reasons for pursuing graduate study (all tracks)
- Receipt of all official transcripts from colleges and/or universities previously attended (all tracks)
- Unencumbered license to practice as a registered nurse in the U.S. (all tracks)
- Achievement of a minimum undergraduate cumulative grade point average of 2.8 or higher on a 4.0 scale (all tracks)
- Successful completion of an undergraduate statistics course with a C or higher (all tracks)
- Interview with nursing faculty (Tracks 1 and 2)

Application Requirements for the Nursing Education Certificate

- Completion of the Franklin Pierce University Graduate Admission online application
- Professional resume
- Achievement of a minimum undergraduate cumulative grade point average of 2.8 or higher on a 4.0 scale
- Receipt of all official transcripts from colleges and/or universities previously attended

Learner Outcomes

Upon successful completion of the Master of Science in Nursing program, a graduate will be able to:

- Demonstrate critical thinking and decision-making based on biopsychosocial and organizational sciences to improve healthcare quality and outcomes in a variety of settings.
- Integrate organizational and systems leadership to guide and direct clinical decision making and evaluation of patient outcomes and safety.
- Advocate for ethical and culturally sensitive strategies in the design of high quality and cost effective healthcare delivery.
- Apply clinical scholarship and implementation of best practices for the improvement of healthcare delivery.
- Incorporate technology to support and coordinate delivery of high quality, safe patient care.
- Demonstrate advocacy strategies to influence healthcare policy to improve health of the public.
- Collaborate with the inter-professional team to influence the shared goals of disease prevention, health promotion, and patient-centered care to diverse populations.

The Nurse Educator concentration prepares the graduate to:

- Practice as a nurse educator in an academic or healthcare delivery setting, applying principles consistent with evidence based practice.
- Apply teaching and learning theories, current research findings, and knowledge of educational trends and professional standards to curriculum and instructional design.
- Utilize knowledge of continuous quality improvement methodology to evaluate all components of instructional design and delivery.
- Design and implement change projects in health care delivery systems and evaluate their impact.
- Incorporate knowledge of evidence in clinical and organizational management to improve client outcomes.

The Nurse Leader concentration prepares the graduate to:

- Assume leadership roles in healthcare organizations.
- Integrate leadership skills that facilitate collaborative relationships while functioning as a member of the team.
- Apply knowledge of healthcare payment systems to improve the utilization of clinical and fiscal resources.
- Design and implement change projects in healthcare delivery systems and evaluate their impact.
- Incorporate interdisciplinary knowledge of evidence in clinical and organizational management to improve client outcomes.

Master of Science in Nursing Program Requirements

Graduation from the M.S.N. program requires successful completion of general core courses and specialty concentration courses. The program may be completed as a full-time student taking 2 courses per graduate term or as a part-time student taking 1 course per term. Courses are offered 100% online format.

Programs of Study

Students apply to the MSN program and select either the Nursing Education or the Nursing Leadership track. Graduates from the Leadership Track will also earn a Healthcare Administration Certificate. Graduates from the Education Track will be prepared to take the NLN Certified Nurse Educator Exam. All students admitted to the MSN program will complete the following courses based on their chosen track:

NR510 Nursing Science in Practice 3 Credits
NR520 Health Policy and Population Health Issues 3 Credits
NR530 Inferential Statistics 3 Credits
NR540 Evidence-Based Practice 3 Credits
NR690 Nursing Capstone Seminar and Project 6 Credits
NR009 Precourse for Capstone 0 Credits
Total Core Credits 18

Track 1: For the nurse with a baccalaureate degree in nursing (36 Credits)

NR510 Nursing Science in Practice 3 Credits
NR520 Health Policy and Population Health Issues 3 Credits
NR530 Inferential Statistics 3 Credits
NR540 Evidence-Based Practice 3 Credits
6 Concentration Courses (Leadership or Education) 18 Credits
NR690 Nursing Capstone Seminar and Project 6 Credits
NR009 Precourse for Capstone 0 Credits

Track 2: For the nurse with a non-nursing baccalaureate degree (39 Credits)

NR501 R.N.-M.S.N. Bridge Course 3 Credits
NR510 Nursing Science in Practice 3 Credits
NR520 Health Policy and Population Health Issues 3 Credits
NR530 Inferential Statistics 3 Credits
NR540 Evidence-Based Practice 3 Credits
6 Concentration Courses (Leadership or Education) 18 Credits
NR690 Nursing Capstone Seminar and Project 6 Credits
NR009 Precourse for Capstone 0 Credits

Track 3: For the nurse without a baccalaureate degree (150 credits)

Track 3 students are required to complete a combination of core, baccalaureate, and graduate nursing courses. All baccalaureate course requirements must be completed before registering for graduate courses.

Nursing students who have completed an associate's degree at another institution and transfer to Franklin Pierce University will not need to meet the requirements of the General and Liberal Education program at Franklin Pierce University. The general education curriculum can be transferred and accepted as a stand-alone general education block. Completion is defined as all courses completed with a grade of "C" or higher.

Core Requirements-Track 3

BI260 Human Anatomy & Physiology I* 3 Credits
BI261 Human Anatomy & Physiology II* 3 Credits
BI325 Microbiology* 3 Credits
Chemistry or other science 3 Credits
MT260 Statistics 3 Credits
PS101 Introduction to Psychology 3 Credits
PS234 Human Growth and Development 3 Credits
*BI260, BI261 and BI325 are waived with an Associates Degree in Nursing or proof of RN license.

Baccalaureate Requirements-Track 3

NR200 Holistic Health 3 Credits
NR300 Transition to Baccalaureate Nursing Practice 3 Credits
NR320 Evidence-Based Practice in Nursing: Understanding Nursing Research 3 Credits
NR330 Clinical Decision Making 3 Credits
NR400 Health Policy and the Role of the Professional Nurse 3 Credits
NR420 Health Promotion Across the Lifespan 3 Credits
NR445 Community Health Nursing: Individual and Family Client 3 Credits
NR446 Community Health Nursing: Groups and Populations 3 Credits

NR490 Leadership in Professional Nursing Practice, Seminar & Project 6 Credits
 NR001 Precourse for Capstone 0 Credits
 Cultural Awareness—Choose One of the Following (3 Credits)
 PA209 Ethical Reasoning
 PA250 World Religions
 SO205 Race and Ethnicity in Society
 SO220 Families in Society
 SO421 Inequality in Society

M.S.N. Courses-Track 3

NR510 Nursing Science in Practice* 3 Credits
 NR520 Health Policy and Population Health Issues* 3 Credits
 NR530 Inferential Statistics 3 Credits
 NR540 Evidence-Based Practice 3 Credits
 6 Concentration Courses (Leadership or Education) 18 Credits
 NR690 Nursing Capstone, Seminar and Project 6 Credits
 NR001 Precourse for Capstone 0 credits
 *6 credits of Nursing Elective courses (NR510 and NR520) can be applied to the baccalaureate degree.

Concentrations

Nursing Education

NR545 Clinical and Classroom Teaching Strategies in Nursing 3 Credits
 NR547 Evidence-Based Curriculum Design in Nursing 3 Credits
 NR549 Evaluating Learning and Assessing Competencies in Nursing 3 Credits
 NR575 Advanced Pharmacology 3 Credits
 NR580 Advanced Pathophysiology 3 Credits
 NR585 Advanced Health Assessment 3 Credits

Nursing Leadership

GM510 Seminar in Leadership 3 Credits
 GM520 Legal and Ethical Issues in Organizations 3 Credits
 GM594 Healthcare Payment Systems 3 Credits
 GM596 Quality Improvement Models in Healthcare 3 Credits
 NR565 Strategic Planning & Project Management For Nurses I 3 Credits
 NR570 Strategic Planning & Project Management For Nurses II 3 Credits

Nursing Education Certificate (15 credits)

The Certificate in Nursing Education is intended for Master's degree prepared nurses who desire more education in the process of nursing education. Normal time to completion is 1 year.

NR545 Clinical and Classroom Teaching Strategies in Nursing 3 Credits
 NR547 Evidence-Based Curriculum Design in Nursing 3 Credits
 NR549 Evaluating Learning and Assessing Competencies in Nursing 3 Credits
 NR690 Nursing Capstone Seminar and Project 6 Credits
 NR001 Precourse for Capstone 0 credits

Master of Science in Nursing (M.S.N.) / Master of Business Administration (M.B.A.) Dual Degree

Interim Director of Nursing/Associate Professor: Joyce O'Reilly
Assistant Professors: Lisa R. Chicko, Wendy J. Varnum, Catherine Cuchetti

Master of Science in Nursing (M.S.N.) Mission Statement

The Master of Science in Nursing (M.S.N.) program is committed to preparing ethical leaders of conscience who demonstrate high level critical thinking, professional competencies in nursing education and nursing leadership, and who make significant contributions to the

local and global communities. Graduates are change agents in diverse healthcare arenas who collaboratively effect improvements in patient outcomes through education of healthcare workers and leadership in healthcare delivery systems.

The curriculum is rooted in the generation, evaluation, and utilization of evidence to support best practices in nursing education and nursing leadership. Graduates are prepared to utilize scholarly inquiry to provide evidence-based healthcare.

Admission Prerequisites

Admission prerequisites to the Master of Science in Nursing program are track dependent:

- Track 1 is the nurse with a baccalaureate in nursing.
- Track 2 is the nurse with a non-nursing bachelor's degree.
- Track 3 is the nurse with an associate degree or diploma in nursing.

Admission requirements include:

- Completion of the Franklin Pierce University Graduate Admission online application (all tracks)
- Professional resume (all tracks)
- Statement of professional goals including reasons for pursuing graduate study (all tracks)
- Receipt of all official transcripts from colleges and/or universities previously attended (all tracks)
- Unencumbered license to practice as a registered nurse in the U.S. (all tracks)
- Achievement of a minimum undergraduate cumulative grade point average of 2.8 or higher on a 4.0 scale (all tracks)
- Successful completion of an undergraduate statistics course with a C or higher (all tracks)
- Interview with nursing faculty (Tracks 1 and 2)

The M.S.N./M.B.A. dual degree is designed to prepare nurses to develop cross-functional business management skills and leadership competencies in nursing. The integration of advanced healthcare theories and business concepts in the M.S.N./M.B.A. dual degree program equips graduates to successfully manage and grow healthcare organizations of all kinds. This 60 credit dual degree program benefits nurses who are or will be employed in leadership roles, such as Director of Nursing, Vice President of Nursing, or Chief Nurse Executive.

In addition to earning a dual degree, graduates of this program would earn a Healthcare Administration Certificate and be eligible to become certified by the American Nurses Credentialing Commission (AANC) as either a nurse executive or an advanced nurse executive.

Foundational Competencies

It is expected M.S.N./M.B.A. students possess competencies in financial accounting, statistics, and information technology literacy. Students who do not demonstrate proficiency based on undergraduate coursework, but who have substantially mastered the foundational competencies by other means such as life experience, may prepare documentation of these competencies at the time of application or at any time before taking the graduate level coursework requiring the competency.

Financial Accounting

This foundational competency emphasizes the interpretation, analysis, and use of key financial issues, which include an understanding of the balance sheet, the income statement, statement of cash flows, as well as cash budgeting and financial forecasting. This competency is required for GM541 and GM561. Students may demonstrate this competency through academic coursework, or by completing a program of self-study administered by the business faculty.

Statistics

This foundational competency includes an overview of the use of statistics and statistical procedures, with emphasis on probability theory and its applications. Topics covered include computational measures of central tendency; measures of dispersion; probability distribution functions; multiple and bivariate regression; decision theory; population parameters; and statistical inference. This competency is required for GM542 and GM564. Students may demonstrate this competency through academic coursework, or by completing a program of self-study administered by the business faculty.

Information Technology Literacy

Information technology literacy includes basic productivity tools: word processing, spread- sheets, presentations, Internet, and email. This competency is required before enrolling in the graduate business programs. Demonstration of competency in these areas is intended to assure the student's success in the program. Students may demonstrate this competency through academic coursework, or by completing a short non-credit workshop administered by the business faculty.

M.S.N./M.B.A. Course Requirements

M.S.N. Core Courses

NR510 Nursing Science 3 credits
NR520 Health Policy & Population Health Issues 3 credits
NR530 Inferential Statistics 3 credits

NR540 Evidence Based Practice 3 credits
NR690 Capstone and Seminar 6 credits
NR009 Precourse for Capstone 0 credits
Total M.S.N. Core Credits 18 credits

M.B.A. Core Courses

GM510 Seminar in Leadership 3 credits
GM520 Legal and Ethical Issues 3 credits
GM540 Organizational Behavior 3 credits
GM542 Quantitative Techniques 3 credits
GM543 Economics for Managers 3 credits
GM561 Financial Management 3 credits
GM562 Marketing Management 3 credits
GM564 Operations Management 3 credits
Total M.B.A. Core Courses 24 credits

Dual Degree Courses

GM594 Healthcare Payment Systems 3 credits
GM596 Quality Improvement Models in Healthcare 3 credits
NR565 Strategic Planning I 3 credits
NR570 Strategic Planning II 3 credits
M.B.A. Electives 6 credits
Total Dual Degree Courses 18 credits

Total M.S.N./M.B.A. Degree Credits 60 credits

M.S.N./M.B.A. Degree Option

If a student has completed the M.S.N. degree at Franklin Pierce and would like to pursue the M.B.A. degree, the student must complete a minimum of 24 credit hours M.B.A. offerings to complete the M.B.A. degree. Students must apply for the second degree and be accepted into the program before taking courses toward the second degree.

COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES

College of Liberal Arts and Social Sciences

Mission Statement

The Franklin Pierce College of Liberal Arts & Social Sciences promotes intellectual curiosity and provides supportive opportunities for students to develop the knowledge and skills foundational to their accomplishment of personal fulfillment, career success, and responsible citizenship.

The College of Liberal Arts & Social Sciences engages students in the broad range of liberal arts disciplines essential to developing a respect and appreciation for alternative and complementary ways of understanding and interacting with our world.

The College of Liberal Arts & Social Sciences faculty are dedicated to all of the activities in which faculty and students, together, interact in a process of teaching and learning.

Broad-Based Student Learning Goals

- Critical thinking and reading
- Information literacy
- Written, oral, and digital communication
- Creative thinking and innovation
- Historical, societal, and cultural understanding
- Ethical reasoning
- Application and transmission of knowledge

Undergraduate Degree Programs

Major Honors

Undergraduate degree-seeking student must have earned at least 50% of major credits at Franklin Pierce University to be considered eligible for major honors.

An Honors candidate for any undergraduate major in the College of Liberal Arts and Social Sciences must have a 3.00 cumulative grade point average and a 3.25 grade point average in all major courses with no grade lower than C-.

A High Honors candidate for any undergraduate major in the College of Liberal Arts and Social Sciences must have a 3.00 cumulative grade point average and a 3.50 grade point average in all major courses with no grade lower than a C-.

*History majors also require a grade of B+ or higher on the History Competency Exam for be eligible for High Honors in History.

Anthropology

Professors: [Robert G. Goodby](#)

As of the fall semester 2021, the undergraduate program in Anthropology is no longer offering major or minor degrees. Courses that this program offers in the General and Liberal Education program will continue to be offered, along with a limited number of electives.

The mission of the Anthropology Department is to provide students with holistic, comparative knowledge about human history and human behavior through the integrated study of cultural and biological anthropology, archaeology, and linguistics; to give students the opportunity to engage in independent scholarship and field research; and to prepare students for a broad range of careers or for graduate study. The human species is unique among all life forms because ours is at once a biological and a cultural form. A major objective of the Anthropology program is to guide the student to an appreciation of the complexity of our heritage and to an awareness that we stand at but one point in the vast continuum of human experience.

Course selection is guided by a major professor in light of specific student needs and may include course work in other disciplines. Anthropology majors are encouraged to consider studying abroad for a semester. Franklin Pierce's study abroad program offers students a chance to live and study side by side with people from a different culture in Europe. It is also a chance to make friends that last a lifetime and to be cultural ambassadors at a time when this type of exchange is very important to the world.

A faculty advisor will assist those Anthropology majors interested in preparing for graduate school to develop a program at the Anthropology Honors level.

This is a different program from the Franklin Pierce University Honors program. Anthropology Honors programs are designed for students oriented toward graduate study in a number of fields, such as urban studies, law, medicine, public archaeology, community resource development, national and international development agencies, and any of the social service professions. Students who intend to teach Anthropology (Social Studies) in high school should refer to the School of Education for information on the [Secondary Teacher Certification](#) program.

Minor Requirements

Students who wish to minor in Anthropology may do so by working with an Anthropology faculty member to complete specified coursework. The minor program enriches an undergraduate's program of study by means of cross-cultural and historical perspectives. Requirements for the minor include a minimum of five courses, including either AN101, AN201 or AN113 and at least one course at the 300-level or above.

Communication

Professor: [Phyllis Scrocco Zrzavy](#)

Associate Professors: [Paul Bush](#), [Richard Roth](#)

Lecturers: Martin Roberts, Deborah Scranton

A Bachelor of Arts degree is offered in Communication to traditional students.

A minor is offered in Communication.

In conjunction with other departments, it also provides coursework leading to interdisciplinary Public Relations, Sports Media, and Advertising minors and the Women in Leadership Certificate.

The goals of the Communication Department are:

1. Create messages and acquire skills in media production appropriate to the audience, purpose, and context.
2. Create messages and acquire skills in journalistic writing appropriate to the audience, purpose and context.
3. Demonstrate knowledge of theories and methods to critically analyze media messages.
4. Demonstrate knowledge and skills related to career preparation in the field of Communication.

The mission of the Communication Department is to develop students' professional competence in various aspects of modern professional communication, including journalism and digital media production. The curriculum also serves those who, upon graduation, want to pursue graduate-level study in the fields of communication, media studies, and related areas of academic inquiry.

The department core emphasizes coursework in writing (journalism), and digital video (media production), while also providing an understanding of how communication and media affect identity and culture (media studies). It also provides instruction in legal and ethical issues affecting information and the media, and culminates in a Capstone in Communication that provides preparation for transition to a career or graduate study, and focuses on a culminating project.

Two areas of concentration afford students the opportunity to receive specialized training:

- The Journalism and Media Production concentration uses best professional practices to provide authentic learning experiences that prepare students for success in the working world. Working collaboratively on a variety of projects, from numerous genres, students create media messages for print, online, and broadcast media outlets.
- The Media Studies concentration is designed to increase understanding of the relationship between media and culture. It focuses on the close reading of media texts, on culturally informed critiques of media content, processes and contexts, and on raising societal awareness of the growing impact of media on individuals, diverse communities and the world.

Program Courses

In addition to all graduation requirements, the following courses must be completed successfully to fulfill the major requirements:

Major Core (33 credits)

COMM110 Journalism I
COMM120 Introduction to Media Production
COMM130 Introduction to Media Studies
COMM200 Rhetoric & Society
COMM210 Journalism II
COMM230 Interpersonal Communication
COMM310 Convergent Journalism
COMM330 Media Criticism
COMM400 Capstone in Communication
COMM__ Elective
COMM__ Elective

Choose a Concentration (9 credits):

1. Journalism & Media Production

Choose at least three courses (at least two courses at 300-level and above):

COMM211 Broadcast Journalism I
COMM214 Science Reporting
COMM215 Sports Reporting
COMM221 Multi-Camera Production
COMM311 Broadcast Journalism II
COMM315 Television News Producing
COMM316 Feature Writing
COMM321 Single-Camera Production
COMM324 Audio Production
COMM410 Advanced Journalism
COMM420 Advanced Media Production
COMM202/302/402 Internship in Communication

2. Media Studies

Choose at least three courses (at least two courses at 300-level and above):

COMM231 Diversity and Media
COMM232 Understanding Film
COMM234 Film Genres
COMM235 Intercultural Communication
COMM333 Media and Culture
COMM334 Media Theory
COMM336 Gender and Media Representation
COMM337 Children and the Media
COMM345 American Political Culture and Media
COMM430 Advanced Media Studies Seminar
COMM202/302/402 Internship in Communication

Minor Requirements

I. Communication Minor Core (9 credits)

COMM110 Journalism I
COMM120 Introduction to Media Production
COMM130 Introduction to Media Studies

II. Electives (9 credits)

Students minoring in Communication must also complete at least two additional Communication courses at the 200-level or above, and at least one additional course at the 300-level or above.

First Year

<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
COMM120	Introduction to Media Production	3	COMM110	Journalism I	3
COMM130	Introduction to Media Studies	3	COMM200	Rhetoric & Society	3
GLE101	First-Year Inquiry Seminar	3	_____	GLE Mathematics	3
GLE110	First-Year Composition	3	_____	GLE Elective	3
_____	GLE Elective	3	_____	GLE Elective	3
	Total	15		Total	15
Second Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
COMM210	Journalism II	3	GLE230	Second-Year Composition	3
COMM_____	Comm. Elective	3	COMM230	Interpersonal Communication	3
COMM_____	Comm. Elective	3	_____	GLE Lab Science II	4
_____	GLE Lab Science I	4	_____	GLE Elective	3
_____	GLE Elective	3	_____	Elective	3
	Total	16		Total	16
Third Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
COMM310 or COMM330	Convergent Journalism or Media Criticism	3	COMM310 or COMM330	Convergent Journalism or Media Criticism	3
_____	Area of Concentration Elective	3	_____	Area of Concentration Elective	3
_____	GLE Elective	3	_____	Elective*	3
_____	Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
	Total	15		Total	15
Fourth Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
_____	Elective*	3	COMM400	Capstone in Communication	3

_____	Elective	3	_____	Area Concentration Elective	of 3
_____	Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
	Total	15		Total	15
				Total Credits	122

Criminal Justice

Professors: Douglas Challenger

Associate Professors: Jefferson Allen, Jean Dawson, Allan Rachlin

Assistant Professor: Johnna Pike

A Bachelor of Arts degree is offered in Criminal Justice for online and traditional students.

An Associate of Arts degree is offered in Criminal Justice for online students.

A minor is offered in Criminal Justice.

The mission of the Criminal Justice program is to produce graduates who have demonstrated competency in administration of justice, corrections, criminological theory, law adjudications, law enforcement, research and analytic methods, and the appropriate skills needed to utilize and apply this understanding. Our Criminal Justice faculty are committed to providing students with a quality liberal arts education and with the knowledge necessary to enter the areas of policing, courts, and corrections. The curriculum provides a theoretical foundation of the discipline, combined with an understanding of social science methodologies as they apply to criminal justice. Major attention is given to the career roles, social interaction and social forces that contribute to social order, conflict and social change.

The goals of the Franklin Pierce Criminal Justice program are for students to develop a sociological understanding of crime and the workings of the criminal justice system; learn to critically analyze the operation of criminal justice in the United States; and become literate and trained in contemporary social scientific methods of data collection and analysis. Students will strengthen their speaking, writing, and presentation skills. Students will be encouraged to rethink current criminal justice policies and be actively engaged in positive reform of the system (Praxis) when they enter into their professional careers.

Major Requirements

In addition to all graduation requirements, the following courses must be completed successfully to fulfill the major requirements:

CJ101 Introduction to Criminal Justice
 CJ201 Police Work
 CJ210 Courts and Criminal Procedure
 CJ221 Corrections
 CJ345 Criminology
 CJ470 Senior Criminal Justice Seminar
 SO101 Introduction to Sociology
 SO205 Race and Ethnicity in Society
 SO318 Social Science Research Methods
 SO321 Social Science Computer Skills

Four of the following Criminal Justice electives:

CJ203 Juvenile Justice
 CJ301 Criminal Investigation and Evidence
 CJ310 Community Corrections
 CJ330 Special Topics in Criminal Justice
 CJ340 Gender, Race, and Crime
 CJ400 Rehabilitation of the Offender
 CJ410 Criminal Law
 CJ420 White Collar Crime
 CJ430 Victimology
 CJ495 Internship in Criminal Justice
 CJ499 Independent Study in Criminal Justice
 SO350 Law and Society

**Alternate elective courses in Anthropology, Political Science or Psychology may be substituted by permission of the department.

Minor Requirements (21 credits)

CJ101 Introduction to Criminal Justice
 CJ201 Police Work
 CJ210 Courts and Criminal Procedures

CJ221 Corrections

SO101 Introduction to Sociology
 CJ ____ Elective course at the 300-or 400-level
 CJ ____ Elective course at the 300-or 400-level

Recommended Curriculum Guide – Criminal Justice

First Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
CJ101	Introduction to Criminal Justice	3	CJ201 or CJ221	Police Work or Corrections	3
SO101	Introduction to Sociology	3	SO205	Race and Ethnicity in Society	3
GLE101	First Year Inquiry Seminar	3	_____	GLE Math or GLE Elective	3
GLE110	First-Year Composition	3	_____	GLE Elective	3
_____	GLE Math or GLE Elective	3	_____	GLE Elective	3
	Total	15		Total	15
Second Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
CJ201 or CJ221	Police Work or Corrections	3	CJ____	Criminal Justice Elective	3
CJ210	Courts and Criminal Procedure	3	SO321	Social Science Computer Skills	1
_____	GLE Lab Science I	4	GLE230	Second-Year Composition	4
_____	GLE Elective	3	_____	GLE Lab Science II	3
_____	GLE Elective	3	_____	GLE Elective	3

	Total	16		Total	14
Third Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
SO318	Social Science Research Methods	3	CJ345	Criminology	3
_____	GLE Elective	3	CJ____	Criminal Justice Elective	3
_____	Elective*	3	_____	Elective*	3
_____	Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
	Total	15		Total	15
Fourth Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
CJ____	Criminal Justice Elective	3	CJ470	Senior Criminal Justice Seminar	3
CJ____	Criminal Justice Elective	3	_____	Elective*	3
_____	Elective*	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
	Total	15		Total	15
				Total Credits	120

*One or more additional electives may be needed to fulfill general education requirements. See [General and Liberal Education \(GLE\)](#).

Accelerated 3 Year Criminal Justice Curriculum

First Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
CJ101	Introduction to Criminal Justice	3	CJ201 <u>or</u> CJ221	Police Work <u>or</u> Corrections	3
GLE101	First Year Inquiry Seminar	3	GLE120	First Year Composition II	3
GLE110	First-Year Composition	3	_____	General Education Math <u>or</u> General Education Elective	3
_____	General Education Math <u>or</u> General Education Elective	3	_____	GLE Elective	3
SO101	Introduction to Sociology	3	SO205	Race and Ethnic Relations	3

			SO321	Social Science Computer Skills	1
	Total	15		Total	16
Summer Term 1		Credits	Summer Term 2		Credits
_____	GLE Elective	3	_____	Elective	3
	Total	3		Total	3
Second Year					
Fall Semester		Credits	Spring Semester		Credits
CJ201 or CJ221	Police Work or Corrections	3	SO318	Social Science Research Methods	3
CJ210	Courts and Criminal Procedure	3	_____	CJ Elective	3
_____	General Education Lab Science I	4	_____	General Education Lab Science II	4
_____	GLE Elective	3	_____	GLE Elective	3
_____	GLE Elective	3	_____	GLE Elective	3
	Total	16		Total	16
Summer Term 1		Credits	Summer Term 2		Credits
_____	Elective*	3	_____	Elective	3
_____	Elective**	3			
	Total	6		Total	3
Third Year					
Fall Semester		Credits	Spring Semester		Credits
CJ345	Criminology	3	CJ470	Senior Criminal Justice Seminar	3
_____	CJ Elective	3	CJ__	Criminal Justice Elective	3
_____	Elective	3	_____	Elective*	3
_____	Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
	Total	15		Total	15
Summer Term 1		Credits	Summer Term 2		Credits
_____	CJ Internship (1-15 credits)	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
			_____	Elective	3
	Total	6		Total	9

				Total Credits	120
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*Summer course can be substituted with Internship, training academy courses or CLA credits.

Associate of Arts in Criminal Justice (CJ)

In addition to all graduation requirements, the following requirements must be completed successfully to complete the degree:

General and Liberal Education Core Requirements

GLE103 Career Image, Planning, and Management

GLE110 First-Year Composition

GLE230 Second-Year Composition

_____ Mathematics Core Elective

_____ Natural Science Core Elective I

_____ Natural Science Core Elective II

One course from two of the following areas:

One 100-200-level Social Science

One 100-200-level Humanities

One 100-200-level Art and Design

Major Requirements

CJ101 Introduction to Criminal Justice

CJ201 Police Work

CJ203 Juvenile Justice

PA209 Ethical Reasoning

SO101 Introduction to Sociology

SO205 Race and Ethnicity in Society

SO318 Social Science Research Methods

General Electives

13 – 19 credits depending on course selection

Digital Media Design

Associate Professor: [Christopher Previte](#)

Affiliated Faculty: [Kristen Nevious](#)

A Bachelor of Arts degree is offered in Digital Media Design to traditional students.

A minor is offered in Digital Media Design.

The Franklin Pierce Digital Media Design major is uniquely designed to address the needs of many prominent industries in our increasingly interconnected world. The World Wide Web is an ever-evolving, fast moving, content delivery platform that documents history, supports commerce, builds communities, entertains, creates change, and connects us. The variety and type of content is endless, requiring well-trained professionals to create it. Our students learn to create, edit, and manage professional visual, written, and audio content for delivery through the web. Specifically, Digital Media Design majors develop skills in visual, web & mobile design; branding & storytelling; concept development; research & documentation; project management; and writing, proofreading & editing. This focus on foundational web design and content development emphasizes strategic and critical thinking, digital and visual literacy, and applicative and experiential learning. Because of its efficient design, students can combine this degree with another for a double-major combination that significantly enhances a student's career preparedness and marketability.

Major Requirements

In addition to all graduation requirements, the following courses must be completed successfully to fulfill the major requirements:

DMD100 Introduction to Digital Media Design 3 credits

DMD105 Digital Design Foundations 3 credits

DMD120 User Experience and Interface Design 3 credits

DMD200 Exploring Digital Storytelling 3 credits

DMD205 Social Media, Ethics, IP, and Media Law 3 credits

DMD220 Web Design 3 credits

DMD250 Introduction to Data Visualization 3 credits

DMD320 Application and Mobile Design 3 credits

DMD330 Social Media 3 credits

DMD400 Audio & Video for the Web 3 credits

DMD410 Digital Media Design Portfolio 3 credits

Electives

Choose one elective at the 200 level and choose two electives at the 300-level or above.

COMM210 Journalism 2 3 credits

COMM310 Convergent Journalism 3 credits

GC201 Graphic Design 3 credits

DMD390 Internship in DMD 1-4 credits

DMD490 Internship in DMD 1-4 credits

MK201 Principles of Marketing 3 credits

MK304 Advertising 3 credits

Minor Requirements

The department offers the following program of study to all students seeking a minor in Digital Media Design (18 credits):

Minor Core Courses (9 credits)

DMD100 Introduction to Digital Media Design

DMD105 Digital Design Foundations

DMD120 User Experience and Interface Design

Choose one of the following courses (3 credits):

DMD200 Exploring Digital Storytelling

DMD205 Social Media, Ethics, IP, and Media Law

DMD250 Introduction to Data Visualization

Choose two 300-level or above elective courses (6 credits):

DMD320 Application and Mobile Design

DMD330 Social Media

DMD490 Internship in DMD

Recommended Curriculum Guide – Digital Media Design

First Year					
Fall Semester		Credits	Spring Semester		Credits
DMD100	Introduction to Digital Media Design	3	_____	GLE Elective	3
DMD105	Digital Design Foundations	3	DMD120	User Experience and Interface Design	3
GLE101	First-Year Inquiry Seminar	3	_____	GLE Elective	3
GLE110	First-Year Composition	3	_____	GLE Elective	3

_____	GLE Elective	3	_____	Elective	3
	Total	15		Total	15
Second Year					
Fall Semester		Credits	Spring Semester		Credits
DMD200	Exploring Digital Storytelling	3	DMD205	Social Media, Ethics, IP, and Media Law	3
DMD220	Web Design	3	DMD250	Introduction to Data Visualization	3
_____	GLE Laboratory Science I	4	DMD____	200- or 300-level Elective	3
_____	GLE Elective	3	_____	GLE Laboratory Science II	4
_____	GLE Elective	3	GLE230	Second-Year Composition	3
	Total	16		Total	16
Third Year					
Fall Semester		Credits	Spring Semester		Credits
DMD320	Application and Mobile Design	3	DMD____	300- or 400-level Elective	3
DMD330	Social Media	3	DMD____	300- or 400-level Elective	3
_____	GLE Elective	3	_____	GLE Elective	3
_____	Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
	Total	15		Total	15
Fourth Year					
Fall Semester		Credits	Spring Semester		Credits
DMD400	Audio & Video for the Web	3	DMD410	Digital Media Design Portfolio	3
_____	Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
	Total	15		Total	15
				Total Credits	122

*One or more additional electives may be needed to fulfill general education requirements. See *General and Liberal Education (GLE)*.

Documentary Studies

Professors: Douglas Challenger (Certificate Coordinator), Lou Bunk, Melinda Jetté,
Associate Professor: Richard Roth

As of the fall semester 2021, the undergraduate program in Documentary Studies is no longer offering a Certificate. Courses that this program offers in the General and Liberal Education program will continue to be offered, along with a limited number of electives.

The Documentary Studies Certificate is designed to provide students with the knowledge and skills to be good documentary storytellers, an expertise that is increasingly important in many different professional disciplines and careers. The Certificate in Documentary Studies is an interdisciplinary program in which students learn the craft of producing non-fiction films and audio documentaries.

Through studying the documentary tradition, students learn to research and gain access to subjects' lives, create video and audio recordings, edit and refine their work through analysis and storytelling structure, and show their finished work in various formats from radio and the internet to broadcast and the big screen. Borrowing from a variety of disciplines—art, drama, literary, sociology, anthropology, oral history, video and audio production— students produce a professional, intimate, humanistic body of work that better equips them to perform in their chosen field.

Requirements

Students intending to complete the Documentary Studies Certificate are expected to complete 15 credits of course work. An audio and a video track are offered.

Required courses for both tracks include:

DS101 Introduction to Documentary Studies 3 credits
 DS491 Documentary Studies Project Seminar I 3 credits
 HP310 Oral History or 3 credits
 EN209 Intro to Creative Non-fiction

In addition, two courses are required in either:

Audio Production:

MU120 Recording Techniques I
 MU220 Advanced Recording Techniques
 or

Video Production:

COMM120 Introduction to Media Production
 COMM321 Single-Camera Production

Though not required, students might consider taking other courses to supplement their skills as a documentarian such as:

MK304 Advertising
 AN105 Culture Through Film
 COMM324 Audio Production

Emergency Medical Services

The Bachelor of Arts in Emergency Medical Services is offered to Traditional students at the Rindge Campus.

The Bachelor of Arts offers a social science pathway to a degree with a healthcare focus. This program is a hybrid program in which four courses are offered in online format only. Students are advised to develop a long-range plan with their advisors which insures that online courses are scheduled for the online terms when each course is offered.

Expected Learning Outcomes

Upon completion of the Bachelor of Arts in Emergency Medical Services, students will be able to:

- Evaluate their clients' needs through application of social science principles and practices.

- Interpret implications for their role as emergency medical responders within the changing service models of the U.S. health care system.
- Apply ethical principles and conform to legal requirements applicable to their role as practitioners and members of an emergency medical services organization.

Bachelor of Arts Major Requirements

In addition to all graduate requirements, the following courses must be completed successfully.

CJ101 Introduction to Criminal Justice 3 credits or
 CJ203 Juvenile Justice 3 credits
 CJ340 Gender, Race, and Crime 3 credits
 EMSP304 Public Health Emergencies 3 credits
 EMSP320 Emergency Communications 3 credits
 HCA201 Introduction to Healthcare Management 3 credits
 HCA315 Epidemiology 3 credits
 HCA360 Health Care Ethics, Policy, and law 3 credits
 MTA260 Statistics 3 credits
 PS101 Introduction to Psychology 3 credits
 PS215 Health Psychology 3 credits
 PS220 Group Dynamics 3 credits
 PS323 Seminar on Addiction 3 credits
 SO101 Introduction to Sociology 3 credits
 SO205 Race and Ethics in Society 3 credits

Recommended Curriculum Guide – B.A. in Emergency Medical Services

First Year						
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>	
SO101	Introduction to Sociology	3	HCA201	Introduction to Healthcare Management	3	
PS101	Introduction to Psychology	3	_____	GLE Elective	3	
GLE110	First-Year Composition	3	MT260	Statistics	3	
_____	GLE Elective	3	CJ101 or CJ203	Introduction to Criminology or Juvenile Justice	3	
GLE101	First-Year Inquiry Seminar	3	_____	General Education Elective	3	
	Total	15		Total	15	
Second Year						
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>	
_____	GLE Elective	3	HCA315	Epidemiology	3	

_____	GLE Elective	3	GLE230	Second-Year Composition	3	
_____	GLE Elective Lab Science	4	_____	GLE Elective	3	
PS215	Health Psychology	3	_____	GLE Elective Lab Science	4	
SO205	Race and Ethnic Relations	3	PS220	Group Dynamics	3	
	Total	16		Total	16	

Third Year

<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>	
PS323	Seminar on Addiction	3	CJ340	Gender, Race and Crime	3	
EMSP320	Emergency Communications	3	HCA360	Healthcare Ethics, Policy and Law	3	
_____	GLE Elective	3	_____	Elective	3	
_____	Elective	3	_____	Elective	3	
_____	Elective	3	_____	Elective	3	
	Total	15		Total	15	

Fourth Year

<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>	
_____	400 Level course	3	EMSP403	Integrated Seminar	3	
_____	Elective	4	_____	Elective	3	
_____	Elective	3	_____	Elective	3	
_____	Elective	3	_____	Elective	3	
	Total	13		Total	12	
				Total Credits	122	

English and Composition

Professors: [Sarah Dangelantonio](#), [Donna Decker](#)

Associate Professors: [Jess Landis](#), [Zan Walker-Goncalves](#), [Alan Schulte](#)

A Bachelor of Arts degree is offered in English for traditional students.

A minor is offered in English.

The mission of the English Department is to engage students in the rich heritage of the written word. The curriculum provides for this engagement through the study of literature and of creative writing, with the intention of integrating these two dimensions of literary

experience. Our program also cultivates diversity: of historical periods and cultural traditions of literature; of genres and styles of creative writing; of critical and craft approaches, instructional methods, and academic skills development.

The Department additionally affirms the value of history and philosophy to the student of literature and encourages the study of foreign languages. Graduates in English will be prepared to contribute to a range of career fields, act as educated citizens, and enrich their own and others' experience of life.

Specific program learning goals are ranged in the following categories:

- Literary Knowledge;
- Language in Literature;
- Interpretation;
- Research and Presentation;
- Expression;
- Creative Writing;
- Literature and Life

Student progress toward the achievement of these goals is measured through the contents of an electronic portfolio, required of all English majors, and a competency exam administered in the Senior year. Students who intend to teach English in high school should refer to the School of Education for information on the Secondary Teacher Certification program.

Bachelor of Arts Major Requirements

In addition to all graduation requirements, the English core requirements, plus appropriate electives for their track must be completed to earn the degree. No more than 6 credits total of EN150/250/350/450 may be used for the major. The English Major offers a choice of three tracks: Creative Writing, Education, and Literature.

English Core — 18 credits

EN203	Introduction to British Literature	3 credits
EN204	Introduction to American Literature	3 credits
EN210	Introduction to Literary Studies	3 credits
EN220	Introduction to Creative Writing	3 credits
EN225	Sophomore Assessment Seminar	1 credits
EN485	Senior Assessment Seminar	2 credits
EN492	The Senior Seminar	3 credits
EN010	English Competency Oral Exam – Literature Track	Spring Semester
EN020	English Competency Exam - Creative Writing Track	Spring Semester

Creative Writing Track — 24 credits

At least six courses from the following list are required. In addition, two literature electives are required.

EN209	Introduction to Creative Nonfiction	3 credits
EN232	The Teaching of Writing	3 credits
EN235	Fiction Workshop	3 credits
EN237	Poetry Workshop	3 credits
EN241	Editing and Publishing	3 credits
EN357	How to Write a Blog	3 credits
EN417	Advanced Fiction Workshop	3 credits
EN421	Advanced Poetry Workshop	3 credits
EN422	Writing for Publication	3 credits

Education Track (for Elementary & Secondary Education Majors) — 27 credits

The following courses are required.

EN117	Buddies, Bullies, and Bodies: Young Adult Literature	3 credits
EN232	The Teaching of Writing	3 credits

Choose two of the three courses listed.

EN110	Many Voices: Multicultural Literature	3 credits
EN215	Slavery: Literature and Legacy	3 credits
EN270	Women Writers	3 credits

At least five electives (15 credits), no more than one at the 100-level; at least two British Literature and two American Literature, varied in historical period, including at least one course each from British Literature before the 18th century and British Literature from the 18th century or later. In the courses selected there must be at least one that covers each of the following genres: Fiction and Poetry.

Literature Track — 24 credits

At least eight electives (24 credits), only one of which may be at the 100-level; at least three British Literature and three American Literature, varied in historical period, including at least one course each from British Literature before the 18th century and British Literature from the 18th century or later.

EN110 Many Voices: Multicultural Literature 3 credits
 EN115 Banned Books 3 credits
 EN117 Buddies, Bullies, and Bodies: Young Adult Literature 3 credits
 EN150 Special Topics in English 3 credits
 EN250 Special Topics in English 3 credits
 EN350 Special Topics in English 3 credits
 EN450 Special Topics in English 3 credits
 EN215 Slavery: Literature and Legacy 3 credits
 EN251 Us vs. Them: Introduction to Law and Literature 3 credits
 EN270 Women Writers 3 credits
 EN303 Epic and Romance 3 credits
 EN304 Chaucer 3 credits
 EN313 Shakespeare 3 credits
 EN321 English Romanticism and Its Legacy 3 credits
 EN335 Modern and Contemporary British Literature 3 credits
 EN342 American Novel to 1900 3 credits
 EN343 American Short Story 3 credits
 EN347 Rise of the Novel 3 credits
 EN354 American Poetry 3 credits
 EN355 Modern and Contemporary American Fiction 3 credits
 EN391 Internship in English 1-6 credits
 EN491 Internship in English 1-6 credits
 EN492 The Senior Seminar 3 credits

Minor Requirements

Minor in English — 18 credits
 EN203 Introduction to British Literature 3 credits or
 EN204 Introduction to American Literature 3 credits
 EN210 Introduction to Literary Studies 3 credits
 EN220 Introduction to Creative Writing 3 credits
 At least three electives in English (creative writing or literature courses),
 one at the 300-level or above, no more than one at the 100-level 9 credits

Recommended Curriculum Guide - English

First Year					
Fall Semester		Credits	Spring Semester		Credits
EN__	English Elective	3	EN204	Introduction to American Literature	3
GLE101	First-Year Inquiry Seminar	3	EN__	English Elective	3
GLE110	First-Year Composition	3	_____	GLE Math or GLE Elective	3
_____	GLE Elective	3	_____	GLE Elective	3
_____	Elective	3	_____	Elective	3

	Total	15		Total	15
Second Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
EN203	Introduction to British Literature	3	EN220	Introduction to Creative Writing	3
CN210	Introduction to Literary Studies	3	GLE230	Second-Year Composition	3
EN225	Sophomore Assessment Seminar	1	_____	GLE Lab Science II	4
_____	GLE Lab Science I	4	_____	GLE Elective	3
_____	GLE Elective	3	_____	Elective	3
_____	GLE Elective	3			
	Total	17		Total	16
Third Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
EN___	English Elective	3	EN___	English Elective	3
EN___	English Elective	3	EN___	English Elective	3
_____	GLE Elective	3	_____	GLE Elective	3
_____	Elective*	3	_____	Elective*	3
_____	Elective	3	_____	Elective	3
	Total	15		Total	15
Fourth Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
EN485	Senior Assessment Seminar	2	EN010 <u>or</u> EN020	English Competency Oral Exam -- Literary Studies Track <u>or</u> English Competency Exam -- Creative Writing Track	0
EN492	The Senior Seminar	3	EN___	English Elective	3
EN___	English Elective	3	EN___	English Elective	3
_____	Elective*	3	EN___	English Elective	3
_____	Elective	3	_____	Elective	3
			_____	Elective	3
	Total	14		Total	15

				Total Credits	122
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*One or more additional electives may be needed to fulfill general education requirements. See *General and Liberal Education (GLE)*.

Program Courses

Fine Arts

Associate Professors: [Susan Silverman](#), [Nathan Sullivan](#)

A minor is offered in Visual Arts.

The Visual Arts minor is designed to introduce students to the concepts and practices in studio arts. A minor in visual arts will enhance student's creative thinking and visual literacy. This minor will complement a variety of degrees in which creative thinking skill are valued. A minimum of six courses from the following sequence is required to complete the minor.

Courses may be taken from any of the sections below in whatever order students wish to take them other than sequential levels for each medium (i.e., Glassblowing I, II, III, IV).

Visual Arts Minor Requirements

A minimum of 6 courses, maximum of 8 required:

FA180 Foundations of Art or
FA183 History of Art
FA201 Drawing I

One of the following:

FA101 2 Dimensional Design or
FA102 Introduction to Sculpture

2-4 additional electives in studios:

FA217 Photographic Processes I
FA221 Ceramics I
FA231 Painting I
FA235 Printmaking I
FA251 Glassblowing I
FA302 Drawing II

1-3 electives in studio:

FA227 Photographic Processes II
FA303-304 Drawing III-IV
FA310 Photographic Processes III
FA322-324 Ceramics II-IV
FA332-334 Painting II-IV
FA335-338 Printmaking II-IV
FA352-354 Glassblowing II-IV

General Studies

An Associate of Arts degree is offered in General Studies for online students.

In addition to all graduation requirements, the following requirements must be completed successfully to complete the degree:

General and Liberal Education Core Requirements

GLE103	Career Image, Planning, and Management
GLE110	First-Year Composition
GLE230	Second-Year Composition
_____	Mathematics Core Elective
_____	Natural Science Core Elective I
_____	Natural Science Core Elective II

One course from two of the following areas:

One 100-200-level Social Science

One 100-200-level Humanities

One 100-200-level Art and Design

Major Requirements

CIT101 Microcomputer Applications

CIT130 Database Applications or

CIT140 Electronic Spreadsheets

ET101 Principles of Macroeconomics

MT260 Statistics

General Electives

19-24 credits depending on course selection

Global Citizenship Certificate

Assistant Professor: Johnna Pike (Certificate Coordinator)

A certificate is offered in Global Citizenship for traditional students.

The Global Citizenship Certificate aims to give students access to the development of 21st Century collaborative leadership skills by building a dynamic global community that proactively responds to human interdependence, equality, and justice on our ever-changing planet.

The program complements the needs of professionals in fields including: cultural anthropology, education, social services, business management, public administration, public relations, marketing, sports and recreation, criminal justice, journalism, community development, and political science, among others. The Global Citizenship Certificate Program strongly encourages participation of international and internationally minded students.

Requirements

A Franklin Pierce student from outside the United States may use their experience at Franklin Pierce in lieu of the practicum or the internship for completion of requirements for the Global Citizenship Certificate program but may not use it for both.

Required Courses:

AN220 Global Problems 3 credits

GCC490 The Global Citizenship Seminar 1 credit

Two electives 6 credits

Optional Internship

GCC491 Global Citizenship Internship 3 credits

Students may use up to 3 credits from a language-proficiency exam, such as CLEP, to satisfy the ML (Modern Language) or LS (Latinx Studies) course work elective. Of the two electives, only one from the student's major program is allowed, and only one from courses a student may have taken during a study abroad semester is allowed.

AN101 Introduction to Cultural Anthropology

AN105 Culture Through Film

AN245 Living and Working Abroad

AN311 Museum Studies
 BI217 Tropical Forest Ecology (lab)
 BI235 Human Health and Nutrition
 COMM235 Intercultural Communication
 EN110 Many Voice: Multicultural Literature
 EN215 Slavery: Literature and Legacy
 EN270 Women Writers
 ES103 Introduction to Ecosystem and Wild life Conservation
 ES305 Environmental Health and Justice
 GLE200 The 20th Century: A Global Approach
 HS229 Thrones and Drones: Modern European History
 HS235 Topics in World History
 HS314 American Immigrant History
 HS340 Ireland Since 1500
 IB364 International Business
 LS101 Elementary Spanish I
 LS102 Elementary Spanish II
 LS105 Language for Travelers
 LS201 Intermediate Spanish I
 LS202 Intermediate Spanish II
 LS311 Spanish Culture and Civilization
 LS312 Spanish-American Culture and Civilization
 MK365 International Marketing
 ML101 Beginning Language I
 MU102 Special Topics in Music
 PO205 International Relations
 PO206 Comparative Politics
 PO330 Global Security
 PO331 Prosperity and Freedom in the World
 PUBH202 Introduction to Global Health
 SO240 Religion and Society

Program Courses

Global Irish Studies Certificate

Coordinator: [Mary C. Kelly](#)

Program Faculty: [Christina Cliff](#), [Melinda Marie Jetté](#), [Jessica Landis](#), [Séamus Pender](#)

A certificate is offered in Global Irish Studies.

Ireland's historical course features legend and folklore, ancient tradition, storied military engagements and dynamic political campaigns. Franklin Pierce University's Certificate in Global Irish Studies invites students to explore a culture where centuries of colonizers from the Vikings to the Ulster Scots reformed native Celtic foundations within a turbulent historical progression. The mission of the Certificate is to develop students' knowledge of Ireland's rich literature, politics, music, and arts, and study the worldwide impact of the ethnic diaspora. Irish cultural and political nationalism(s), gender, tradition, and religious affiliation(s) will constitute critical, sources of inquiry and analysis within this Certificate. Students can achieve the learning outcomes Intercultural Knowledge and Critical Reading in ID132 Irish Identity: Art and Music. They could also fulfill outcomes such as Inquiry and Analysis, Information Literacy and Applied and Experiential Learning. The Certificate's Global Irish introductory course, upper-level and experiential coursework is sequenced within a 12-credit structure that aims to credential students in knowledge of Ireland and the Irish at home and abroad. Internship or practicum options, further, should facilitate student application of critical and knowledge-based skills in professional settings. Ultimately, the Global Irish Certificate offers a rich introduction to Ireland's history and culture, and a foundation for ongoing exploration of this ancient land.

Requirements

Students intending to complete the Global Irish Studies Certificate are expected to complete 12 credits:

ID132 Irish Identity: Art and Music (3 credits)
HS340 Ireland Since 1500 (3 credits)
and 6 additional credits chosen from the courses listed below are required.

Students choosing HS399 will study a pre-determined focus on Irish-America or the Irish Diaspora. Students choosing the Internship/Practicum will work with a GISC Program faculty member to coordinate the internship between a supervising FPU coordinator and a site supervisor providing a documentable Irish Studies connection-cultural, political, business, religious, legislative, administrative, or other direct association.

Goals and objectives are contracted prior to registration. Internships require a minimum of 40 hours (per credit), which includes on-the-job work and documentation procedures. Practicums take the form of research opportunities with faculty on a selected Irish Studies focus, with goals and objectives contracted prior to registration.

Global Irish Studies Electives:

HS235 Topics in World History
HS314 American Immigrant History
HS399 Independent Study in History (Diaspora or Irish-American focus)

HS491 Field-based Experience in History (Internship or Practicum)
PO205 International Relations
EN150, 250, 350, 450 Special Topics in English

Program Courses

History

Professors: [Mary C. Kelly](#), [Melinda Marie Jetté](#)

A Bachelor of Arts degree is offered in History for traditional students.

The mission of the History program is to produce students with a knowledge of American, European and World History; a knowledge of historical perspectives, thinking, and methods, including an awareness of ethical issues and human values in the study of history; and the ability to plan and complete historical research projects. Students must demonstrate their knowledge and methods in written and oral forms of presentation.

The major in History provides students with the essential skills for a wide variety of careers. Among the careers pursued by recent graduates are teaching, archival and museum work, law, business, government service, journalism, and higher degrees in history and public history.

Students achieving a grade point average at graduation of 3.25 or above in the History major are awarded Honors in History. Students achieving a grade point average at graduation of 3.50 or above in History are awarded High Honors in History. The GPA in the History major and for Honors in the History major is calculated by averaging the grades of all courses used to fulfill the requirements of the major. Any non-HS course used to fulfill a major requirement must be approved through the completion of a course substitution form and is included in the major GPA calculation.

Students who intend to teach History (Social Studies) in high school should refer to the School of Education for information on the Secondary Teacher Certification program.

Major Requirements

In addition to all graduation requirements, student must complete a minimum of 37 credits in History. History majors, especially those who contemplate graduate study, are encouraged to pursue the study of a foreign language.

Required Core Courses

HS214 Popular History Today
HS275 History Workshop
HS410 History Research Seminar

Select one experiential course: HS491, HS395, HS495, HS246, HS310, HS329, HS377

HS450 History Senior Portfolio Assessment

Two 200-level HS courses

Three 300-level HS courses

Choose one Concentration:

Public History Concentration – 9 credits

HS395 or HS495 Internship in Public History

Select Two Public History electives: HS246, HS310, HS329, HS377

Social Studies Concentration – 9 credits

HS235 Topics in World History

HS308 From Sea to Shining Sea: the Geography of the United States

HS319 History of New England

Professional Concentration – 9 credits

HS200 Who's Who in American History

Select one course in social, cultural, or intellectual history: HS313, HS320, HS322, HS323, HS341

Select one course in European or world history: HS235, HS337, HS340, HS376

History Minor

Six courses (18 credits) are required for the History minor, including at least two 300-level courses.

Recommended Curriculum - History

First Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
HS___	200-level History Elective	3	HS___	200-level History Elective	3
GLE101	First-Year Inquiry	3	_____	GLE Elective	3
GLE110	First-Year Composition	3	_____	GLE Elective	3
_____	GLE Mathematics	3	_____	Elective	3
_____	GLE Elective	3	_____	Elective	3
	Total	15		Total	15
Second Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
HS___	200-level History Elective	3	HS214	Popular History Today	3
_____	GLE Lab Science I	4	HS275	History Workshop	3
_____	GLE Elective	3	GLE230	Second-Year Composition	3
_____	GLE Elective	3	_____	GLE Lab Science II	3
_____	Elective	3	_____	Elective	3
	Total	16		Total	16
Third Year					

<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
HS__	Experiential History Course	3	HS__	300-level History Elective	3
HS__	300-level History Elective	3	HS__	300-level History Elective	3
_____	GLE Elective	3	HS__	History Elective	3
_____	Elective*	3	_____	GLE Elective	3
_____	Elective	3	_____	Elective or remaining HS200-level course	3
	Total	15		Total	15

Fourth Year

<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
HS410	History Research Seminar	3	HS450	History Senior Portfolio Assessment	1
HS__	300-level History Elective	3	HS__	300-level History Elective	3
HS__	History Elective	3	HS__	History Elective	3
_____	Elective*	3	_____	Elective	3
_____	Elective*	3	_____	Elective	3
				Total	13
	Total	16		Total Credits	120

*One or more additional electives may be needed to fulfill general education requirements. See *General and Liberal Education (GLE)*.

Human Services

Professor: Douglas Challenger

Associate Professor: Jean Dawson, Allan Rachlin

Assistant Professor: Johnna Pike

A Bachelor of Arts degree is offered in Human Services for online and traditional students.

An Associate of Arts degree is offered in Human Services for online students.

A Certificate is offered in Human Services for online students.

The mission of the Human Services Program is to produce graduates who have demonstrated competency in understanding the administration and organization of human service agencies, community resources and advocacy, research and analytic methods, and the appropriate skills needed to utilize and apply this understanding to promote individual empowerment, community development and public policy.

Human Services faculty are committed to providing students with a quality liberal arts education and the theoretical foundation of the discipline, combined with an understanding of social science methodologies as they apply to policies and practices that support vulnerable

populations as well as children and families. Major attention is given to the career roles, social interaction and social forces that contribute to improving the capacity of systems, organizations, and individuals to cope with changes in fiscal, administrative and political realities.

The goals of the Franklin Pierce Human Services Program are for students to develop a sociological understanding of the nature of human systems; learn to critically analyze how communities are organized and how national policy is created; understand the conditions that promote or limit human development, consider problems and formulate solutions, and become literate and trained in contemporary social scientific methods of data collection, analysis and program evaluation. Students will strengthen their speaking, writing, and presentation skills. Students will be encouraged to rethink current social welfare policies and be actively engaged in positive reform of the system (Praxis) when they enter into their professional careers.

Major Requirements

In addition to completing graduation requirements, Human Services majors will complete the following sequence of courses:

HCA360 Healthcare Ethics, Policy and Law
 HU101 Introduction to Human Services
 HU450 Contemporary Social Problems in Human Services
 HU489 Senior Human Services Project
 MT260 Statistics
 SO101 Introduction to Sociology
 SO203 Grassroots Activism for Social Change
 SO205 Race and Ethnicity in Society
 SO318 Social Science Research Methods
 SO320 Social Welfare Policy
 SO321 Social Science Computer Skills

Major Electives

Choose four of the following electives, at least one from each group, and two must be 300 level or higher:

Human Services Management:

HCA201 Introduction to Healthcare Management
 HU495 Internship in Human Services
 MN321 Organizational Behavior

Case Management:

PS220 Group Dynamics
 PS340 Techniques of Counseling
 PS345 Crisis Intervention

Human Society:

HU211 Death and Dying
 HU220 Creating a Family
 SO220 Families in Society
 SO421 Inequality in Society

Recommended Curriculum Guide-Human Services

First Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
HU101	Introduction to Human Services	3	SO203	Grassroots Activism for Social Change	3
GLE101	First-Year Inquiry Seminar	3	_____	MT260 Statistics	3

GLE110	First-Year Composition	3	_____	General Education Elective	3
_____	General Education Elective	3	_____	General Education Elective	3
SO101	Introduction to Sociology	3	_____	General Education Elective	3
	Total	15		Total	15

Second Year

<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
SO205	Race and Ethnicity in Society	3	SO318	Social Science Research Methods	3
HU__	Human Services Elective	3	SO321	Social Science Computer Skills	1
_____	General Education Lab Science I	4	GLE230	Second-Year Composition	3
_____	General Education Elective	3	_____	General Education Lab Science II	3
_____	General Education Elective	3	_____	General Education Elective	3
	Total	16		Total	13

Third Year

<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
SO320	Social Welfare Policy	3	HCA360	Healthcare Ethics, Policy and Law	3
_____	General Education Elective	3	HU__	Human Services Elective	3
HU__	Human Services Elective	3	_____	Elective*	3
_____	Elective*	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
	Total	15		Total	15

Fourth Year

<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
HU450	Contemporary Social Problems in Human Services	3	HU489	Senior Human Services Project	3
HU__	Human Services Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	3

_____	Elective	3	_____	Elective	3
	Total	15		Total	15
				Total Credits	121

Associate of Arts Degree in Human Services

In addition to graduation requirements, students must complete the following requirements to obtain the degree:

General and Liberal Education Core:

GLE103 Career Image, Planning, and Management
GLE110 First-Year Composition
GLE230 Second-Year Composition
MT260 Statistics
_____ Natural Science Core Elective I
_____ Natural Science Core Elective II

One course from two of the following areas:

One 100-200-level Social Science
One 100-200-level Humanities
One 100-200-level Art and Design

Major Requirements:

HU101 Introduction to Human Services
SO101 Introduction to Sociology
SO205 Race and Ethnicity in Society
SO318 Social Science Research Methods

Two of the following must be completed:

PS101 Introduction to Psychology
PS211 Psychology of Aging
PS215 Health Psychology
PS230 Child and Adolescent Development
SO203 Grassroots Activism for Social Change
SO220 The Family

General Electives

13-19 electives depending on course selection.

Certificate in Human Services

The Certificate program in Human Services has been designed to give a maximum amount of specialized training with a limited amount of time and course work. Normal time to completion is 1.6 years. In addition to certificate requirements, students must complete the following:

HU101 Introduction to Human Services
PS322 Social Psychology*
PS340 Techniques of Counseling I*
SO101 Introduction to Sociology
SO220 The Family*

Three of the following must be completed:

MN321 Organizational Behavior*
PS101 Introduction to Psychology
PS211 Psychology of Aging
SO205 Race and Ethnicity in Society*

*Requires prerequisites

Intelligence and Security Studies

Associate Professors: Jennie R. Brown, Frank S. Cohen, Christina Cliff

A minor is offered in Intelligence and Security Studies.

The Intelligence and Security Studies minor prepares students with diverse majors for careers in intelligence collection and analysis, homeland security and other related fields or for graduate programs that will increase their preparation for these fields. Students will develop an understanding of national and international intelligence issues including the various types of intelligence, US priorities, and analytical techniques with a focus on writing, critical thinking, research skills, and communication skills.

Program objectives include:

- Identify and analyze critical issues for intelligence and security.
- Develop an understanding of contemporary intelligence issues from psychological, political, technological, and historical perspectives.
- Identify ethical issues involved in intelligence and security studies and make ethical judgments.
- Conduct research on contemporary intelligence issues.
- Understand and learn from intelligence failures.
- Communicate effectively in a variety of formats (written communication, oral communication, and interpersonal communication).

Minor Requirements

Requirements (21 credits)

CIT274 Computer Forensics and Security 3 credits

PA209 Ethical Reasoning 3 credits

PO201 U.S. Government 3 credits

PO205 International Relations or

PO206 Comparative Politics 3 credits

PS270 Psychology of Terrorism 3 credits

Two of the following:

PO330 Global Security and Diplomacy 3 credits

PS318 Psychology of Intelligence Analysis 3 credits

PS319 Case Studies in Espionage 3 credits

Spanish

As of the fall semester 2021, the undergraduate program in Spanish is no longer offering a Minor. Courses that this program offers in the General and Liberal Education program will continue to be offered, along with a limited number of electives.

The language program provides a solid foundation in speaking, listening, reading and writing, and a broad approach to cultural heritage and literature. The program promotes the study of language as a self-sustaining discipline and life skill. The mission of the Modern Languages program is to provide a foundation for the active use of Spanish, French, and other Modern Languages in fields such as education, business, government, social services, computer science, teaching management and other careers. Our courses develop intellectual curiosity language skills and multicultural awareness.

Specific goals include:

- Creating knowledge that transforms and challenges our students' view of the world
- Addressing the challenges and opportunities facing not only the U.S. but the 21st century's global societies
- Fostering scholarship that honors cross-cultural and multilingual processes in order to improve cultural understanding within a diverse society
- Supporting scholarship that honors the arts, literature and history from different countries

Minor Requirements

One may minor in Spanish by successfully completing 15 credits in Spanish beyond the 100- level. The Spanish minor provides a solid foundation in speaking, listening, reading and writing, and a broad approach to cultural heritage and literature.

Music

Professor: Lou Bunk

Lecturers: Morgan Bothwell, Floyd Oster, Richard L. Page, George Robinson, Scott Sanchez, Cornelia Schwartz, James Sharrock, Vladimir Odinkikh

A Bachelor of Arts degree is offered in Music for traditional students.

A minor is offered in Music.

The mission of the Department of Music is to prepare students for careers in performance, the music industry or graduate work in music. We provide a strong foundation in performance studies, music theory, music history, and music technology for all students majoring or minoring in music. The Music Department also provides a creative opportunity for Franklin Pierce students not majoring in music through private instruction (\$275 per course), ensembles, theory, and technology courses. Concerts, which offer the opportunity for a maximum number of students to experience public performance, are given each semester.

A cumulative grade point average of 2.00 must be maintained in required music courses in order to remain in the major. Private Music Instruction is available for non-music majors at \$275 per course.

Major Requirements

In addition to all graduation requirements, the following core courses must be completed successfully to fulfill the major requirements:

MU151 Theory of Music I 2 Credits
 MU200 Sophomore Portfolio 0 Credits
 MU209 Theory of Music II 2 Credits
 MU215 Computer Music I 3 Credits
 MU240 Music Industry 3 Credits
 MU309 Theory of Music III 2 Credits
 MU321 Popular and World Music 3 Credits
 MU401 Seminar in Music 3 Credits
 MU409 Theory of Music IV 2 Credits

Any four ensembles 5 Credits

Four semesters of private instruction on one instrument 8 Credits

35 Credits

In addition, students will choose one of two areas of concentration in music: Applied Music or Music Technology and Industry Concentration. Requirements for each concentration are below:

1. Applied Music

Choose one from MU450 Senior Recital, or MU451 Senior Project 3 credits

Two additional semesters of private instruction (same instrument as core)

4 credits

Two additional semesters of any ensemble

2 credits

44 credits (with Music Core)

2. Music Technology and Industry Concentration

Choose one from MU220 Advanced Recording Techniques or MU310 Computer Music 3 credits

MU120 Recording Techniques 3 Credits

MU310 Computer Music II 3 Credits

MU399 Internship in Music 1 Credit

MU451 Senior Project 3 Credits

51 credits (with Music Core)

Choose 2 from following list of Industry Electives 6 credits

AC101 Principles of Accounting I
 EC101 Principles of Macroeconomics
 MN201 Principles of Management
 MK201 Principles of Marketing
 BA213 Business Law
 FM224 Principles of Financial Management
 DMD205 Social Media, Ethics, IP, and Media Law

(Note these are referred to as "Industry Electives" in the following guide.)

Students who are not prepared to enter MU151 Theory of Music I are required to take MU150 Fundamentals of Music. All music majors must participate in a performance seminar at the end of every semester of required private instruction, to demonstrate progress in their major instrument.

Minor Requirements (22 Credits)

MU151 Theory of Music I 2 Credits
 MU209 Theory of Music II 2 Credits
 MU318 History of Western Music I 3 Credits
 MU321 Popular and World Music
 MU401 Seminar in Music 3 Credits
 Three semesters of private instruction on one instrument 6 Credits
 Three semesters of ensemble 3 Credits

Recommended Curriculum Guide – Applied Music Concentration

First Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
MU150	Fundamentals of Music (if needed)	3	MU151	Theory of Music I	3
MU__	Private Instruction	2	MU__	Private Instruction	3
MU__	Ensemble	1	MU__	Ensemble	2
GLE101	First-Year Inquiry	3	_____	GLE Mathematics Elective	1
GLE110	First-Year Composition	3	_____	GLE Elective	3
_____	GLE Elective	3	_____	Elective	3
	Total	15		Total	15
Second Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
MU209	Theory of Music II	3	MU200	Sophomore Portfolio	3
MU__	Private Instruction	2	MU309	Theory of Music III	3
MU__	Ensemble	1	MU__	Ensemble	1
_____	GLE Lab Science I	4	GLE230	Second-Year Composition	3
_____	GLE Elective	3	_____	GLE Lab Science II	4

MU__	Private Instruction	2	MU__	Private Instruction	2
	Total	15		Total	16
Third Year					
Fall Semester		Credits	Spring Semester		Credits
MU318	History of Western Music I	3	MU321	Popular World Music	3
MU215	Computer Music I	3	MU240	Music Industry	3
MU409	Theory of Music IV	3	_____	GLE Elective	3
MU__	Ensemble	1	MU__	Private Instruction	2
_____	GLE Elective	3	MU__	Music Elective	3
MU__	Private Instruction	2			
	Total	15		Total	14
Fourth Year					
Fall Semester		Credits	Spring Semester		Credits
MU103	Piano I	3	MU450 or MU451	Senior Recital or Senior Project	3
MU__	Ensemble	1	MU__	Ensemble	1
MU401	Seminar in Music	1	MU__	Music Elective	3
_____	Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
	Total	14		Total	16
				Total Credits	120

*One or more additional electives may be needed to fulfill general education requirements. See [General and Liberal Education \(GLE\)](#).

Recommended Curriculum Guide – Music Technology and Industry Concentration

First Year					
Fall Semester		Credits	Spring Semester		Credits
MU150	Fundamentals of Music (if needed)	3	MU120	Recording Techniques	3
MU__	Private Instruction	2	MU151	Theory of Music I	3
MU__	Ensemble	1	MU__	Private Instruction	2
GLE101	First-Year Inquiry	3	MU__	Ensemble	1
GLE110	First-Year Composition	3	_____	GLE Mathematics Elective	3

_____	GLE Elective	3	_____	Music Industry Elective	3
	Total	15		Total	15
Second Year					
Fall Semester		Credits	Spring Semester		Credits
MU209	Theory of Music II	3	MU200	Sophomore Portfolio	3
MU215	Computer Music I	3	MU309	Theory of Music III	3
MU____	Private Instruction	2	MU310 or MU220	Computer Music II or Advanced Recording Techniques	3
MU____	Ensemble	1	MU____	Private Instruction	2
_____	GLE Lab Science I	4	GLE230	Second-Year Composition	3
_____	Music Industry Elective	3	_____	GLE Lab Science II	3
	Total	16		Total	17
Third Year					
Fall Semester		Credits	Spring Semester		Credits
MU318	History of Western Music I	3	MU321	Popular and World Music	3
MU409	Theory of Music IV	3	MU240	Music Industry	3
MU399	Internship in Music	1	MU____	GLE Elective	3
_____	GLE Elective	3	MU____	GLE Elective	3
_____	GLE Elective	3	_____	Elective	3
	Total	13		Total	15
Fourth Year					
Fall Semester		Credits	Spring Semester		Credits
MU____	Ensemble	1	MU450 or MU451	Senior Recital or Senior Project	3
MU401	Seminar in Music	3	MU____	Ensemble	1
_____	GLE Elective	3	_____	GLE Elective	3
_____	Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
_____	Elective	3		Total	13
	Total	16		Total	121

**One or more additional electives may be needed to fulfill general education requirements. See [General and Liberal Education \(GLE\)](#).*

Paralegal Program

The Paralegal program is offered exclusively on-line. This program includes ten courses and is completed in one year. Students take nine substantive paralegal courses and Microcomputer Applications. The program prepares qualified students to sit for the prestigious National Certification Exam, sponsored by the National Association for Legal Assistants.

Note: In order to be qualified for this examination, a Bachelor's degree is required.

The paralegal program culminates in a certificate and is open to anyone possessing a high school diploma, or its equivalent. All paralegal course credits are transferable to an Associate's or Bachelor's degree at the University.

Paralegal Certificate Requirements

In addition to certificate requirements, students must complete the following:

CIT101 Microcomputer Application
 PL101 Introduction to Paralegal Studies
 PL102 Legal Analysis, Research and Writing
 PL103 Tort Law
 PL104 Probate Law
 PL105 Litigation
 PL106 Real Estate Law
 PL107 Corporate and Business Law
 PL108 Family Law
 PL109 Criminal Law

Philosophy

Professor: [Jed Donelan](#)

Lecturers: James Russell Couch

A minor is offered in Philosophy.

As of the fall semester 2021, the undergraduate program in Philosophy is no longer offering a Minor. Courses that this program offers in the General and Liberal Education program will continue to be offered, along with a limited number of electives.

The mission of the Philosophy Program is to enrich awareness of the roots of Western culture while fostering openness to other traditions and ways of thinking as a way of empowering students to understand and take an active role in their own personal and social growth. We do this by offering a curriculum that combines courses in the history of philosophy and traditional philosophical topics with interdisciplinary courses that highlight philosophy's practical applications. Our program emphasizes the understanding of philosophical and religious traditions as a way of developing critical reading, thinking, and expressive skills.

Minor Requirements

The Philosophy minor requires 19 credits, including Introduction, two History of Philosophy courses, one "Philosophy at Work" course, one Philosophy Seminar, and one 3 credit Philosophy elective. In addition, students must demonstrate competencies in the six learning outcomes of the Philosophy minor: Content Knowledge, Critical Reading, Critical Thinking, Critical Writing, Interdisciplinary Application, and Real World Application through completion of the one credit Philosophy Portfolio, PA300.

Political Science

Associate Professors: [Christina Cliff](#), [Frank S. Cohen](#)

A Bachelor of Arts degree is offered in Political Science for traditional students.

A minor is offered in Political Science.

The mission of the Political Science program is to transform students into engaged, active citizens prepared for a career path, law school, and/or graduate school. To fulfill this mission, we provide a curriculum, rooted in the theories and substance of domestic and world politics, that gears students to acquire skills and habits of mind that fall under the program's learning outcomes:

Social Science Knowledge: Through the field of political science, students will understand the role of social science methodology and empirical exploration in developing concepts and theory that gear one to analyze the social experience.

Inquiry and Analysis: Students will be skilled in identifying significant topics for inquiry; synthesizing in-depth information from varied, relevant sources; properly designing research; organizing evidence; and reaching conclusions logically.

Applied and Experiential Learning: Students can apply skills and responsibilities in various settings (e.g., simulations, research communities, workplaces, etc.) to address complex problems and to achieve personal growth through concrete action.

Information Literacy: Students will know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.

Quantitative Literacy: Students will be competent in working with numerical data; able to solve quantitative problems from social contexts; and understand arguments supported by quantitative evidence presented in a variety of formats.

Civic Engagement: Students will be able to utilize knowledge of politics, policy processes, and political systems to further their potential for participation in civic life, public and foreign affairs, politics and/or government.

Humanities Knowledge: Students will understand how philosophic inquiry, historical study, and literary perspective illuminate the problems and issues that drive politics.

Career Exploration: Students will systematically consider-- through academic work, applied research, internships, and co-curricular activity-- specific career opportunities. Majors and minors pursue careers in public and foreign affairs; private-sector and public law; law enforcement; local, state and federal government; campaign management; field organizing; education; journalism; business; and non-profit organizations.

Major Requirements

In addition to all graduation requirements, the following courses must be completed successfully to fulfill the major requirements:

First Year Experience (3 credits):

PO110 Political Violence or
PO111 Politics and Popular Culture

Methodology & Political Thought (9 credits):

PO200 Political Science Research Methods
PA2XX Any PA 200-level course except PA 209 Ethical Reasoning
HS2XX Any HS 200-level course

Foundations (9 credits- choose any 3)

PO201 U.S. Government
PO202 State and Local Government
PO205 International Relations
PO206 Comparative Politics

Applied Learning in Political Science (12 credits- choose any 4)

American Politics
PO321 Constitutional Law/Moot Court
PO322 Campaigns, Elections, and the Policy Process

Global/International Politics

PO330 Global Security and Diplomacy

PO331 Prosperity and Freedom in the World
 PO332 Disinformation and Propaganda

Capstone (4 credits)

PO410 Senior Seminar

Field Experience (1 credit):

PO491 Field Experience in Political Science

Minor Requirements (15 total credits):

First Year Experience (3 credits):

PO110 Political Violence or

PO111 Politics and Popular Culture

Foundations (6 credits; choose two)

PO201 U.S. Government

PO202 State and Local Government

PO205 International Relations

PO206 Comparative Politics

PA2XX Any PA200-level course except PA209 Ethical Reasoning

Applied Learning in Political Science (6 credits; choose two)

American Politics

PO321 Constitutional Law/Moot Court

PO322 Campaigns, Elections, and the Policy Process

Global/International Politics

PO330 Global Security and Diplomacy

PO331 Prosperity and Freedom in the World

PO332 Disinformation and Propaganda

Recommended Curriculum Guide - 4-year Political Science

First Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
PO110 or PO111	Political Violence or Politics & Pop Culture	3	PO2__	US Government or State and Local Government	3
GLE101	First-Year Inquiry	3	PA2__	Any PA200-level except PA209	3
GLE110	First-Year Composition	3	_____	GLE Elective	3
_____	GLE Math	3	_____	GLE Lab Science I	4
_____	Elective	3	_____	Elective	3
	Total	15		Total	16
Second Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
PO205 or PO206	International Relations or Comparative Politics	3	_____	GLE Elective	3

_____	GLE Lab Science II	4	PO200	Political Science Research Methods	3
_____	GLE Elective	3	GLE230	Second-Year Composition	3
_____	GLE Elective	3	_____	GLE Elective	3
HS__	History 200-level	3	_____	Elective	3
	Total	16		Total	15
Third Year					
Fall Semester		Credits	Spring Semester		Credits
PO205 or PO206	International Relations or Comparative Politics	3	PO_____	PO 300-level	3
PO_____	PO 300-level	3	PO_____	PO 300-level	3
_____	GLE Elective or Elective	3	_____	Elective	3
_____	GLE Elective or Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
	Total	15		Total	15
Fourth Year					
Fall Semester		Credits	Spring Semester		Credits
PO_____	PO 300-level	3	PO410	Senior Research Seminar	3
PO491	Field-Based Experience in Political Science	1	_____	Elective	3
_____	Oustanding GLE Requirement	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
	Total	13		Total	15
				Total Credits	120

*One or more additional electives may be needed to fulfill general education requirements. See *General and Liberal Education (GLE)*.

Recommended Curriculum Guide - 3-year Political Science

First Year					
Fall Semester		Credits	Winter Semester		Credits

PO110 or PO111	Political Violence or Politics & Pop Culture	3	_____	GLE Art or Humanities	3
GLE101	First-Year Inquiry	3			
GLE110	First-Year Composition	3			
PO200	PO Research Methods	3			
_____	GLE Lab Science	4			
	Total	16		Total	3
Spring Semester		Credits	Summer Semester		Credits
PO205 or PO206	International Relations or Comparative Politics	3	PA201	US Government	3
PA2__	Any PA200-level except PA209	4	_____	GLE Soc Science	3
HS2__	History 200-level	3	_____	GLE Art	3
_____	GLE Math	3	_____	GLE Elective	3
_____	GLE Lab Science II	4			
	Total	16		Total	12
Second Year					
Fall Semester		Credits	Winter Semester		Credits
PO205 or PO206	International Relations or Comparative Politics	3	_____	Elective	3
PO3__	PO 300-level	3			
_____	GLE Elective or Elective	3			
_____	GLE Elective or Elective	3			
_____	Elective	3			
	Total	15		Total	3
Spring Semester		Credits	Summer Semester		Credits
PO__	PO 300-level	3	_____	Elective	3
GL210	Composition II	3	_____	Elective	3
_____	GLE Elective or Elective	3	_____	Elective	3

_____	Elective	3			
_____	Elective	3			
	Total	15		Total	9
Third Year					
Fall Semester		Credits	Winter Semester		Credits
PO____	PO 300-level	1	_____	Elective	3
_____	Elective	3			
_____	Elective	3			
_____	Elective	3			
_____	Elective	3			
	Total	15		Total	3
Spring Semester		Credits	Summer Semester		Credits
PO3__	PO 300-level	3			
PO410	Senior Research Seminar	3			
PO491	Field Experience PO	1			
_____	Elective	3			
_____	Elective	3			
	Total	13		Total Credits	120

*One or more additional electives may be needed to fulfill general education requirements. See *General and Liberal Education (GLE)*.

COURSE REQUIREMENTS

Psychology

Professors: William B. Flynn, Jr.

Associate Professor: Jennie R. Brown

Assistant Professors: Leslie Buddington, Brandi Klein

A Bachelor of Arts degree and a Bachelor of Science degree are offered in Psychology for traditional students.

Three minors are offered in Psychology: Experimental Psychology, Forensic Psychology, and Psychology.

The mission of the Franklin Pierce University Psychology program is to prepare undergraduates for a wide range of careers in which the understanding of behavior and mental processes is beneficial, or for further study in graduate and professional schools. The program adheres to a scientist/practitioner model and is compliant with American Psychological Association (APA) guidelines for undergraduate education in psychology. The program's curriculum is designed to help students achieve mastery in each of the five goal areas delineated by those APA guidelines:

- knowledge base in psychology,
- scientific inquiry and critical thinking,
- ethical and social responsibility in a diverse world,

- communication, and
- professional development.

The program provides students the opportunity to engage in research and internship experiences. Students who intend to teach Psychology (Social Studies) in high school should refer to the School of Education for information on the Secondary Teacher Certification program. See Course List and Course Descriptions.

Note: For the B.A. degree in Psychology, it is highly recommended that students take one of the following sequences: BI101 and BI102, or BI101 and AN102, or CH101 and CH102.

Note: For the B.S. degree in Psychology, students are required to take one of the following sequences: BI101 and BI102, or BI101 and AN102, or CH101 and CH102, plus an additional semester of mathematics (MT151 or higher, excluding MT260).

Major Requirements

In addition to all graduation requirements, the following courses must be completed successfully to fulfill the major requirements:

PS101 Introduction to Psychology
 PS230 Child and Adolescent Development or
 PS231 Adult Development and Aging
 PS260 Statistics for Behavioral Science
 PS261 Research Methods in Psychology (laboratory)
 PS303 Psychology of Learning (laboratory) or
 PS306 Cognitive Psychology (laboratory)
 PS304 Introduction to Neuroscience (laboratory) or
 PS308 Evolutionary Psychology (laboratory)
 PS322 Social Psychology or
 PS320 Theories of Personality
 PS489 Senior Thesis in Psychology (Literature Review) or
 PS490 & 491 Senior Thesis in Psychology (Empirical Study) or
 PS495 Senior Internship in Psychology
 PS494 Psychology Senior Seminar: Systems and Theories in Psychology

Nine additional elective credit hours in Psychology or other Psychology-related courses approved by the major advisor.

Required for Graduation

Please note that the Psychology major includes a required sequence of four courses: Statistics for Behavioral Science, Research Methods, and two additional 300-level laboratory courses. Because Statistics for Behavioral Science is a prerequisite for Research Methods, and Research Methods is a prerequisite for the two additional laboratory courses, this sequence requires a minimum of three semesters to complete. Failure to organize this sequence in a timely manner will delay graduation beyond the usual four years.

Recommended

PS260 Statistics for Behavioral Science by end of Fall semester, sophomore year
 PS261 Research Methods in Psychology by end of Spring semester, sophomore year
 Two laboratory courses (PS303, 304, 306, or 308) within the junior year

Minor Requirements— Experimental Psychology

Students may not be Psychology majors.

Requirements (24 credits)

PS101 Introduction to Psychology: 3 credits
 PS260 Statistics for Behavioral Science: 4 credits
 PS261 Research Methods in Psychology (laboratory): 4 credits
 One of the following four laboratory courses:
 PS303 Psychology of Learning
 PS304 Introduction to Neuroscience
 PS306 Cognitive Psychology

PS308 Evolutionary Psychology

Nine additional credit hours of Psychology electives

Minor Requirements— Forensic Psychology

The mission of the Forensic Psychology minor is to allow students to explore the field and their interest in pursuing graduate programs that would prepare them to be scientist-practitioners of clinical and forensic psychology. This program prepares students to understand the many ways psychology plays a part of the American Justice System including criminals, victims, juries, witnesses and judges, assessment and profiling, family and workplace law, and the effectiveness of punishment and social advocacy. Students will develop skills in analysis, writing, critical thinking, research, and communication.

Program objectives include:

- Apply psychological science to understand cognitive processing errors of victims, juries, witnesses and judges, assessment and profiling, family and workplace law, and the effectiveness of punishment, and criminal behavior.
- Apply critical thinking skills to forensic issues (from psychological, anthropological, and/or sociological perspectives).
- Develop skills in behavioral research and statistical analysis, and apply those skills to forensic issues.
- Critically evaluate research involving forensic issues and behavioral science.
- Understand the ethical issues that arise in forensic contexts.

Communicate effectively in a variety of formats (written communication, oral communication, and interpersonal communication).

Requirements

PS101 Introduction to Psychology or CJ101 Introduction to Criminal Justice 3 credits

PS235 Forensic Psychology 3 credits

PS260 Statistics for Behavioral Science or MT260 Statistics 4 credits

Four of the following courses (12 credits):

PO110 Political Violence 3 credits

PO332 Disinformation and Propaganda 3 credits

CJ345 Criminology 3 credits

PS270 Psychology of Terrorism 3 credits

PS319 Case Studies in Espionage 3 credits

PS323 Seminar on Addiction 3 credits

PS330 Child Abuse and Neglect 3 credits

PS345 Crisis Intervention 3 credits

PS405 Family and Intimate Partner Violence 3 credits

Minor Requirements— Psychology

Students may not be Psychology majors.

Requirements (21 credits)

PS101 Introduction to Psychology 3 credits

Eighteen additional credit hours of Psychology electives, including at least two courses at the 300-level or higher.

Recommended Curriculum Guide - Psychology

First Year							
Fall Semester			Credits	Spring Semester			Credits
PS101	Introduction to Psychology	to 3	3	PS230 or PS231	Child and Adolescent Development or Adult Development and Aging	and 3	3
BI101 or AN102 or _____	Biology I (laboratory) or Human Origins++	I 4	4	BI102 or _____	Biology II (laboratory)++ or other General	II 4	4

	or other GLE Lab Science			Education Lab Science	
GLE101	First-Year Inquiry	3	_____	GLE Elective	3
GLE110	First-Year Composition	3	_____	GLE Elective	3
_____	Elective	3	_____	Elective	3
	Total	16		Total	16
Second Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
PS__	Psychology Elective	3	PS261	Research Methods in Psychology (laboratory)	4
PS260	Statistics for Behavior Science (laboratory)	4	PS__	Psychology Elective	3
PS__	Psychology Elective	3	GLE230	Second-Year Composition	3
_____	GLE Elective	3	_____	GLE Elective	3
_____	Elective	3			
	Total	16		Total	13
Third Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
_____	Psychology Elective	3	PS320	Theories of Personality	3
PS__	Psychology Elective	3	PS__	Psychology Elective	3
PS__	300-level Psychology Lab Elective	4	PS__	300-level Psychology Lab Elective	4
_____	GLE Elective	3	_____	GLE Elective	3
_____	Elective**	3			
	Total	16		Total	13
Fourth Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
PS489 <u>or</u> 490 <u>or</u> PS495	Senior Thesis in Psychology (Literature Review)* <u>or</u> PS490 Senior Thesis in Psychology (Empirical Study)*** <u>or</u> Senior	3	PS491	PS491 Senior Thesis in Psychology (Empirical Study)*	3

	Internship in Psychology				
PS494	Psychology Senior Seminar: Systems and Theories in Psychology	3	PS___	Psychology Elective	3
PS___	Psychology Elective	3	_____	Elective	3
PS___	Psychology Elective	3	_____	Elective	3
_____	Elective**	3	_____	Elective	3
	Total	15		Total	15
				Total Credits	120

*PS494 must be taken concurrently or subsequent to PS489, PS490 or PS495.

**One or more additional electives may be needed to fulfill general education requirements. See [General and Liberal Education \(GLE\)](#).

***PS490 and PS491 are both required to complete the empirical thesis option.

+ Mathematics elective at the MT151 level or higher (excluding MT260) required for those students pursuing the B.S. degree in Psychology.

Accelerated 3 Year Recommended Curriculum Guide – Psychology

First Year						
Fall Semester		Credits		Spring Semester		Credits
PS101	Introduction to Psychology	3		PS260	Statistics for Behavioral Sciences (counts as MT GLE)	4
BI101 or AN 102 or _____	Biology I or Human Origins or Other GLE Lab Science	4		GLE ___	Humanities GLE	3
GLE101	First-Year Inquiry	3		_____	Social Science GLE	3
GLE110	First-Year Composition	3		BI102 or GLE___	Biology II or Other GLE Lab Science	4
_____	Humanities GLE	3		_____	Elective	3
	Total	16			Total	17
Winter		Credits		Summer		Credits
_____	Elective	3		_____	Elective	3
				_____	Elective	3
	Total	3			Total	6

Second Year						
<i>Fall Semester</i>		<i>Credits</i>		<i>Spring Semester</i>		<i>Credits</i>
PS261	Research Methods in Psychology	4		PS30X	300 Level Psychology Lab	4
PS23x	Child and Adolescent Development or Adult Development and Aging	3		_____	Art & Design GLE	3
_____	Humanities GLE	3		PS322/320	Social Psychology or Theories of Personality	3
_____	Elective	3		GLE230v	Second-Year Composition	3
PS__	Psychology Elective	3		_____	Elective	3
	Total	16			Total	16
<i>Winter</i>		<i>Credits</i>		<i>Summer</i>		<i>Credits</i>
_____	Elective	3		_____	Elective	3
_____	Elective	3		_____	Elective	3
	Total	6			Total	6
Final Year						
<i>Fall Semester</i>		<i>Credits</i>		<i>Spring Semester</i>		<i>Credits</i>
PS30X	300 Level Psychology Lab	4		PS__	Psychology Elective	3
PS__	Senior Thesis in Psychology (Literature Review)* or PS490 Senior Thesis in Psychology (Empirical Study)** or Senior Internship in Psychology	3		PS__	Psychology Elective	3
PS494	Senior Seminar in Psychology	3		_____	Elective	3
_____	Art & Design GLE	3		_____	Elective	3
_____	Elective	3		_____	Elective	3

	Total	16			Total	15
Winter		Credits				
_____	Elective	3				
	Total	3			Overall Total	120

*PS494 must be taken concurrently or subsequent to PS489, PS490 or PS495.

**One or more additional electives may be needed to fulfill general education requirements. See [General and Liberal Education \(GLE\)](#).

++ for the B.S. degree in Psychology, students are required to take one of the following sequences: BI101 and BI102, or BI101 and AN102, or CH101 and CH102

***PS490 and PS491 are both required to complete the empirical thesis option.

+ Mathematics elective at the MT151 level or higher (excluding MT260) required for those students pursuing the B.S. degree in Psychology.

++ for the B.S. degree in Psychology, students are required to take one of the following sequences: BI101 and BI102, or BI101 and AN102, or CH101 and CH102

Sociology

Professors: [Douglas F. Challenger](#)

Associate Professors: [Jean Dawson](#), [Allan Rachlin](#)

The mission of the Sociology minor is to develop understanding of the sociological perspective, social structures, social institutions, processes of social change, knowledge of the methods of social research, and some of the theoretical ideas that inform and guide the discipline.

A minor is offered in Sociology.

The program helps to prepare students for graduate study and occupations utilizing sociological perspectives and methods. Students who intend to teach Sociology (Social Studies) in high school should refer to the School of Education for information on the Secondary Teacher Certification program.

21 credits in Sociology, including 6 credits that are 300-level or above.

Sports Media

Professors: [Phyllis Scrocco Zrzavy](#)

Associate Professors: [Paul Bush](#), [Richard Roth](#)

A Bachelor of Arts degree is offered in Sports Media for traditional students.

A minor is offered in Sports Media.

The Sports Media program allows students to capitalize on two of the greatest strengths of Franklin Pierce University—our sports programs and the Marlin Fitzwater Center for Communication. Students will gain experience in all facets of sports communication, from play-calling to marketing, as they prepare themselves for entry-level positions as sports journalists, commentators, PR practitioners, or on-air broadcasters.

Major Requirements

In addition to all graduation requirements, the following courses must be completed successfully to fulfill the major requirements:

Core Courses (33 Credits)

COMM110 Journalism I
 COMM120 Introduction to Media Production
 COMM215 Sports Reporting
 COMM221 Multi-Camera Production
 COMM231 Diversity and Media or SPME260 Special Topics in SPME
 COMM310 Convergent Journalism
 SPME101 Foundations of Sports Media
 SPME250 Sports Media Production
 SPME300 International Sports Culture
 SPME400 Capstone in Sports Media
 SR310 Sports Marketing or MK335 Public Relations

Elective Course (6 credits)

Course(s) chosen with advisor approval. Must be 200-level or higher.

SPME235, 236, 335, 336, 435, 436 Sports Media Practicum (1 credit each, up to 6 semesters)

SPME255, 355, 455 Internship in Sports Media (3-6 credits)

SPME351 Sports Broadcasting

Various Communication courses as well as relevant courses offered by other programs.

Minor Requirements

COMM110 Journalism I
 COMM120 Introduction to Media Production
 COMM215 Sports Reporting or COMM221 Multi-Camera Production
 SPME101 Foundations of Sports Media
 SPME235 & 236 Sports Media Practicum (2 credits)
 SPME250 Sports Media Production or SR310 Sports Marketing
 SMPE300 International Sports Culture

Recommended Curriculum Guide - Sports Media

First Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
SPME101	Foundations of Sports Media	3	COMM110	Journalism I	3
GLE101	First-Year Inquiry Seminar	3	COMM120	Introduction to Media Production	3
GLE110	First-Year Composition	3	_____	GLE Elective	3
_____	GLE Elective	3	_____	GLE Elective	3
_____	GLE Mathematics or GLE Elective	3	_____	GLE Mathematics or GLE Elective	3
	Total	15		Total	15
Second Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
COMM215	Sports Reporting	3	COMM231	Diversity and Media	3
COMM221	Multi-Camera Production	3	SPME250	Sports Media Production	3

_____	GLE Lab Science I	4	GLE230	Second-Year Composition	3
_____	GLE Elective	3	_____	GLE Lab Science II	3
_____	Elective	3	_____	Elective	3
	Total	16		Total	15

Third Year

<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
SPME300	International Sports Culture	3	SR310 <u>or</u> MK335	Sports Marketing <u>or</u> Public Relations	3
SPME310	Convergent Journalism	3	SPME__	300- or 400-level course	3
_____	Elective	3	_____	GLE Elective	3
_____	Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
	Total	15		Total	15

Fourth Year

<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
SPME__	300- or 400-level course	3	SPME400	Capstone in Sports Media	3
_____	Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
	Total	15		Total	15
				Total Credits	122

*One or more additional electives may be needed to fulfill general education requirements. See *General and Liberal Education (GLE)*.

The Sports Media Minor allows student majoring in a variety of related programs (Communications, Marketing, Sports & Recreation Management, etc.) to gain as secondary focus in the growing area of sports communication. Students will learn about the history and cultural impact of sports media, as well as have opportunities for hands-on experience in various facets of sports communication, such as play-calling and color commentary, sports marketing, and sports reporting.

Women, Gender, and Leadership Certificate

Professors: Donna Decker, Melinda Jetté, Mary C. Kelly, Phyllis Zrzavy

Associate Professors: Jessica Landis (Certificate Coordinator), Jean Dawson, Verna DeLauer,

Assistant Professor: Leslie Buddington

The mission of the interdisciplinary Women, Gender, and Leadership Certificate program is to develop students' knowledge of women's and gender issues, including the interconnections among gender, race, class, sexuality, power, and transnational issues. As critical terms of inquiry, gender and sexuality are examined as social constructs and analyzed for their impact on culture(s). The program

includes courses that engage current scholarship in women's and/or gender studies, including embracing intersectionality, welcoming the LGBTQIA+ community, and eschewing biological essentialism.

A Certificate is offered in Women, Gender, and in Leadership for traditional students.

The Women, Gender, and Leadership Certificate that offers an integrative approach to learning about the interconnections among gender, race, class, sexuality, and transnational issues. The program aims to build a supportive environment for women, trans, and gender non-binary students to assist them in the development of leadership skills through a program that integrates theory and practice. To meet this goal, the program combines academic study with participation in internships both on and off campus.

The program and the resulting certificate will credential students as theoretically and materially knowledgeable in women's and gender issues and thus qualify them for leadership positions requiring such expertise. The program complements the needs of professionals in fields including: education, law, social services, counseling, business, health services, public administration, public relations, media, sports and recreation, criminal justice, journalism, and politics.

Students intending to complete the Women, Gender, and Leadership Certificate are expected to complete 13 credits of course and internship work. Of these credits, WL115 Introduction to Women, Gender, and Leadership (3 credits), WL490 The Women in Leadership Seminar (1 credit), and a three credit internship in the student's major area or in Women in Leadership (WL491) are required. Two additional courses (6 credits) must be chosen from the courses listed below. Students are advised to link the courses they take with the Internship work they choose to do. Goals and objectives are contracted prior to registration and designed to complement or directly relate to a student's major area of study. Internships require a minimum of 40 hours (per credit), which includes on-the-job work and documentation procedures.

SCHOOL OF EDUCATION

School of Education

Associate Professor: [Joan Swanson](#), [John Villemaire](#)

Assistant Professor: [Dale Boyle](#), [Elizabeth Lapon](#)

Mission

Through a professional education sequence that emphasizes instructional strategies, including technology, that are effective and relevant to teaching and learning in today's schools, Franklin Pierce seeks to prepare educators who:

- Work collaboratively within professional communities to support inclusive learning environments where all learners thrive;
- Continually deepen their own understanding of specific disciplines and high impact pedagogical practices, including the integration of technology,
- Support student learning by using multiple methods of assessment to guide instruction and facilitate meaningful learning based on a continual cycle of evidence-based assessment; and
- Demonstrate ethical responsibility to children, parents, local, national, and global communities in their professional lives as leaders of conscience.

Teacher Certification

Education majors will complete programs leading toward teacher certification in the state of New Hampshire. However, students who are interested in obtaining certification in a state other than New Hampshire will need to consult with the Department of Education in the state for which they desire to obtain a teaching license.

Undergraduate Education Programs

Major Honors

Undergraduate degree-seeking student must have earned at least 50% of major credits at Franklin Pierce University to be considered eligible for major honors.

An Honors candidate in a Teacher Certification Major is required to have at least a 3.00 cumulative grade point average and a 3.33 grade point average in Education. A High Honors designation is awarded to students who have at least a 3.00 cumulative grade point average and a 3.67 grade point average in Education.

An Honors candidate in Educational Studies must have a 3.00 cumulative grade point average and a 3.25 grade point average in all major courses with no grade lower than C-. A High Honors candidate in Educational Studies must have a 3.00 cumulative grade point average and a 3.50 grade point average in all major courses with no grade lower than a C-.

Pi Lambda Theta

A Franklin Pierce University's chapter of Pi Lambda Theta Honors Society member must have a Junior or Senior status, with a 3.5 GPA or higher pursuing and Education major.

National membership is given directly through Pi Lambda Theta.

A Bachelor of Arts degree is offered in the following majors:

Majors: Non-Certification:

- Educational Studies

Teacher Certification:

- Elementary Education (K-6 or K-8)
- Middle (5-8) or Secondary English (5-12)
- Secondary Life Science (7-12)
- Middle (5-8) or Secondary Social Studies (5-12)
- General Special Education (K-21)

Requirements for Education Certification Majors

All licensure programs are approved by the New Hampshire State Department of Education and must fulfill the requirements described in N.H. Ed Administrative Rules 500 and 600 series. Students must meet the following gates to progress through the teacher preparation

programs. Students seeking certification in states other than NH are advised to consult that state for their respective certification requirements.

Teacher Licensure Gates

Gate 1

- Gain Admission into Franklin Pierce University
- Pass a New Hampshire background check and a background check from every state you have lived in for the past 5 years.

*Gate 1 is a requirement for any courses that require field experience.

Gate 2

- Fulfilling the Basic Assessment of Academic Skills requirement
- Pass courses ED105, ED112 and ED224 with a C grade or higher
- Maintain a minimum cumulative grade point average of 2.5
- Submit a Teacher Licensure Program Application.

*Gate 2 is a requirement for official acceptance into a Teacher Licensure Program.

Gate 3

- Open an on-line account with the New Hampshire Department of Education
- Be in good academic standing
- Maintain a minimum cumulative grade point average of 2.5
- Complete all required courses in Education with a C grade or higher
- Complete all field placement requirements and receive positive results on evaluations
- Complete all content area requirements
- Submit an application for student teaching.

*Gate 3 is a requirement for student teaching

Gate 4

- Complete all subject area testing
- Complete student teaching seminar and the New Hampshire TCAP assessment
- Successfully complete your undergraduate degree requirements
- Successfully complete the student teaching experience
- Apply for recommendation to the state of New Hampshire (optional)

*Gate 4 is a requirement for graduation and recommendation for licensure.

Undergraduate Programs

Associate Professor: [Joan Swanson](#), [John Villemaire](#)

Assistant Professor: [Dale Boyle](#), [Elizabeth Lapon](#)

Mission

Through a professional education sequence that emphasizes instructional strategies, including technology, that are effective and relevant to teaching and learning in today's schools, Franklin Pierce seeks to prepare educators who:

- Work collaboratively within professional communities to support inclusive learning environments where all learners thrive;
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- Support student learning by using multiple methods of assessment to guide instruction and facilitate meaningful learning based on a continual cycle of evidence- based assessment; and
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An Honors candidate in Educational Studies must have a 3.00 cumulative grade point average and a 3.25 grade point average in all major courses with no grade lower than C-. A High Honors candidate in Educational Studies must have a 3.00 cumulative grade point average and a 3.50 grade point average in all major courses with no grade lower than a C-.

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A Franklin Pierce University's chapter of Pi Lambda Theta Honors Society member must have a Junior or Senior status, with a 3.5 GPA or higher pursuing and Education major.

National membership is given directly through Pi Lambda Theta.

Teacher Licensure Gates

Gate 1	<ul style="list-style-type: none"> · Gain Admission into Franklin Pierce University · Pass a New Hampshire background check and a background check from every state you have lived in for the past 5 years. <p>*Gate 1 is a requirement for any courses that require field experience.</p>
Gate 2	<ul style="list-style-type: none"> · Fulfilling the Basic Assessment of Academic Skills requirement · Pass courses ED105, ED112 and ED224 with a C grade or higher · Maintain a minimum cumulative grade point average of 2.5 · Submit a Teacher Licensure Program Application. <p>*Gate 2 is a requirement for official acceptance into a Teacher Licensure Program.</p>
Gate 3	<ul style="list-style-type: none"> · Open an on-line account with the New Hampshire Department of Education · Be in good academic standing · Maintain a minimum cumulative grade point average of 2.5 · Complete all required courses in Education with a C grade or higher · Complete all field placement requirements and receive positive results on evaluations

	<ul style="list-style-type: none"> · Complete all content area requirements · Submit an application for student teaching. <p>*Gate 3 is a requirement for student teaching</p>
Gate 4	<ul style="list-style-type: none"> · Complete all subject area testing · Complete student teaching seminar and the New Hampshire TCAP assessment · Successfully complete your undergraduate degree requirements · Successfully complete the student teaching experience · Apply for recommendation to the state of New Hampshire (optional) <p>*Gate 4 is a requirement for graduation and recommendation for licensure.</p>

Education Studies Major

The Bachelor's in Education Studies prepares students to work in educational settings outside of the traditional public school classroom settings. An Education Studies major does not qualify students for recommendation for New Hampshire teaching certification.

Students are encouraged to think broadly about an area of interest to develop an interdisciplinary plan which will include a content area sequence of classes with no less than 6 courses (18 credits). The Educational Studies Major must include approximately 50 hours of field placement or lab experiences and must include a capstone experience through an internship or thesis.

Required Education Courses for Education Studies

Course number and name

- ED105 Educational Psychology 3 Credits
- ED112 Teaching and Learning in a Democratic Society 3 Credits
- PS220 Group Dynamics 3 Credits
- ED275 Community Education 3 Credits
- ED373 Legal issues in Community Education 3 Credits
- PS230 Child and Adolescent Development **or**
- PS231 Adult Development and Aging

A Bachelor of Arts degree is offered in the following majors:

Majors: Non-Certification:

- Educational Studies

Teacher Certification:

- Elementary Education (K-6 or K-8)
- Middle (5-8) or Secondary English (5-12)
- Secondary Life Science (7-12)

- Middle (5-8) or Secondary Social Studies (5-12)
- General Special Education (K-21)

Requirements for Education Certification Majors

All licensure programs are approved by the New Hampshire State Department of Education and must fulfill the requirements described in N.H. Ed Administrative Rules 500 and 600 series. Students must meet the following gates to progress through the teacher preparation programs. Students seeking certification in states other than NH are advised to consult that state for their respective certification requirements.

Bachelor's in Education Studies

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Students are encouraged to think broadly about an area of interest to develop an interdisciplinary plan which will include a content area sequence of classes with no less than 6 courses (18 credits). The Educational Studies Major must include approximately 50 hours of field placement or lab experiences and must include a capstone experience through an internship or thesis.

Required Education Courses for Education Studies

ED105 Educational Psychology 3 Credits
 ED112 Teaching and Learning in a Democratic Society 3 Credits
 PS220 Group Dynamics 3 Credits
 ED275 Community Education 3 Credits
 ED373 Legal issues in Community Education 3 Credits
 PS230 Child and Adolescent Development or
 PS231 Adult Development and Aging

ED372 Learning Theory for Experiential Settings 3 Credits
 ED471 Senior Thesis in Education Studies (Literature Review) or
 ED472 Internship in Education Studies
 ED473 Education Studies Senior Seminar
 18 credits in an interdisciplinary concentration 18
 Total 43 Credits

Recommended Curriculum Guide – Education Studies

First Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
ED105 ED112	Educational Psychology OR Teaching & Learning in a Democratic Society	3	ED105 ED112	Educational Psychology OR Teaching & Learning in a Democratic Society	3
GLE101	First-Year Inquiry Seminar	3	_____	GLE Elective	3
GLE110	First-Year Composition	3	_____	GLE Math Elective	3
_____	GLE Lab Science 1	4	_____	GLE Lab Science 2	4
_____	Elective	3	_____	Elective	3
	Total	16		Total	16
Second Year					

<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
ED275	Community Education	3	GLE230	Second-Year Composition	3
_____	GLE Elective	3	PS230 or PS231	Child and Adolescent Development or Adult Development and Aging	3
_____	GLE Elective	3	_____	Concentration Class 1	3
_____	Elective	3	_____	GLE Elective	3
_____	Elective	3	_____	Elective	3
	Total	15		Total	15
Third Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
ED371	Learning Theory for Professional Education Settings	3	_____	Concentration Class 4	3
_____	Concentration Class 2	3	_____	Concentration Class 5	3
_____	Concentration Class 3	3	_____	GLE Elective	3
_____	GLE Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
	Total	15		Total	15
Fourth Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
ED372	Legal Issues in Professional Educational Settings	3	ED472	Internship in Education Studies or	TBA
_____	Concentration Class 6	3	ED471	Senior Thesis in Education Studies	3
_____	Concentration Class 7	3	ED473	Education Studies Senior Seminar	1
_____	Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
			_____	Elective	3
	Total	15		Total	13
				Total Credits	Varies

Elementary Education Major (K-6 or K-8)

Students may elect to major in Elementary Education (K-6 or K-8). These majors require a combination of education courses with field experiences and specified courses in other University departments. An Elementary Education K-6 or K-8 major leads to recommendation for New Hampshire State Educator Certification.

For an Elementary Education K-8 degree and recommendation for K-8 certification, students must complete a concentration of at least 15 credits in English, History, Mathematics, or Science courses. General and Liberal Education requirements and Education major requirements may be counted toward meeting the concentration.

Required Education Courses for a K-6 or K-8 Elementary Education

ED105 Educational Psychology 3 Credits

ED112 Teaching and Learning in a Democratic Society 3 Students may elect to major in Elementary Education (K-6 or K-8). These majors require a combination of education courses with field experiences and specified courses in other University departments. An Elementary Education K-6 or K-8 major leads to recommendation for New Hampshire State Educator Certification.

For an Elementary Education K-8 degree and recommendation for K-8 certification, students must complete a concentration of at least 15 credits in English, History, Mathematics, or Science courses. General and Liberal Education requirements and Education major requirements may be counted toward meeting the concentration.

Required Education Courses for a K-6 or K-8 Elementary Education

ED105 Educational Psychology 3 Credits

ED112 Teaching and Learning in a Democratic Society 3 Credits

ED224 Design and Management of the Learning Environment 30 hours 3 Credits

ED231 Primary Literacy 15 hours 3 Credits

ED263 Methods in Teaching Mathematics 15 hours 3 Credits

ED308 Introduction to Assessment 3 Credits

ED312 Understanding and Teaching Exceptional Learners 15 hours 3 Credits

ED314 Scientific Inquiry and Teaching Methods 15 hours 3 Credits

ED316 Methods in Teaching Social Studies 15 hours 3 Credits

ED350 Teaching Literacy across the Curriculum 15 hours 3 Credits

EN204 Introduction to American Literature 3 Credits

EN232 The Teaching of Writing 3 Credits

HS202 American History in the Age of Slavery and the Civil War 3 Credits or

HS204 U.S. History Since 1945

HS308 From Sea to Shining Sea: the Geography of the United States 3 Credits

HS319 History of New England 3 Credits

MT130 Mathematics for K-8 Educators 3 Credits

PO201 US Government 3 Credits

Total field hours prior to student teaching 120 hours

ED483 Elementary Student Teaching Seminar 1 Credits

ED490 Elementary Student Teaching 16 weeks 14 Credits

Specific Testing for Certification

For K-6: Basic Academic Skills Assessment (BASA) and Subject Area Testing, Foundation of Reading

For K-8: Basic Academic Skills Assessment (BASA) and Subject Area Testing, Foundations of reading, MS Content area testing in concentration area.

Suggested General and Liberal Education Core

Elementary Education (K-6 or K-8) and Education Studies majors are suggested to take the following courses to meet general and liberal education core requirements. These courses will better prepare students for the content-areas taught in elementary and middle school, as well as for the Praxis exams and the Foundations of Reading Test required for teaching certification.

First Year Experience, Composition I, and Second-Year Composition 9

Mathematics 3 Credits
 MT151 College Algebra
 Humanities 9 Credits
 (Select HS202 or HS204 and two others)
 EN110 Many Voices: Multicultural Literature
 EN270 Women Writers
 GLE210 Ancient and Medieval Worlds
 HS202 American History in the Age of Slavery and the Civil War
 HS204 U.S. History Since 1945
 Arts and Design 6 Credits
 Open Choice
 Natural Sciences (Select 2 courses) 8 Credits
 ES103 Introduction to Ecosystem and Wildlife Conservation
 GL101 General Geology I (laboratory) or
 GL102 General Geology II (laboratory)
 GL115 Global Change: The Oceans
 GL120 Global Change: The Atmosphere (laboratory)
 Social Sciences 6 Credits
 ED112 Teaching and Learning in a Democratic Society or
 ED105 Educational Psychology
 PO201 U.S. Government
 ED224 Design and Management of the Learning Environment 30 hours 3 Credits
 ED231 Primary Literacy 15 hours 3 Credits
 ED263 Methods in Teaching Mathematics 15 hours 3 Credits
 ED308 Introduction to Assessment 3 Credits
 ED312 Understanding and Teaching Exceptional Learners 15 hours 3 Credits
 ED314 Scientific Inquiry and Teaching Methods 15 hours 3 Credits
 ED316 Methods in Teaching Social Studies 15 hours 3 Credits
 ED350 Teaching Literacy across the Curriculum 15 hours 3 Credits
 EN204 Introduction to American Literature 3 Credits
 EN232 The Teaching of Writing 3 Credits
 HS202 American History in the Age of Slavery and the Civil War 3 Credits or
 HS204 U.S. History Since 1945
 HS308 From Sea to Shining Sea: the Geography of the United States 3 Credits
 HS319 History of New England 3 Credits
 MT130 Mathematics for K-8 Educators 3 Credits
 PO201 US Government 3 Credits

Total field hours prior to student teaching 120 hours

ED483 Elementary Student Teaching Seminar 1 Credits
 ED490 Elementary Student Teaching 16 weeks 14 Credits

Specific Testing for Certification

For K-6: Basic Academic Skills Assessment (BASA) and Subject Area Testing, Foundation of Reading

For K-8: Basic Academic Skills Assessment (BASA) and Subject Area Testing, Foundations of reading, MS Content area testing in concentration area.

Suggested General and Liberal Education Core

Elementary Education (K-6 or K-8) and Education Studies majors are suggested to take the following courses to meet general and liberal education core requirements. These courses will better prepare students for the content-areas taught in elementary and middle school, as well as for the Praxis exams and the Foundations of Reading Test required for teaching certification.

First Year Experience, Composition I, and Second-Year Composition 9 Credits

Mathematics 3 Credits
 MT151 College Algebra
 Humanities 9 Credits
 (Select HS202 or HS204 and two others)
 EN110 Many Voices: Multicultural Literature
 EN270 Women Writers
 GLE210 Ancient and Medieval Worlds

HS202 American History in the Age of Slavery and the Civil War
 HS204 U.S. History Since 1945
 Arts and Design 6 Credits
 Open Choice
 Natural Sciences (Select 2 courses) 8 Credits
 ES103 Introduction to Ecosystem and Wildlife Conservation
 GL101 General Geology I (laboratory) or
 GL102 General Geology II (laboratory)
 GL115 Global Change: The Oceans
 GL120 Global Change: The Atmosphere (laboratory)
 Social Sciences 6 Credits
 ED112 Teaching and Learning in a Democratic Society or
 ED105 Educational Psychology
 PO201 U.S. Government

Recommended Curriculum Guide – Elementary Education K-6 or K-8

First Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
GLE101	First-Year Inquiry Seminar	3	HS202 or 204	U.S. History	3
GLE110	First-Year Composition	3	ED105 ED112	Educational Psychology OR Teaching & Learning in a Democratic Society	3
ED105 ED112	Educational Psychology OR Teaching & Learning in a Democratic Society	3	EN204	American Literature	3
MT130	Math for K-8 Educators	3	MT151	College Algebra	3
_____	GLE Humanities	3	_____	Elective	3
	Total	15		Total	15
Second Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
ED224	Design and Management of the Learning Environment	3	ED263	Methods in Teaching Mathematics	3
ED231	Primary Literacy	3	GLE230	Second-Year Composition	3
_____	GLE Natural Science	4	ED314	Scientific Inquiry and Teaching Methods	3

PO201	US Government	3	_____	GLE Natural Science	4
	Elective	3	_____	Elective	3
	Total	16		Total	16

Third Year

<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
ED316	Methods in Teaching Social Studies	3	ED350	Teaching Literacy Across the Curriculum	3
EN232	Teaching of Writing	3	HS308	From Sea to Shining Sea: the Geography of the United State	3
HS319	History of New England	3	_____	GLE Art and Design	3
ED 308	Introduction to Assessment	3	ED312	Understanding and Teaching Exceptional Learners	3
_____	GLE Humanities	3	_____	GLE Humanities	3
	Total	15		Total	15

Fourth Year

<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
_____	GLE Art and Design	3	ED483	Elementary Student Teaching Seminar	1
_____	Elective	3	ED490	Elementary Student Teaching	14
_____	Elective	3			
_____	Elective	3			
_____	Elective	3		Total	15
	Total	15		Total Credits	122

English Language Arts Education

Associate Professor: [Joan Swanson](#), [John Villemaire](#)

Assistant Professor: [Dale Boyle](#), [Elizabeth Lapon](#)

Certification in English Education is for grades 5-8 or 5-12. In addition to completing the General and Liberal Education Core requirements, students in this program complete a major in English (the student must be enrolled in the Education Track) designed for certification candidates, and complete the required education courses. In order to satisfy certification requirements, students in this certification program may have requirements that non-certification students do not have. In addition to the required education courses listed below, students must meet with both the education advisor and their English major advisor to select courses. This dual advising system is critical to ensuring that they are meeting all of the relevant content certification standards within the content major.

Required Education Courses for English Language Arts Education

Course number and name Field hours

ED105 Educational Psychology

ED112 Teaching and Learning in a Democratic Society

ED224 Design and Management of the Learning Environment 30 hours

ED308 Introduction to Assessment

ED312 Understanding and Teaching Exceptional Learners 15 hours

ED350 Teaching Literacy across the Curriculum 15 hours

ED360 Best Practices in a Secondary Context 30 hours

Total field hours prior to student teaching 90 hours

ED487 Secondary Student Teaching Seminar

ED492 Student Teaching 16 weeks

Specific Testing for Certification

- Basic Academic Skills Assessment (BASA) and Subject Area Testing in English Language Arts

Education Track (for Elementary & Secondary Education Majors) - 27 credits

The following courses are required.

EN117 Buddies, Bullies, and Bodies: Young Adult Literature 3 credits

EN232 The Teaching of Writing 3 credits

Choose two of the three courses listed:

EN110 Many Voices: Multicultural Literature 3 credits

EN215 New Worlds of Literature: Writing from Emerging Societies 3 credits

EN270 Women Writers 3 credits

At least five electives (15 credits), no more than one at the 100-level; at least two British Literature and two American Literature, varied in historical period, including at least one course each from British Literature before the 18th century and British Literature from the 18th century or later. In the courses selected there must be at least one that covers each of the following genres: Fiction and Poetry.

Recommended Curriculum Guide – Secondary English

First Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
MT130	Math for K-8 Educators	3	ED105 <u>or</u> ED112	Educational Psychology <u>or</u> Teaching and Learning in a Democratic Society	3
ED105 <u>or</u> ED112	Educational Psychology <u>or</u> Teaching and Learning in a Democratic Society	3	_____	Primary Major	3
GLE101	First-Year Inquiry Seminar	3	_____	Primary Major	3
GLE110	First-Year Composition	3	_____	GLE Social Science	3
_____	Major or GLE Social Science	3	_____	GLE Humanities	3
	Total	15		Total	12

Second Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
ED224	Design and Management of the Learning Environment	3	ED350	Teaching Literacy Across the Curriculum	3
_____	Primary Major	3	_____	Primary Major	3
_____	Primary Major	3	_____	Primary Major	3
_____	GLE Natural Science	4	_____	GLE Natural Science	4
_____	GLE Social Science -if needed	3	GLE230	Second-Year Composition	3
	Total	16		Total	16
Third Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
ED308	Introduction to Assessment	3	ED312	Understanding and Teaching Exceptional Learners	3
_____	Primary Major	3	_____	Primary Major	3
_____	Primary Major	3	_____	Primary Major	3
_____	GLE Art and Design	3	_____	GLE Art and Design	3
_____	GLE Humanities	3	_____	GLE Humanities	3
	Total	15		Total	15
Fourth Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
ED360	Best Practices in a Secondary Context	3	ED492	Secondary Student Teaching	14
_____	Primary Major	3	ED487	Secondary Student Teaching Seminar	1
_____	Primary Major	3			
_____	Primary Major	3			
_____	Primary Major	3		Total	15
	Total	15		Total Credits	122

Life Sciences Education

Associate Professor: [Joan Swanson](#), [John Villemaire](#)

Assistant Professor: [Dale Boyle](#), [Elizabeth Lapon](#)

Certification in Life Sciences Education is for grades 7-12. In addition to completing the General and Liberal Education Core requirements, students in this program complete a major in either Biology or Environmental Science designed for certification candidates, and complete the required education courses listed below. Students in this certification program may have requirements that non-certification students do not have. Program completion could require overloads, summer school, or a fifth year because of the total number of credits.

In addition to the required education courses listed below, students must meet with both the education advisor and their science major advisor to select courses. This dual advising system is critical to ensuring that they are meeting all of the relevant content certification standards within the content major.

Required Education Courses for Life Science Education

ED105 Educational Psychology
ED112 Teaching and Learning in a Democratic Society
ED224 Design and Management of the Learning Environment 30 hours
ED308 Introduction to Assessment
ED312 Understanding and Teaching Exceptional Learners 15 hours
ED314 Scientific Inquiry and Teaching Methods 15 hours
ED350 Teaching Literacy across the Curriculum 15 hours
ED360 Best Practices in a Secondary Context 30 hours

Total field hours prior to student teaching 105 hours

ED487 Secondary Student Teaching Seminar
ED492 Student Teaching 16 weeks

Specific Testing for Certification

• Basic Academic Skills Assessment (BASA) and Subject Area Testing in Life Science

Biology Education Track

BI101-102 Biology I and II (laboratory) (counts toward GLE core) 8 credits
BI211 Genetics (laboratory) 4 credits
BI319 Cellular Biology (laboratory) 4 credits or
BI325 Microbiology (laboratory) 4 credits
BI215 Biology and Health Sciences Seminar 3 credits
BI218 Ecology or 4 credits
BI241 Evolutionary Biology (laboratory) 4 credits
CH101 General Chemistry I (laboratory) 4 credits
CH102 General Chemistry II (laboratory) 4 credits
Two semesters of Math at the MT151 level or above 6-8 credits
(First semester counts as core requirement, second semester counts towards major)
BI460 Internship in Biology or
BI480 Senior Seminar in Biology/Health Sciences or
BI481 Invited Senior Research 3 credits

Note: Students wishing to complete the Secondary Teacher Certification may substitute ED487 Secondary Student Teaching Seminar (1 credit), and ED492 Secondary Student Teaching (14 credits), for Biology Seminar and Biology Thesis.

Environmental Science Education Track

BI218 Ecology (laboratory)
CIT222 Introduction to Geographic Information Systems: ArcView
ES103 Introduction to Ecosystem and Wildlife Conservation
ES104 Introduction to Natural Resource Conservation
ES108 Nature and Culture
ES210 Evolution of Environmental Thought
ES480 Junior Seminar in Environmental Science
ES490 Environmental Issues: Senior Capstone Project
GL205 Environmental Geology (laboratory)
Math MT151 or higher

Environmental Science Education Track Electives Requirements

In addition to the Environmental Core Requirements, choose at least 3 from the Human Society Electives list, and at least 1 from the Natural Science Electives list. (Minimum of 12 credits). Note: No course can count for two requirements in the major.

Recommended Curriculum Guide – Life Sciences

First Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
ED112 <u>or</u> ED105	Teaching and Learning in a Democratic Society/ Educational Psychology	3	ED112 <u>or</u> ED105	Teaching and Learning in a Democratic Society/ Educational Psychology	3
_____	Primary Major	3	_____	Primary Major	3
_____	Primary Major	3	MT151 <u>or</u> MT260	GLE Mathematics Elective	3
GLE101	First-Year Inquiry Seminar	3	_____	GLE Social Science	3
GLE110	First-Year Composition	3	_____	GLE Humanities	3
	Total	15		Total	15
Second Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
ED224	Design and Management of the Learning Environment	3	ED350	Teaching Literacy Across the curriculum	3
_____	Primary Major	3	_____	Primary Major	3
_____	Primary Major	3	_____	Primary Major	3
_____	GLE Natural Science	4	_____	GLE Natural Science	4
_____	GLE Social Science	3	GLE230	Second-Year Composition	3
	Total	16		Total	16
Third Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
ED308	Introduction to Assessment	3	ED312	Understanding and Teaching Exceptional Learners	3
_____	Primary Major	3	ED314	Scientific Inquiry and Teaching Methods	3

_____	Primary Major	3	_____	Primary Major	3
_____	GLE Art and Design	3	_____	Primary Major	3
_____	GLE Humanities	3	_____	GLE Art and Design	3
	Total	15		Total	15

Fourth Year

<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
ED360	Best Practices in a Secondary Context	3	ED492	Secondary Student Teaching	14
_____	Primary Major	3	ED487	Secondary Student Teaching Seminar	1
_____	Primary Major	3			
_____	GLE Humanities	3		Total	15
	Total	12		Total Credits:	120

Social Studies Education

Associate Professor: Joan Swanson, John Villemaire

Assistant Professor: Dale Boyle, Elizabeth Lapon

Certification in Social Studies Education is for grades 5-8 or 5-12. In addition to completing the General and Liberal Education Core requirements, it is recommended that students in this program complete a major in History (Social Studies) designed for certification candidates and complete the required education courses. In order to satisfy certification requirements, students in this certification program may have requirements that non-certification students do not have.

In addition to the required education courses listed below, students must meet with both the education advisor and their history major advisor to select courses. This dual advising system is critical to ensuring that they are meeting all of the relevant content certification standards within the content major.

Required Education Courses for Social Studies Education

ED105 Educational Psychology
 ED112 Teaching and Learning in a Democratic Society
 ED224 Design and Management of the Learning Environment 30 hours
 ED308 Introduction to Assessment
 ED312 Understanding and Teaching Exceptional Learners 15 hours
 ED316 Methods in Teaching Social Studies
 ED350 Teaching Literacy across the Curriculum 15 hours
 ED360 Best Practices in a Secondary Context 30 hours
 Total field hours prior to student teaching 90 hours
 ED487 Secondary Student Teaching Seminar
 ED492 Student Teaching 16 weeks

Specific Testing for Certification

- Basic Academic Skills Assessment (BASA) and Subject Area Testing in Social Studies

History Education Track

In addition to all graduation requirements, student must complete a minimum of 35 credits in History.

Required Core Courses

HS214 Introduction to Public History
 HS301 Historical Methods
 HS410 Senior Research Seminar
 HS411 History Competency Exam
 HS450 History Senior Portfolio Assessment Two 200-level HS courses
 Three 300-level HS courses
 Choose one Concentration:

Social Studies Concentration – 9 credits

HS235 Topics in World History
 HS308 From Sea to Shining Sea: the Geography of the United States
 HS319 History of New England

Recommended Curriculum Guide – Social Studies

First Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
MT130	Mathematics for K-8 Educators	3	ED112 <u>or</u> ED105	Teaching and Learning in a Democratic Society <u>or</u> Educational Psychology	3
ED112 <u>or</u> ED105	Teaching and Learning in a Democratic Society <u>or</u> Educational Psychology	3	_____	Primary Major	3
GLE101	First Year Inquiry Seminar	3	_____	Primary Major	3
GLE110	First Year Composition	3	PO201	U.S. Government	3
_____	HS 102 or 104	3	_____	GLE Humanities	3
	Total	15		Total	15
Second Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
ED224	Design and Management of the Learning Environment	3	ED 350	Teaching Literacy Across the curriculum	3
ET101 or 102	Economics	3	_____	Primary Major	3

_____	Primary Major	3	_____	Primary Major	3
_____	Primary Major	3	_____	GLE Natural Science	4
_____	GLE Natural Science	4	GLE230	Second-Year Composition	3
	Total	16		Total	16

Third Year

<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
ED308	Introduction to Assessment	3	ED312	Understanding and Teaching Exceptional Learners	3
_____	Primary Major	3	_____	GLE Humanities	3
_____	Primary Major	3	_____	Primary Major	3
_____	GLE Art and Design	3	_____	Primary Major	3
ED316	Methods in teaching Social Studies	3	_____	GLE Art and Design	3
	Total	15		Total	15

Fourth Year

<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
ED360	Best Practices in a Secondary Context	3	ED492	Secondary Student Teaching	14
_____	Primary Major	3	ED487	Secondary Student Teaching Seminar	1
_____	Primary Major	3			
_____	Primary Major	3			
_____	Primary Major	3		Total	15
	Total	15		Total Credits	122

General Special Education

Associate Professor: [Joan Swanson](#), [John Villemaire](#)

Assistant Professor: [Dale Boyle](#), [Elizabeth Lapon](#)

Certification in K-12 General Special Education is a single major or can be combined with the K-6 Elementary Education Certification. Combining the two majors result in 1 16-week Elementary placements and an additional 8-week student teaching placement in Special Education.

The content area courses follow the requirements of the Elementary Education certification to give the candidate the breadth of knowledge consistent with a K-12 certification.

MT151 College Algebra
 EN204 Introduction to American Literature
 EN232 The Teaching of Writing
 HS308 From Sea to Shining Sea: the Geography of the United States
 HS319 History of New England
 PO201 US Government
 HS202 American History or
 HS204 US History

Required Courses for General Special Education Major

ED105 Educational Psychology 3 Credits
 ED112 Teaching and Learning in a Democratic Society 3 Credits
 ED224 Design and Management in the Public School Setting 30 hours 3 Credits
 ED231 Primary Literacy 15 hours 3 Credits
 ED263 Methods in Teaching Mathematics 15 hours 3 Credits
 ED308 Introduction to Assessment 3 Credits
 ED312 Understanding and Teaching Exceptional Learners 15 hours 3 Credits
 ED314 Scientific Inquiry and Teaching Methods 15 hours 3 Credits or
 ED316 Methods in Teaching Social Studies 15 hours
 ED328 Special Education Law 3 Credits
 ED340 Assessment/Identification of the Exceptional Learner Exceptional Learner 3 Credits
 ED341 IEPs and Instructional Considerations 15 hours 3 Credits
 ED345 Effective Communication and Consultation 3 Credits
 ED350 Teaching Literacy across the Curriculum 15 hours 3 Credits
 ED360
 MT130 Best Practices in Secondary Context
 Math for Educators 3 Credits

Total field hours prior to student teaching 135 hours

ED462 GSE Student Teaching (16 weeks) 14
 ED463 GSE Student Teaching Seminar 1
 Total Credits: 60

Specific Testing for Certification
 Basic Academic Skills Assessment (BASA)

Recommended Curriculum Guide - General Special Education

First Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
ED105	Educational Psychology	3	ED112	Teaching and Learning in a Democratic Society	3
GLE101	First-Year Inquiry Seminar	3	EN204	Intro to American Literature	3
GLE110	First-Year Composition	3	MT 151	College Algebra	3
MT130	Math for K-8 Educators	3	HS202 or 204	U.S. History	3

PO201	US Government	3	_____	GLE Natural Science	4
	Total	15		Total	16
Second Year					
Fall Semester		Credits	Spring Semester		Credits
ED224	Design and Management of the Learning Environment	3	ED312	Understanding and Teaching Exceptional Learners	3
ED231	Primary Literacy	3	ED314	Scientific Inquiry and Teaching Methods	3
_____	GLE Natural Science	4	_____	GLE Art and Design	3
ED316	Methods in Teaching Social Studies	3	ED263	Methods in Teaching Math	3
_____	GLE Humanities	3	GLE230	Second-Year Composition	3
	Total	16		Total	15
Third Year					
Fall Semester		Credits	Spring Semester		Credits
ED328	Special Education and the Law	3	ED340	Assessment & Identification	3
ED341	IEP Development	3	ED345	Effective Communication	3
ED308	Introduction to Assessment	3	ED350	Teaching Literacy Across the Curriculum	3
EN232	Teaching of Writing	3	HS308	From Sea to Shining Sea	3
HS319	History of New England	3	_____	GLE Humanities	3
	Total	15		Total	15
Fourth Year					
Fall Semester		Credits	Spring Semester		Credits
ED360	Best Practices in Secondary Education	3	ED462	General Special Education Student Teaching	14
_____	GLE Arts & Design	3	ED463	General Special Education Student Teaching Seminar	1
_____	Two Electives	6		Total	15
_____	GLE Natural Science	4			
	Total	16		Total Credits	122

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Education Minor

Associate Professor: [Joan Swanson](#), [John Villemaire](#)

Assistant Professor: [Dale Boyle](#), [Elizabeth Lapon](#)

The School of Education minor consists of six courses (18 credits) that enable students to experience the world of education and the dynamic interplay of teaching and learning. Students can learn instructional approaches and strategies that are based on evidence-based practices designed to meet the needs of classroom instruction or the needs of other professional education settings.

Required Courses

ED105 Educational Psychology

ED112 Teaching and Learning in a Democratic Society

ED224 Design and Management of the Learning Environment OR

ED275 Community Education

EDXXX 3 Education electives at the 300/400 level OR additionally select from the following electives:

PS230 Child and Adolescent Development, PS303 Psychology of Learning, or PS330 Child Abuse and Neglect, Advisors may approve substitutes from a Content Area Education Studies pathway if this is appropriate. Students may take courses from the teacher certification track which require field placement hours if they have completed the necessary background checks.

Graduate Education Programs

The School of Education offers graduate education in Teacher Certification and Educational Leadership. Teacher Certification Candidates can earn a post baccalaureate certification, a Master in Education (M.Ed) or both. Candidates in Educational Leadership earn a M.Ed.

Program Mission and Philosophy

In keeping with the mission and philosophy of the University, the Graduate Education programs in the School of Education adheres to the notion of graduating “leaders of conscience” who display skills in critical thinking, professional behavior, and community involvement. Graduates will be prepared to assume roles of leadership and responsibility within organizational and community teams. Commitment to a theory to practice model in assessment, curriculum, teaching and learning, and technology lends itself to scholarship, collaboration, reflective practice, decision-making, and eventually the discovery of new knowledge to effect positive change.

Through a professional education sequence that emphasizes instructional strategies, including technology, that are effective and relevant to teaching and learning in today’s schools and other settings, Franklin Pierce seeks to prepare educators who:

- Work collaboratively within professional communities to build inclusive learning environments where all learners thrive;
- Continually deepen their own understanding of specific disciplines and high impact pedagogical practices, including the integration of technology, to support learners’ understanding of central concepts and engage learners in inquiry on authentic issues;
- Support student learning by using multiple methods of assessment to guide instruction and facilitate meaningful learning based on a continual cycle of evidence-based assessment; and
- Demonstrate ethical responsibility to children, parents, local, national, and global communities in their professional lives as leaders of conscience.

Teacher Certification Programs of Study

Students may apply to the M.Ed. program, Teacher Certification, or both in any of the following areas. Total number of credits required for “Certification only” may vary, depending upon whether student is seeking first or second certification.

Elementary* (K-6 or K-8)

Degree and Certification 42 credits

M.Ed. only 36 credits

Certification only 39 credits

*All students must meet the Bachelor's/undergraduate content area requirements for K-6. Students must also demonstrate a 15 credit content concentration in English, Mathematics, Science or Social Studies for the K-8 certification.

Social Studies* (5-8 or 5-12) and Life Sciences* (7-12)

M.Ed. Degree and Certification 42 credits

M.Ed. only 36 credits

Certification only 39 credits

*All students must meet the Bachelor's/undergraduate content area requirements for social studies or life sciences.

English Language Arts* (5-8 or 5-12)

M.Ed. Degree and Certification 42 credits

M.Ed. only 36 credits

Certification only 39 credits

*All students must meet the Bachelor's/undergraduate content area requirements for English Language Arts.

General Special Education* (K-12)

M.Ed. and Certification 48 credits

M.Ed. only 42 credits

Certification only 45 credits

* All students must meet the Bachelor's/ undergraduate content area requirements for K-6.

Educational Leadership

M.Ed. Only 36 credits

Admissions and Acceptance

Criteria for initial application can be found in the Admissions section of the Catalog. Students applying to the School of Education Teacher Certification M.Ed. and Bachelor's Conversation programs should provide transcripts to demonstrate a CGPA of 2.8 or higher. Applicants who provide transcripts to demonstrating a CGPA of 2.79 or lower may work through the School of Education to explore potential solutions and/or alternative pathways to acceptance. The undergraduate transcripts of teacher certification applicants will be reviewed to ensure content requirements are complete. Any applicant with a deficiency of content required at the Bachelor's level will be required to develop a plan to complete required content. Evidence of the required content must be completed prior to student teaching.

Requirements for Teacher Certification Programs

All licensure programs are approved by the New Hampshire State Department of Education and must fulfill the requirements described in N.H. Ed Administrative Rules 500 and 600 series. Students must meet the following gates to progress through the teacher preparation program. Students seeking certification in states other than NH are advised to consult that state for their respective certification requirements.

Teacher Licensure Gates

Gate 1

- Gain Admission into Franklin Pierce University
- Sign the Academic Admissions worksheet
- Pass a New Hampshire background check and a background check from every state you have lived in for the past 5 years.

*Gate 1 is a requirement for any courses that require field experience.

Gate 2

- Fulfilling the Basic Assessment of Academic Skills requirement
- Pass courses ED501 and ED505 or ED506 with a B- grade or higher
- Maintain a minimum cumulative grade point average of 3.0
- Submit a Teacher Licensure Program Application.

*Gate 2 is a requirement for official acceptance into a Teacher Licensure Program.

Gate 3

- Open an on-line account with the New Hampshire Department of Education
- Be in good academic standing
- Maintain a minimum cumulative grade point average of 3.0
- Complete all required courses in Education with a B- grade or higher
- Complete all field placement requirements and receive positive results on evaluations

- Complete all content area requirements
- Submit an application for student teaching.

*Gate 3 is a requirement for student teaching

Gate 4

- Complete all subject area testing
- Complete student teaching seminar and the New Hampshire TCAP assessment
- Successfully complete your graduate degree requirements
- Successfully complete the student teaching experience
- Apply for recommendation to the state of New Hampshire (optional)

*Gate 4 is a requirement for graduation and recommendation for licensure.

M.Ed. Only

Students accepted into M.Ed. Only will not need to take the Student Teaching and Seminar. However, they must take ED585 Student Research Capstone and pass background check for New Hampshire and any state they have lived in in the past 5 years.

Certification Only

Students pursuing Teacher Certification without a degree will need to meet all requirements for enrollment in the teaching certification program. Total number of credits for "Certification Only" may vary. Students pursuing only certification may submit their bachelor's degree transcript for consideration of transfer credits.

Double Certification

Students interested in combining elementary, middle or secondary certification with General Special Education may do so by indicating that in the application process. Students must also specify whether the M.Ed. degree will be in the area of Elementary, Middle, Secondary, or Special Education. Once accepted, students will need to take all applicable coursework in each area, complete a full student teaching clinical (16 weeks) in the first certification area and 8-weeks in each additional certification area. The N.H. TCAP must also be completed for recommendation.

Use of Undergraduate Credits

Undergraduate credits may be approved by the School of Education Director as credits only when a candidate is enrolled for the sole purpose of certification. Undergraduate credits will not count towards the Master's Degrees. Candidates may transfer in graduate credits with the Director's approval.

Preclinical/Field Placement and Clinical Student Teaching Experiences

All certification programs are approved by the New Hampshire State Department of Education and must fulfill the requirements described in N.H. Ed Administrative Rules 500 and 600 series. All students taking courses in the teacher certification program are required to meet all enrollment criteria and to take part in field placement hours. Those students seeking certification also participate in student teaching.

Pre-clinical/Field Experiences

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Clinical/Student Teaching

A student teaching clinical experience is the final summative experience for all Teacher Certification majors. All certification programs are approved by the New Hampshire State Department of Education and must fulfill the requirements described in N.H. Ed Administrative Rules 500 and 600 series. Students must complete Teacher Licensure Gates 1-3 before they are placed in a student teaching experience.

M.Ed./Teacher Certification in Elementary Education (K-6 or K-8)

Students lacking an appropriate major or general education requirements will be required to complete content area deficiencies in addition to the program education courses. Courses are listed in the order they should be taken.

ED501 Graduate Teacher Education Program Orientation 2 Credits

ED506 Educational Psychology 3 Credits

ED505 Teaching and Learning in a Democratic Society 3 Credits

ED510 Design and Management of the Learning Environment 30 Hours 3 Credits
ED515 Primary Literacy 15 Hours 3 Credits
ED518 Methods in Teaching Mathematics 15 Hours 3 Credits
ED508 Introduction to Assessment 3 Credits
ED519 Scientific Inquiry and Teaching Methods 15 Hours 3 Credits
ED517 Methods in Teaching Social Studies 15 Hours 3 Credits
ED509 Understanding and Teaching Exceptional Learners 15 Hours 3 Credits
ED516 Teaching Literacy across the Curriculum 15 Hours 3 Credits
ED578 Action Research in the Classroom 3 Credits
Total field hours prior to student teaching 120
ED531A Student Teaching for Elementary Certification 3 Credits
ED531B Student Teaching for Elementary Certification 3 Credits
ED574 Student Teaching Seminar 1 Credit
ED585 Student Research Capstone (required for M.Ed. Only) 1 Credit

Specific Testing for Certification

For K-6: Basic Academic Skills Assessment (BASA) and Subject Area Testing, Foundation of Reading

For K-8: Basic Academic Skills Assessment (BASA) and Subject Area Testing, Foundations of reading, MS Content area testing in concentration area.

Graduate Education Programs

Associate Professor: Joan Swanson, John Villemaire

Assistant Professor: Dale Boyle, Elizabeth Lapon

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Social Studies* (5-8 or 5-12) and Life Sciences* (7-12)

M.Ed. Degree and Certification 42 credits

M.Ed. only 36 credits

Certification only 39 credits

*All students must meet the Bachelor's/undergraduate content area requirements for social studies or life sciences.

English Language Arts* (5-8 or 5-12)

M.Ed. Degree and Certification 42 credits

M.Ed. only 36 credits

Certification only 39 credits

*All students must meet the Bachelor's/ undergraduate content area requirements for English Language Arts.

General Special Education* (K-12)

M.Ed. and Certification 48 credits

M.Ed. only 42 credits

Certification only 45 credits

* All students must meet the Bachelor's/ undergraduate content area requirements for K-6.

Educational Leadership

M.Ed. Only 36 credits

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- Submit a Teacher Licensure Program Application.

*Gate 2 is a requirement for official acceptance into a Teacher Licensure Program.

Gate 3

- Open an on-line account with the New Hampshire Department of Education
- Be in good academic standing
- Maintain a minimum cumulative grade point average of 3.0
- Complete all required courses in Education with a B- grade or higher
- Complete all field placement requirements and receive positive results on evaluations
- Complete all content area requirements
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*Gate 3 is a requirement for student teaching

Gate 4

- Complete all subject area testing
- Complete student teaching seminar and the New Hampshire TCAP assessment
- Successfully complete your graduate degree requirements
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- Apply for recommendation to the state of New Hampshire (optional)

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M.Ed. Only

Students accepted into M.Ed. Only will not need to take the Student Teaching and Seminar. However, they must take ED585 Student Research Capstone and pass background check for New Hampshire and any state they have lived in in the past 5 years.

Certification Only

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Double Certification

Students interested in combining elementary, middle or secondary certification with General Special Education may do so by indicating that in the application process. Students must also specify whether the M.Ed. degree will be in the area of Elementary, Middle, Secondary, or Special Education. Once accepted, students will need to take all applicable coursework in each area, complete a full student teaching clinical (16 weeks) in the first certification area and 8-weeks in each additional certification area. The N.H. TCAP must also be completed for recommendation.

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Clinical/Student Teaching

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M.Ed./Teacher Certification in Elementary Education (K-6 or K-8)

Students lacking an appropriate major or general education requirements will be required to complete content area deficiencies in addition to the program education courses. Courses are listed in the order they should be taken.

- ED501 Graduate Teacher Education Program Orientation 2 Credits
- ED506 Educational Psychology 3 Credits
- ED505 Teaching and Learning in a Democratic Society 3 Credits
- ED510 Design and Management of the Learning Environment 30 Hours 3 Credits
- ED515 Primary Literacy 15 Hours 3 Credits
- ED518 Methods in Teaching Mathematics 15 Hours 3 Credits
- ED508 Introduction to Assessment 3 Credits
- ED519 Scientific Inquiry and Teaching Methods 15 Hours 3 Credits

ED517 Methods in Teaching Social Studies 15 Hours 3 Credits
 ED509 Understanding and Teaching Exceptional Learners 15 Hours 3 Credits
 ED516 Teaching Literacy across the Curriculum 15 Hours 3 Credits
 ED578 Action Research in the Classroom 3 Credits

Total field hours prior to student teaching 120

ED531A Student Teaching for Elementary Certification 3 Credits
 ED531B Student Teaching for Elementary Certification 3 Credits
 ED574 Student Teaching Seminar 1 Credit
 ED585 Student Research Capstone (required for M.Ed. Only) 1 Credit

Specific Testing for Certification

For K-6: Basic Academic Skills Assessment (BASA) and Subject Area Testing, Foundation of Reading

For K-8: Basic Academic Skills Assessment (BASA) and Subject Area Testing, Foundations of reading, MS Content area testing in concentration area.

M.Ed./Teacher Certification in Social Studies Education (Grades 5-8 or 5-12)

Students applying to this program should have a Social Studies or History major or degree. Social Studies Certification encompasses the disciplines of history, civics, geography and economics. Students lacking an appropriate major or general education requirements will be required to complete content area deficiencies in addition to the program education courses. Courses are listed in the order they should be taken.

ED501 Graduate Teacher Education Program Orientation 2 Credits
 ED506 Educational Psychology 3 Credits
 ED505 Teaching and Learning in a Democratic Society 3 Credits
 ED510 Design and Management of the Learning Environment 30 Hours 3 Credits
 ED508 Introduction to Assessment 3 Credits
 ED517 Methods in Teaching Social Studies 15 Hours 3 Credits
 ED509 Understanding and Teaching Exceptional Learners 15 Hours 3 Credits
 ED516 Teaching Literacy across the Curriculum 15 Hours 3 Credits
 ED526 Best Practices in Secondary Contexts 30 Hours 3 Credits
 ED578 Action Research in the Classroom (required for Certification) 3 Credits
 Elective 1- ED/SOE elective* 3 Credits
 Elective 2- ED/SOE elective* 3 Credits

Total field hours prior to student teaching 105

ED532A Student Teaching for Middle/Secondary Certification 3 Credits
 ED532B Student Teaching for Middle/Secondary Certification 3 Credits
 ED574 Student Teaching Seminar 1 Credit
 ED585 Student Research Capstone (required for M.Ed. Only) 1 Credit

*Confer with your advisor and select 2 courses not already required.

Specific Testing for Certification

• Basic Academic Skills Assessment (BASA) and Subject Area Testing in Social Studies

M.Ed./Teacher Certification in Life Sciences Education (Grades 7-12)

Students applying to this program should have a major or degree in Life Sciences. Students lacking an appropriate major or general education requirements will be required to complete content area deficiencies in addition to the program education courses. Courses are listed in the order they should be taken.

ED501 Graduate Teacher Education Program Orientation 2 Credits
 ED506 Educational Psychology 3 Credits
 ED505 Teaching and Learning in a Democratic Society 3 Credits
 ED510 Design and Management of the Learning Environment 30 Hours 3 Credits
 ED508 Introduction to Assessment 3 Credits
 ED519 Scientific Inquiry and Teaching Methods 15 Hours 3 Credits
 ED509 Understanding and Teaching Exceptional Learners 15 Hours 3 Credits
 ED516 Teaching Literacy across the Curriculum 15 Hours 3 Credits
 ED526 Best Practices in Secondary Contexts 30 Hours 3 Credits
 ED578 Action Research in the Classroom (required for Certification) 3 Credits
 Elective 1- ED/SOE elective* 3 Credits
 Elective 2- ED/SOE elective* 3 Credits

Total field hours prior to student teaching 105

ED532A Student Teaching/Seminar for Middle/Secondary Certification 3 Credits

ED532B Student Teaching/Seminar for Middle/Secondary Certification 3 Credits

ED574 Student Teaching Seminar 1 Credit

ED585 Student Research Capstone (required for M.Ed. Only) 1 Credits

*Confer with your advisor and select 2 courses not already required

Specific Testing for Certification

- Basic Academic Skills Assessment (BASA) and Subject Area Testing in Life Sciences

M.Ed./Teacher Certification in English Language Arts (Grades 5-8 or 5-12)

Students applying to this program should have a major or degree in English. Students lacking an appropriate major or general education requirements will be required to complete content area deficiencies in addition to the program education courses. Courses are listed in the order they should be taken.

ED501 Graduate Teacher Education Program Orientation 2 Credits

ED506 Educational Psychology 3 Credits

ED505 Teaching and Learning in a Democratic Society 3 Credits

ED510 Design and Management of the Learning Environment 30 Hours 3 Credits

ED508 Introduction to Assessment 3 Credits

ED509 Understanding and Teaching Exceptional Learners 15 Hours 3 Credits

ED516 Teaching Literacy across the Curriculum 15 Hours 3 Credits

ED526 Best Practices in Secondary Contexts 30 Hours 3 Credits

ED578 Action Research in the Classroom (required for certification) 3 Credits

Elective 1- ED/SOE elective* 3 Credits

Elective 2- ED/SOE elective* 3 Credits

Elective 3- ED/SOE elective* 3 Credits

Total field hours prior to student teaching 90

ED532A Student Teaching/Seminar for Middle/Secondary Certification 3 Credits

ED532B Student Teaching/Seminar for Middle/Secondary Certification 3 Credits

ED574 Student Teaching Seminar 1 Credit

ED585 Student Research Capstone (required for M.Ed. Only) 1 Credits

*Confer with your advisor and select 3 courses not already required

Specific Testing for Certification

- Basic Academic Skills Assessment (BASA) and Subject Area Testing in English Language Arts

M.Ed./Teacher Certification in General Special Education

Students applying to this program should have earned a baccalaureate degree. The Elementary areas constitute appropriate background. Students lacking an appropriate major or general education requirements will be required to complete content area deficiencies in addition to the program education courses. Courses are listed in the order they should be taken.

ED501 Graduate Teacher Education Program Orientation 2 Credits

ED506 Educational Psychology 3 Credits

ED505 Teaching and Learning in a Democratic Society 3 Credits

ED510 Design and Management of the Learning Environment 30 Hours 3 Credits

ED515 Primary Literacy 15 Hours 3 Credits

ED518 Methods in Teaching Mathematics 15 Hours 3 Credits

ED508 Introduction to Assessment 3 Credits

ED509 Understanding and Teaching Exceptional Learners 15 Hours 3 Credits

ED512 Special Education Law 3 Credits

ED540 Assessments/Identification of the Exceptional Learner 15 Hours 3 Credits

ED541 IEPs and Instructional Considerations 15 Hours 3 Credits

ED545 Effective Consultation and Communication 3 Credits

ED516 Teaching Literacy across the Curriculum 15 Hours 3 Credits

ED578 Action Research in the Classroom (required for Certification) 3 Credits

Total field hours prior to student teaching 120

ED562A Student Teaching for General Special Education 3 Credits

ED562B Student Teaching for General Special Education 3 Credits

ED574 Student Teaching Seminar 1 Credit

ED585 Student Research Capstone (required for M.Ed. Only) 1 Credits

Specific Testing for Certification For Special Education

Basic Academic Skills Assessment (BASA)

M.Ed. in Educational Leadership

The Masters in Educational Leadership prepares educators with skills that provide the background to lead in a broad range of educational settings, looking forward to the needs of the future. Through a common core, elective courses and fully implemented action research projects, leaders can design an educational plan that meets individualized professional goals. After completing core courses, students will select from an array of electives to build expertise in a content area which supports the individualized action research project. Each Master's degree is comprised of 36 credits. The general M.Ed. in Educational Leadership has 6 required courses and 6 electives. Areas of specialization, such as Curriculum and Instruction may have more required courses.

Core required courses for the M.Ed. in Educational Leadership

SOE501 Foundations in Education 3 Credits

SOE505 Learning and Educational Practice 3 Credits

SOE601 Authentic Leadership 3 Credits

SOE511 Action Research I 3 Credits

SOE512 Action Research II 3

SOE611 Action Research III 3

Elective courses for the M.Ed. in Educational Leadership

ED/SOE Electives at the 500 or above level or the following:

GM520 Legal and Ethical Issues in Organizations 3 Credits

GM540 Organizational Behavior 3 Credits

GM563 Human Resource Management 3 Credits

INTERDISCIPLINARY PROGRAMS

Interdisciplinary Programs

A Bachelor of Science degree is offered in Integrated Studies for online students.

An Associate of Arts degree is offered in Integrated Studies for online students.

Student-Designed (Interdisciplinary) Major or Minor

To be eligible to propose a Student-Designed Major or Minor, students should be in good academic standing (a minimum 3.00 cumulative grade point average is recommended). Proposals to the Curriculum Committee should be filed before the end of the fourth semester of study. To propose a Student-Designed Major or Minor, students obtain a proposal form online and discuss the procedures with the Associate Provost. Advisors appropriate to the proposed areas of study will be identified. These advisors will collaborate in the development of the proposal, possibly recommending other faculty with whom the student should confer.

At least one advisor must submit a letter of support explaining what they perceive to be the rationale for the courses listed in the application. The letter should briefly describe the advisor's collaborative role in the development of the major/minor. The Committee will not accept an application without the attachment of this letter.

The Student-Designed Major or Minor proposal should be carefully constructed. The major should consist of no fewer than thirty and no more than fifty-four credits, at least twelve of which have to be at the 300 or 400-level. The minor should consist of no fewer than eighteen and no more than twenty-one credits. In addition to the major/minor, the student will be required to complete General and Liberal Education Core requirements and accumulate a total of 120 credits in order to graduate. The proposal must represent a coherent educational goal with attention given to the nature of introductory, middle-level, upper-level, and culminating work in the Student-Designed Major or Minor. Each such major must include a methods course appropriate to the field of study and must fulfill the capstone requirements: portfolio assessment and a Senior thesis or independent project that pulls together the experience of the Student-Designed Major.

The course choices must represent a coherent program as opposed to a set of electives. In other words, there is a difference between one thoughtfully arranging courses to comprise a program of study and one freely choosing elective courses. Following the above guidelines for coherence of program content, the student reviews the proposal with their Undergraduate College Coordinator or their College Coordinator, and then forward to the Curriculum Committee. The student may be asked to meet with the Curriculum Committee to further explain the proposal. The Curriculum Committee will report its recommendation to the Dean of the appropriate College for the proposed major or minor, who will communicate the decision to the student and the Associate Provost. If approved by the Associate Provost, then the Associate Provost should forward a copy of the proposal to Student Success Center and the Registrar. Once approved, any changes in the proposed course of study must be approved by the academic advisors and the Associate Provost.

Major or Minor

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PROGRAMS

Accounting and Finance

Franklin An accounting degree can let you live and work virtually anywhere. Learn core accounting and finance concepts while making business connections as a Bachelor of Science student. Pursue an accounting-focused Master of Business Administration or Master of Science degree to prep for professional certification. Or combine undergraduate/graduate study in our Business PLUS program. Whichever path you choose, build the foundation for a high-demand career.

At the undergrad level, Franklin Pierce offers three distinct paths to a Bachelor of Science (BS) degree in Accounting-Finance:

- Our On-campus BS program for first-time college students-offers tracks in Accounting, Finance, or Forensic Accounting
- Our Online BS program designed for working adults-awards credit for experience and can be completed in as little as 18 months
- Business PLUS programs that let you complete an on-campus BS in just three years or combine a BS and a Master of Business Administration (MBA) degree in four years

We also offer a Minor in Finance for on-campus undergraduates in other business majors.

At the graduate level, choose from two options:

- Master of Business Administration with an Accounting concentration, offered 100% online
- Master of Science in Accounting for even deeper study of accounting topics, also completely online\

Whichever program you choose, you'll learn from expert faculty, network with accomplished alumni, and get the mix of knowledge, skills, and connections you're looking for.

Major Requirements

Track Online

Programs offered

Franklin Pierce helps every student at every level discover, harness, and release their potential. Whether you're seeking a standout, small-college undergraduate experience or a graduate program that foregrounds flexibility, start here and make your future happen.

On-campus or online. Undergraduate or graduate. Liberal arts to business to the health professions. Start here to find your future--click the fields below to view the Franklin Pierce programs available in each area of study.

Programs & Degrees

Accounting-Finance

- Bachelor of Science: On-campus (Rindge) or online
- Undergraduate Minor (Finance): On-campus (Rindge)
- Master of Business Administration (Accounting Concentration): Online
- Master of Science (Accounting): Online

[Learn more about this program](#)

Advertising

- Undergraduate Minor: On-campus (Rindge)

[Learn more about this program](#)

Biology

- Bachelor of Arts: On-campus (Rindge)
- Bachelor of Science: On-campus (Rindge)
- Undergraduate Minor: On-campus (Rindge)

[Learn more about this program](#)

Business

- Associate of Arts: Online
- Bachelor of Science (see [Accounting-Finance](#), [Healthcare Administration](#), [Integrated Studies](#), [Management](#), [Marketing](#), or [Sports and Recreation Management](#))
- Undergraduate Minor: On-campus (Rindge)
- Business PLUS+ Accelerated Bachelor's or combined Bachelor's/Master's: Hybrid (Rindge and online)
- Master of Business Administration (see [Accounting](#), [Energy and Sustainability](#), [Healthcare Administration](#), [Human Resource Management](#), [Leadership](#), or [Sports and Recreation Management](#) concentrations): Online
- Master of Science in Nursing/MBA Dual Degree (see [Nursing](#)): Hybrid (Manchester and online)
- Graduate Certificate (see [Energy and Sustainability](#), [Healthcare Administration](#), [Human Resource Management](#), [Sports and Recreation Management](#)): Online

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Chemistry

- Undergraduate Minor: On-campus (Rindge)

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Communication

- Bachelor of Arts: On-campus (Rindge)
- Undergraduate Minor: On-campus (Rindge)

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Criminal Justice

- Associate of Arts: Online
- Bachelor of Arts: On-campus (Rindge) or online
- Undergraduate Minor: On-campus (Rindge)

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Digital Media Design

- Bachelor of Arts: On-campus (Rindge)
- Undergraduate Minor: On-campus (Rindge)

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Education

- Bachelor of Arts (Elementary, Secondary, or Special Education): On-campus (Rindge)
- Undergraduate Minor: On-campus (Rindge)

- Master of Education and Teacher Certification (Leadership-Curriculum and Instruction, General Special Education, Elementary Education K-6 or K-8, Middle/Secondary Social Studies 5-12, Middle/Secondary English 5-12, Secondary Life Sciences 7-12): Online

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Emergency Medical Services

- Bachelor of Arts: On-campus (Rindge) or online
- Bachelor of Science: Online

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English

- Bachelor of Arts: On-campus (Rindge)
- Undergraduate Minor: On-campus (Rindge)

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Energy & Sustainability

- Master of Business Administration: Online

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Environmental Science

- Bachelor of Science: On-campus (Rindge)
- 3+2 Bachelor's/Master's Pathway: On-campus (Rindge and Antioch University)
- 4+1 Bachelor's/MBA Pathway: Hybrid (Rindge and online)
- Bachelor of Arts: On-campus (Rindge)
- Undergraduate Minor: On-campus (Rindge)

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General Studies

- Associate of Arts: Online
- Bachelor of Science (degree completion—choose from Business, Social Services, General, and Custom concentrations): Online

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Global Citizenship

- Undergraduate Certificate: On-campus (Rindge)

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Healthcare Administration

- Bachelor of Science: On-campus (Rindge) or online
- Undergraduate Minor: On-campus (Rindge)
- Master of Business Administration (Healthcare Administration Concentration): Online
- Graduate Certificate: Online

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Health Sciences

- Bachelor of Science: On-campus (Rindge)

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History

- Bachelor of Arts: On-campus (Rindge)
- Undergraduate Minor: On-campus (Rindge)

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Human Resource Management

- Master of Business Administration (Human Resource Management Concentration): Online
- Graduate Certificate: Online

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Human Services

- Associate of Arts: Online
- Bachelor of Arts: On-campus (Rindge) or online
- Undergraduate Certificate: On-campus (Rindge) or online

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Integrated Studies

- Bachelor of Science (degree completion—choose from Business, Social Services, General, and Custom concentrations): Online

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Intelligence and Security Studies

- Undergraduate Minor: On-campus (Rindge)

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Leadership

- Master of Business Administration (Leadership Concentration): Online

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Management

- Bachelor of Science: On-campus (Rindge) or online
- Undergraduate Minor: On-campus (Rindge)
- Master of Business Administration (see Leadership)

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Marketing

- Bachelor of Science: On-campus (Rindge) or online
- Undergraduate Minor: On-campus (Rindge)

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Mathematical Modelling

- Undergraduate Minor: On-campus (Rindge)

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Medicine

- Pre-Medicine Bachelor's Gateway: On-campus (Rindge and St. George's University)

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Music

- Bachelor of Arts: On-campus (Rindge)
- Undergraduate Minor: On-campus (Rindge)

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Nursing

- RN to BSN: Online
- Master's Entry Program in Nursing: On-campus (Manchester)
- 3+1.5 Bachelor's/Master's Entry Program in Nursing Direct Admit: On-campus (Manchester)
- Master of Science in Nursing (Leadership or Education concentrations): On-campus (Manchester)
- MSN/Master of Business Administration Dual Degree: Hybrid (Manchester and online)
- Graduate Certificate (Nursing Education): Online

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Nutrition

- Undergraduate Minor: On-campus (Rindge)

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Paralegal Studies

- Undergraduate Certificate: Online

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Physical Therapy

- Doctor of Physical Therapy: On-campus (Manchester or Goodyear)
- 4+2.5 Bachelor's/DPT Direct Admit: On-campus (Rindge and Manchester or Goodyear)
- Pre-Physical Therapy Bachelor's Pathway: On-campus (Rindge)

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Physician Assistant Studies

- Master of Physician Assistant Studies: On-campus (Lebanon)
- Master of Physician Assistant Studies: Hybrid (Goodyear, AZ)

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Political Science

- Bachelor of Arts: On-campus (Rindge)
- Undergraduate Minor: On-campus (Rindge)

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Psychology

- Bachelor of Arts: On-campus (Rindge)
- Bachelor of Science: On-campus (Rindge)
- Undergraduate Minor (Psychology, Experimental or Forensic): On-campus (Rindge)

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Public Health

- Undergraduate Minor: On-campus (Rindge)

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Public Relations

- Undergraduate Minor: On-campus (Rindge)

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Sociology

- Undergraduate Minor: On-campus (Rindge)

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Sports Media

- Bachelor of Arts: On-campus (Rindge)
- Undergraduate Minor: On-campus (Rindge)

[Learn more about this program](#)

Sports and Recreation Management

- Bachelor of Science: On-campus (Rindge) or online
- Undergraduate Minor: On-campus (Rindge)
- Master of Business Administration (Sports and Recreation Management Concentration): Online

[Learn more about this program](#)

Sustainability

- Undergraduate Certificate: On-campus (Rindge)

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Veterinary Medicine

Pre-Veterinary Bachelor's Pathway: On-campus (Rindge and St. George's University)

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Visual Arts

- Undergraduate Minor: On-campus (Rindge)

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Women in Leadership

- Undergraduate Certificate: On-campus (Rindge)

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School of Nursing

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Grant Love, *Lecturer*
John Lund, *Lecturer*
Vladimir Odinokikh, *Lecturer*
Floyd Oster, *Lecturer*
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School of Education

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