



**2024 - 2025
ACADEMIC
CATALOG**



2024 - 2025 ACADEMIC CATALOG
FRANKLIN PIERCE UNIVERSITY



Provisions

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Message from the President

Dear Ravens,

Welcome to the 2025-2026 academic year at Franklin Pierce University.

This catalog can serve as an important guide throughout the year. Inside, you'll find detailed information on academic degrees, specific courses, majors, minors, and also certificates that will help you intentionally choose and shape your academic path.

As you move through the studies, please remember to take full advantage of the resources available to you. Whether you need academic assistance, personal support, or guidance in overcoming challenges, faculty and staff across all FPU colleges are here to assist. We are all committed not only to your academic growth but also to your personal and professional goals. Your overall success and well-being are our top priorities.

No matter where you are studying—on our Rindge Campus, online, or at one of our Academic Centers—you are recognized and valued at Franklin Pierce University.

Wishing you all the best for the year ahead.

Kind regards,

A handwritten signature in black ink, consisting of a large, sweeping initial 'P' followed by a long, horizontal line that tapers to the right.

Dr. Peter A. Eden
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](#)

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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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, Equity, 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 four centers for graduate programs, located in Manchester and Lebanon, New Hampshire, Goodyear, Arizona, and Round Rock, Texas.

In 2019, the University completed a re-organization of academic affairs, and launched the School 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 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. This center is home to the New Hampshire Master of Physician Assistant Studies (MPAS) program.

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. The Manchester Center is home to the New Hampshire Doctor of Physical Therapy Program (DPT) and the Master's Entry in Nursing Program (MEPN).

Goodyear, Arizona 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 Academic Center 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 Sky Harbor International Airport is 30 minutes away. The Arizona Doctor of Physical Therapy program has been offered at the Goodyear Center since it's opening, which is now offered in a hybrid modality requiring intensive labs in Goodyear. It attracts students from across the country

In 2022 a Master in Physician Assistant Program was added to the Center. Provisional Accreditation from the Accreditation Review Commission on Education for Physicians Assistants (ARC-PA) was attained in late 2022. This is a hybrid program requiring immersion labs twice per year in Goodyear.

Our facility features two classrooms, three labs, student lounges, and faculty offices and plenty of parking. AppleTVs are used for classroom and lab use and Polycom's for connecting students from a distance.

Round Rock, Texas Center

301 Seton Pkwy, Round Rock, Texas, 78665

InfoTXPAProgram@FranklinPierce.edu

Our Texas-based, Master of Physician Assistant Studies (MPAS) hybrid 24-month program offers a technology-rich environment where students will be engaged in the virtual classroom by expert instructors and receive in-person clinical training experiences at one of our Texas hubs, or one of our other clinical sites across the country.

Develop hands-on, practical skills during scheduled immersion weeks throughout the program at the Round Rock, Texas campus.

Texas MPAS students have the benefit of completing the program in 24 months without having to relocate during the preclinical year.

The ARC-PA has granted Accreditation-Provisional status to the Franklin Pierce University Master of Physician Assistant Studies (MPAS) Hybrid Program -- Round Rock, TX Campus 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-tx>

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 ARC-PA has granted Accreditation-Provisional status to the Franklin Pierce University Master of Physician Assistant Studies (MPAS) Hybrid Program -- Round Rock, TX Campus 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-tx/>.



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	American Council of Education
American Library Association	American Nurses Association (ANA)
American Personnel and Guidance Association	ARMI BioFabUSA ReGen Valley Tech Hub
Associate of Women's Health, OB and Neonatal (AWHONN)	Association for Continuing Higher Education
Association for Innovation in Higher Education	Association of American Colleges and Universities
Association of College and Research Libraries	College and University Personnel Association
Council for the Advancement of Experiential Learning	Council of Independent Colleges
International Philosophy of Nursing Society	Interstate Certification Compact
National Association of College Admissions Counseling	National Association of College and University Business Officers
National Association of Student Personnel Administrators	National Collegiate Athletic Association

National League for Nursing (NLN)	NERCOMP (NorthEast Regional Computing Program)
New England Consortium of Academic Coordinators of Clinical Educators	New Hampshire College and University Council
New Hampshire Nurses Association (NHNA)	Northeast 10 Conference
Oncology Nursing Society – Southern NH and National Chapters	Physician Assistant Education Association
Sigma Theta Tau	

Academic Calendars 2024 - 2025

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

Rindge Campus Calendar 2024 - 2025

2024 Rindge Fall Semester Calendar

- **Saturday, August 24, 2024:** Residence Halls Open/New Students Arrive
- **Saturday, August 24 - Monday, August 26, 2024:** Orientation for New Students
- **Sunday, August 25 - Monday, August 26, 2024:** Returning Students Arrive
- **Monday, August 26, 2024:** Academic Convocation
- **Tuesday, August 27, 2024:** Classes Begin
- **Monday, August 19, 2024:** Add/Drop begins Fall Semester
- **Tuesday, September 3, 2024:** Last day to add/drop
- **Monday, October 14 - Tuesday, October 15, 2024:** Fall Break - Rindge Campus Closed
- **Monday, November 4, 2024:** First day to Register for Spring 2025
- **Friday, November 22, 2024:** Last day to Register for Spring 2025
- **Tuesday, November 26, 2024:** Last Day of Classes Before Thanksgiving Break (Res. Halls Close at 8 p.m.)
- **Wednesday, November 27, 2024 - Friday, November 29, 2024:** Thanksgiving Break - Rindge Campus Closed
- **Sunday, December 1, 2024:** Residence Halls Re-Open at 12 p.m.
- **Monday, December 2, 2024:** Classes Resume
- **Friday, December 6, 2024:** Last Day of Classes
- **Saturday, December 7 - Sunday, December 8, 2024:** Reading Days
- **Monday, December 9 - Thursday, December 12, 2024:** Final Examination - Four-Day Period
- **Thursday, December 12, 2024:** Winter Break Begins - Residence Halls Close at 8 p.m.
- **Monday, December 23, 2025 - Friday, Jan 3, 2025:** Rindge Campus & Academic Centers Closed

2025 Rindge Spring Semester Calendar

- **Monday, January 20, 2025:** Martin Luther King, Jr. Day - Rindge Campus & Academic Centers Closed - Holiday
- **Tuesday, January 21, 2025:** New Student Orientation, Residence Halls Open
- **Wednesday, January 22, 2025:** Classes Begin
- **Monday, January 13, 2025:** Add/Drop Begins Spring Semester

- **Wednesday, January 29, 2025:** Last day to add/drop Spring Semester
- **Monday, February 17, 2025:** President's Day Holiday - Rindge Campus Closed (No Classes)
- **Monday, March 10, 2025:** First day to Register Summer/Fall Courses
- **Friday, March 14, 2025:** Last Day of Classes Before Spring Break (Res. Halls Close at 8 p.m.)
- **Monday, March 17 - Friday, March 21, 2025:** Spring Break
- **Friday, March 21, 2025:** Rindge Campus Closed - Spring Break Day
- **Sunday, March 23, 2025:** Residence Halls Open at 12 p.m.
- **Monday, March 24, 2025:** Classes Resume
- **Friday, April 4, 2025:** Summer/Fall Last day to Register
- **Friday, May 2, 2025:** Last Day of Classes & Honors Convocation
- **Saturday, May 3 - Sunday, May 4, 2025:** Reading Days
- **Monday, May 5 - Thursday, May 8, 2025:** Final Examinations
- **Thursday, May 8, 2025:** Residence Halls Close for Underclass Students at 8 p.m.
- **Friday, May 9, 2025:** Baccalaureate Ceremony
- **Saturday, May 10, 2025:** Commencement
- **Monday, May 26, 2025:** Memorial Day - Rindge Campus & Academic Centers Closed
- **Thursday, June 19, 2025:** Juneteenth - Rindge Campus & Academic Centers Closed
- **Friday, July 4, 2025:** 4th of July - Rindge Campus & Academic Centers Closed

Undergraduate Online Calendar 2024 - 2025

2024 Undergrad Term 1

- **Monday, March 4, 2024:** Undergraduate Term 1 First day to Register
- **Monday, August 26, 2024:** Undergraduate Term 1 Classes Begin
- **Monday, September 2, 2024:** Labor Day - Academic Centers Closed
- **Monday, August 26, 2024:** Undergraduate Term 1 add/drop begins
- **Tuesday, September 3, 2024:** Undergraduate Term 1 Last day to add/drop
- **Saturday, October 19, 2024:** Undergraduate Term 1 Last Day of Classes

2025 Undergrad Term 2

- **Monday, March 4, 2024:** Undergraduate Term 2 First day to Register
- **Monday, October 21, 2024:** Undergraduate Term 2 Classes Begin
- **Monday, October 28, 2024:** Undergraduate Term 2 Last day to add/drop
- **Monday, November 25 - Friday, November 29, 2024:** Thanksgiving Break - Academic Centers Closed
- **Saturday, December 14, 2024:** Undergraduate Term 2 Last Day of Classes

2024 Undergrad Winter Term

- **Monday, March 4, 2024:** Undergraduate Winter Term First day to Register
- **Monday, December 16, 2024:** Undergraduate Winter Term Begins
- **Thursday, December 19, 2024:** Undergraduate Winter Term Last day to add/drop
- **Saturday, January 11, 2025:** Undergraduate Winter Term Last Day of Classes
- **Monday, December 23, 2024 - Friday, January 3, 2025:** Rindge Campus & Academic Centers Closed

2025 Undergrad Term 3

- **Monday, November 4, 2024:** Undergraduate Term 3 First day to Register
- **Monday, January 20, 2025:** Rindge Campus & Academic Centers Closed - Holiday
- **Monday, January 20, 2025:** Undergraduate Term 3 Begins
- **Wednesday, January 29, 2025:** Undergraduate Term 3 Last day to add/drop
- **Saturday, March 15, 2025:** Undergraduate Term 3 Last Day of Classes

2025 Undergrad Term 4

- **Monday, November 4, 2024:** Undergraduate Term 4 First day to Register
- **Monday, March 17, 2025:** Undergraduate Term 4 Classes Begin
- **Monday, March 24, 2025:** Undergraduate Term 4 Last day to add/drop
- **Saturday, May 10, 2025:** Undergraduate Term 4 Last Day of Classes
- **Monday, May 12 - Friday May 16 2025:** Undergraduate Online Spring Break
- **Thursday, May 8, 2025:** Honors and Awards Ceremonies
- **Saturday, May 10, 2025:** Commencement

2025 Undergrad Summer I

- **Monday, March 3, 2025:** Undergraduate Summer 1 First day to Register
- **Monday, May 19, 2025:** Undergraduate Summer 1 Classes Begin
- **Monday, May 26, 2025:** Memorial Day - Rindge Campus & Academic Centers Closed
- **Tuesday, May 27, 2025:** Undergraduate Summer 1 Last day to add/drop
- **Thursday, June 19, 2025:** Juneteenth - Rindge Campus & Academic Centers Closed
- **Saturday, June 28, 2025:** Undergraduate Summer 1 Last Day of Classes

2025 Undergrad Summer 2

- **Monday, March 3, 2025:** Undergraduate Summer 2 First day to Register
- **Monday, July 7, 2025:** Undergraduate Summer 2 Classes Begin
- **Friday, July 4, 2025:** Rindge Campus & Academic Centers Closed - Holiday
- **Monday, July 14, 2025:** Undergraduate Summer 2 Last day to add/drop
- **Saturday, August 16, 2025:** Undergraduate Summer 2 Last Day of Classes

Graduate Studies 2024-2025

2024 Graduate Studies Term I

- **Monday, March 4, 2024:** Graduate Term 1 First day to Register
- **Monday, August 26, 2024:** Graduate Term 1 Classes Begin
- **Monday, August 26, 2024:** Student Teach Graduate Term 1 Begins
- **Monday, September 2, 2024:** Academic Centers Closed - Holiday
- **Tuesday, September 3, 2024:** Graduate Term 1 Last day to add/drop
- **Tuesday, September 3, 2024:** Student Teach Graduate Term 1 Last day to add/drop
- **Friday, October 18, 2024:** Student Teach Graduate Term 1 Ends
- **Saturday, November 16, 2024:** Graduate Term 1 Classes End

2024 Graduate Studies Term 2

- **Monday, March 4, 2024:** Graduate Term 2 First day to Register
- **Monday, October 21, 2024:** Student Teach Graduate Term 2 Begins
- **Monday, October 28, 2024:** Student Teach Graduate Term 2 Last day to add/drop
- **Wednesday, December 18, 2024:** Student Teach Graduate Term 2 Ends
- **Monday, November 18, 2024:** Graduate Term 2 Classes Begin
- **Monday, November 25 - Friday November 29, 2024:** Thanksgiving Break - Academic Centers Closed
- **Monday, November 25, 2024:** Graduate Term 2 Last day to add/drop
- **Monday, December 23 - Friday, January 3, 2024:** Rindge Campus & Academic Centers Closed
- **Saturday, March 1, 2025:** Graduate Term 2 Classes End

2024-2025 Graduate Studies Term 3

- **Monday, November 4, 2024:** Graduate Term 3 First day to Register
- **Monday, January 13, 2025:** Student Teach Graduate Term 3 Begins
- **Monday, January 20, 2025:** Student Teach Graduate Term 3 Last day to add/drop
- **Friday, March 7, 2025:** Student Teach Graduate Term 3 Ends
- **Monday, January 20, 2025:** Martin Luther King, Jr. Day - Rindge Campus & Academic Centers Closed
- **TBD:** DPT AZ Hooding and Completion Ceremony
- **TBD:** MPAS - Long White Coat Ceremony NH
- **Monday, March 3, 2025:** Graduate Term 3 Classes Begin
- **Monday, March 10, 2025:** Graduate Term 3 Last day to add/drop
- **Thursday, May 8, 2025:** Honors and Awards Ceremonies
- **Friday, May 9, 2025:** DPT NH - Hooding Ceremony
- **Saturday, May 10, 2025:** Commencement
- **Saturday, May 24, 2025:** Graduate Term 3 Classes End
- **Monday, May 26 - Friday, May 30, 2025:** Graduate Spring Break
- **Monday, May 26, 2025:** Memorial Day - Rindge Campus & Academic Centers Closed

2024-2025 Graduate Studies Term 4

- **Monday, March 10, 2025:** Student Teach Graduate Term 4 Begins
 - **Monday, March 17, 2025:** Student Teach Graduate Term 4 Last day to add/drop
 - **Friday, May 9, 2025:** Student Teach Graduate Term 4 Ends
 - **Monday, March 3, 2025:** Graduate Term 4 First day to Register
 - **Monday, June 2, 2025:** Graduate Term 4 Classes Begin
 - **Monday, June 9, 2025:** Graduate Term 4 Last day to add/drop
 - **Thursday, June 19, 2025:** Juneteenth - Rindge Campus & Academic Centers Closed
 - **Friday, July 4, 2025:** 4th of July - Rindge Campus & Academic Centers Closed
 - **TBD:** MPAS Long White Coat Ceremony AZ
 - **Saturday, August 23, 2025:** Graduate Term 4 Classes End
-

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 Entry Programs

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

Direct Entry 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 admission into the FPU D.P.T. program is offered for undergraduates in three pathways:

- 1. Freshman P.T. Direct Entry:** 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 P.T. Direct Entry:** Current students who meet the established levels of academic success in the undergraduate courses (see below) can apply for D.P.T. Direct Entry 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 the 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 (see below)

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

1. Freshman P.T. Direct Entry: 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

2. Current FPU Student D.P.T. Direct Entry: Criteria to apply for entrance into the D.P.T. Direct Entry 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 2023; application deadline is May 15, 2022).

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

To successfully progress from undergraduate studies into the D.P.T. program by Direct Entry, 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 3.2.
- 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 Entry program will have preferential application review than transfer students if they meet entrance requirements and the following criteria:

- Completed application in PTCAS before November 15th the year before expected entrance into the D.P.T. program
 - Recommendation from FPU advisor
-

Direct Entry 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 Entry 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.

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 Entry 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:

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

Anatomy & Physiology I (4 credits with lab)

Anatomy & Physiology II (4 credits with lab)

Biology (8 credits with lab for AZ, 4 credits with lab for NH)

Chemistry I (4 credits with lab)

Chemistry II (4credits with lab)

Microbiology (4 credits with lab)

Statistics (3 credits)

Organic Chemistry or Biochemistry (4 credits with lab)

Psychology (AZ only)

- Achieve a minimum CGPA of 3.5 and a Science GPA of 3.5.
- Complete at least 20 hours of shadowing a physician assistant in a clinical setting.
- Complete a minimum of 500 hours of direct patient care, including evidence of healthcare experience with populations from rural or underserved areas (can be paid or volunteer)
- Leadership Skills for Healthcare Professions course taken during the last 2 undergraduate years.
- PA pre-matriculation course.
- Complete the CASPA application

If you fail to meet the progression standards for the M.P.A.S. Direct Entry pathway, you will be encouraged to apply for traditional entry during your senior year. Admission is competitive and is based on performance and space availability.

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

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 (6-8 credits with labs)
- General Chemistry (6-8 credits, with lab)
- Organic Chemistry (6-8 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's in Clinical Mental Health Counseling

Learn about the admissions process for our Master's in Clinical Mental Health Counseling program.

Admissions Requirements

Individuals who wish to enroll in the MA in CMHC program must meet the following admissions requirements. The individual must have a bachelor's degree from an accredited institution with a GPA of 3.0 or higher. The individual must provide their current resume

and/or CV. This document should include any relevant clinical experience. The individual must complete a 250-500 word essay on how a degree in clinical mental health counseling aligns with their career goals and must also provide three letters of recommendation. After this information has been provided, the individual must complete an interview with the CMHC Program Director.

- A bachelor's degree from an accredited institution with a GPA of 3.0 or higher
- Three letters of recommendation
Letters of recommendation should come from non-family members. Recommenders may include work colleagues, supervisors, professors or other individuals who know you in a professional capacity. Letters should be no more than one page and should speak to your potential to complete graduate level coursework, your ability to work successfully with others, and any other information that may be of value when considering your potential to become a clinical mental health counselor.
- Essay: How does a degree in Clinical Mental Health Counseling fit in to your career goals? (250-500 words)
- Interview with Program Director
- Current resume or CV including any clinical experience

Licensure Information

Educational requirements to become a licensed counselor vary by state. Licensure for professional counselors is not regulated by a national board, but rather by each individual state. It is encouraged that students who desire to become licensed post-graduation contact the state licensing board for the state(s) in which they intend to obtain licensure to determine those specific state requirements.

Students may visit the NC-SARA website to obtain a directory for state licensing boards.

Currently, students who wish to obtain licensure in New Hampshire post-graduation from Franklin Pierce's CMHC program are able to do so, per the most recent 2024 review of the New Hampshire Office of Professional Licensure and Certification.

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.

Application Process

Students must apply through the Centralized Application Service for Physician Assistants (CASPA) online at 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.

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://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 or Texas

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 Prerequisites

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 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 processes are 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. If interested in both programs two applications are necessary. The PTCAS application cycle opens in midsummer for the following academic year. We evaluate applications throughout the admissions cycle with a soft deadline at 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
- 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. Only the programs from the Rindge, Lebanon and Manchester campuses are approved to accept students on F-1 visas.

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).

Some graduate programs may have more specific TOFEL requirements.

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 NACES (National Association of Credential Evaluation Services) 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, combines the Offices of Financial Aid and Student Accounts and manages every aspect of the financial aid and student billing process for all Franklin Pierce University student populations. Franklin Pierce financial aid programs include a combination of institutional, state, and federal scholarships, grants, loans, and student employment. In addition to providing financial aid guidance, the OSFS is also responsible for student billing, student account payments and financial clearance. All students must be financially clear in to enroll and begin courses at the University.

Mission, Goals, and Objectives

The primary mission of the Office of Student Financial Services (OSFS) is to help all Franklin Pierce students gain access to and succeed in their academic career, by providing financial resources and support to all our student populations. This includes guiding our students to federal, state, and private funding options in addition to institutional scholarships. OSFS works in partnership with our students and their families to identify funding resources to cover educational expenses. While the primary responsibility for educational funding rests with the student and family, through collaboration and transparent communication we strive to make a Franklin Pierce education a possibility for every one of our students.

Our goal is to provide effective customer service, show sensitivity to individual student and family financial concerns, while offering a full range of federal, state, and institutional financial aid programs. We aim for precise, timely and transparent billing practices making it as easy as possible for our students to reach financial clearance.

The OSFS affirms our responsibility to adhere to all applicable laws, regulations and rules of the federal government, state agencies, private donors, and the University. We collaborate with all other offices at the University to ensure a proactive and positive approach to enrollment, retention, and issues of student concern.

Financial Clearance

The OSFS reviews all student accounts for financial clearance prior to the start of every term. To be considered financially clear, students must have a zero balance on their account, through either anticipated financial assistance, an active payment plan in good standing (Rindge Campus Study Only), or payment made in full. Students who are not financially clear may be blocked from course registration or registrations may be dropped by the end of the add/drop period. Students who are not financially clear will receive notification from the OSFS as to their remaining account balance, options to reach financial clearance, and expected timelines.

Student Accounts

The Office of Student Financial Services subscribes to the National Association of College and University Business Officers (NACUBO) code of ethics for Bursar's and Business Office staff; [NACUBO Code of Ethics](#). We strive to assess charges in an ethical and fair manner while making the bill payment process as transparent and simple as we can. We promise to work with all our students and families towards financial clearance at the start of each term.

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.

Late Payment Fee

Understanding that account balances are due on July 1 for Fall and December 1 for Spring for Rindge populations, and on the first day of the term for Undergraduate Online and Graduate programs, any account that is not financially clear may be assessed a late payment fee. This fee is not covered by sources of financial assistance.

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 \$75 (seventy-five U.S. dollars) or more will be assessed a late payment fee. Outstanding account balances not resolved within 90 days will be assessed a \$125 collections fee for balances from \$75-\$199.99, and a

\$225 collections fee for balances from \$200 and above. 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. Referral to a collection agency may result in adverse credit reporting.

Financial Policy

We urge all students to familiarize themselves with and 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: [FPU Student Financial Aid Rights and Responsibilities](#)

Applying for Financial Assistance

Beginning October 1, students can complete the Free Application for Federal Student Aid (FAFSA) for the 2025-26 academic year, online at www.StudentAid.gov. Our federal school code is 002575 and must be included on the application for FPU to receive a copy of the application and results. Once we receive your FAFSA, the OSFS will evaluate your application, and complete your financial aid award in accordance with our policies and best practices.

Financial Clearance

The OSFS reviews all student accounts for financial clearance prior to the start of every term. To be considered financially clear, students must have a zero balance on their account, through either anticipated financial assistance, an active payment plan in good standing (Rindge Campus Study Only), or payment made in full. Students who are not financially clear may be blocked from course registration or registrations may be dropped by the end of the add/drop period. Students who are not financially clear will receive notification from the OSFS as to their remaining account balance, options to reach financial clearance, and expected timelines.

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 third party billing agreement with the University, but fails to make payment, the student will become responsible for any outstanding charges.

It is student's responsibility to verify Franklin Pierce is aware of any third-party arrangement and has sufficient information to bill the third party. Please contact Student Financial Services at osfs@franklinpierce.edu to discuss.

Veteran Information

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 Web site at <http://www.benefits.va.gov/gibill>.

Veterans are reminded that their Veterans Administration (VA) payments 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 next payment. All overpayments must be returned to the VA according to VA policy. The VA may discontinue benefits for students who do not have previous transcripts sent to the center within 30 days of enrollment.

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

VA payments 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.

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, osfs@franklinpierce.edu.

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 register, receive a diploma or receive an official diploma copy. 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, 2025.

2025-26 Tuition and Fees – Undergraduate Programs

Undergraduate - Rindge Campus			
	Annual	Per Term	One time
Tuition (Fulltime)	\$43,195	\$21,598	-
Administrative Fee	\$4,900	\$2,450	-
Per Credit - Part time or overload enrollment	-	\$1,440	-
Graduation Fee	-	-	\$100
Audit (per-credit)	-	-	\$400
Commitment Deposit	-	-	\$400
Undergraduate - Online			
	Per Credit	Per Term	One time
Tuition (Full-time enrollment/6 credits per term)	\$400	\$2,400	-
Administrative Fee	-	\$1,225	-
Audit per course	-	-	\$400
Graduation Fee	\$100	-	\$100
Partnership Rates	\$320	-	-

Changes from Rindge In-Person classes to Online Enrollment

Students who are admitted to study on the Rindge campus and opt to enroll 100% online in any undergraduate or graduate term (non-semester) must follow the defined process, which includes meeting with a representative from the Student Financial Services Office. For more information on this process, please contact the Registrar's Office at registrar@franklin Pierce.edu.

Students must be informed that by enrolling in 100% online undergraduate or graduate terms, they will forfeit 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. Failure to follow proper process to change campus of study through the Registrar's Office will result in being switched to Rindge traditional or Rindge online based solely on your enrollment pattern. Rindge students enrolled 100% online will be charged Undergraduate Online rates.

2025-26 Tuition and Fees – Graduate Programs

Graduate Programs - Online			
MBA, Med, MSN, MA CMHC, MS Accounting			
	Per Credit	Per Term	One time
Tuition (Full-time enrollment/6 credits per term)	\$665	\$3,990	-
Comprehensive Fee	-	\$300	-
Partnership Rates	\$532	\$3,192	-
Audit per course	-	-	\$400
Graduation Fee (One-time)	-	-	\$100
Graduate Programs - Online			
MEPN			
	Per Credit	Per Term	One time
Tuition	\$1,288	\$12,875	-
Comprehensive Fee	-	\$550	-
Audit per course	-	-	\$400
Graduate Programs - Texas Campus			
MPAS			
	Per Credit	Per Term	One time
Tuition	\$1,417	\$14,167	-
Comprehensive Fee	-	\$505	-
Audit per course	-	-	\$400
Deposit	-	-	\$1,000
Graduate Programs - New Hampshire Campus			
MPAS			
	Per Credit	Per Term	One time
Tuition	\$1,378	\$13,780	-
Comprehensive Fee	-	\$300	-
Audit per course	-	-	\$400
Deposit	-	-	\$1,000

Graduate Programs - Arizona Campus			
MPAS			
	Per Credit	Per Term	One time
Tuition	\$1,378	\$13,780	-
Comprehensive Fee	-	\$505	-
Audit per course	-	-	\$400
Deposit	-	-	\$1,000

2025-26 Tuition and Fees – Doctoral Programs

Doctoral Programs - Manchester, NH Campus					
DPT					
Per Term	2025 Cohort	2024 Cohort	2023 Cohort	2022 Cohort	2021 Cohort
Tuition	\$14,270	\$14,270	\$13,462	\$12,700	\$12,050
Comprehensive fee	\$185	\$170	\$170	\$170	\$170
Per credit charge	\$1,427	\$1,427	\$1,346	\$1,270	\$1,235
Audit per course	\$400	\$400	\$400	\$400	\$400
Deposit (One-time)	\$500	\$500	\$500	\$500	\$500
Doctoral Programs - Arizona Campus					
DPT					
Per Term	2025 Cohort	2024 Cohort	2023 Cohort	2022 Cohort	2021 Cohort
Tuition	\$14,352	\$14,352	\$13,539	\$12,773	\$13,207
Comprehensive fee	\$380	\$331	\$331	\$331	\$331
Per credit charge	\$1,435	\$1,435	\$1,354	\$1,277	\$1,320
Audit per course	\$400	\$400	\$400	\$400	\$400
Deposit (One-time)	\$500	\$500	\$500	\$500	\$500

Senior Citizen Discount: \$400 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: \$400 per credit

Only applies to the enrolled student; may not be combined with other discounts or applied to matriculated programs. To qualify, a student must have been conferred a degree from Franklin Pierce University previously.

Partnership Rates

If your employer is a Franklin Pierce partner, you may qualify for a reduced partnership 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 starting in the next eligible term of enrollment. Failure to notify admissions of your partner employment status at the time of admission/enrollment will exclude the student from receiving the partnership rate until the next eligible term after notification of partner status. Partnership tuition rates will not be credited retroactively. Note: Rindge Undergraduate, M.E.P.N., D.P.T., M.P.A.S., and MA in Mental Health Counseling students do not qualify for this rate.

Partnership Rates	
	Per Credit
100% Online Undergraduate	\$ 320
BSN Online - NH Resident	\$ 200
BSN Online - AZ Resident	\$ 200
MBA	\$ 532
MEd	\$ 532
MSN	\$ 532

Undergraduate students taking courses through Acadeum:

Undergraduate online or Rindge Undergraduate (Online or On-Campus) students who have been approved to take a course through Acadeum will be charged at the Undergraduate partnership rate of \$320 per credit for each Acadeum credit. This fee will be in addition to any other tuition assessed.

Graduate students taking courses through Acadeum:

Graduate Online students who have been approved to take a course through Acadeum will be charged at the Graduate partnership rate of \$532 per credit for each Acadeum credit. This fee will be in addition to any other tuition assessed.

Note: D.P.T, M.E.P.N, M.P.A.S and MA in Mental Health Counseling students are not eligible for this program.

Courses through Acadeum	
	Per Credit
Undergraduate	\$ 320
Graduate	\$ 532

Campus Housing and Meal Plans

All residential students are required to be on a meal plan for the entire year, though meal plan options may vary based on the housing assigned. Meal plan options can be viewed on the Franklin Pierce website. Requests for changes to the meal plan must be filed with either Residential Life (for Meal plan decrease) or Student Financial Services (for a meal plan increase). Meal plan decreases can be made up until the end of add/drop. Meal plan increases can be made at any time; however, if the semester due date has passed, any resulting owed balance will be due before the meal plan addition will be approved. Meal plan increases will not be prorated; the full cost of the Meal plan is due upon increase. Students who are removed from residence for student conduct reasons are not eligible to receive a proration or refund of housing and Meal plans. Please note: Failure to utilize a meal plan does not entitle students to a cost adjustment.

Requested changes to housing must be filed in Residential Life. Any students who are approved to change their residence prior to add/drop will be charged for the new housing without proration. Students who are removed from residence for student conduct reasons are not eligible to receive a proration or refund of housing and meal plan.

Please note: Failure to complete the proper checkout procedure when leaving campus, either early or by the published move-out deadlines for a term, will result in charges.

2025-26 Room Rates - Per semester			
	Rindge	Grad Term	UG Online
Standard Double	\$4,950	\$3,960	\$2,475
Standard Single Room	\$5,788	\$4,630	\$2,894
Sawmill: Efficiency and Quad	\$6,815	\$5,452	\$3,408
Sawmill: 2-Bedroom	\$6,815	\$5,452	\$3,408
Mountain View	\$6,815	\$5,452	\$3,408
Northwoods	\$6,815	\$5,452	\$3,408
Monadnock Super Single (Formerly Monadnock Single)	\$6,815	\$5,452	\$3,408
Lake View	\$6,815	\$5,452	\$3,408
Granite Suites (Double or Single)	\$6,815	\$5,452	\$3,408
Cheshire Hall Double	\$5,326	\$4,261	\$2,663
Cheshire Hall Single	\$6,560	\$5,248	\$3,280
Granite Double (Non-Suite)	\$5,538	\$4,430	\$2,769
Granite Single (Non-suite)	\$6,560	\$5,248	\$3,280
2025-26 Meal Plans			
	Rindge	Grad Term	UG Online
All Access & \$150 dining points	\$3,600	\$2,880	\$1,800
15 Meals per Week plus \$100 dining Points	\$3,515	\$2,812	\$1,758

125 Block w \$200 dining points	\$2,000	\$2,000	\$2,000
75 Block with \$200 dining points	\$1,100	\$1,100	\$1,100

Other Fees

The university reserves the right to charge incidental fees as per the chart below.

2025-26 General Fees			
	Rindge	Grad Term	UG Online
ACH/Wire returned fee	\$25	\$25	\$25
Returned check fee	\$25	\$25	\$25
Collection Fee, balances below \$199	\$125	\$125	\$125
Collection Fee, balances above \$200	\$225	\$225	\$225
Student ID replacement fee	\$80	-	-
Replace P.O. Box key	\$35	-	-
Replace P.O. Lock	\$35	-	-
Late Payment fee	\$200	-	\$225
Tuition Exchange fee	\$700	-	-
Private Music instruction fee	\$275	-	-
Campus housing admin fee	-	\$1,633	-
Improper check-out fee	\$100	-	-
Unauthorized room change	\$100	-	-
Unauthorized room change during campus closure	\$200	-	-

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. RavenCard transfers are open from August 1st-October 20th for Fall semester and January 5th-May 5th for Spring semester.

Fines and Damages

Students are subject to fines for damages, parking violations, library fees, improper check-out, and other violations. Additional information is available in the [Student Handbook](#).

Refunds

Credit Balance Refunds

Student accounts with remaining credit balances, after all federal financial aid and charges have been posted, will be sent a refund, by direct deposit or check as applicable, within 14 business days of the posted account credit. Actual refund dates are published on our website.

Students with PLUS loans (Parent Loan for Undergraduate Students) will have refunds processed as noted by the borrower on the PLUS application. Adjustments to the recipient of PLUS refunds can be made, in writing, by the borrower before refunds have been processed. Please note: Non-PLUS 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.

Students not enrolled can request a refund of any credit balance on their account, providing all remaining charges are cleared prior to the release of funds as applicable.

Students can request, via email to OSFS@franklinpierce.edu, to have their credit balances transferred from one term to the next within the academic year. In such circumstances, any remaining credit balance will be returned to the lender at the end of the academic year, unless otherwise noted by the student.

Refunds of Federal Financial Aid

R2T4: Return of Title IV (federal aid) funds

Federal regulations require Title IV grants and loans be awarded on the assumption that a student will attend the institution for the entire period for which the federal assistance was awarded. When a student withdraws from all courses for any reason, including medical withdrawals, they may no longer be eligible for the full amount of Title IV funds that they were originally scheduled to receive. A pro-rated schedule is used to determine the amount of federal student aid funds the student will have earned at the time of the withdrawal. The unearned portion must be returned to the federal government.

This policy applies to students who withdraw, take a leave of absence, or are academically dismissed from the institution while enrolled **during an active semester**. The federal government requires the Office of Student Financial Services (OSFS) to recalculate federal aid eligibility for any enrolled students who subsequently withdraw (official or unofficial withdrawal) from all enrolled courses. Students must complete at least 60% of the term in to earn 100% of their scheduled aid.

The federal regulations governing R2T4 calculations are as follows: [34 CFR 668.22](#)

Definitions:

Title IV (Four) funds: These are US federal grant and loan fund programs that have been designated for post-secondary education. The term originated in 1965 from the year's Higher Education Act, signed by Lyndon B. Johnson. At Franklin Pierce University these funds include Pell & SEOG Grants, subsidized, unsubsidized and PLUS loans & Federal Work Study Funds.

R2T4: Return of Title IV funding. The acronym refers to the required calculation of Title IV fund eligibility for any students who drop all classes during a semester and the subsequent return of unearned funds that the University must complete.

Voluntary Withdrawal: When a student initiates a withdrawal from all enrolled courses during a semester due to circumstances unique to the student and obtains written permission from the University to withdraw from classes. Or if a student does not initiate a withdrawal but is subsequently determined to have stopped attending classes during the semester and receives all F grades.

Involuntary Withdrawal/Dismissal/Expulsion: If there is sufficient evidence that a student is engaging in or likely to engage in behaviors that present a real danger of substantial harm to self or others, the University may seek to withdraw the student. The University will determine the date of withdrawal and notify the student and the Office of Financial Aid.

Date of Withdrawal: The date of withdrawal determines the length of attendance during the semester and thus the amount of aid earned for the student. For official withdrawals, the University will use the withdrawal date as notified by the Registrar's Office. For unofficial withdrawals, the University will use the midpoint of the semester, or the last date of attendance as confirmed by an instructor, whichever is of more advantage to the student.

Academic Attendance: Is defined as being physically present for a class meeting, logged into Canvas for online/hybrid classes, lab or other event as assigned by faculty **AND** directly interacting with faculty and students, taking an exam, submitting an academic assignment, or participating in a study group as assigned by faculty.

Post-Withdrawal Disbursement: If the student did not receive all federal aid they were entitled to for the period of enrollment, the school must disburse the earned funds to the student account, even if the student has withdrawn from the university.

R2T4 Calculation: The following formula is used to determine the percentage of unearned aid that the University must return to the federal government.

- The percent earned is equal to the number of calendar days completed up to the (determined) withdrawal date, divided by the total calendar days in the payment period (less any scheduled breaks that are at least 5 days long)
- The payment period is the entire term.
- The percent unearned is equal to 100 percent minus the percent earned.

Example: if a student completes 30 days of a 112-day semester, they earn 28% percent of the aid they were originally scheduled to receive ($30/112 = 26.78\%$). This means that 72% of the scheduled awards remain "unearned" and must be returned to the federal government. If the student was awarded a total of \$2,750 in federal loans for the semester, \$1,980 must be returned to the federal government as unearned aid ($2750 * 72\% = \$1,980$).

Days Attended ÷ Days in Enrollment Period = Percentage Completed

Total Aid Disbursed x Percentage Completed = Earned Aid

Total Disbursed Aid – Earned Aid = Unearned Aid to be Returned

Once 60% of the semester is completed, a student is considered to have earned all their financial aid and will not be required to return any federal funds.

Students who wish to withdraw completely from the semester must notify the Office of the Registrar of their intent to withdraw as outlined in the University's Academic Policies listed in the academic catalog.

Determination of Date of Withdrawal: The school is required to determine an official date of withdrawal to accurately calculate the students' aid eligibility for their period of attendance. There are two types of withdrawals as outlined below:

- **Official withdrawals:** This is the date the student initiates the withdrawal by submitting the withdrawal form to the Office of the Registrar.
- **Unofficial withdrawals:** This is the mid-point of the term or the last documented date of attendance, whichever is later, for students who stop attending but do not notify the University.

Earned vs. Unearned Aid: If the R2T4 calculation determines that the University must return unearned funds to the federal government, the student will be notified via email of the required fund returns and any subsequent balance due on their student account. The University is required to return any unearned funds to the federal government within 45 days of the withdrawal date.

Student Responsibility: Repayment of any remaining earned loan funds is still the responsibility of the student and will count towards their aggregate loan limits.

Return of Funds: The University will return the percentage of unearned Title IV funds that were disbursed or that could have been disbursed to the federal programs. The funds will be returned no later than 45 days from the date of the official withdrawal or the last date of attendance. The University will return the lesser of the total of unearned aid or an amount equal to institutional charges multiplied by the percentage of unearned aid.

The order in which the federal funds will be returned is as follows:

- Federal Direct Unsubsidized Loans
- Federal Direct Subsidized Loans
- Federal Direct Parent or Graduate PLUS loans
- Federal Pell Grants
- Federal Supplemental Educational Opportunity Grants (SEOG)

Post-Withdrawal Disbursements: Students may be eligible for a post-withdrawal disbursement if they have accepted aid that had not been disbursed at the time of withdrawal. If eligible, the OSFS will send notification of the action required to either accept or decline a portion, or all, of the late disbursement within 30 days of the date of the University's determination that the student withdrew. The student or parent has 14 days to respond instructing the University to make a post-withdrawal disbursement. If the student or parent does not respond within the 14-day timeframe, the University may make the late disbursement upon request at a later date. The student is notified in writing of the outcome of the late request. Post-withdrawal disbursements cannot be made after 180 days of the date of determination that a student withdrew for loans and no later than 45 days for grants. A post-withdrawal disbursement would be made from available grant funds before available loan funds.

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.

Withdrawals and Charge Adjustments

Withdrawals and Charge Adjustments

If a student notifies the university at the end of a term that they will not be enrolling for the following term and are withdrawing from FPU, all pending financial aid will be canceled and the student will receive notice of federal loan exit requirements if they have utilized federal loans. If a student withdraws from FPU, while enrolled in an active term, adjustments may be made to their charges as outlined below. If recalculation of aid is necessary per the return to Title IV (R2T4) guidelines, these calculations will be made as described in the R2T4: Return of Title IV (federal aid) funds section of this catalog.

Withdrawal without notice

A student who leaves the University without completing the withdrawal form or who is suspended or dismissed from the University, will 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 in the R2T4: Return of Title IV (federal aid) funds section of the catalog.

Administrative withdrawal

Students who are administratively withdrawn from the University will have tuition and administrative fee fully refunded and be charged prorated housing/meal plan as applicable.

Returning after prior withdrawal – Rindge Undergrad

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.

Returning after prior withdrawal – DPT, MPAS & MEPN

The DPT, MPAS, and MEPN programs are full time, cohort-based programs and have full-time charges associated with them. Students in the DPT, MPAS, or MEPN programs who have withdrawn or taken a leave of absence must seek approval from the University to return. Students approved to return to these programs must pay a new seat deposit before they will be permitted to enroll.

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 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.
- 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.

Extension of Program Length for DPT and MPAS students

Please note that the Doctorate of Physical Therapy and Master of Physician Assistant programs are lock-step programs meant to be completed in a particular order, in a ascribed period of time provided at the time of acceptance, deposit, or enrollment. Students who step out of that pattern for any reason, including but not limited to delaying some clinical rotations, will have their program duration extended. Additional time in program will result incur additional course charges above and beyond those estimated as standard programmatic cost. Please contact Student Financial Services for additional information/guidance.

Dropping and Withdrawal from Individual Courses

A course drop indicates removing a course from the student schedule prior to the end of add/drop. If the drop causes the student to fall below full-time enrollment, their tuition will be adjusted accordingly. No adjustments are made when a student withdraws from individual courses after the end of the add/drop period for the enrolled term, they are still considered enrolled in the course, receiving a grade of "W."

Withdrawal Prior to Fall Registration

The \$400 commitment deposit required of new and readmitted students is refundable until May 1; after that date it will be forfeited. Commitment deposits for any term other than the Fall semester are non-refundable.

Withdrawal from Summer and Winter Terms

Students who withdraw from summer or winter terms before the end of the add/drop period of the term will receive 100% refund of tuition charged. No charge or aid adjustments will be made after the end of the add/drop period for summer and winter term enrollment.

Withdrawals Fall or Spring– Undergraduate Rindge

The effective date on a withdrawal form is the date upon which the tuition charge is determined. The effective date on the withdrawal form or move-out date, whichever is later, will be used to prorate housing/meal plan charges. A withdrawal during the 100% refund period will be subject to a daily rate charge for housing/meal plan calculated from the first day of class through the effective date on the withdrawal form or move-out date, whichever is later. See the period of withdrawal & percent of credit schedule below.

Tuition charges for traditional undergraduate students are refunded according to the following schedule. The refund calculation will be based upon the effective date listed on the withdrawal paperwork and is counted from the first day of classes.

Tuition charge adjustment schedules

Rindge Campus Study Undergrad	
Period of Withdrawal	Percent of Credit
14 days or less	100%
15 - 21 days	60%
22 - 28 days	40%
29 - 35 days	20%
35 days or more	No reduction in charges

Online Undergrad, Rindge 100% Online & Graduate	
Period of Withdrawal	Percent of Credit
Prior to the end of add/drop	100%
7 days or less after add/drop ends	60%
8 days or more after add/drop ends	No reduction in charges

DPT, MPN and MEPN

Period of Withdrawal	Percent of Credit
14 days or less	100%
15 - 21 days	60%
22 - 28 days	40%
29 - 35 days	20%
35 days or more	No reduction in charges

Satisfactory Academic Progress (SAP) for Financial Aid

Federal regulations require all students to be making satisfactory progress toward the completion of a degree or certificate to continue to receive Title IV funds. **Satisfactory Academic Progress (SAP)** is a measurement of a student's successful academic performance and the Standards of Academic Progress apply to all recipients of federal (Title IV) funds. SAP policies are federally standardized but vary at the college level. The following document outlines the current SAP financial aid policy at Franklin Pierce University.

Academic progress is measured using standards that are both **Qualitative**; review of cumulative grade point average; CGPA and **Quantitative(pace)**; the percentage of credits earned versus attempted within the specified period, and overall; maximum time frame of 150% of the program's length as measured in attempted credits. To comply with current regulations, the Office of Student Financial Services at Franklin Pierce University will evaluate our students' academic performance at the conclusion of every semester/term.

The federal regulations governing SAP policies are as follows: [34 CFR 668.16\(e\)](#), [34 CFR 668.32\(f\)](#), [34 CFR 668.34](#)

Financial aid programs subject to Franklin Pierce University's SAP policy include:

- Federal Pell & Supplemental Educational Opportunity (SEOG) Grants
- Federal Work-Study & Student Employment
- Federal Direct Subsidized, Unsubsidized, Graduate PLUS and Parent PLUS Loans
- State of New Hampshire Scholarships & Grants
- Franklin Pierce University Scholarships & Grants

1. Academic Performance as Measured by Grade Point Average; Qualitative Standard.

To satisfy this requirement, a student must meet and maintain the minimum required academic performance levels as listed here below. Please note that while a student may choose to change majors before completing their original degree program it will not change the formula for calculating compliance.

Transferred credit hours do not count towards the GPA requirement.

Grades of A, A-, B+, B, B-, C+, C, C-, D+, D and F are included in the cumulative GPA calculation.

Undergraduate students; CGPA > 2.0 for federal aid renewal

Graduate & Doctoral students; CGPA > 3.0 for federal aid renewal

1. Academic Performance as Measured by Total Credits Earned; Quantitative Standard.

Every undergraduate and post-graduate student must successfully complete 66% of total attempted credits during their academic career at Franklin Pierce University at their current degree level.

The percentage of earned credits is calculated by dividing completed credits by all attempted credits. Rounding does not apply (e.g., student completes 16 of 24 attempted credits. Percentage complete is $16/24=66\%$).

The successful completion of a credits attempted for undergraduate students is credit for which a grade of A, B, C, D, or P is received. Withdrawals, Incompletes, and F grades represent unsatisfactory completion of a course.

Any student who receives an Incomplete (I) grade in any course must confirm with the OSFS that the "I" has been changed into a letter grade, in order for the credits earned to count toward the quantitative standard of performance.

Withdrawal (W) grades received after the add/drop period are not included in the GPA calculation and count as attempted but not completed credits.

Withdrawal (W) grades received after a voluntary withdrawal count as attempted but not completed credits.

Accepted transfer credits are included with attempted and completed credits but do not count towards the cumulative GPA calculation.

Audit courses are not eligible for federal aid and are not included in the SAP calculation.

Transfer credit hours and repeated courses count as attempted and completed credits.

A grade of "D" is not considered a satisfactory completion of a course for a post-graduate student.

1. Academic Performance as Measured by Maximum Time for Degree Completion; Quantitative Standard

The maximum time frame for degree-completion is 150% of the published length of the program for undergraduate students receiving federal aid. For example, a program requiring 128 credits for graduation would allow 192 credits attempted ($128 \times 150\% = 192$). If it becomes mathematically impossible for a student to complete their degree within the maximum timeframe, the student will lose eligibility for federal aid.

Attempted credit hours are credit hours for which the student has received a grade of A, B, C, D, F, I, or NG.

Overall cumulative hours attempted, and hours earned are used when reviewing SAP, regardless of whether the student has changed majors or is pursuing a second degree at the same degree level. However, students can appeal to retain their federal aid eligibility based on these circumstances.

Degree Program	Max Attempted Hours
Associate's Degree	90
Bachelor's Degree	180
MEd - Elementary, Social Studies, Life Sciences	54
MEd - ELA, Education Leadership	54
MEd - Special Education	63
MEd + Certification	72
MEd + Certification Elementary or Social Studies	60
MEd + Certification Life Sciences, ELA	63
MEPN, MSN/MBA	90
MSN Track 1 (36)	54

MSN Track 2 (39)	58.5
MSN Track 3 (150)	225
MBA	58.5
MSA	54
MCMHC	90
MPAS - NH	189
MPAS - AZ	174
MPAS - TX	174
DPT - NH	175.5
DPT - AZ	165

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:

1. The basis for the appeal – a description of the special circumstance and
2. The reason why the student failed to meet the SAP standard(s) and
3. 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.

Financial Aid

The Office of Student Financial Services subscribes to the National Association of Financial Aid Administrators (NASFAA) Code of Conduct for Financial Aid Professionals; [NASFAA Code of Ethics](#). First and foremost, we are student advocates who strive for transparency, expedience and the highest level of integrity while guiding all our students and families to their best possible financial aid options. We are committed to removing financial barriers for all our student populations and assisting them through all aspects of the financial aid process.

Types of financial aid – Undergraduate Programs

There are several types of aid available to our undergraduate students. Each financial aid award may include some combination of merit and/or need-based grants/scholarships, loans, and work funding. These three types of assistance may come from institutional, federal, or state sources.

Grants and scholarships

Grants and scholarships are gift aid and do not require repayment. The institution, federal government, state agencies and private institutions can all be sources of gift aid.

Franklin Pierce Merit Awards (Rindge Campus Study Only)

The Admissions Office evaluates each new student application for merit-based Franklin Pierce University Scholarships, at the time of admission. Merit awards can range from \$32,000 - \$37,500 based on each incoming students' academic achievements in high school.

Franklin Pierce Athletic Scholarships

As an NCAA Division II institution, Franklin Pierce University awards funds to eligible student athletes as decided by the Athletics Department and coaches of each team. Athletic awards are calculated into the student's overall financial aid package, with all aid combined not to exceed cost of attendance. Student athletes are expected to live on campus.

Franklin Pierce Grant (Rindge Campus Study Only)

FAFSA required. 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.

Federal Pell Grant

FAFSA required. Federal Pell Grants provide grant assistance up to a maximum of \$7,395 per year (2025-2026). Eligibility and award amounts are determined by federal aid formulas approved annually by Congress.

SEOG - Supplemental Educational Opportunity Grant (Rindge Campus Study Only)

FAFSA required. This is a federal grant awarded to students with exceptional demonstrated financial need and funding is limited. Award amounts range from \$500 to \$2,000 per year.

State Grants (Rindge Campus Study Only)

FAFSA required. Students may be eligible for grant assistance from their state of permanent residence. New Hampshire students may qualify for UNIQUE funding based on need. Non-New Hampshire residents should reach out to their state agencies to inquire whether they can utilize any available state funding at Franklin Pierce University, NH.

Student Employment

Franklin Pierce participates in the Federal Work Study (FWS) program, a need-based federal program that allows students to earn a portion of their financial aid award through work on campus. Franklin Pierce also offers a limited number of jobs that are funded with university dollars, for to students who do not qualify for the need-based federal program. A work study award indicates eligibility to earn

aid through work but is not a guarantee of employment. Students who are interested in working on campus should look at employment opportunities listed on our website or reach out to our Human Resource staff for more information.

Student Loans

Student loans are a critical financial resource that many students rely on to help bridge the gap between what they can contribute and what they need to pay for their education. All loan funds (federal or private) are disbursed directly to Franklin Pierce and applied to student accounts at the start of each semester.

Federal Direct Loans – formerly Stafford Loans

Information on interest rates, payment options and fees associated with the federal loan programs can be obtained online at StudentAid.gov. Please note, all federal loans are subject to an origination fee which is subtracted at the time of disbursement. In order to determine what loan amount to borrow, please use the loan fee calculators on our website: [FPU Loan Fee Calculator](#).

Loan Requirements:

These loan requirements are in place to ensure students know and understand their rights and responsibilities as borrowers. OSFS staff will guide the student through this process as needed.

All students who borrow through the Federal Direct Student Loan Program must:

- Have a FAFSA on file each year they wish to borrow loan funds.
- Complete the entrance counseling webinar online at StudentAid.gov.
- Sign a master promissory note (MPN) online at StudentAid.gov.

Federal Direct (Stafford) Student Loans — Subsidized and Unsubsidized

Subsidized and unsubsidized direct loans are federal student loans available to eligible students to assist with the costs of higher education. There are limits to the amount of subsidized and unsubsidized loans a student may be eligible to receive each academic year (annual loan limits, see chart below) and on the total amount borrowed towards an undergraduate degree (aggregate loan limits, see chart below). The actual loan amount a student is eligible to receive each academic year is based on class level and determined by the OSFS. Repayment of principal and interest begins 6 months after graduation, withdrawal or if a student drops below half-time enrollment (less than 6 credits per term for undergraduate students). During this 6-month grace period, the student will receive notifications from their federal loan servicer about payment amount, due date and more. To learn more about these loan programs please go online to: [Federal Student Aid - Sub- and Unsubsidized Loans](#).

Undergraduate federal loan limits:

The federal government has set limits on the amount students can borrow each year via the Direct Loan Program (excluding Parent PLUS loans), based on student class level at the start of the academic year.		
Annual Loan Limits	Dependent Students (except students whose parents are unable to obtain PLUS Loans)	Independent Students (and dependent undergraduate students whose parents are unable to obtain PLUS Loans)
First-Year Undergraduate (FR)	\$5,500	\$9,500
	Maximum \$3,500 may be in subsidized loans.	Maximum \$3,500 may be in subsidized loans.
Second-Year Undergraduate (SO)	\$6,500	\$10,500
	Maximum \$4,500 may be in subsidized loans.	Maximum \$4,500 may be in subsidized loans.
Third Year and Up Undergraduate (JR & SR)	\$7,500 per year	\$12,500
	Maximum \$5,500 may be in subsidized loans.	Maximum \$5,500 may be in subsidized loans.

Federal Direct PLUS Loans - Parent Loan for Undergraduate Students

The U.S. Department of Education makes Direct PLUS Loans available to the parents of dependent students. A complete description of the Federal Parent PLUS Loan, including FAQ's is available online at [StudentAid.gov](https://studentaid.gov). Repayment of PLUS loans may be deferred until after the student graduates, although we do recommend families try and pay the accrued interest while the student is in school. PLUS loans can only be processed for students who have a FAFSA on file for the award year in question.

Direct PLUS Loan overview:

- Borrowers must be US citizens or eligible non-citizens.
- Borrowers must be the student's legal parents whether biological, through adoption or legal marriage.
- This is a credit-check loan so borrowers cannot have adverse credit.
- The maximum loan amount is the difference between cost-of-attendance and all other financial aid offered.
- Both parents may apply for the PLUS loan on behalf of the same student but only one loan can be processed per semester.
- Parent must sign a Master Promissory Note (MPN) online at [StudentAid.gov](https://studentaid.gov) in order for the loan to pay out.

Parent PLUS Loan Denial

If a parent is denied the Parent PLUS Loan, they have the following options:

- Appeal the decision to the Dept of Ed. The Dept may be willing to overlook certain negative aspects of the parent credit-report and change their original decision from denial to approval.
- Obtain a credit-worthy cosigner.
- If neither of the above options are selected, 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).

Other Sources of Financial Assistance

Private (Alternative) Loan Programs

Franklin Pierce University works with several private lenders to assist our students with bridging the gap on their bill. These loans require credit checks, and most of our students will need a credit-worthy cosigner to qualify for one of these loans. Please refer to our preferred lender list for more information; [FPU Private Lender List](#).

Veterans Benefits

Franklin Pierce University is approved to administer VA Educational Benefits. Please refer to our website for more information:

[FPU - Veterans & Military Education Benefits](#).

Private Scholarships

Private scholarships (also known as outside scholarships) are gift aid funds available to students pursuing higher education. These are funded by private sources rather than state or federal governments. This type of gift aid generally requires an application to be submitted by the student and many can be applied for annually throughout the student's education. Sources of information about this type of funding are high school guidance offices, charitable organizations, service organizations, employee credit unions, scholarship search engines such as [Fastweb](#), [Scholarships 360](#), [Niche](#) and more. Students who receive private scholarships are required to notify the Office of Student Financial Services.

Tuition Exchange Programs – (Rindge Campus Study Only)

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 combined with other Franklin Pierce sources of financial aid. All tuition Exchange recipients are charged an administrative fee of \$700 per term.

Types of financial aid – Graduate & Doctoral Programs

The FAFSA (Free Application for Federal Student Aid) gives postgraduate students access to federal loan funds. The application can be filed online at StudentAid.gov. Franklin Pierce's federal school code, **002575**, must be included on the application. All loans will be split evenly between terms unless otherwise specified by the student. Please note, all federal loans are subject to an origination fee which is subtracted at the time of disbursement. In order to determine what loan amount to borrow, please use the loan fee calculators on our website: [FPU Loan Fee Calculator](#).

Information on interest rates, payment options and fees associated with the federal loan programs can be obtained online at StudentAid.gov. Please note, all federal loans are subject to an origination fee which is subtracted at the time of disbursement. In order to determine what loan amount to borrow, please use the loan fee calculators on our website: [FPU Loan Fee Calculator](#).

Federal Direct Unsubsidized Loans

The Federal Direct Unsubsidized Loan is a federally guaranteed loan with a fixed interest rate of 6.8%. Borrowers are responsible for the interest during all in-school periods, either through quarterly payments or capitalization (added to principal each year). The maximum Federal Direct Unsubsidized Loan amount that may be borrowed per academic year is \$20,500. The actual loan amount a student is eligible to receive each academic term is determined by the OSFS. To learn more about this loan program please go online to: [Federal Student Aid - Unsubsidized Loans](#)

Loan Limits for Post-Graduate studies:

There are limits to the amount of unsubsidized loans a student may be eligible to receive each academic year (annual loan limits) and on the total amount borrowed towards their degree (aggregate loan limits).

Annual Loan Limits	Graduate (GR) Student
Max Annual Amount	\$20,500 (unsubsidized only).
Unsubsidized Aggregate Loan Limit	\$138,500 for graduate students.
	Maximum \$65,500 in subsidized loans. Graduate aggregate limit includes all federal loans received for undergraduate study.

Loan Requirements:

These loan requirements are in place to ensure students know and understand their rights and responsibilities as borrowers. OSFS staff will guide the student through this process as needed.

All students who borrow through the Federal Direct Student Loan Program must:

- Have a FAFSA on file each year they wish to borrow loan funds.
- Complete the entrance counseling webinar online at StudentAid.gov.
- Sign a master promissory note (MPN) online at StudentAid.gov.

Federal Direct Graduate PLUS Loan

To be eligible to apply for and receive a Graduate PLUS Loan, students must file the FAFSA annually. The maximum amount that may be borrowed is cost of attendance minus any other financial aid received. Students must pass a credit check to qualify for the loan and, if rejected, may reapply with a cosigner. Students must sign a Master Promissory Note (MPN) online at StudentAid.gov in order for the Grad PLUS loan to pay out. To learn more about this loan program please go online to: [Federal Student Aid - Grad PLUS Loans](#).

Other Sources of Financial Assistance

Private (Alternative) Loan Programs

Franklin Pierce University works with several private lenders to assist our students with bridging the gap on their bill. These loans require credit checks, and most of our students will need a credit-worthy cosigner to qualify for one of these loans. Please refer to our preferred lender list for more information; [FPU Private Lender List](#).

Veterans Benefits

Franklin Pierce University is approved to administer VA Educational Benefits. Please refer to our website for more information:

[FPU - Veterans & Military Education Benefits](#).

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 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.

Graduate Student Status Policy

This policy requires notification to the Student Financial Services Office when a student faces academic sanctions and/or dismissal from an academic program.

Definitions

Academic Probation: Official warning that the student's academic performance falls below the University's requirement for good academic standing. This may impact the student's continued enrollment in the program of study and/or progress towards graduation.

Good Academic Standing: A student is considered in good academic standing when they are meeting the program's specified term grade point average (GPA); cumulative GPA; achieving a pass grade in Pass/Fail courses, internships, externships; and adhering to professional guidelines and standards.

Sanction: Official written notification to the student that they fail to maintain good academic standings with guidelines and timelines for corrective actions or program dismissal.

Academic Dismissal: Official notification that a student is disenrolled from an academic program.

Notification Process

A. The Dean or designee will notify the Student Financial Services Office via email osfs@franklinpierce.edu that a student is facing program dismissal no later than the third week prior to the end of the term. The notification must include the following:

1. Student's name and ID
2. Program of Study
3. Academic term and date of final grades
4. The term the student would be dismissed and effective date

The Registrar's Office will be copied (cc'd) on the notification to Student Financial Services for awareness.

B. The Dean or designee will notify Student Financial Services via email osfs@franklinpierce.edu on the first day of the impacted term of dismissal of the student's final academic standing and the consequences (e.g., disciplinary sanction, program dismissal).

Student Financial Services

Upon notification that a student has a potential for program dismissal, OSFS will flag the student's account to defer disbursement of federal funds and release of refunds until receipt of a final decision at the end of the term. The SFS will contact the student to discuss financial aid implications of the student's academic status.

Student Appeal

A student who appeals an academic dismissal decision is considered "not in good academic standing." The student is allowed to continue attending classes until the final decision is rendered on the appeal. A ruling against the student will result in immediate enforcement of the program dismissal. The program dean will notify Student Financial Services of the final decision. OSFS will hold the disbursement of all financial aid until notified of an appeal decision.

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

1. 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

1. 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

1. 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.

2. 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

1. 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.

2. 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

1. 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

1. 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.

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 1964, 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):

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.

Students who are eligible for Veterans benefits as determined by the Veterans Administration, will not pay a seat deposit at any Franklin Pierce center.

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 at <http://www.benefits.va.gov/gibill>

ACADEMIC SERVICES

Career Education

located in the Lloyd & Helen Ament Astmann '69 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.

Students and alumni can access [Handshake](#) for job and internship postings, employer connections and resources. **Handshake** is also the place to schedule an [appointment](#) with Career Education. The **Canvas Career Center** is available to all students within the Canvas platform; right alongside your classes. Resources include handouts, links to articles and online tools. This dynamic platform allows the Career Center to provide you with the most up to date resources.

The Office of 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.

Center for Teaching and Learning

The Franklin Pierce University Center for Teaching and Learning (CTL) serves as a vital resource for faculty, dedicated to fostering excellence in education. The CTL provides a collaborative and supportive environment where educators can explore and implement innovative teaching strategies. Through workshops, consultations, and access to digital resources, the center promotes inclusive and impactful learning experiences. The CTL focuses on enhancing curriculum development, integrating technology effectively, and supporting diverse teaching methodologies. It aims to cultivate a culture of continuous improvement, encouraging faculty to engage in scholarly inquiry and adopt evidence-based practices. By prioritizing both personal and professional growth, the CTL empowers educators to create meaningful and transformative learning environments for all students.

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@franklinperce.edu for more information. Grievances not satisfied by contact with the Coordinator of Student Accessibility Services should be handled by the Vice President of Student Affairs, Zauyah Waite, waitez@franklinperce.edu at (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 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@franklinperce.edu and Fred Rogers rogersfs@franklinperce.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, from the Town Hall to our Nation's Capital, the Marlin Fitzwater Center for Communication has for more than two decades provided students with unparalleled experiential and programmatic opportunities.

The Pierce Media Group (PMG) outlets offer students from majors and campuses across the University opportunities to take what they have learned in the classroom, to pull up a chair at the table with the Fitzwater Center's professional staff and its professional partners, and to collaborate on delivering real-world content and solutions. Students can intern, take general education practicum credits or volunteer with the Fitzwater Center's award-winning immersive learning opportunities, which keep computers booted, studio lights on, mics hot, and minds sharp year-round.

Since 2008, PoliticsFitzU, the PMG's political reporting unit, has partnered with regional media—most recently with The Granite State News Collaborative—to cover the road to the White House, which starts in New Hampshire, home of the First-in-the-Nation Primary. Students and faculty from multiple disciplines across campus have worked in the Center, in classes and in the field as credentialed media to cover the Iowa Caucuses, the N.H. Primary, national political conventions, Dixville Notch voting, the November vote and the Presidential Inauguration. PoliticsFitzU also works with The Fitzwater Center's polling operations and programming which have served as 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.

Fitzwater Productions students call the Patterson Television Suite home. Students can develop their own shows or work in master control with the Fitzwater Center staff as they record and edit New Hampshire Public Broadcasting's "The State We're In," an award-winning weekly public affairs show. Or, they might produce public affairs shows, such as Tuesday Briefings, whose recent guests include Noble Laureate Lech Walesa and CNN's Chief Medical Correspondent, Dr. Sanjay Gupta.

WFPC-LP 105.3 FM offers students an opportunity to work on air or behind the scenes in the station, or in the podcast studio, producing their own shows or as part of the production crew for several regular podcasts with top-tier professional partners, including: "\$100 Plus Mileage," with Citizens Count; "New Hampshire Uncharted," with the New Hampshire Fiscal Policy Institute; and "The Legal Impact," with Laura Knoy, of the Franklin Pierce Law Center.

The National Academy of Television Arts (Emmy) award-winning Ravens Sports Network livestreams every home game for 12 sports—more than 125 last year—to global audiences through FloCollege. RSN has also provided Spanish-language broadcasts for NCAA tournaments for men's and women's soccer.

The output of all these student outlets converge in the PMG's oldest outlet, The Pierce Arrow. Today a multi-media news operation, The Pierce Arrow works closely with the Granite State News Collaborative, a nationally recognized, award-winning group of more than two dozen media and civic partners, of which the Fitzwater Center is a founding partner. It is also a long-time Community Journalism track sponsor of The Keene Sentinel's annual Radically Rural Summit, which the Pierce Arrow covers in real time.

While the PMG works directly with Rindge-based students, we are mission-driven to reach far beyond the University. Leveraging our communications media technology, our students and our programming reach global audiences with the Fitzwater Forums; the Tuesday Briefings public affairs 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; the Pierce Media Group Content Creation Space, a smaller high-definition studio available for student use 24/7; three high-definition mobile video production units; a radio station and podcast studio; an audio production studio and editing suite; a high-definition video production instructional laboratory, classroom and editing suites; these spaces use Adobe Premiere on a Macintosh platform, provide digital media technology for use in student's coursework, and include interactive journalism lab. For further information regarding The Marlin Fitzwater Center for Communication, contact Director, Kristen D. Nevious, Ph.D.: Fitzwater@franklinperce.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@franklinperce.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 housing/food plan 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](mailto:osfs@franklinperce.edu) 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, so students seeking to study abroad should contact Student Financial Services for guidance on billing and aid in relation to the related study abroad trip, at osfs@franklinperce.edu

Inquiries about Study Abroad options may be directed to studyabroad@franklinperce.edu

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 Study Abroad programs at studyabroad@franklinperce.edu 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 about billing and financial aid implications, please contact Student Financial Services at osfs@franklinperce.edu or 1-877-372-7347

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.

Short-Term, Faculty-Led Tours

Explore the world by going on one of our short-term, faculty led tours. FPU has partnered with EF, Education First, a world leader in international education. These tours run following the end of the Spring semester and generally last about 10 days. Students, along with an FPU Faculty member, travel abroad on a topic/themed experience. The number of trips and travel destinations do vary from year to year. Information about [upcoming Franklin Pierce faculty-led trips is available at this link](#). To learn more about our EF, [use this link](#).

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](#).

For information about billing and financial aid implications, please contact Student Financial Services at osfs@franklinperce.edu or 1-877-372-7347

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 - Undergraduate Rindge

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 after the first class meeting. If the student has not attended as indicated above or made contact with the University by the end of the add/drop period, Deans or designees will administratively drop the student from the non-attended class(es) for that semester/term.

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.

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](#). 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. Students may participate in daily discussions, take examinations, and other assignments with the permission of the faculty. The extent of participation in audited courses will be agreed upon between the auditor and instructor in a written learning plan. No grades will be assigned. Audited courses are posted on the academic record with the grade notation of "AU" with no academic credit awarded. No full or part-time student may audit internships, practicums, or experiential learning courses, unless approved by the dean or designee. Audited courses may not count as PLA credit. Audit courses are subject to fees outlined in the applicable Tuition and Fees sections of the Academic 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	2.00	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

*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
 1. 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

Special Departmental Honors

Biology Citizenship Award Biology Faculty Citation Brezovec Math Award Catherine T. Crochiere Memorial Award (Psychology) Clio Award (History Department) Criminal Justice Award for Outstanding Senior Communication Media Production Award Communication Media Studies Award Distinguished Fuure Educator Award Environmental Science Faculty Recognition Award Fine Arts Faculty Citation Frank Hubacz Jr. General Chemistry Achievement Award Health Sciences Achievement Award Health Sciences Service Award	Human Services Award for Outstanding Senior May-Lawrence Memorial Award (School of Business) Outstanding Master's Entry to Practice Nursing Student Award Outstanding Student in Communication Outstanding Student in Sports Media Richard T. Desmond Chemistry Achievement Award Peter B. Allan Award (English) Professor Douglas A. Ley Award for Public Service (History) Psychology Award for Outstanding Senior Psychology Award for Exceptional Sophomore Publius Award (Political Science) Sports Media Award for Outstanding Student Stellan C. Wollmar Memorial Award (School of Business) The Zuchara Prize (Academic Affairs)
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**For more information on Special Departmental Honors, consult the appropriate Department.*

National/International Honor Society Chapter Affiliations

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 Pi Eta (Communication) Pi Alpha (Physician's Assistant) Phi Alpha Theta (History)	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)
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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 (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](#), 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)
 HS228 Witches: Witch-Hunts in Early Modern Transatlantic History (HM, 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 Crime and Justice in America (CT, IL)
CJ203 Juvenile Justice (CT, IL)
ED105 Educational Psychology (CT)
ED112 Teaching and Learning in a Democratic Society (CR, CT)
ED310 Current Topics American Education (CR, CT, K&U)
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)
PO202 State and Local 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 with two different prefixes, e.g., AN, COMM, DMD, FA, GC, MU)
Humanities **HM** (3 courses required with three different prefixes, e.g., EN, ES, GLE, HS, PA, PO)
Mathematics **MT** (1 course required)
Natural Science **NS** (2 four credit courses with lab required)
Social Sciences **SS** (2 courses required with two different prefixes, e.g., AN, COMM, CJ, ED, GLE, ET, PO, PS, PUBH, SO)

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

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)

**student must have earned a "C" or better in First Year Composition to be able to enroll in Second-Year Composition*

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 by faculty 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 can be accessed on the Frequently Used Forms section of the [Graduate Student Resources page](#), 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.

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.

Graduate 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
- Senior: 88+ semester credits earned, declaration of major, completion of GLE110 and GLE230

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 by the faculty 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 by the faculty 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](#) . 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, D- or F. Courses with an earned grade of D+, 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 the 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, both grades remain on the transcript, but only the highest grade for the course is computed 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.***

Undergraduate Academic Standing

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

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.

Online Undergraduate Academic Standing

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

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](#).

Rindge Final Exam Policy

All courses are required to have a final exam, capstone assignment, or other academically meaningful culminating activity on campus during the assigned final period in the regularly assigned classroom*. Expectations and dates for the final exam or activity should be clearly identified in the course syllabus. Any faculty seeking an adjustment to this expectation must attain prior approval from the appropriate Dean or Dean's designee. If approved, the faculty member will communicate the final plan to students enrolled in the course.

A student who has more than two exams on the same day may request that one exam be rescheduled so that they have a maximum of two exams in a single day. A student who seeks to reschedule an exam must contact the instructor in writing at least two weeks in advance of the scheduled final to provide an explanation for the requested change. Granting the request is at the discretion of the course instructor. Any student concerns should be directed to the appropriate Dean or Dean's designee.

**Independent Studies, Directed Studies, and Internships are exempt.*

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

Withdrawal from the university policy for our undergraduate students, both Rindge and Online

- 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 are required to apply for readmission. Readmission is not automatic.

**All withdrawn courses count as attempted credits.*

SCHOOL OF BUSINESS

School of Business

Mission Statement

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

Values:

The School 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).

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 School of Business core course requirements and major requirements. A student may not major in more than one area within the School of Business.

The School 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.

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. Students majoring in an undergraduate business major may pursue a minor in an additional area within the School of Business but at least three courses for the minor may not be double-counted in the major.

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

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 School 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 School 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 School 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), 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 <i>or</i> Internship in Accounting <i>or</i>	3	_____	Elective	3	

	Senior Independent Research Project				
	Total	3		Total	3
Third Year					
Fall Semester		Credits	Spring Semester		Credits
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					
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
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	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						
<i>Summer 1</i>		<i>Credits</i>	<i>Summer 2</i>			<i>Credits</i>
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
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 1</i>		<i>Credits</i>	<i>Summer 2</i>		<i>Credits</i>
_____	GLE Elective	3	_____	GLE 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 1</i>		<i>Credits</i>	<i>Summer 2</i>		<i>Credits</i>
AC390 or AC395 or AC495	Internship in Accounting <i>or</i> 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>
AC312	Forensic Accounting & Fraud Examination	3	AC323	Auditing	3
CJ305	Criminal Investigation & Procedure	3	AC345	Analysis of Financial Statements	3
GM510	Seminar in Leadership – Grad Term 1 (taken as Elective)	3	GM520	Legal & Ethical Issues – Grad Term 3 (taken as an elective)	3
CIT274	Computer Forensics & Security	3	CJ420	White Collar Crime	3
_____	GLE Elective	3	BA471	Business Strategy & Ethics	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
CIT140	Electronic Spreadsheets	3	ET102	Principles of Microeconomics	3
ET101	Principles of Macroeconomics	3	_____	Elective	3
GLE101	First-Year Inquiry Seminar	3	_____	GLE Elective	3
GLE110	First-Year Composition	3	_____	GLE Elective	3
HCA201	Intro to Healthcare Administration	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	IB364	International Business	3
FM224	Principles of Financial Management	3	MN321	Organizational Behavior	3
HCA350	Healthcare Systems Mgmt & Quality	3	MT260	Statistics	3
MN201	Principles of Management	3	_____	Elective	3
EMSP302	Health Informatics	3	HCA340	Healthcare Finance	3
_____	GLE Lab Science I	4	GLE230	Second-Year Composition	3
	Total	19		Total	18
Second Summer					

<i>Summer 1</i>		<i>Credits</i>	<i>Summer 2</i>		<i>Credits</i>
HCA390 or HCA 495 or	Internship in Healthcare Admin. <i>or or</i> Senior Independent Research Project	3	HCA360	Healthcare Ethics, Policy & Law	3
	Total	3		Total	3
Third Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
HCA315	Epidemiology	3	HCA450	Leadership & Mgmt in Healthcare Orgs	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	_____	GLE Lab Science II	4
_____	Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	1
	Total	18		Total	17
				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						
Summer 1		Credits	Summer 2		Credits	
_____	GLE Elective	3	_____	Elective	3	
	Total	3		Total	3	
Second Year						
Fall Semester		Credits	Spring Semester		Credits	
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						
Summer 1		Credits	Summer 2		Credits	
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						
Fall Semester		Credits	Spring Semester		Credits	
MN365	Production and Operations Mgt.	3	MN426	Government and Business	3	
GM510	Seminar in Leadership –	3	GM520	Legal and Ethical Issues	3	

	Grad Term 1 (taken as Elective)			– Grad Term 3 (taken as Elective)		
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					
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	MN201	Principles of Management	3
GLE101	First-Year Inquiry Seminar	3	_____	GLE Elective	3
GLE110	First-Year Composition	3	_____	GLE Elective	3
SR202	Principles of Sports & Rec Mgmt	3	_____	GLE Elective	3
	Total	18		Total	18
First Summer					
Summer 1		Credits	Summer 2		Credits
MT260	Statistics	3	_____	GLE Elective	3
	Total	3		Total	3
Second Year					
Fall Semester		Credits	Spring Semester		Credits
BA213	Business Law I	3	SR243	Programming in Sports & Recreation Management	3
FM224	Principles of Financial Management	3	SR419	Law & Liability in Sports and Recreation Management	3
MK201	Principles of Marketing	3	IB364	International Business	3
SR202	Principles of Sports & Recreation Management	3	_____	SR Elective	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>
SR390 or SR395 or SR495	Internship in Sports & Recreation Mgmt <i>or</i> Advanced Internship in Sports & Recreation Mgmt <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>
SR368	Sports & Recreation Facilities Mgmt	3	SR420	Trends & Issues in Sports & Recreation Mgmt	3
MN321	Organizational Behavior	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 Elective	3		SR Elective	3
_____	SR Elective	3	_____	GLE Elective	3
_____	Elective	3	_____	Elective	1
	Total	18		Total	16
				Total Credits	120

Accounting

Associate Professor: Marc Lewis

Assistant Professor: [Tiffany Lane](#)

Lecturers: Jennifer Targett, Jeff Murphy

A Bachelor of Science degree is offered in Accounting to online and traditional students.

A minor is offered in Accounting for business majors or non-business majors.

Mission and Learning Outcomes of the Accounting-Finance Program

The mission of the Accounting program is to prepare students for careers in accounting, including 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 combines a basic liberal arts education with a strong preparation for a career in accounting. 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 field.

Learning Outcomes in Accounting

- Students will demonstrate knowledge of core tax and accounting concepts.
- Students will be able to apply quantitative tools and strategies to support organizational decision making in the domain of accounting.
- 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

Forensic Accounting Track-Traditional

AC213 Intermediate Accounting I

AC214 Intermediate Accounting II

AC312 Forensic Accounting

AC323 Auditing

AC345 Analysis of Financial Statements

AC390 Internship in Accounting or AC395 Advanced Internship or

AC495 Senior Independent Research Project

CIT274 Computer Forensic and Security

CJ305 Criminal Investigation and Procedure

CJ420 White Collar Crime

PA209 Ethical Reasoning

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

Recommended Curriculum Guide - 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
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					
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<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 Accounting/ Finance <i>or</i>			Elective	3
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 - 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
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>
AC312	Forensic Accounting & Fraud	3	AC323	Auditing	3
CJ305	Criminal Investigation & Procedure	3	AC345	Analysis of Financial Statements	3
FM224	Financial Management	3	IB364	International Business	3
	Organizational Behavior	3	PA209	Ethical Reasoning	3
MN321					
	GLE Elective	3		GLE Elective	3
	Total	15		Total	15

Fourth Year

<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
AC390	Internship	3	BA471	Business Strategy and Ethics	3

	in Accounting/ Finance <i>or</i>				
AC395	Advanced Internship in Accounting or		CJ420	White Collar Crime	3
AC495	Senior Independent Research Project			GLE Elective	3
CIT274	Computer Forensics & Security	3		GLE Elective	3
	Accounting Elective	3		GLE Elective	1
	GLE Elective	3			
	GLE Elective	3		Total	13
	Total	15		Total Credits	120

Finance

Associate Professor: [Mack Bean](#)

Assistant Professor: [Kenneth Clarke](#)

Lecturer: Robin Schofield

A Bachelor of Science degree is offered in Finance to online and traditional students.

A minor is offered in Finance for business majors or non-business majors.

Mission and Learning Outcomes of the Finance Program

The mission of the Finance program is to prepare students for careers in finance, including banking, securities exchange, 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 Finance combines a basic liberal arts education with a strong preparation for a career in 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 finance field.

Learning Outcomes in Finance

- Students will demonstrate knowledge of core finance concepts.
- Students will be able to apply quantitative tools and strategies to support organizational decision making in the domain of 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:

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 - 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 - 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 in Finance <i>or</i>	3	BA471	Business Strategy and Ethics	3
FM395	Advanced Internship in Finance <i>or</i>		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

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

COMM 120 Introduction to Media Production

DMD105 Digital Design Foundations

MK201 Principles of Marketing

MK214 Consumer Behavior

MK304 Advertising

Choose one of the following:

AD370 Advertising in America: A Cultural and Historical Perspective

DMD330 Social Media

DMD400 Audio and Video for the Web

MK350 E-commerce

MK360 Mobile Marketing

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

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

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

Healthcare Administration

Visiting Assistant Professor: Kate Reed

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

Visiting Assistant Professor: Mark Sheehan

Lecturers: Jerry Lettre, 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					

<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
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

Marketing

Associate Professor: [Mack Bean](#)

Lecturers: David Genest

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							
<i>Fall Semester</i>			<i>Credits</i>	<i>Spring Semester</i>			<i>Credits</i>
AC101	Principles of Accounting I	of 3	3	AC102	Principles of Accounting II	of 3	3
CIT140	Electronic Spreadsheets		3	ET102	Principles of Microeconomics	of 3	3
ET101	Principles of Macroeconomics	of 3	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

Public Relations

Professors: Jason Little, Phyllis Scrocco Zrzavy

Associate Professors: [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

Associate Professor: [Andy Rudd](#)

Assistant Professor: [Kenneth Clarke](#)

Affiliated Faculty: [Doug Carty](#)

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:

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*
 SR419 Law and Liability in Sports and Recreation
 SR420 Trends and Issues in Sports and Recreation Management
 SR495 Senior Independent Project*

* 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

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						
Fall Semester		Credits	Spring Semester		Credits	
AC101	Accounting I	3				
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	

SR202	Principles of Sports & Rec Mgmt	3	MT260	Statistics <i>or</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	
_____	Elective.	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

<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>	
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
AC560 Non-profit & Governmental Accounting	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	39

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

Leadership Certificate

GM510 Seminar in Leadership
 GM520 Legal & Ethical Issues in Organizations
 GM535 Managerial Communication
 GM540 Organization Behavior
 GM563 Human Resource Management

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

Graduate Certificate in Leadership

The Graduate Certificate in Leadership is designed for working professionals. Through the completion of five graduate courses, students will develop the necessary skills and knowledge to lead and advance organizations.

The graduate certificate consists of 5 courses and awards a total of 15 credits.

GM510	Seminar in Leadership	3
GM520	Legal & Ethical Issues in Organizations	3
GM535	Managerial Communication	3
GM540	Organization Behavior	3
GM563	Human Resource Management	3

School 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.

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
GM535	Managerial Communication and Research Methods	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
GM563	Human Resource Management	3
GM564	Operations Management for Leaders	3
GM570	Training and Development	3
GM691	Strategic Management Seminar	3

Elective M.B.A. Courses*	3
Total Credits	39

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

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 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.*

MBA 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
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.

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](#), [Shallee Page](#)

Associate Professor: [Susan E. Arruda](#)

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):

B102 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.

Biology Electives

In addition to the major requirements, students must choose Biology Electives from the Advising Guide. For the B.A. students must choose a total of six courses for a minimum of 20 credits; for the B.S. students must choose four courses for a minimum of 12 credits. For students interested in the field of Biotechnology, we recommend a minor in Chemistry.

Biology Major Advising Guide Course	General Electives B.A. or .B.S.	Ecology & Evolution Track B.A. or .B.S.
BI319 Cellular Biology	x*	x*

BI217 Tropical Forest Ecology	x	x
BI218 Ecology	x	x
BI221 Entomology	x	x
BI231 Animal Behavior	x	x
BI235 Human Health and Nutrition	x	
BI241 Evolutionary Biology	x	x
BI250 Introduction to Plant Biology	x	x
BI260 Human Anatomy & Physiology I	x	
BI261 Human Anatomy & Physiology II	x	
BI312 Vertebrate Zoology	x	x
BI325 Microbiology	x*	x*
BI326 Parasitology	x	x
BI327 Principles of Immunology	x	
BI351 Endocrinology	x	
BI375 Mammalogy	x	x
BI400 Kinesiology	x	
BI402 Physiology of Exercise	x	
BI403 Assessment and Prescription of Fitness	x	
BI404 Strength and Conditioning	x	
BI430 Forest Ecology	x	x
ES320 Wetland Ecology and Protection	x	x
ES342 Wildlife Conservation and Management	x	x
PS304 Introduction to Neuroscience	x	
PS430 Introduction to Psychopharmacology	x	

Minor in Biology — Requirements

BI101-102 Biology I and II (laboratory) 8 credits

Two elective courses in Biology at the 200-level or above 6-8 credits

Two elective courses in Biology at the 300-level or above 6-8 credits

At least two of the four elective courses must be laboratory courses (4 credits or more).

Total 22-24 credits

Recommended Curriculum Guide – Bachelor of Arts - Biology

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
CH101	General Chemistry I (laboratory)	4	CH102	General Chemistry II (laboratory)	4
GLE110	First-Year Composition	3	_____	GLE Elective	3
MT151 <u>or</u> MT260	College Algebra or Statistics	3	MT151 <u>or</u> MT260 <u>or</u> MT221	College Algebra or Statistics or Calculus I	3-4
GLE101	First-Year Inquiry Seminar	3			
	Total	17		Total	14
Second Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
BI218 <u>or</u> BI211	Ecology (laboratory) <u>or</u> Genetics (laboratory)	4	BI211 <u>or</u> BI241	Genetics (laboratory) <u>or</u> Evolutionary Biology	4
BI215 <u>or</u> BI ____	Biology and Health Sciences Seminar <u>or</u> Biology Elective	3 or 4	BI215 <u>or</u> BI ____	Biology and Health Sciences Seminar <u>or</u> Biology Elective	3 or 4
_____	GLE Elective	3	GLE230	Second-Year Composition	3
_____	GLE Elective	3	_____	GLE Elective	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>
BI235 <u>or</u> BI319	Biology Elective <u>or</u> Cellular Biology (laboratory)	4	BI235 <u>or</u> BI319	Microbiology (laboratory) <u>or</u> Cellular Biology (laboratory)	4
_____	Biology Elective	4	_____	Biology Elective	4
_____	GLE Elective	3	_____	GLE Elective	3
_____	GLE Elective	3	_____	Elective*	3
_____	Elective*	3	_____	Elective	3
	Total	17		Total	17
Fourth Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>

BI__	Internship in Biology/Health Sciences or Senior Seminar in Biology/Health Sciences or Invited Senior Research or Biology Elective	3-4	BI460 or BI480 or BI__	Internship in Biology/Health Sciences or Senior Seminar in Biology/Health Sciences or Invited Senior Research or Biology Elective	3-4
BI__	Biology Elective	4	BI__	Biology Elective	3
_____	Elective*	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
	Total	13		Total	12
				Total Credits	122

Recommended Curriculum Guide – Bachelor of Science - Biology

First Year						
Fall Semester		Credits	Spring Semester			Credits
BI101	Biology I (laboratory)	4	BI102	Biology II (laboratory)	4	
CH101	General Chemistry I (laboratory)	4	CH102	General Chemistry II (laboratory)	4	
GLE110	First Year Composition	3	_____	GLE Elective	3	
MT151 or MT260	College Algebra or Statistics	3	MT151 or MT260 or MT221	College Algebra or Statistics or Calculus I	3 or 4	
GLE101	First Year Inquiry	3	_____	GLE Elective	3	
	Total	17		Total	17	
Second Year						
Fall Semester		Credits	Spring Semester			Credits
BI218 or BI211	Ecology or Genetics (laboratory)	3 or 4	BI215 or BI__	Genetics (laboratory) or Evolutionary Biology (laboratory)	3 or 4	
BI215 or BI__	Biology and Health Sciences Seminar or	3 or 4	BI215 or BI__	Biology and Health Sciences Seminar or	3 or 4	

	Biology Elective			Biology Elective	
CH211	Organic Chemistry I (laboratory)	4	BI__	Biology Elective	3
_____	Biology elective	3	GLE230	Second-Year Composition	3
	Total	13		Total	12

Third Year

<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
BI319 or BI__	Cellular Biology or Biology Elective	4	BI235 or BI319	Microbiology (laboratory) or Cellular Biology (laboratory)	4
PH101	General Physics I (laboratory)	4	PH102	General Physics II (laboratory)	4
_____	GLE Elective	4	_____	GLE Elective	3
_____	GLE Elective	3	_____	GLE Elective	3
_____	Elective	3	_____	Elective	3
	Total	18		Total	17

Fourth Year

<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
BI460 or BI480 or BI__	Internship in Biology/Health Sciences or Senior Seminar in Biology/Health Sciences or Invited Senior Research or Biology Elective	3 or 4	BI460 or BI480 or BI__	Internship in Biology/Health Sciences or Senior Seminar in Biology/Health Sciences or Invited Senior Research or Biology Elective	3 or 4
_____	GLE Elective	3	BI__	Biology Elective	3
_____	Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
_____	Elective	3			
	Total	15		Total	12
				Total Credits	121

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*One or more additional electives may be needed to fulfill general education requirements. See *General and Liberal Education (GLE)*.

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: [Fred S. Rogers](#) (Geology and Environmental Science & Policy)

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
ES305 Health, Human Rights and Environmental Justice
Capstone Experience: ES302 Sustainability Project, focused on climate
(pre-requisites: GL120 or ES104, and ES240)

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)

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.

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 1 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

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

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, GL101, GL102, GL205, PH101, PH102		_____	Choose 3 from this list: CH101, GL101, 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, GL101, GL102, GL205, PH101, PH102	4	ES480	junior seminar in Environmental Issues	3
BI430 or ES320 or ES367	Forest Ecology (laboratory) or Wetland Ecology (laboratory) or 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

<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
_____	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

<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
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.

Certificate in Exercise Physiology

Assistant Professor: Victor Feofilaktov

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 Sciences

Professor: Nancy Fey-Yensan

Assistant Professors: [Thomas E. Bennett](#), Victor Feofilaktov, [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
BI302	Food Systems
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	Exercise Physiology (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
PS234	Human Growth and Development
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 (laboratory) I	4	BI102	Biology (laboratory) II	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 (laboratory) I	4	CH102	Chemistry (laboratory) II	4
_____	GLE Elective	3	BI261	Human Anatomy & Physiology II (laboratory)	4
_____	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					
Fall Semester		Credits	Spring Semester		Credits
BI370	Medical Terminology and Health Systems	3	_____	Health Sciences Elective	4
BI400 or 402	Kinesiology (laboratory) Exercise Physiology or	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

Mathematics

Professor: Kanchana Gamlath

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

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 Systems

BI337 Advanced Nutrition

PUBH101 Introduction to Public Health

In addition, choose two of the following (6-8 credits):

BI310 Research Methods

BI325 Microbiology

BI351 Endocrinology

CH321 Biochemistry

HCA315 Epidemiology

PUBH313 Psychological, Behavioral, and Social Issues in Public Health

Public Health

Associate Professor: [Verna DeLauer](#)

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

Master of Physician Assistant Studies (M.P.A.S.)

Director/Associate Professor: Jeffrey Waldron, MS, PA-C

Director of Didactic Education: Madison Hawkins, MS, PA-c

Medical Director: [Patrick Francis](#)

Assistant Professors: Betsy Piburn, Judi Friedman, Casandra Nelson

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.

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. 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.

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.

- **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 the 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: Dr Dale Robertson DMSc, PA-C

Director of Didactic Evaluation/Associate Professor: Dr Chantelle Lessard-Chaudoin, DMSc, PA-C

Director of Clinical Education/Assistant Professor: Dr Alycia Rosendale, DMSc, PA-C

Director of Program Assessment-Evaluation and Assessment/Associate Professor: Dr Dale Robertson DMSc, PA-C

Program Coordinator: Mrs Misty Braunbeck

Clinical Placement Coordinator: Mrs. Melanie DeSoto

Medical Director: Dr Sunil Shah, MD

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.

The Arizona-based, hybrid 24-month Master of Physician Assistant Studies (MPAS) 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, in-person clinical experience is a vital component to the program. Full-time courses are designed for program completion 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

At its March 2025 meeting, the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) placed the Franklin Pierce University Master of Physician Assistant Studies Hybrid Program sponsored by Franklin Pierce University on Accreditation-Probation status until its next review in March 2027. Probation accreditation is a temporary accreditation status initially of not less than two years. However, that period may be extended by the ARC-PA for up to an additional two years if the ARC-PA finds that the program is making substantial progress toward meeting all applicable standards but requires additional time to come into full compliance. Probation accreditation status is granted, at the sole discretion of the ARC-PA, when a program holding an accreditation status of Accreditation - Provisional or Accreditation - Continued does not, in the judgment of the ARC-PA, meet the Standards or when the capability of the program to provide an acceptable educational experience for its students is threatened.

Once placed on probation, a program that fails to comply with accreditation requirements in a timely manner, as specified by the ARC-PA, may be scheduled for a focused site visit and is subject to having its accreditation withdrawn.

Specific questions regarding the Program and its plans should be directed to the Program Director and/or the appropriate institutional official(s).

The program's accreditation history can be viewed on the ARC-PA website at

<https://www.arc-pa.org/accreditation-history-franklin-pierce-university-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 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 phase 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 Fall Term I August-November

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 II Winter November-March

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 17 Credits

Grad Term III Spring March-May

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 Term IV Summer June-August

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

Master of Physician Assistant Studies Hybrid Program (M.P.A.S.)

Program Director/Assistant Professor: Joseph Hlavin
Director of Didactic Education/Assistant Professor: Casey Maidon
Director of Clinical Education/Assistant Professor: Cynthia Laux
Director of Program Assessment/ Professor: Joseph Weber
Principal Faculty: Kaitlin Schafer, Jennifer Rodriguez
Program Coordinator: Kenia Selva
Medical Director: David Olson
Clinical Placement Coordinator: Megan Harborth

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.

Mission

The Texas-based, hybrid 24-month Master of Physician Assistant Studies (MPAS) Program is dedicated to the education and growth of the next generation of physician assistant clinicians through innovative, evidence-based education, professional development, and

the best-practice of clinical skills. Our program will develop culturally sensitive clinicians who embrace diversity, equity, and inclusion when caring for patients within their communities.

Program Goals

- The program will maintain a level of PANCE (Physician Assistant National Certifying Exam) pass rates above the national average.
- The program will maintain a 90% or better graduation rate for entering PA program students.
- The deceleration rates for PA program students will be 10% or less for academic reasons.
- Among those actively seeking employment, the employment rate for graduates of the PA program will be 90% or greater twelve months after graduation.

Program Learning Outcomes

- 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, written, electronic) 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 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. (*Systems-based Practice*).

Accreditation .

The ARC-PA has granted **Accreditation-Provisional** status to the **Franklin Pierce University Master of Physician Assistant Studies (MPAS) Hybrid Program -- Round Rock, TX Campus 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-tx/>.

Technical Standards

All candidates and graduates must possess and demonstrate throughout the program the necessary technical standards that establish the essential qualities required to achieve the level of competency to complete this program.

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 Skills

- 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 Ability

- 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.

Behavior

- 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.

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.

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 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 during Professional Practice IV. It is used to assess the culmination of medical knowledge, clinical and technical skills, clinical reasoning and problem-solving abilities, interpersonal and communication skills, patient care, and professionalism which we require all students to have learned prior to program completion.

As the Summative Evaluation is the means by which we verify that each student is prepared to enter clinical practice, a student will be permitted to take the Summative Evaluation only after successful completion of all preceding courses in the didactic and clinical phases of the program. Students must also be in good academic standing to be eligible for the Summative Evaluation. Exceptions to these rules 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 III March-May

ME600 Human Anatomy and Physiology I 2 Credits
 ME603 Basic Sciences I 2 Credits
 ME605 Patient Assessment I 1 Credit
 ME607 Clinical Pharmacology I 1 Credit
 ME609 Clinical Dermatology 2 Credits
 ME611 Clinical EENT 2 Credits
 ME613 Mindfulness in Medicine 1 Credit
 ME617 Preventive Medicine 1 Credit
 ME621 Introduction to Health Professions 1 Credit
 ME623 Diagnostic Methods I 1 Credit
 ME713 Clinical Hematology 1 Credit

Total 15 Credits

Grad Term IV June-August

ME625 Human Anatomy and Physiology II 2 Credits
 ME627 Basic Sciences II 2 Credits
 ME629 Patient Assessment II 1 Credit
 ME641 Clinical Pharmacology II 1 Credit
 ME643 Clinical Cardiology 4 Credits
 ME649 Clinical Pulmonology 3 Credits
 ME661 Clinical Gastroenterology 3 Credits
 ME663 Diagnostic Methods II 1 Credit

Total 17 Credits

Grad Term 1-August-November

ME665 Clinical Psychology and Behavioral Health 1 Credit
 ME669 Human Anatomy and Physiology III 2 Credits
 ME671 Basic Sciences III 2 Credits
 ME673 Patient Assessment III 1 Credit

ME675 Clinical Pharmacology III 1 Credit
ME677 Clinical Musculoskeletal/Rheumatology 3 Credits
ME679 Clinical Neurology 2 Credits
ME681 Clinical Endocrinology 2 Credits
ME683 Clinical Infectious Disease and Emergency Medicine 1 Credit
ME685 Diagnostic Methods III 1 Credit
ME687 Cross Cultural Health 1 Credit

Total 17 Credits

Grad Term II November-March

ME615 Evidence-based Medicine (EBM) and Introduction to Research Methods 1 Credit
ME667 Clinical Skills 1 Credit
ME701 Human Anatomy and Physiology IV 2 Credits
ME703 Basic Sciences IV 2 Credits
ME705 Patient Assessment IV 1 Credit
ME707 Clinical Pharmacology IV 1 Credit
ME709 Clinical Renal and Genitourinary 3 Credits
ME711 Clinical Pediatrics 2 Credits
ME715 Clinical Women's Health 2 Credits
ME717 Clinical Surgery 2 Credits
ME719 Medical Ethics 1 Credit

Total 18 Credits

Clinical Phase YEAR TWO

(SCPEs will vary during the Clinical Year terms)

ME721 SCPE Internal Medicine 5 Credits
ME723 SCPE Family Medicine 5 Credits
ME725 SCPE Emergency Medicine 5 Credits
ME727 SCPE Surgery 5 Credits
ME729 SCPE Pediatrics 5 Credits
ME731 SCPE Women's Health 5 Credits
ME733 SCPE Behavioral Medicine 5 Credits
ME735 SCPE Elective 1 5 Credits
ME737 SCPE Elective 2 5 Credits
ME739 Professional Practice I 1 Credit
ME741 Professional Practice II 1 Credit
ME743 Professional Practice III 1 Credit
ME745 Professional Practice IV 1 Credit

Total 49 Credits

Total Credits over 8 Terms = 116 Credits

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

Program Director A.Z.: Letha Zook

Program Director N.H.: Salome Brooks

Department Chair: Letha Zook

Associate Professors (A.Z.): Tamara Hefferon, David Lorello, Robert Phillips, Scott Richardson, RuiPing Xia,

Associate Professors (N.H.): Allison Kellish,

Assistant Professors (A.Z.): John (Jack) Bott, Shaina Ettinger, Elise Harris, Sergio Ramos

Assistant Professors (N.H.): Roswell Childs, Lisa Doyle, Cory Hall, Olga McSorley, Theresa O'Neil

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 that 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 (8 terms). 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 Integrated Clinical Experiences during the didactic phase of the program.

The Physical Therapy Profession

Physical Therapists (PTs) are licensed healthcare 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 Entry](#))

1. Freshman D.P.T. Direct Entry: 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 Entry: Current students who meet the established levels of academic success in the undergraduate courses (see below) can apply for D.P.T. Direct Entry 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 Entry program will have preferential application review than transfer students if they meet the following criteria:
 - A Completed application in PTCAS before November 15 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 in midsummer for the following academic year. We evaluate applications throughout the admissions cycle with a priority deadline of mid November and 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.

Doctoral Academic Sanctions

Academic Probation

- A final Course grade of C or below in two courses

Academic Suspension

An Academic suspension requires a student to step out of the lock-step curriculum to repeat a course when it is offered in the next year.

The following circumstances may result in an Academic Suspension:

- 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 who is repeating a course and earns a B- or lower grade, 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

Program dismissal may result in the following circumstances:

- 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

Final Course Grade appeal - A student may appeal a final course grade decision from a faculty member to the Program Director. Grade appeals may be taken to the Department chair as the final appeal.

Promotion Appeals: If a student wishes to appeal the Program dismissal decision 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 to the director of the DPT program within three 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 strengthen their academic performance. A student may appeal to the Departmental Chair. If a student is not satisfied with the Department Chair a student may appeal the decision to the Dean of the School and the Graduate Academic Standing Committee.

Curriculum Plan-New Hampshire

Term 1 – Fall

Course Label	Course Title	Credits
PTH 506	Introduction to Professional Development	2
PTH 523	Anatomy	6
PTH 528	Kinesiology	6
PTH 531	Foundations of Physical Therapy - I	2

Total Credits for Term - 16

Winter

Course Label	Course Title	Credits
PTH 504	Physiology in Health and Disease	4

PTH 518	Research Methods in Physical Therapy	2
PTH 532	Foundations of Physical Therapy - II	2
PTH 537	Musculoskeletal 1 – Upper Extremity	4
PTH 545	Therapeutic Exercise and Soft Tissue Mobilization	3
PTH 547	Physical Agents and Modalities	2

Total Credits for Term - 17

Spring

Course Label	Course Title	Credits
PTH 508	Neuroanatomy	3
PTH 517	PY1 Integrated Clinical Education Experience	1
PTH 519	Critical Inquiry	1
PTH 524	Clinical Pharmacology	2
PTH 529	Health Promotion and Wellness – I	2
PTH 538	Musculoskeletal 2 – Lower Extremity	4
PTH 620	Imaging and Diagnostics	2

Total Credits for Term - 15

Summer

Course Label	Course Title	Credits
PTH 512	Motor Control Across the Lifespan	4
PTH 530	Health Promotion and Wellness - II	1
PTH 534	Cardiovascular and Pulmonary Physical Therapy	3
PTH 539	Musculoskeletal 3 - Spine	5
PTH 540	Fundamentals of Neurologic Rehabilitation	3
PTH 611	Pain Neuroscience	2

Total Credits for Term – 18

Fall

Course Label	Course Title	Credits
PTH 516	Psychosocial Issues in Healthcare – Intensive	3
PTH 608	Clinical Education Experience 1	4
PTH 647	Orthotics	1

Total Credits for Term - 8

Winter

Course Label	Course Title	Credits
PTH 514	Health Practice Management	3
PTH 543	Neurologic Clinical Management	5
PTH 544	Integumentary System	2
PTH 623	Management of Patients with Multisystem Involvement – I	3
PTH 720	Capstone Research Project – I	2

Course Label	Course Title - Electives	Credits
PTH 599	Independent Study	2
PTH 615	DPT Student Clinic	2
PTH 627	PYII ICE	2
LS 565	Spanish for Healthcare Professionals	2

Total Credits for Term – 15

One – 2 credit elective must be taken during the didactic curriculum in either Term 6 or 7

Spring

Course Label	Course Title	Credits
PTH 511	Management of Pediatric/Adolescent Patient	5
PTH 610	Professional Seminar	1
PTH 624	Management of Patients with Multisystem Involvement - II	4
PTH 648	Prosthetics	1
PTH 730	Capstone Research Project - II	2

Course Label	Course Title - Electives	Credits
PTH 599	Independent Study	2
PTH 615	DPT Student Clinic	2
PTH 627	PYII ICE	2
PTH 630	Sports Injury Management and Prevention	2
LS 565	Spanish for Healthcare Professionals	2

Total Credits for Term - 13

One – 2 credit elective must be taken during the didactic curriculum in either Term 6 or 7

4 Summer

Course Label	Course Title	Credits
PTH 701	Clinical Education Experience II	5

Total Credits for Term – 5

Term 9 – Graduate Term 1 - Fall

Course Label	Course Title	Credits
PTH 702	Clinical Education Experience III	5

Total Credits for Term – 5

Winter

Course Label	Course Title	Credits
PTH 703	Clinical Education Experience IV	5

Total Credits for Term – 5

Total Credits by Term for Program

Term of Study	Number of Credits	Elective Credits
Term 1	16	
Term 2	17	
Term 3	15	

Term 4	18	
Term 5	8	
Term 6	15	2
Term 7	13	2
Term 8	5	
Term 9	5	
Term 10	5	
TOTAL	117	Up to 4
Total Required 119		

Curriculum Plan-Arizona

Professional Year 1 – Class of 2025

Term 1: Fall 2023

Course Number	Course Title	Credits
PTH523A	Anatomy	5
PTH504	Physiology of Health & Disease	4
PTH528A	Kinesiology	5
PTH546	Physical Agents	1
PTH550	EBP - Critical Inquiry	1
Credits 16		

Term 2: Spring 2023-24

Course Number	Course Title	Credits
PTH508A	Neuroanatomy	4
PTH512	Motor Control ACR Lifespan	3
PTH620	Imaging	2
PTH531/2	Intro to PT Exam	3
PTH545	Intro to Therapeutic Exercise	3
PTH506A	Intro to Professional Develop & Patient Education	1
Credits 16		

Term 3: Spring 2024

Course Number	Course Title	Credits
PTH537	MSK I - UE	4
PTH540A	Neuro Clinical Management I	4
PTH529	Health Promotion and Wellness	2
PTH550	EBP - Research I	2
PTH524	Clinical Pharmacology	2
PTH606	Integrated Clin Exp I (FPU Clin Yr1)	1
Credits 15		

Term 4: Summer 2024

Course Number	Course Title	Credits
PTH538	MSK II - LE	4
PTH534	CV & Pulm PT I	4
PTH543A	Neuro Clinical Management II	4
PTH544	Integumentary System	2
PTH607	Integrated Clin Exp II (FPU Clin Yr1)	1
PTH560	EBP – Research II	1
Credits 16		

Professional Year 2 – Class of 2024**Term 5: Fall 2024**

Course Number	Course Title	Credits
PTH538A	MSK III Spine	4
PTH511A	Manage of Ped/Adol Pt	4
PTH623	CV & Pulm PT II	4
PTH646	Orthotics and Prosthetics	2
PTH616	Integrated Clin Exp III (FPU Clin Yr2)	1
PTH560	EBP – Research II	1
Credits 16		

Term 6: Winter 2024-25

Course Number	Course Title	Credits
PTH624	Manage of Pt with Multi System Impairment	3
PTH635A	Advanced Interventions	3
PTH516	Psychosocial Issues in Health Care	2
PTH650	EBP – Research III	1
PTH 610	Professional Seminar / Licensure Exam Prep	2
PTH 514	Health Care Management	3
PTH617	Integrated Clin Exp IV (FPU Clin Yr2)	1
Credits 15		

Term 6 = 15 credits

Term 7 and 8: Spring / Summer 2025

Course Number	Course Title	Credits
PTH701	Clinical Internship (10 wks)	5
PTH702	Clinical Internship (10 wks)	5
PTH703	Clinical Internship (10 wks)	5
Credits 15		

Professional Year 1 – Class of 2024**Term 1: Fall 2022**

PTH504	Physiology of Health and Disease	3 credits
PTH506A	Introduction to Professional Development & Patient Education	1 credit
PTH523A	Anatomy	5 credits
PTH528A	Kinesiology	5 credits
PTH531	Foundations of Physical Therapy Practice I	2 credits
PTH 606	Integrated Clinical Education Experience Year 1	0 credits

Term 1 = 16 credits**Term 2: Winter 2022-23**

Course Number	Course Title	Credits
PTH607	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*	2 credits
		Term 2 = 15 credits

Term 3: Spring 2023

Course Number	Course Title	Credits
PTH508A	Neuroanatomy	4 credits
PTH606	Integrated Clinical Education Experience-Year 1	0 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

Course Number	Course Name	Credits
PTH512	Motor Control ACR Life Span	4 credits
PTH516	Psychosocial Issues in HC*	3 credits
PTH607	Integrated Clinical Education Experience-Year 1	1 credit
PTH539A	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
PTH616	Integrated Clinical Education Experience Year1	0 credit
PTH543A	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**

PTH511A	Management of the Pediatric & Adolescent Patient	4 credits
PTH617	Integrated Clinical Education Experience- Year 2	1 credit
PTH610	Professional Seminar I	1 credit
PTH624	Management of Patients with Multisystem Involvement II	4 credits
PTH635A	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
PTH701A	Clinical Education Experience I	5 credits
PTH702A	Clinical Education Experience II	5 credits
PTH703A	Clinical Education Experience III	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

Director of Nursing/Associate Professor: Catherine Cuchetti

Assistant Professors: Lisa R. Chicko

Instructors: Caitlin Anderson, Kayla Gallagher, Mandy June

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

Director of Nursing/Associate Professor: Catherine Cuchetti

Assistant Professors: Lisa R. Chicko

Instructors: Mary Adam, Caitlin Anderson, Kayla Gallagher, Mandy June

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 RN to BSN program is designed for students who hold a current RN license and have earned either an associate degree in nursing or a diploma in nursing. Curriculum requirements may be fulfilled through transfer credits from regionally accredited institutions, prior learning assessment, course enrollment, and/or challenge exams. Additionally, students currently enrolled in an associate degree nursing (ADN) pathway program may be eligible to begin RN to BSN coursework before completing the ADN program or obtaining licensure, provided specific criteria are met. Students may enroll on a part-time or full-time basis.

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
 HU211 Death and Dying
 SO205 Race and Ethnicity in Society
 SO220 Families in Society
 SO223 Power, Privilege and Justice

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.)

Director of Nursing/Associate Professor: Catherine Cuchetti

Assistant Professors: Lisa R. Chicko,

Instructors: Caitlin Anderson, Kayla Gallagher, Mandy June

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/or 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:

- 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)
-

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; it is recommended that students do not work due to the rigor of the program

Program Progression

The course sequence in the curriculum is designed to provide incremental knowledge and skills necessary for professional nursing practice. To achieve this goal, the sequence of courses must be followed. A student in good academic standing will progress through the curriculum as designed. Nursing courses are arranged in a specific sequence, thus repeating a course will result in delay of the student's progress through the curriculum, requiring a longer period of time to successfully complete the program. Good academic standing is demonstrated by earning a course grade of 83% or greater in all NR 700 level nursing courses, achieve a grade of "pass" in all clinical courses and maintain a cumulative GPA of 3.0. If a student does not achieve a course grade of 83% or greater in any NR 700 level

nursing course, the student will decelerate in the program and be placed on Academic Suspension as defined in the Academic Catalog. A student who wishes to return to the MEPN program will be subject to the Re-entry to MEPN policy below.

Re-entry to the MEPN

A student who is placed on Academic Suspension with Deceleration will receive notice in writing (electronic or paper format) within 5 days of the start of the next term and will take effect immediately upon delivery. A student who wishes to appeal the decision may submit a written appeal to the Academic Standards Committee within seventy-two hours of receipt of notification of the Academic Suspension. If the appeal is denied by Academic Standards Committee, the student remains on Academic Suspension with Deceleration.

For a student placed on Academic Suspension with Deceleration status, the student may be considered for readmission. Readmission is not guaranteed. In order to be considered for readmission, the student must meet the following requirements:

1. The student must submit a request for readmission in writing to the Program Director and submit an official transcript of any coursework completed since dismissal. The request should state the reasons for seeking readmission and any extenuating circumstances related to the Academic Suspension. The request must contain the applicant's detailed plan for correcting past academic deficiencies.
2. The student's request will be reviewed by the Nursing Committee. If the student is considered appropriate for readmission, the Nursing Committee will outline a plan for the student to demonstrate competency and retention of appropriate program-level antecedent knowledge and skills at the time of the deceleration. This will take the form of a knowledge assessment (exam) administered to the student. The student will be required to demonstrate requisite knowledge gained from prior coursework successfully completed prior to the deceleration.
3. The student will also be required to demonstrate essential nursing skills commensurate with the expected level of knowledge and skills at the time the student's deceleration. The student will have access to practice skills in the lab prior to testing if requested. A nursing faculty member will assess the student's capability to perform selected skills by appointment. The student is responsible for scheduling and for preparing for this requirement.
4. If the student demonstrates competency in requisite nursing knowledge and skills, and is approved for readmission by the Nursing Committee, the student will be allowed to return to the MEPN program, repeating the failed course in the next term when the course is offered, usually the following year.
5. Readmitted students are required to meet with the Program Director within two weeks of receiving notice of readmission to discuss the student's learning contract.
6. Readmitted students may repeat only one nursing course in the program. Any subsequent grade of less than 83% in any other NR 700 level nursing course will result in dismissal from the program and the student will be ineligible for readmission. Any readmitted student who has decelerated will not be permitted to withdraw from a course; a withdrawal will result in program dismissal.

Re-entry into the MEPN program will be dependent on space availability and previous academic standing. Students returning from medical leave will need to provide written documentation from the health care provider stating the student may return and will be able to perform all clinical requirements without restriction. This documentation will be provided to the program director. Upon return the student will be required to demonstrate required nursing competencies. If the student has been absent for twelve or more consecutive months, they must meet the current Catalog requirements in effect at the time of reinstatement.

The student will only be allowed to re-enter back into the program when the course is offered again. For example, if someone fails NR 700, they will have to wait until the next year when the course is offered again to apply for re-entry.

Nursing students in the MEPN program must abide by all policies in the University Student Code of Conduct and all University policies regarding graduate academic standing, academic integrity, honesty, plagiarism, and dishonesty as defined in the current FPU Academic Catalog and noted in each course syllabus. Students should refer to those documents for policies related to academic standards. Additionally, MEPN students must abide by the Code of Ethics set forth by the American Nurses Association, and all policies in the Nursing Student Handbook.

The School of Nursing has established behaviors and standards that are commensurate with those expected of a nursing professional. Behaviors deemed to be in violation of the established standards could result in disciplinary action, up to and including dismissal from the program as well as the University.

Students dismissed in this manner are ineligible to reapply to the program.

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 Franklin Pierce University 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

NR 501 R.N./M.S.N. Bridge -3 credits

NR 580 Pathophysiology for the Advanced Generalist -3 credits

NR 700 Foundational Concepts of Professional Nursing (lecture) 3 credits

NR 701 Foundation: Introduction to Nursing Interventions Practicum/ Health Assessment across the lifespan for the Advanced Generalist (lab) -3 credits

Term 1 total: 12 Credits

Term 2

NR 520 Health Policy & Population Health Issues-3 credits

NR 575 Pharmacology for the Advanced Generalist-3 credits

NR 710 Nursing Management of Common Health Alterations Across the Lifespan -3 credits

NR 711 Nursing Management of Common Health Alterations Across the Lifespan Practicum (clinical/lab) -3 credits

Term 2 total: 12 Credits

Term 3

GM 594 Healthcare Payment Systems -3 credits

GM 520 Legal and Ethical Issues in Business Organizations -3 credits

NR 750 Maternal/Child Nursing (lecture)-3 credits

NR 751 Women's Health Practicum (OB/Gyn clinical/lab) -1 credit

NR 752 Pediatrics Practicum (Peds clinical/lab) -1 credit

Term 3 total: 10 Credits

Term 4

GM 596 Quality Improvement Models in Healthcare -3 credits

NR 730 Psychiatric and Mental Health Nursing (Lecture) -3 credits

NR 731 Psychiatric and Mental Health Nursing Practicum (clinical) -1 credit

NR 740 Community Health Promotion Practicum (clinical) -1 credit

Term 4 total: 8 Credits

Term 5 (Term 1 of second year)

GM 510 Seminar in Leadership-3 credits

NR 720 Nursing Management of Complex Health Alterations Across the Lifespan (Lecture) -3 credits

NR 721 Nursing Management of Complex Health Alterations Across the Lifespan Practicum (clinical/lab) -3 credits

Term 5 total: 9 Credits

Term 6 (Term 2 of second year)

NR 760 Immersion Advanced Generalist Practicum (clinical) -4 credits

NR 790 Capstone: Clinical Project Development and Implementation -4 credits

Term 6 total: 8 Credits

Degree total: 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 Entry Program

The Direct Entry 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 three years of High School math, must include Algebra
- Completed three years of High School science

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.)

Director of Nursing/Associate Professor: Catherine Cuchetti

Assistant Professors: Lisa R. Chicko,

Instructors: Mary Adam, Caitlin Anderson, Kayla Gallagher, Mandy June

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 Registered Nurse with a baccalaureate in nursing.
- Track 2 is the Registered Nurse with a non-nursing bachelor's degree.

- Track 3 is the Registered 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 Registered 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 Registered 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 Registered 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 Associate's 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

Director of Nursing/Associate Professor: Catherine Cuchetti

Assistant Professors: Lisa R. Chicko

Instructors: Mary Adam, Caitlin Anderson, Kayla Gallagher, Mandy June

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-.

Communication

Professor: [Phyllis Scrocco Zrzavy](#)

Associate Professor: [Richard Roth](#)

Lecturers: Martin Roberts

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. Demonstrate knowledge of theories and methods to critically analyze media messages.
3. 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 broadcast 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 critical thinking, and digital video production skills, while also providing an understanding of how communication and media affect identity and culture. It also offers instruction in skills and knowledge in the human communication contexts of public speaking, interpersonal communication, and intercultural communication. The major culminates in a Capstone in Communication project course which provides preparation for transition to a career or graduate study.

Major Requirements

In addition to all graduation requirements, the following courses must be completed successfully to fulfill the major requirements: {27 credits)

Major Core

COMM 100 Communication, Media, and Society
COMM120 Introduction to Media Production
COMM130 Introduction to Media Studies
COMM200 Rhetoric & Society
COMM230 Interpersonal Communication
COMM231 Diversity and Media **OR** COMM 235 Intercultural Communication
COMM 240 Public Speaking
COMM330 Media Criticism
COMM400/SPME Capstone in Communication

Elective Courses (15 Credits):

Choose at least five courses (at least two courses at 300-level and above)

COMM110 Journalism I
COMM211 Broadcast Journalism
COMM221 Multi-Camera Production
COMM231 Diversity and Media (if not chosen as Core)
COMM232 Understanding Film
COMM234 Film Genres
COMM235 Intercultural Communication (if not chosen as Core)
COMM311 Broadcast Journalism II
COMM321 Single-Camera Production
COMM324 Audio Production
COMM333 Media and Culture
COMM334 Media Theory
COMM336 Gender and Media Representation
COMM337 Children and the Media
COMM345 American Political Culture and Media
COMM420 Advanced Media Production
COMM430 Advanced Media Studies Seminar
COMM202/302/402 Internship in Communication
SPME215 Sports Reporting

Minor Requirements

I. Communication Minor Core (9 credits)

COMM 100 Communication, Media, and Society
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 for a total of 18 credits.

Recommended Curriculum Guide - Communication

First Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
COMM120	Introduction to Media Production	3	COMM200	Rhetoric & Society	3
COMM130	Intro to Media Studies	3	COMM240	Public Speaking	3
COMM100	Media and Society	3	---	GLE Mathematics	3
GLE101	First-Year Inquiry Seminar	3	---	GLE Elective	3
GLE110	First-Year Composition	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
COMM231 or COMM235	Diversity and Media OR Intercultural Communication	3		GLE Lab Science II	4
COMM	Comm. Elective	3		GLE Elective	3
	GLE Lab Science I	4		Elective	3
	GLE Elective	3			
	Total	16		Total	16

Third Year					
Fall Semester		Credits	Spring Semester		Credits
COMM310 OR COMM330	Convergent Journalism <u>or</u> Media Criticism	3	COMM310 Q! COMM330	Convergent Journalism <u>or</u> Media Criticism	3
	Area of Concentration	3		Area of Concentration	3
	Elective			Elective	
	GLE Elective	3		Elective*	3
	Elective	3		Elective	3
	Elective	3		Elective	3
	Total	15		Total	15

Fourth Year					
Fall Semester		Credits	Spring Semester		Credits
	Elective*	3	COMM400	Capstone in Communication	3
	Elective	3		Area of Concentration	3
				Elective	
	Elective	3		Elective	3
	Elective	3		Elective	3
	Elective	3		Elective	3
	Total	15		Total	15
				Total Credits	122

Criminal Justice

Professor: Douglas Challenger

Associate Professors: Jean Dawson, Allan Rachlin

Assistant Professors: Johnna Pike, Leonard Crossman

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

Bachelor of Arts Criminal Justice Major Requirements

In addition to all graduation requirements, the following courses must be completed successfully to fulfill the major requirements:

CJ202 Policing in American Society
 CJ212 From Bail to Jail
 CJ221 Corrections
 CJ320 Inequalities, Justice and Reform
 CJ345 Criminology
 CJ470 Senior Criminal Justice Seminar
 SO101 Introduction to Sociology
 SO227 Research Workshop
 SO318 Social Science Research Methods

Four of the following Criminal Justice electives:

CJ203 Juvenile Justice
 CJ305 Criminal Investigation and Procedure
 CJ303 Technology and the Law
 CJ304 Specialty Courts
 CJ306 Family Law and the Justice System
 CJ312 Offender Reintegration in Society
 CJ330 Special Topics in Criminal Justice
 CJ410 Criminal Law
 CJ412 Sex Crimes
 CJ420 White Collar Crime
 CJ430 Victimology
 CJ495 Internship in Criminal Justice
 CJ499 Independent Study in Criminal Justice
 HS206 Protest in America
 PO321 Constitutional Law/ Moot Court
 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 Crime and Justice in America -OR- CJ203 Juvenile Justice
- CJ202 Policing in American Society
- CJ212 From Bail to Jail
- CJ221 Corrections
- SO101 Introduction to Sociology
- CJ ____ Elective course at the 300-or 400-level
- CJ ____ Elective course at the 300-or 400-level

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 Crime and Justice in America
- CJ202 Policing in American Society
- CJ203 Juvenile Justice
- CJ212 From Bail to Jail
- CJ221 Corrections
- SO101 Introduction to Sociology
- SO205 Racial Inequality
- SO227 Research Workshop
- SO318 Social Science Research Methods

General Electives

9-12 credits depending on course selection

Recommended Curriculum Guide – Criminal Justice

First Year

<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
CJ202	Policing in American Society	3	CJ221	Corrections	3
GLE101	First Year Inquiry Seminar			General Education Math	3
GLE110	First Year Composition	3		General Education Elective	3
	General Education Elective	3		General Education Elective	3

SO101	Intro to Sociology	3		General Education Elective	3
			CJ227	Research Workshop	1
	Total Credits:	15		Total Credits:	16

Second Year

<i>Fall Semester</i>	<i>Credits</i>	<i>Spring Semester</i>	<i>Credits</i>
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CJ__	CJ200 or 300 Level Elective	3	C212	From Bail to Jail	3
	General Education Elective	3	CJ320	Inequalities, Justice and Reform	3
	General Education	3	GLE230	Second Year Comp	3
	General Education Lab Science I	4		General Education Lab Science II	4
	General Education Elective	3		General Education Elective	3
	Total Credits:	16		Total Credits:	16

Third Year

<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
CJ__	Social Criminal Justice Elective	3	CJ__	Criminal Justice Elective	3
	General Education Elective	3		Elective*	3
	Elective*	3		Elective*	3
	Elective	3		Elective	3
SO318	Social Science Research Methods	3		Elective	3
	Total Credits:	15		Total Credits:	15

Fourth Year

<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
CJ345	Criminology	3	CJ470	Senior Criminal Justice Seminar	3
	Elective*	3		Elective*	3
	Elective	3		Elective	3
	Elective	3		Elective	3
	Elective	3			
	Total Credits:	15		Total Credits:	12

Recommended Curriculum Guide – Criminal Justice: 3 Year Plan

First Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
CJ202	Policing in America	3	CJ221	Corrections	3
GLE101	First Year Inquiry Seminar	3		General Education Elective	3
GLE110	First Year Comp I	3		General Education Math	3
	General Education Elective	3		General Education Elective	3
SO101	Intro to Sociology	3		General Education Elective	3
			CJ227	Research Workshop	1
	Total Credits:	15		Total Credits:	16
Summer I					
<i>Fall Semester</i>		<i>Credits</i>	<i>Summer II</i>		<i>Credits</i>
	General Education Elective	3		General Education Elective	3
Second Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
CJ___	CJ200 or 300 Level Elective	3	CJ212	From Bail to Jail	3

SO318	Social Science Research Methods	3	CJ320	Inequalities, Justice and Reform	3
	General Education Lab Science I	4	GLE230	Second Year Comp	3
	General Education Elective	3		General Education Lab Science II	4
	General Education Elective	3		General Education Elective	3
	Total Credits:	16		Total Credits:	16
Summer I					
		<i>Credits</i>	Summer II		<i>Credits</i>
	Elective*	3		Elective	3
	Elective**	3			
		6			3

Third Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
CJ345	Criminology	3	CJ470	Senior Criminal Justice Seminar	3
CJ____	Criminal Justice Elective	3	CJ____	Criminal Justice Elective	3
	Elective	3		Elective*	3
	Elective	3		Elective	3
	Elective	3		Elective	3
	Total Credits:	15		Total Credits:	15
Summer I					
		<i>Credits</i>	Summer II		<i>Credits</i>
	CJ Elective or Internship (1-15 credits)	3		Elective	3
	Elective	3		Elective	3
				Elective	3
	Total Credits:	6		Total Credits:	9

*One or more additional electives may be needed to fulfill general education requirements. See General and Liberal Education (GLE) pages.

**Summer course can be substituted with Internship, training academy courses or CLA credits.

Digital Media Design

Visting Instructor: Patti Scully-Lane

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					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
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					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
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					

<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
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					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
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 \(GLE\)](#).

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 ensures 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 Crime and Justice in America 3 credits or
CJ203 Juvenile Justice 3 credits

CJ320 Inequalities, Justice and Reform 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
 MT260 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 Racial Equality 3 credits

Recommended Curriculum Guide

First Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
GLE101	First Year Inquiry Seminar	3	CJ101 <u>or</u> CJ203	Crime and Justice in America or Juvenile Justice	3
GLE110	First Year Composition I	3	_____	General Education Elective	3
_____	General Education Elective	3	_____	General Education Elective	3
PS101	Introduction to Psychology	3	MT260	Statistics	3
SO101	Introduction to Sociology	3	PS215	Health Psychology	3
		15			15
Second Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
HCA201	Introduction to Healthcare Management	3	GLE230	Second Year Composition	3
_____	General Education Elective	3	_____	General Education Elective	3
_____	General Education Lab Science I	4	_____	General Education Lab Science II	4
_____	General Education Elective	3	_____	General Education Elective	3
PS220	Group Dynamics	3	SO205	Racial Inequality	3
		16			16

Third Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
EMSP304	Public Health Emergencies	3	CJ345	Gender, Race and Crime	3
_____	General Education Elective	3	HCA315	Epidemiology	3
_____	Elective*	3	_____	Elective*	3
_____	Elective	3	_____	Elective	3
PS323	Seminar on Addiction	3	_____	Elective	3
		15			15
Fourth Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
HCA360	Healthcare Ethics, Policy, and Law	3	EMSP320	Emergency Communications	3
_____	Elective*	3	_____	Elective*	3
_____	Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
		15			15

English and Composition

Professor: Sarah Dangelantonio

Associate Professors: Jess Landis, Zan Walker-Goncalves, Alan Schulte

Assistant Professor: David Whelan

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.

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. 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 — 15 credits

EN203 Introduction to British Literature 3 credits
 EN204 Introduction to American Literature 3 credits
 EN210 Introduction to Literary Studies 3 credits
 EN225 Sophomore Assessment Seminar 1 credit
 EN485 Senior Assessment Seminar 2 credits
 EN492 English Research a Writing Seminar 3 credits.

Pick 1 EN creative writing course: choose from the list below 3 credits

EN209 Creative Nonfiction Workshop 3 credits
 EN232 The Teaching of Writing 3 credits
 EN235 Fiction Workshop 3 credits
 EN237 Poetry Workshop 3 credits
 EN357 How to Write a Blog 3 credits
 EN358 Northern New England Review 3 credits
 EN359 Nevermore 3 credits

24 Additional credits for which only 1 can be a 100 level from the following:

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
 EN209 Creative Nonfiction Workshop 3 credits
 EN215 Slavery: Literature and Legacy 3 credits
 EN232 The Teaching of Writing 3 credits
 EN235 Fiction Workshop 3 credits
 EN237 Poetry Workshop 3 credits
 EN250 Special Topics in English 3 credits
 EN251 Us vs. Them: Introduction to Law and Literature 3 credits
 EN270 Eve Was Framed: 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
 EN350 Special Topics in English 3 credits
 EN354 American Poetry 3 credits
 EN355 Modern and Contemporary American Fiction 3 credits
 EN357 How to Write a Blog 3 credits

EN358 Northern New England Review 3 credits
 EN359 Nevermore 3 credits
 EN391 Internship in English 1-6 credits
 EN450 Special Topics in English 3 credits
 EN491 Internship in English 1-6 credits
 EN492 English Research a Writing Seminar 3 credits

Education Track (for Elementary & Secondary Education Majors) — 27 credits

The following courses are required.

EN232 The Teaching of Writing 3 credits

Choose three of the four courses listed below:

EN110 Many Voices: Multicultural Literature 3 credits
 EN 117 Buddies, Bullies, and Bodies: Young Adult Literature 3 credits
 EN215 Slavery: Literature and Legacy 3 credits
 EN270 Eve Was Framed: 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. In the courses selected there must be at least one that covers each of the following genres: Fiction and Poetry.

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

One creative writing course

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 <u>or</u> GLE Elective	3
_____	GLE Elective	3	_____	GLE Elective	3
_____	Elective	3	_____	Elective	3
	Total	15		Total	15
Second Year					
Fall Semester		Credits	Spring Semester		Credits
EN203	Introduction to British Literature	3		Creative Writing Course	3
EN210	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					
Fall Semester		Credits	Spring Semester		Credits
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					
Fall Semester		Credits	Spring Semester		Credits
EN485	Senior Assessment Seminar	2	EN492	Research & Writing 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

*One or more additional electives may be needed to fulfill general education requirements. See *General and Liberal Education (GLE)*.

Fine Arts

Associate Professors: Susan Silverman, Nathan Sullivan

A minor is offered in Fine Arts.

The Fine Arts minor is designed to introduce students to the concepts and practices in studio arts. A minor in fine 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., Painting I, II, III, IV).

FineArts 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

Students intending to earn the Global Citizenship Certificate are required to complete 10 credits of coursework and minimum of 1 credit of field experience. Field experience on or off-campus of no fewer than 20 hours including (but not limited to) internship, related paid or volunteer work experience, service-learning/community service, Global Living Learning Community Housing, English Conversation Group, or other germane experience as mutually agreed upon with GCC coordinator.

A Franklin Pierce student from outside of the United States may use their experience at Franklin Pierce in lieu of the field experience for completion of requirements for the Global Citizenship Certificate program.

Required Courses

AN220 Global Problems	3 Credits
GCC490 The Global Citizenship Seminar	1 Credit
GCC491 Global Citizenship Field Experience	1-3 Credits
Two Electives	6 Credits

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.

BI217 Tropical Forest Ecology (lab)
 BI235 Human Health and Nutrition
 CJ320 Inequality, Justice and Reform
 COMM235 Intercultural Communication
 COMM333 Media and Culture
 DMD330 Social Media
 ED112 Teaching and Learning in a Democratic Society*
 EN110 Many Voices: Multicultural Literature*
 EN215 Slavery: Literature and Legacy*
 EN270 Eve was Framed: Women Writers*
 ES103 Introduction to Ecosystem and Wildlife Conservation*
 ES240 Creating Sustainable Communities
 ES305 Environmental Health and Justice
 FA183 History of Art*
 GLE200 The 20th Century: A Global Approach*
 HS229 Thrones and Drones: Modern European History
 HS235 Topics in World History
 HS314 American Immigrant History
 HS337 Nazi Germany

HS340 Ireland Since 1500
IB364 International Business
MK365 International Marketing
MN275 China's Influence on the World Economy
MU102 Special Topics in Music
MU210 Women and Music*
PO205 International Relations*
PO206 Comparative Politics*
PO330 Global Security and Diplomacy
PO331 Prosperity and Freedom in the World
PUBH202 Introduction to Global Health
SO203 Community Organization and Advocacy
SO223 Power, Privilege and Justice
SO240 Religion and Society*
SPME300 International Sports Culture
SR210 The Role and Influence of Leisure on the Culture and Commerce of the International Community

*Also meets GLE Requirements

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 Lady Liberty: 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

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.

History Department Goals and Career Preparation

History Program Goals are designed to measure content knowledge and skills; supporting the University's mission to cultivate students who are well-rounded in the liberal arts, excellent scholars, and engaged, knowledgeable citizens respectful of diversity in the global environment.

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.

Together with History Program Learning Outcomes addressing Knowledge, Historical Perspectives, and Historical Research, the sequenced Public History concentration prepares students for careers in the field, integrating:

- Professional skills, ethics, and standards
- Familiarity with research and the production of professional historical narratives
- Public history methods and interpretation.

The History curriculum prioritizes the skills most desired by employers, including: written and oral communication, logical and analytical reasoning, information literacy and research skills, problem solving, and teamwork. Experiential learning and field-based internship opportunities complement this foundational skill-development in the History curriculum.

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
HS450 History Senior Portfolio Assessment

Select one of these experiential courses: HS491, HS395, HS495, HS246, HS310, HS329, HS377

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

HS 200 Who's Who in American History

Select one course in social, cultural, or intellectual history: HS313, HS320, HS322, HS323, HS341

Selection 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
HS275	History Workshop	3		GLE Lab Science II	4
	GLE Lab Science I	4	GLE230	Second-Year Composition	3
	GLE Elective	3		GLE Elective	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___	300-level History Elective	3	HS___	Experiential History Course	3
HS___	300-level History Elective	3	HS___	300-level History Elective	3
HS275	History Workshop	3	HS___	History Elective	3
HS410	History Research Seminar	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 Professors: 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.

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:

HU101 Introduction to Human Services
 HU320 Social Welfare Policy
 HU489 Senior Human Services Seminar
 MT260 Statistics
 PS340 Techniques of Counseling I
 SO101 Introduction to Sociology
 SO203 Community Organization and Advocacy
 SO205 Racial Inequality
 SO220 Families in Society
 SO223 Power, Privilege and Justice
 SO227 Research Workshop
 SO318 Social Science Research Methods

Major Electives

Choose two of the following electives:

HU495 Internship in Human Services
 PS220 Group Dynamics
 PS345 Crisis Intervention

Recommended Curriculum Guide-Human Services

First Year						
Fall Semester			Credits	Spring Semester		Credits
HU101	Introduction to Human Service	3	SO203	Community Organization and Advocacy	3	
GLE101	First Year Inquiry Seminar	3	SO205	Racial Inequality	3	
GLE110	First Year Composition I	3	MT260	Statistics	3	
SO101	Introduction to Sociology	3	_____	General Education Elective	3	
_____	General Education Elective	3	_____	General Education Elective	3	

		15			15
Second Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
SO220	Families in Society	3	HU___	Human Services Elective	3
SO227	Research Workshop	1	GLE120	Composition II	3
_____	General Education Lab Science I	4	_____	General Education Lab Science II	4
_____	General Education Elective	3	_____	General Education Elective	3
_____	General Education Elective	3	_____	General Education Elective	3
		14			16
Third Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
HU320	Social Welfare Policy	3	SO318	Social Science Research Methods	3
SO223	Power Privilege Justice	3	HU___	Human Services Elective	3
GLE___	General Education Elective	3	_____	Elective*	3
_____	Elective*	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
		15			15
Fourth Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
			HU489	Senior Human Services Seminar	3
PS340	Techniques of Counseling I	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	3

_____	Elective	3	_____	Elective	3
		15			15

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 for two of the following areas:

One 100-200-level Social Science

One 100-200-level Humanities

One 100-200-level Arts and Design

Major Requirements

HU101 Introduction to Human Services

SO101 Introduction to Sociology

SO205 Racial Inequality

SO227 Research Workshop

SO318 Social Science Research Methods

Two of the following must be completed:

PS101 Introduction to Psychology

PS215 Health Psychology

PS230 Child and Adolescent Psychology

SO203 Community Organization and Advocacy

SO220 Families in Society

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

Choose one of the following:

PO330 Global Security and Diplomacy 3 credits
 PO 332 Disinformation and Propaganda 3 credits

Choose one of the following:

PS318 Psychology of Intelligence Analysis 3 credits
 PS319 Case Studies in Espionage 3 credits

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, 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.

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
MU318 History of Western Music	3 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 Total

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

MU120 Recording Techniques 3 Credits

Choose one from MU220 Advanced Recording Techniques or MU310 Computer Music 3 credits

MU399 Internship in Music 1 Credit

MU451 Senior Project 3 Credits

48 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.)

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>
MU151	Theory of Music I	3	MU209	Theory of Music II	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 I	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>
MU309	Theory of Music III	3	MU200	Sophomore Portfolio	3
MU	Private Instruction	2	MU409	Theory of Music IV	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

<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
MU318	History of Western Music I	3	MU319	Popular and World Music	3
					3
MU215	Computer Music I	3	MU321	Music Elective	3
MU	Ensemble	3		GLE Elective	3
	GLE Elective	1	MU240	Music Industry	3
	Elective	3	MU	Private Instruction	2
MU	Private Instruction	2			
	Total	15		Total	14

Fourth Year

<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
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MU103	Piano I	3	MU450 or MU451	Senior Project or Senior Recital	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

Recommended Curriculum Guide – Music Technology and Industry Concentration

First Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
MU120	Recording Techniques	3	MU151	Theory of Music I	3
MU__	Private Instruction or Ensemble	1-2	MU ____	Private Instruction	3
GLE101	First-Year Inquiry	3	MU__	Ensemble	2
GLE110	First-Year Composition	3		GLE Mathematics Elective	1
	Elective	3		Music Industry Elective	3
	GLE Elective	3		Elective	3
	Total	14-15			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
MU215	Computer Music I	3	MU309	Theory of Music III	3
MU__	Private Instruction	2	MU310 or MU220	Computer Music II or	3

				Advanced Recording Techniques	
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

<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
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

<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
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

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 Political Science program engages students in hands-on, project-based learning to prepare them for careers in many fields including government, security, law, education, non-profit organizations, and business. Political Science majors and minors work on real-world problems including: learning how to prepare legal briefs and argue the law in moot court; conducting survey research for campaigns and elections; preparing human rights and economic development reports for international organizations; and assessing global and national security threats. Our students learn how to conduct research and investigate local, national, and world topics that interest them. All majors complete an internship in news media and political communications with the Marlin Fitzwater Center for Communications. Seniors in their senior seminar complete research around academic and career interests they have developed during their time at the University. With our relatively few requirements, Political Science majors commonly pick up additional majors and minors in History, Criminal Justice, English, Intelligence/Security Studies, and Business. Political Science students are leaders on campus and commonly serve in student government, campus clubs, and participate actively in Division II and intramural athletics.

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 PO 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	3	_____	GLE Elective	3

	Comparative Politics				
_____	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

<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
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

<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
PO_____	PO 300-level	3	PO410	Senior Research Seminar	3
PO491	Field-Based Experience in Political Science	1	_____	Elective	3
_____	Outstanding 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**

<i>Fall Semester</i>		<i>Credits</i>	<i>Winter Semester</i>		<i>Credits</i>
PO110 or PO111	Political Violence or Politics & Pop Culture	3	_____	GLE Art Humanities or	3
GLE101	First-Year Inquiry	3			
GLE110	First-Year Composition	3			
PO200	PO Research Methods	3			
	GLE Lab Science I	4			
	Total	16		Total	3
<i>Spring Semester</i>		<i>Credits</i>	<i>Summer Semester</i>		<i>Credits</i>
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					
<i>Fall Semester</i>		<i>Credits</i>	<i>Winter Semester</i>		<i>Credits</i>
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
<i>Spring Semester</i>		<i>Credits</i>	<i>Summer Semester</i>		<i>Credits</i>
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 \(GLE\)](#).*

Psychology

Associate Professors: Jennie R. Brown, Leslie Buddington

Assistant Professor: Lara Ingram

A Bachelor of Arts degree and a Bachelor of Science degree are offered in Psychology for traditional students.

Two minors are offered in 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.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, MT 260 recommended)

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)
 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 Senior Seminar

Choose two 300-level psychology laboratory courses:

PS303 Psychology of Learning (laboratory)
 PS306 Cognitive Psychology (laboratory)
 PS304 Introduction to Neuroscience (laboratory)
 PS308 Evolutionary Psychology (laboratory)

Nine additional elective credit hours in Psychology or other Psychology-related courses approved by the major advisor.

Minor Requirements

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, criminal justice and/or political science 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 Crime and Justice in America 3 credits
 PS235 Forensic Psychology 3 credits
 PS260 Statistics for Behavioral Science or MT260 Statistics 4 credits

Four of the following courses: at least two outside of the students' major- (12 credits):

CJ304 Specialty Courts 3 credits

CJ412 Sex Crimes 3 credits
 CJ430 Victimology 3 credits
 PO110 Political Violence 3 credits
 PO332 Disinformation and Propaganda 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

Total Credits 22

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					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
PS101	Introduction to Psychology	3	PS230 or PS231	Child and Adolescent Development or Adult Development and Aging	3
BI101 or AN102 or _____	Biology I (laboratory) or Human Origins++ or other GLE Lab Science	4	BI102 or _____	Biology II (laboratory)++ or other General Education Lab Science	4
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	PS260	Statistics for the Behavioral Science (laboratory)	4
PS261	Research Methods in Psychology (laboratory)	4	PS320 or PS322	Theories of Personality or Social Psychology	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>
PS__	Psychology Elective	3	PS__	Psychology Elective	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 Internship in Psychology	3	PS491	PS491 Senior Thesis in Psychology (Empirical Study)*	3
PS494	Senior Seminar 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

*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 required for those students pursuing the B.S. degree in Psychology. (MT260 recommended).*

++ *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*

Accelerated 3 Year Recommended Curriculum Guide – Psychology

First Year						
Fall Semester		Credits		Spring Semester		Credits
PS101	Introduction to Psychology	3		PS261	Research Methods in Psychology	4
BI101 or AN 102 or ____	Biology I ++ <u>or</u> 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 <u>or</u> 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						
Fall Semester		Credits		Spring Semester		Credits
PS260	Statistics for the Behavioral Sciences (counts as MT GLE)	4		PS30X	300 Level Psychology Lab	4
PS23x	Child and Adolescent Development <u>or</u> Adult Development and Aging	3		_____	Art & Design GLE	3
_____	Humanities GLE	3		PS322/320	Social Psychology <u>or</u> Theories of Personality	3

_____	Elective	3		GLE230	Second-Year Composition	3
PS___	Psychology Elective	3		_____	Elective	3
	Total	16			Total	16
Winter		Credits		Summer		Credits
_____	Elective	3		_____	Elective	3
_____	Elective	3		_____	Elective	3
	Total	6			Total	6
Final Year						
Fall Semester		Credits		Spring Semester		Credits
PS30X	300 Level Psychology Lab	4		PS___	Psychology Elective	3
PS___	Senior Thesis in Psychology (Literature Review) or PS491 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

*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 (MT260 recommended) required for those students pursuing the B.S. degree in Psychology.

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: [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 (30 Credits)

SPME101 Foundations of Sports Media
COMM120 Introduction to Media Production
COMM211 Broadcast Journalism I
COMM231 Diversity and Media —OR— SPME260 Special Topics in SPME
SPME2115 Sports Reporting
SPME250 Sports Media Production
SPME300 International Sports Culture
SR310 Sports Marketing
COMM321 Single-Camera Production
SPME400 Capstone in Sports Media

Elective Course (9 credits)

Course(s) chosen with advisor approval. Must be 200-level or higher.

COMM221 Multi-Camera Production
COMM311 Broadcast Journalism 2
COMM330 Media Criticism
COMM420 Advanced Media Production
SPME255, 355, 455 Internship in Sports Media (3-6 credits)
SPME260 Special Topics in Sports Media

SPME351 Sports Broadcasting

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 I	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>
SPME215	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 or MK335	Sports Marketing or 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.

Minor Requirements

COMM120 Introduction to Media Production

COMM211 Broadcast Journalism 1 **or** SPME215 Sports Reporting SPME101 Foundations of Sports Media

SPME250 Sports Media Production

SMPE300 International Sports Culture

SPME351 Sports Broadcasting

First Year

Fall Semester		Credits	Spring Semester		Credits
SPME101	Foundations of Sports Media	3	COMM120	Introduction to Media Production	3
Sophomore Year					
Fall Semester		Credits	Spring Semester		Credits
COMM211 SPME215	or Broadcast Journalism or Sports Reporting	3	SPME250	Sports Media Production	3
Junior Year					
Fall Semester		Credits	Spring Semester		Credits
SPME300	International Sports Culture	3	COMM351	Sports Broadcasting	3

Women, Gender, and Leadership Certificate

Professors: [Verna DeLauer](#), [Melinda Jetté](#), [Mary C. Kelly](#), [Phyllis Zrzavy](#)

Associate Professors: [Leslie Buddington](#), [Jean Dawson](#), [Jessica Landis](#) (Certificate Coordinator)

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 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. 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.

To earn the Women, Gender, and Leadership certificate, you must successfully complete a 13-credit course of study.

Certificate Core Requirements

WL115 Introduction to Women, Gender and Leadership-3 credits

WL490 The Women, Gender, and Leadership Seminar-1 credit

WL491 Internship in Women in Leadership or in your major-3 credits

Total 7 credits

Choose two of the following courses 6 credits

CJ320 Inequality, Justice and Reform-3 credits
COMM230 Interpersonal Communication-3 credits
COMM231 Diversity & Media-3 credits
COMM336 Gender in Media Representation-3 credits
COMM337 Children and the Media-3 credits
EN270 Eve was Framed: Women Writers-3 credits
HS322 American Gender History-3 credits
HS341 American Women's History-3 credits
MU201 Women and Music-3 credits
PS405 Theories of Intimate Violence-3 credits
SO220 Families in Society-3 credits
SPME260 Gender, Sports & Media-3 credits
Total credits = 13

Master's in Clinical Mental Health Counseling Program

Director/Associate Professor:Hannah Bland

VA Facility Code: 31100729

The following information is related to the MA in Clinical Mental Health Counseling Program at Franklin Pierce University. This document will include the following: program overview, required curriculum, course descriptions, admissions requirements, and program costs.

Program Overview

The FPU MA in CMHC program is a 60-credit hour program designed to provide students with the required knowledge, skills, and dispositions to serve as clinical professional counselors. The program has a total of 20 courses; each course is three credit hours. Students can complete the program in as little as 24 months/8 terms. Courses will be completed online in a predominately asynchronous format. In addition, the online coursework, students will be required to complete one five-day intensive per year on the Rindge, NH campus. This intensive is designed to further develop and enhance the skill sets learned during the online courses. During the second year of the program, students will complete a series of field experience courses at a site placement. The field experience courses are designed to provide students with the opportunity to provide counseling services under the supervision of both a faculty supervisor and site supervisor. In addition to providing counseling services, students will be able to gain experience in writing clinical case documentation, developing and implementing treatment plans, and working in an interdisciplinary fashion with other professionals. Students are required to complete a total of 700 hours of field experience.

Admissions Requirements

Individuals who wish to enroll in the MA in CMHC program must meet the following admissions requirements. The individual must have a bachelor's degree from an accredited institution with a GPA of 3.0 or higher. The individual must provide their current resume and/or CV. This document should include any relevant clinical experience. The individual must complete a 250-500 word essay on how a degree in clinical mental health counseling aligns with their career goals and must also provide three letters of recommendation. After this information has been provided, the individual must complete an interview with the CMHC Program Director.

Program Costs

The program is a total of 60 credit hours. Each credit hour costs \$665.00. 60 credits hours will cost \$39,900.00. Required textbooks will cost an average of \$100.00 per course. The program has 20 courses, which will equal \$2,000.00 total for textbooks. Students will be required to purchase liability insurance and be a member of one professional counseling organization prior to the start of their field experience courses. The average estimated combined cost for insurance and professional membership is \$150.00 for the year. Students will only need to purchase for one year. Additionally, students will be required to attend a total of two five-day face-to-face intensives on the Rindge, NH campus throughout the duration of the program. Students may choose to commute to and from the Rindge campus or they may choose to reside on the campus for the duration of the intensive. Students who wish to reside on campus during the intensive can purchase accommodation packages. The cost of an accommodation package per intensive, including food and housing, is currently \$631.42 per intensive.

MA in CMHC Full-Time Program of Study

Year One**Term One**

Course Number	Course Name	Credit
COUN 501	Orientation to the Counseling Profession	3
COUN 502	Skills and Techniques in Counseling	3
COUN 503	Theories of Counseling and Psychotherapy	3

Term Two

Course Number	Course Name	Credit
COUN 504	Multicultural Counseling	3
COUN 505	Counseling Ethics	3
COUN 506	Advanced Counseling Skills	3

Term Three

Course Number	Course Name	Credit
COUN 507	Counseling Children and Adolescents	3
COUN 508	Developmental Theories and Applications	3
COUN 509	Group Process and Dynamics	3

Term Four

Course Number	Course Name	Credit
COUN 510	Mental Health Diagnosis	3
COUN 511	Counseling Families	3
COUN 512	Substance Use and Treatment	3

Year Two**Term One**

Course Number	Course Name	Credit
COUN 513	Crisis, Trauma Theory, and Counseling	3
COUN 514	Practicum	3

Term Two

Course Number	Course Name	Credit
COUN 515	Appraisal and its Application in Counseling	3

COUN 516	Internship I	3
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Term Three

Course Number	Course Name	Credit
COUN 517	Applied Research Methods for Counselors	3
COUN 518	Internship II	3

Term Four

Course Number	Course Name	Credit
COUN 519	Internship III	3
COUN 520	Career Development and Life Planning	3

MA in CMHC Part-Time Program of Study**Year One****Term One**

Course Number	Course Name	Credit
COUN 501	Orientation to the Counseling Profession	3
COUN 502	Skills and Techniques in Counseling	3

Term Two

Course Number	Course Name	Credit
COUN 504	Multicultural Counseling	3
COUN 506	Advanced Counseling Skills	3

Term Three

Course Number	Course Name	Credit
COUN 508	Developmental Theories and Applications	3
COUN 509	Group Process and Dynamics	3

Term Four

Course Number	Course Name	Credit
COUN 510	Mental Health Diagnosis	3
COUN 512	Substance Use and Treatment	3

Year Two**Term One**

Course Number	Course Name	Credit
COUN 503	Theories of Counseling and Psychotherapy	3
COUN 513	Crisis, Trauma Theory, and Counseling	3

Term Two

Course Number	Course Name	Credit
COUN 505	Counseling Ethics	3
COUN 515	Appraisal and its Application in Counseling	3

Term Three

Course Number	Course Name	Credit
COUN 507	Counseling Children and Adolescents	3
COUN 517	Applied Research Methods for Counselors	3

Term Four

Course Number	Course Name	Credit
COUN 511	Counseling Families	3
COUN 520	Career Development and Life Planning	3

Year Three**Term One**

Course Number	Course Name	Credit
COUN 514	Practicum	3

Term Two

Course Number	Course Name	Credit
COUN 516	Internship I	3

Term Three

Course Number	Course Name	Credit
COUN 518	Internship II	3

Term Four

Course Number	Course Name	Credit
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COUN 519	COUN 519: Internship III	3
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SCHOOL OF EDUCATION

School of Education

Associate Professor: [Joan Swanson](#)

Assistant Professor: [Elizabeth Lapon](#), [Lisa Thompson-Sousa](#)

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.

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 Education (Licensure) 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 Education Studies (Non-Licensure) 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

To be inducted into Franklin Pierce University's chapter of the Pi Lambda Theta, students must be sophomores, juniors, or seniors with a GPA of 3.5 or higher, while pursuing a major in Education (Licensure). National membership is awarded directly through Pi Lambda Theta.

A Bachelor of Arts degree is offered in the following majors:

Non-Licensure:

- Education Studies

NH Teacher Licensure:

- 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-22)

Requirements for Education Licensure Majors

All licensure programs are approved by the New Hampshire Department of Education (NHED) and must fulfill the requirements described in N.H. Ed Administrative Rules 500 and 600 series. Students must pass through specific gateways to progress through the licensure programs. Students seeking licensure in states other than New Hampshire are advised to consult with their state's licensure requirements.

Education Studies

The bachelor's in Education Studies prepares students to work in educational settings outside of the traditional public-school classroom setting, such as instructional design, youth advocacy, training, and development, as well as education nonprofits. Education Studies is a non-licensure major and does not lead to a New Hampshire teaching license.

Students are encouraged to think broadly about an area of interest to develop a plan which will include a content area sequence of classes with no less than 6 courses (18 credits). The Education Studies major must include a minimum of 45 hours of clinical field experience or lab experiences and must include a capstone experience through a thesis.

Required Education Courses for Education Studies

ED105 Educational Psychology	3 Credits
ED112 Teaching and Learning in a Democratic Society	3 Credits
ED224 Design and Management of a Learning Environment Field Hours:30 hours	3 Credits
PS230 Child and Adolescent Development OR PS231 Adult Development and Aging	3 Credits
ED312 Understanding and Teaching Exceptional Children Field Hours: 15 hours	3 Credits
ED328 Special Ed Law OR ED345 Communication and Collaboration	3 Credits
ED471 Senior Thesis in Education Studies	3 Credits

Approved Education electives (3 cr must be at 300 level or above)	6 Credits
Content Area Concentration	18 Credits

Any course with an ED prefix or

- EN232 Teaching Writing 3 Credits
- MT130 Math for K-8 Educators 3 Credits
- PS220 Group Dynamics 3 Credits
- PS303 Psychology of Learning 3 Credits

Recommended Curriculum Guide – Education Studies

First Year					
	<i>Fall Semester</i>	<i>Credits</i>		<i>Spring Semester</i>	<i>Credits</i>
ED105 OR ED112	Educational Psychology OR Teaching & Learning in a Democratic Society	3	ED105 OR ED112	Educational Psychology OR Teaching & Learning in a Democratic Society	3
GLE101	First-Year Inquiry Seminar	3		GLE Elective Humanities	3
GLE110	First-Year Composition I	3		GLE Natural Science 1	4
MT130	Math for K-8 Educators	3		Elective	3
	Elective	3		Elective	3
	Total	15		Total	16

Second Year					
	<i>Fall Semester</i>	<i>Credits</i>		<i>Spring Semester</i>	<i>Credits</i>
ED224	Design & Management of the Learning Environment	3	GLE230	Second-Year Composition	3
	GLE Natural Science 2	4	PS230 OR PS231	Child & Adolescent Development OR Adult Development & Aging	3
	GLE Social Science Elective	3		Concentration Class I	3
EN232	Teaching of Writing	3		GLE Art & Design Elective	3
	Elective	3		Education Elective	3
	Total	16		Total	15

Third Year					
	<i>Fall Semester</i>	<i>Credits</i>		<i>Spring Semester</i>	<i>Credits</i>
	GLE Social Science Elective	3		Concentration Class 4	3
	Concentration Class 2	3		Concentration Class 5	3
	Concentration Class 3	3		GLE Humanities Elective	3
	Education Elective	3	ED312	Understanding & Teaching Exceptional Learners	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>

ED328	Special Education and the Law	3	ED345	Effective Communication	3
	Concentration Class 6	3	ED471	Senior Thesis in Education Studies	3
	GLE Art & Design Elective	3		Elective	3
	GLE Elective	3		Elective	3
		Humanities			
	Elective	3		Elective	3
	Total	15		Total	15
				Total Credits	122

Teacher Licensure Programs

Teacher Licensure Gates

The School of Education works with program faculty and clinical experience educators to prepare students for clinical field experience, student teaching/clinical practice, and licensure. The following gateways outline the licensure requirements for all Education students. Please note that some licensure programs may have additional requirements.

Licensure Gate 1 – Initial Acceptance	<ul style="list-style-type: none"> • Gain admission into Franklin Pierce University • Open an account with NHED and send EdID to the SOE • Pass a name-based background check • Pass ED112 with a C or higher • Pass ED105 with a C or higher
Licensure Gate 2 - Acceptance into the Teacher Licensure Program	<ul style="list-style-type: none"> • Pass Basic Assessment of Academic Skills (BASA) tests • Be in good academic standing • Have a minimum cumulative GPA of 2.5 • Pass ED224 with a C or higher • Complete fingerprinting and receive a criminal history record check (CHRC) for the NHED • Submit your Teacher Licensure Program Application
Licensure Gate 3 - Acceptance as a Student Teacher Candidate	<ul style="list-style-type: none"> • Be in good academic standing • Have a minimum cumulative GPA of 2.5 • Complete all required Education courses with a C or higher • Complete all clinical field experience requirements with positive results on evaluations and dispositional rubrics • Complete all content area and non-education courses required for your degree • Submit an Application for Student Teaching/Clinical Practice
Licensure Gate 4 – Graduation	<ul style="list-style-type: none"> • Successfully complete the student teaching/clinical practice • Complete Student Teaching/Clinical Practice Seminar and New Hampshire TCAP • Complete subject area testing (recommended but not required)

Elementary Education (K-6 or K-8)

Elementary Education K-6 or K-8 requires a combination of education courses with clinical field experiences and specified courses in other University departments. An Elementary Education K-6 or K-8 major leads to recommendation for New Hampshire licensure.

For an Elementary Education K-8 degree and recommendation for licensure, students must complete a concentration of at least 15 credits in English, History, Mathematics, or Science courses. General and Liberal Education and Education major requirements may be counted toward meeting the concentration requirements.

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	Field hours: 30 hours	3 Credits
ED231 Primary Literacy	Field hours: 15 hours	3 Credits
ED263 Methods in Teaching Mathematics	Field hours: 15 hours	3 Credits
ED308 Introduction to Assessment		3 Credits
ED312 Understanding and Teaching Exceptional Learners	Field hours: 15 hours	3 Credits
ED314 Scientific Inquiry and Teaching Methods	Field hours: 15 hours	3 Credits
ED316 Methods in Teaching Social Studies	Field hours: 15 hours	3 Credits
ED350 Teaching Literacy across the Curriculum	Field hours: 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 OR		
HS204 U.S. History Since 1945		3 Credits
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 clinical field hours prior to student teaching/clinical practice: 120 hours

ED483 Elementary Student Teaching/Clinical Practice Seminar	1 Credit
ED490 Elementary Student Teaching/Clinical Practice (16 weeks)	14 Credits

Specific Testing for Licensure

- 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

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 exams required for teaching licensure.

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 Eve was Framed: Women Writers

GLE210 Ancient and Medieval Worlds

HS202 American History in the Age of Slavery and the Civil War **OR**

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 (laboratory)

GL101 General Geology I (laboratory)

GL102 General Geology II (laboratory)

GL115 Global Change: The Oceans (laboratory)

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	ED112	Teaching & Learning in a Democratic Society	3
ED105	Educational Psychology	3	EN204	American Literature	3
MT130	Math for K-8 Educators	3	MT151	College Algebra, (GLE Math)	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/ Clinical Practice Seminar	1
	Elective	3	ED490	Elementary Student Teaching/Clinical Practice	14
	Elective	3			
	Elective	3			
	Elective	3			
	Total	15		Total	15
				Total Credits	122

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

The English Language Arts Education 5-8 or 5-12 major requires a combination of education courses with clinical field experiences as well as the General Liberal Education Core. In addition, students will complete a major in English (enrolled in the Education Track) designed for licensure candidate. Students will meet with both education and English advisors during course selection to ensure they are meeting all relevant content standards within the content major.

Required Education Courses for English Language Arts Education

ED105 Educational Psychology		3 Credits
ED112 Teaching and Learning in a Democratic Society		3 Credits
ED224 Design and Management of the Learning Environment	Field hours: 30 hours	3 Credits
ED308 Introduction to Assessment		3 Credits
ED312 Understanding and Teaching Exceptional Learners	Field hours: 15 hours	3 Credits
ED350 Teaching Literacy across the Curriculum	Field hours: 15 hours	3 Credits
ED360 Best Practices in a Secondary Context	Field hours: 30 hours	3 Credits

Total clinical field hours prior to student teaching/clinical practice: 90 hours

ED487 Secondary Student Teaching/Clinical Practice Seminar	1 Credit
ED492 Secondary Student Teaching/Clinical Practice (16 weeks)	14 Credits

Education Track (for Secondary Education Majors)**27 credits**

EN232 The Teaching of Writing	3 Credits
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Choose 3 of the 4 listed:

EN110 Many Voices: Multicultural Literature	3 Credits
EN215 New Worlds of Literature: Writing from Emerging Societies	3 Credits
EN117 Buddies, Bullies, and Bodies: Young Adult Literature	3 Credits
EN270 Eve was Framed: 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. In the courses selected there must be at least one that covers each of the following genres: Fiction and Poetry.

Specific Testing for Licensure

- Basic Academic Skills Assessment (BASA) and Subject Area Testing in English Language Arts

Recommended Curriculum Guide – English Language Arts Education 5-8 or 5-12

First Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
MT130	Math for K-8 Educators	3	ED112	Teaching and Learning in a Democratic Society	3
ED105	Educational Psychology	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	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 -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/Clinical Practice	14
	Primary Major	3	ED487	Secondary Student Teaching/ Clinical Practice Seminar	1
	Primary Major	3			
	Primary Major	3			
	Primary Major	3			
	Total	15		Total Credits	15

				Total Credits	122
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Life Sciences education (7-12)

The Life Sciences Education 7-12 major requires a combination of education courses with clinical field experiences as well as the General Liberal Education Core. In addition, students will complete a major in Biology (enrolled in the Education Track) designed for licensure candidate. Students will meet with both education and science advisors during course selection to ensure they are meeting all relevant content standards within the content major.

Required Education Courses for Life Science Education

ED105 Educational Psychology		3 Credits
ED112 Teaching and Learning in a Democratic Society		3 Credits
ED224 Design and Management of the Learning Environment	Field Hours: 30 hours	3 Credits
ED308 Introduction to Assessment		
ED312 Understanding and Teaching Exceptional Learners	Field Hours: 15 hours	3 Credits
ED314 Scientific Inquiry and Teaching Methods	Field Hours: 15 hours	3 Credits
ED350 Teaching Literacy across the Curriculum	Field Hours: 15 hours	3 Credits
ED360 Best Practices in a Secondary Context	Field Hours: 30 hours	3 Credits

Total clinical field hours prior to student teaching/clinical practice: 105 hours

ED487 Secondary Student Teaching/Clinical Practice Seminar	1 Credit
ED492 Secondary Student Teaching/Clinical Practice (16 weeks)	14 Credits

Specific Testing for Licensure

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) OR	
BI325 Microbiology (laboratory)	4 credits
BI215 Biology and Health Sciences Seminar	3 credits
BI218 Ecology 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

Note: Students pursuing a teaching license may fulfill their Biology Seminar/Biology Thesis requirements by completing ED492 Secondary Student Teaching/Clinical Practice (14 credits) and ED487 Secondary Student Teaching/Clinical Practice Seminar (1 credit).

Recommended Curriculum Guide – Life Sciences 7-12

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
	Primary Major	3		Primary Major	3
	Primary Major	3	MT151 or 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					
Fall Semester		Credits		Spring Semester	
ED360	Best Practices in a Secondary Context	3		ED492	Secondary Student Teaching/Clinical Practice
	Primary Major	4		ED487	Secondary Student Teaching/Clinical Practice Seminar
	Primary Major	3			
	GLE Humanities	3			
	Total	13		Total	15
				Total Credits:	120

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

The Social Studies Education 5-8 or 5-12 major requires a combination of education courses with clinical field experiences as well as the General and Liberal Education Core. In addition, students will complete a major in History/Social Studies (enrolled in the Education Track) designed for licensure candidate. Students will meet with both education and history advisors during course selection to ensure they are meeting all relevant content standards within the content major.

Required Education Courses for Social Studies Education

ED105 Educational Psychology		3 Credits
ED112 Teaching and Learning in a Democratic Society		3 Credits
ED224 Design and Management of the Learning Environment	Field Hours: 30 hours	3 Credits
ED308 Introduction to Assessment		3 Credits
ED312 Understanding and Teaching Exceptional Learners	Field Hours: 15 hours	3 Credits
ED316 Methods in Teaching Social Studies	Field Hours: 15 hours	3 Credits
ED350 Teaching Literacy across the Curriculum	Field Hours: 15 hours	3 Credits
ED360 Best Practices in a Secondary Context	Field Hours: 30 hours	3 Credits

Total clinical field hours prior to student teaching/clinical practice: 105 hours

ED487 Secondary Student Teaching/Clinical Practice Teaching Seminar	1 Credit
ED492 Secondary Student Teaching/Clinical Practice (16 weeks)	14 Credits

Specific Testing for Licensure

- 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 34 credits in History.

Required Core Courses

HS214 Introduction to Public History	3 Credits
HS301 Historical Methods	3 Credits
HS410 Senior Research Seminar	3 Credits
HS450 History Senior Portfolio Assessment	1 Credit
Two 200-level HS courses	6 Credits
Three 300-level HS courses	9 Credits

Choose one Concentration:

Social Studies Concentration – 9 credits

HS235 Topics in World History	3 Credits
HS308 From Sea to Shining Sea: the Geography of the United States	3 Credits
HS319 History of New England	3 Credits

Recommended Curriculum Guide – Social Studies

First Year					
Fall Semester		Credits	Spring Semester		Credits
MT130	Mathematics for K-8 Educators	3	ED112	Teaching and Learning in a Democratic Society	3
ED105	Educational Psychology	3		Primary Major	3
GLE101	First-Year Inquiry Seminar	3		Primary Major	3
GLE110	First-Year Composition	3		US Government	3
	HS102 or HS104	3		GLE Humanities	3
	Total	15		Total	15

Second Year					
Fall Semester		Credits	Spring Semester		Credits
ED224	Design and Management	3	ED 350	Teaching Literacy Across the curriculum	3

	of the Learning Environment				
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>
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ED360	Best Practices in a Secondary Context	3	ED492	Secondary Student Teaching/ Clinical Practice	14
	Primary Major	3	ED487	Secondary Student Teaching/ Clinical Practice Teaching Seminar	1
	Primary Major	3			
	Primary Major	3			
	Primary Major	3			
	Total	15		Total	15
				Total Credits	122

General Special Education (K-22)

The General Special Education K-22 major requires a combination of education courses with clinical field experiences as well as the General and Liberal Education Core. This can be a single major, or it can be combined with the K-6 Elementary Education Licensure. Combining the two majors results in one 16-week elementary student teaching/clinical practice placement as well as an additional 10-week placement in special education. The content area courses listed below follow the requirements of the Elementary Education licensure to give the candidate the breadth of knowledge consistent with a K-22 licensure.

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	Field Hours: 30 hours	3 Credits	
ED231 Primary Literacy	Field Hours: 15 hours	3 Credits	
ED263 Methods in Teaching Mathematics	Field Hours: 15 hours	3 Credits	
ED308 Introduction to Assessment		3 Credits	
ED312 Understanding and Teaching Exceptional Learners	Field Hours: 15 hours	3 Credits	
ED314 Scientific Inquiry and Teaching Methods OR	Field Hours: 15 hours		
ED316 Methods in Teaching Social Studies	Field Hours: 15 hours	3 Credits	
ED328 Special Education Law		3 Credits	
ED340 Assessment/Identification of the Exceptional Learner	Field Hours: 15 hours	3 Credits	
ED341 IEPs and Instructional Considerations	Field Hours: 15 hours	3 Credits	
ED345 Effective Communication and Consultation		3 Credits	
ED350 Teaching Literacy across the Curriculum	Field Hours: 15 hours	3 Credits	
ED360 Best Practices in Secondary Context	Field Hours: 30 hours		3 Credits

Additional Course Requirements

MT151 College Algebra	3 Credits
EN204 Introduction to American Literature	3 Credits
EN232 The Teaching of Writing	3 Credits
HS308 From Sea to Shining Sea: The Geography of the United States	3 Credits
HS319 History of New England	3 Credits
PO201 US Government	3 Credits
HS202 American History in the Age of Slavery and the Civil War OR	
HS204 US History Since 1945	3 Credits

Total clinical field hours prior to student teaching/clinical practice: 165 hours

ED462 General Special Ed Student Teaching/Clinical Practice (10 weeks – dual major)	8 Credits
ED463 GSE Student Teaching/Clinical Practice Seminar	1 Credit

Total clinical field hours prior to student teaching/clinical practice: 165 hours

ED464 General Special Ed Student Teaching/Clinical Practice (16 weeks – single major)	14 Credits
ED463 GSE Student Teaching/Clinical Practice Seminar	1 Credit
ED463 GSE Student Teaching Seminar	1 Credit

Specific Testing for Licensure

- **Special Education K-22:** Basic Academic Skills Assessment (BASA), Pearson National Evaluation Series: Special Education (602)
- **Special Education K-22 and Elementary Education K-6:** Basic Academic Skills Assessment (BASA), Subject Area Testing, Foundations of Reading, Pearson National Evaluation Series: Special Education (602)

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

<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
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

<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
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					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
ED360	Best Practices in Secondary Education	3	ED462	General Student Practice	14
	GLE Arts & Design	3	ED463	General Student Practice Seminar	1
	Two Electives	6			
	GLE Natural Science	4			
	Total	16		Total	15
				Total Credits	123

Education Minor

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 for Education Minor

ED105 Educational Psychology	3 Credits
ED112 Teaching and Learning in a Democratic Society	3 Credits
ED224 Design and Management of the Learning Environment OR Field Hours: 30 hours	
ED275 Community Education	3 credits

EDXXX 3 Education electives at the 300/400 level **OR** select from the following electives:

PS230 Child and Adolescent Development
PS303 Psychology of Learning
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 licensure track which require clinical field experience if they have completed the necessary background checks.

Graduate Education Programs

The School of Education offers graduate education in Teacher Licensure and Educational Leadership. Teacher licensure candidates can earn a post baccalaureate licensure, a Master in Education (M.Ed.), or both. Candidates in Educational Leadership earn a M.Ed.

Graduate Teacher Licensure Programs of Study

Students may apply to the M.Ed. program, teacher licensure, or both in any of the following areas. Total number of credits required for “licensure only” may vary, depending upon whether the student is seeking a first or second licensure.

Elementary Education (K-6 or K-8)*

M.Ed. Degree and Licensure – 42 credits

M.Ed. Only – 36 credits

Licensure Only – 40 credits

*All students must meet the bachelor's/undergraduate content area requirements for Elementary Education K-6. Students must also demonstrate a 15-credit content concentration in English, Mathematics, Science or Social Studies for the Elementary Education K-8 licensure.

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

M.Ed. Degree and Licensure – 42 credits

M.Ed. Only – 36 credits

Licensure Only – 40 credits

*All students must meet the bachelor's/undergraduate content area requirements for Social Studies.

Life Sciences Education (7-12)*

M.Ed. Degree and Licensure – 42 credits

M.Ed. Only – 36 credits

Licensure Only – 39 credits

*All students must meet the bachelor's/undergraduate content area requirements for Life Sciences.

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

M.Ed. Degree and Licensure – 42 credits

M.Ed. Only – 36 credits

Licensure Only – 40 credits

*All students must meet the bachelor's/undergraduate content area requirements for English Language Arts.

General Special Education (K-22)*

M.Ed. and Licensure – 48 credits

M.Ed. Only – 45 credits

Licensure Only – 49 credits

* All students must meet the bachelor's/undergraduate content area requirements for Elementary Education 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 Licensure Program should provide transcripts to demonstrate a CGPA of 2.8 or higher. Applicants who provide transcripts 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 licensure 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/clinical practice.

Students accepted into M.Ed. only will not need to take the Student Teaching/Clinical Practice and Seminar. However, they must take ED585 Student Research Capstone and pass a background check for New Hampshire.

Requirements for Teacher Licensure 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 licensure in states other than NH are advised to consult that state for their respective licensure requirements.

Teacher Licensure Gates

Licensure Gate 1 – Initial Acceptance	<ul style="list-style-type: none">• Gain admission into Franklin Pierce University• Sign your Admissions Worksheet
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	<ul style="list-style-type: none"> • Open account with NHED and send your EdID to the SOE • Pass a name-based background check • Pass ED501 with a B- or higher • Pass ED505 or ED506 with a B- or higher
Licensure Gate 2 - Acceptance into the Teacher Licensure Program	<ul style="list-style-type: none"> • Pass Basic Assessment of Academic Skills (BASA) tests • Be in good academic standing • Maintain a minimum cumulative GPA of 3.0 • Pass ED510 with a B- or higher • Complete fingerprinting and receive a criminal history record check (CHRC) for the NHED • Submit your Teacher Licensure Program Application
Licensure Gate 3 - Acceptance as a Student Teacher Candidate	<ul style="list-style-type: none"> • Be in good academic standing • Maintain a minimum cumulative GPA of 0 • Complete all required Education courses with no more than two grades below a B- • Complete all clinical field experience requirements with positive results on evaluations and dispositional rubrics • Complete all content area and non-education courses required for your degree • Submit an Application for Student Teaching/Clinical Practice
Licensure Gate 4 – Graduation	<ul style="list-style-type: none"> • Successfully complete the student teaching/clinical practice • Complete Student Teaching/Clinical Practice Seminar and New Hampshire TCAP • Successfully complete all graduate degree requirements • Complete subject area testing (recommended but not required)

M.Ed. Only

Students accepted into M.Ed. only program do not need to take Student Teaching/Clinical Practice and Seminar. However, they must take ED585 Student Research Capstone and complete a background check for New Hampshire and any state they have lived in in the past 5 years.

Licensure Only

Students pursuing teacher licensure without a degree will need to meet all requirements for enrollment in the teaching licensure program. Total number of credits for "licensure only" may vary.

Double Licensure

Students interested in combining elementary, middle, or secondary licensure 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 16-week student teaching/clinical practice experience in the first licensure area, and a 10-week placement in each additional licensure area. The NH 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 licensure. Undergraduate credits will not count towards the Master's Degrees. Candidates may transfer in graduate credits with the Director's approval.

Clinical Field Experiences and Student Teaching/Clinical Practice

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. All students taking courses in the teacher licensure program are required to meet all enrollment criteria and to take part in clinical field experiences. Those students seeking licensure also participate in student teaching/clinical practice.

Clinical Field Experience

Many courses in the School of Education require field-based assignments to ensure that the teacher licensure majors experience authentic teaching situations. We work with community partners to ensure that there is a mutually beneficial experience for the students in the local school districts and for our teacher licensure students. Teacher licensure majors must successfully complete all required clinical field experience hours to pass the associated course. If a student retakes a course with clinical field experience hours, the student must also redo the full set of clinical field hours and all relevant clinical field assignments assigned through the course. Professional attire and travel to local schools are required for this course. Any student participating in a clinical field experience must pass a New Hampshire background check before a placement will be made.

Student Teaching/Clinical Practice

Student teaching/clinical practice is the final summative experience for all Teacher Licensure 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 complete Teacher Licensure Gates 1-3 before they are placed in a student teaching/clinical practice experience.

M.Ed./Licensure - Elementary Education (K-6 or K-8)

All students must meet the bachelor's/undergraduate content area requirements for Elementary Education K-6/K-8. Students must also demonstrate a 15-credit content concentration in English, Mathematics, Science, or Social Studies for Elementary Education 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.

Required Education Courses for a K-6 or K-8 Elementary Education

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	Field Hours:30 Hours	3 Credits
ED515 Primary Literacy	Field Hours:15 Hours	3 Credits
ED518 Methods in Teaching Mathematics	Field Hours:15 Hours	3 Credits
ED508 Introduction to Assessment		3 Credits
ED519 Scientific Inquiry and Teaching Methods	Field Hours:15 Hours	3 Credits
ED517 Methods in Teaching Social Studies	Field Hours:15 Hours	3 Credits
ED509 Understanding and Teaching Exceptional Learners	Field Hours:15 Hours	3 Credits
ED516 Teaching Literacy across the Curriculum	Field Hours:15 Hours	3 Credits
ED578 Action Research in the Classroom		3 Credits

Total clinical field hours prior to student teaching/clinical practice: 120 hours

ED531A Elementary Student Teaching/Clinical Practice (8 weeks)	3 Credits
ED531B Elementary Student Teaching/Clinical Practice (8 weeks)	3 Credits
ED574 Elementary Student Teaching/Clinical Practice Seminar (16 weeks)	1 Credit
ED585 Student Research Capstone (required for M.Ed. Only)	1 Credit
ED585 Student Research Capstone (required for M.Ed. Only)	1 Credit

Specific Testing for Licensure

- 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.

Required Education Courses – Elementary Education K-6 or K-8

	Course	Field Hours	Credits	M.Ed. w/Cert	M.Ed. Only	Cert. Only
ED501	Graduate Teacher Education Program Orientation		2	X	X	-

ED506	Educational Psychology		3	X	X	X
ED505	Teaching and Learning in a Democratic Society		3	X	X	X
ED510	Design and Management of the Learning Environment	30	3	X	X	X
ED515	Primary Literacy	15	3	X	X	X
ED518	Methods in Teaching Mathematics	15	3	X	X	X
ED508	Introduction to Assessment		3	X	X	X
ED519	Scientific Inquiry and Teaching Methods	15	3	X	X	X
ED517	Methods in Teaching Social Studies	15	3	X	X	X
ED509	Understanding and Teaching Exceptional Learners	15	3	X	X	X
ED516	Teaching Literacy across the Curriculum	15	3	X	X	X
ED578	Action Research in the Classroom		3	X	X	X
ED531A	Student Teaching/ Clinical Practice		3	X	-	X

	for Elementary Licensure					
ED531B	Student Teaching/ Clinical Practice for Elementary Licensure		3	X	-	X
ED574	Student Teaching/ Clinical Practice Seminar <i>(to be taken with ED531 A&B)</i>		1	X	-	X
ED585	Student Research Capstone		1	-	X	-
	Total Credits			42	36	40

M.Ed./Licensure 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 licensure 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	Field Hours:30 Hours	3 Credits
ED508 Introduction to Assessment		3 Credits
ED517 Methods in Teaching Social Studies	Field Hours:15 Hours	3 Credits
ED509 Understanding and Teaching Exceptional Learners	Field Hours:15 Hours	3 Credits
ED516 Teaching Literacy across the Curriculum	Field Hours:15 Hours	3 Credits
ED526 Best Practices in Secondary Contexts	Field Hours:30 Hours	3 Credits
ED578 Action Research in the Classroom (required for licensure)		3 Credits
Elective 1- ED/SOE elective*		3 Credits
Elective 2- ED/SOE elective*		3 Credits

Total clinical field hours prior to student teaching/clinical practice: 105

ED532A Student Teaching/Clinical Practice (8 weeks)	3 Credits
ED532B Student Teaching/Clinical Practice (8 weeks)	3 Credits
ED574 Student Teaching/Clinical Practice Seminar (16 weeks)	1 Credit
ED585 Student Research Capstone (required for M.Ed. Only)	1 Credit

Specific Testing for Licensure

Basic Academic Skills Assessment (BASA), Subject Area Testing in Social Studies

Required Education Courses – Social Studies Education (Grades 5-8 or 5-12)

	Course	Field Hours	Credits	M.Ed. w/Cert	M.Ed. Only	Cert. Only
ED501	Graduate Teacher		2	X	X	-

	Education Program Orientation					
ED506	Educational Psychology		3	X	X	X
ED505	Teaching and Learning in a Democratic Society		3	X	X	X
ED510	Design and Management of the Learning Environment	30	3	X	X	X
ED508	Introduction to Assessment		3	X	X	X
ED517	Methods in Teaching Social Studies	15	3	X	X	X
ED509	Understanding and Teaching Exceptional Learners	15	3	X	X	X
ED516	Teaching Literacy across the Curriculum	15	3	X	X	X
ED526	Best Practices in Secondary Contexts	30	3	X	X	X
ED578	Action Research in the Classroom (required for Certification)		3	X	X	X

Elective 1- ED/SOE elective *			3	X	X	X
Elective 2- ED/SOE elective*			3	X	X	X
ED532A	Student Teaching/ Clinical Practice for Middle/ Secondary Licensure		3	X	-	X
ED532B	Student Teaching/ Clinical Practice for Middle/		3	X	-	X

	Secondary Licensure					
ED574	Student Teaching/ Clinical Practice Seminar <i>(to be taken with ED532 A&B)</i>		1	X	-	X
ED585	Student Research Capstone		1	-	X	-
	Total Credits			42	36	40

M.Ed./Licensure in Life Science Education (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	Field Hours:30 Hours	3 Credits
ED508 Introduction to Assessment		3 Credits
ED519 Scientific Inquiry and Teaching Methods	Field Hours:15 Hours	3 Credits
ED509 Understanding and Teaching Exceptional Learners	Field Hours:15 Hours	3 Credits
ED516 Teaching Literacy across the Curriculum	Field Hours:15 Hours	3 Credits
ED526 Best Practices in Secondary Contexts	Field Hours: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

*Confer with your advisor and select 2 courses not already required

Total clinical field hours prior to student teaching/clinical practice: 105

ED532A Student Teaching/Clinical Practice (8 weeks)	3 Credits
ED532B Student Teaching/Clinical Practice (8 weeks)	3 Credits
ED574 Student Teaching/Clinical Practice Seminar (16 weeks)	1 Credit
ED585 Student Research Capstone (required for M.Ed. Only)	1 Credit

Specific Testing for Licensure

Basic Academic Skills Assessment (BASA), Subject Area Testing in Life Science

Required Education Courses – Life Sciences Education (Grades 5-8 or 5-12)

	Course	Field Hours	Credits	M.Ed. w/Cert	M.Ed. Only	Cert. Only
ED501	Graduate Teacher Education Program Orientation		2	X	X	-

ED506	Educational Psychology		3	X	X	X
ED505	Teaching and Learning in a Democratic Society		3	X	X	X

ED510	Design and Management of the Learning Environment	30	3	X	X	X
ED508	Introduction to Assessment		3	X	X	X
ED519	Scientific Inquiry and Teaching Methods	15	3	X	X	X
ED509	Understanding and Teaching Exceptional Learners	15	3	X	X	X
ED516	Teaching Literacy across the Curriculum	15	3	X	X	X
ED526	Best Practices in Secondary Contexts	30	3	X	X	X
ED578	Action Research in the Classroom (required for Certification)		3	X	X	X
Elective 1- ED/SOE elective *			3	X	X	X
Elective 2- ED/SOE elective*			3	X	X	X
ED532A	Student Teaching/ Clinical Practice for Middle/ Secondary Licensure		3	X	-	X
ED532B	Student Teaching/ Clinical Practice for Middle/ Secondary Licensure		3	X	-	X

ED574	Student Teaching/ Clinical Practice Seminar (to be taken with ED532 A&B)		1	X	-	X
ED585	Student Research Capstone		1	-	X	-
	Total Credits			42	36	40

M.Ed./Licensure - English Language Arts (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	Field Hours:30 Hours	3 Credits
ED508 Introduction to Assessment		3 Credits
ED509 Understanding and Teaching Exceptional Learners	Field Hours:15 Hours	3 Credits
ED516 Teaching Literacy across the Curriculum	Field Hours:15 Hours	3 Credits
ED526 Best Practices in Secondary Contexts	Field Hours: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

*Confer with your advisor and select 3 courses not already required

Total clinical field hours prior to student teaching/clinical practice: 90

ED532A Student Teaching/Clinical Practice (8 weeks)	3 Credits
ED532B Student Teaching/Clinical Practice (8 weeks)	3 Credits
ED574 Student Teaching/Clinical Practice Seminar (16 weeks)	1 Credit
ED585 Student Research Capstone (required for M.Ed. Only)	1 Credit

Specific Testing for Licensure

Basic Academic Skills Assessment (BASA), Subject Area Testing in English Language Arts

Required Education Courses – English Language Arts Education (Grades 5-8 or 5-12)

	Course	Field Hours	Credits	M.Ed. w/Cert	M.Ed. Only	Cert. Only
ED501	Graduate Teacher Education Program Orientation		2	X	X	-
ED506	Educational Psychology		3	X	X	X
ED505	Teaching and		3	X	X	X

	Learning in a Democratic Society					
ED510	Design and Management of the Learning Environment	30	3	X	X	X
ED508	Introduction to Assessment		3	X	X	X
ED509	Understanding and Teaching <u>Exceptional</u> Lrns.	<u>15</u>	<u>3</u>	<u>X</u>	<u>X</u>	<u>X</u>
<u>ED516</u>	<u>Teaching Literacy across the Curriculum</u>	15	<u>3</u>	X	X	X
<u>ED526</u>	Best Practices in Secondary Contexts	<u>30</u>	<u>3</u>	<u>X</u>	<u>X</u>	<u>X</u>
<u>ED578</u>	<u>Action Research in the Classroom (required for Certification)</u>		<u>3</u>	X	X	X
Elective 1 - ED/SO	Elective		3	X	X	X

Elective 2- ED/SOE elective *			3	X	X	X
Elective 3- ED/SOE elective*			3	X	X	X
ED532A	Student Teaching/ Clinical Practice for Middle/ Secondary Licensure		3	X	-	X
ED532B	Student Teaching for Middle/ Secondary Certification		3	X	-	X
ED574	Student Teaching/ Clinical Practice		1	X	-	X

	Seminar <i>(to be taken with ED532 A&B)</i>					
ED585	Student Research Capstone		1	-	X	-
	Total Credits			42	36	40

M.Ed./Licensure - General Special Education (K-22)

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	Field Hours:30 Hours	3 Credits
ED515 Primary Literacy	Field Hours:15 Hours	3 Credits
ED518 Methods in Teaching Mathematics	Field Hours:15 Hours	3 Credits
ED508 Introduction to Assessment		3 Credits
ED509 Understanding and Teaching Exceptional Learners	Field Hours:15 Hours	3 Credits
ED512 Special Education Law		3 Credits
ED526 Best Practices in Secondary Contexts	Field Hours:30 Hours	3 Credits
ED540 Assessments/Identification of the Exceptional Learner	Field Hours:15 Hours	3 Credits
ED541 IEPs and Instructional Considerations	Field Hours:15 Hours	3 Credits
ED545 Effective Consultation and Communication		3 Credits
ED516 Teaching Literacy across the Curriculum	Field Hours:15 Hours	3 Credits
ED578 Action Research in the Classroom (required for licensure)		3 Credits

Total clinical field hours prior to student teaching/clinical practice: 150

ED562A Student Teaching/Clinical Practice for Gen Special Education Licensure (8 weeks)	3 Credits
ED562B Student Teaching/Clinical Practice for Gen Special Education Licensure (8 weeks)	3 Credits
ED574 Student Teaching/Clinical Practice Seminar (16 weeks)	1 Credit
ED585 Student Research Capstone (required for M.Ed. Only)	1 Credit

Specific Testing for Licensure for Special Education

Basic Academic Skills Assessment (BASA), Pearson National Evaluation Series: Special Education (602)

Required Education Courses - Special Education K-22

	Course	Field Hours	Credits	M.Ed. w/Cert	M.Ed. Only	Cert. Only
ED501	Graduate Teacher Education Program Orientation		2	X	X	-
ED506	Educational Psychology		3	X	X	X
ED505	Teaching and Learning in a Democratic Society		3	X	X	X

ED510	Design and Management of the Learning Environment	30	3	X	X	X
ED515	Primary Literacy	15	3	X	X	X
ED518	Methods in Teaching Mathematics	15	3	X	X	X
ED508	Introduction to Assessment		3	X	X	X
ED509	Understanding and Teaching Exceptional Learners	15	3	X	X	X
ED512	Special Education Law		3	X	X	X
ED540	Assessments/ Identification of the Exceptional Learner	15	3	X	X	X
ED541	IEPs and Instructional Considerations	15	3	X	X	X
ED526	Best Practices in Secondary Context	30	3	X	-	X
ED545	Effective Consultation and Communication		3	X	X	X
ED516	Teaching Literacy across the Curriculum	15	3	X	X	X
ED578	Action Research in the Classroom		3	X	X	X
ED562A	Student Teaching/ Clinical Practice for General Special Education Licensure		3	X	-	X

ED562B	Student Teaching/ Clinical Practice for General		3	X	-	X
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	Special Education Licensure					
ED574	Student Teaching/ Clinical Practice Seminar (<i>to be taken with ED62 A&B</i>)		1	X	-	X
ED585	Student Research Capstone		1	-	X	-
	Total Credits			51	45	49

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 Credits
SOE611 Action Research III	3 Credits

Elective Courses for the M.Ed. in Educational Leadership (18credits)

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
GM 563 Human Resource Management	3 Credits
COUN 501 Orientation to the Counseling Profession	3 Credits
COUN 502 Skills and Techniques in Counseling	3 Credits
COUN 503: Theories of Counseling and Psychotherapy	3 Credits
COUN 505: Counseling Ethics	3 Credits
COUN 507: Counseling Children and Adolescents	3 Credits
COUN 508: Developmental Theories and Applications	3 Credits
COUN 512: Substance Use and Treatment	3 Credits
COUN 520: Career Development and Life Planning	3 Credits

INTERDISCIPLINARY PROGRAMS

Interdisciplinary Programs

A Bachelor of Science degree is offered in **Integrated Studies** for online students.

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.

Major Requirements

In addition to the General and Liberal Education Curriculum, you must select two areas of concentration, or build on an existing transferable concentration as a Custom Concentration. You must also take any needed free electives to reach the 120 credit minimum required for graduation.

Business Concentration

- AC101 Principles of Accounting I
- ET101 Principles of Macroeconomics
- MK201 Principles of Marketing
- MN201 Principles of Management
- Any two 300-400 level Business courses

Custom Concentration

The custom concentrations require prior approval.

- Any four related 100-200 level courses
- Any two 300-400 level related courses

General Studies Concentration

- Any four related 100-200 level courses
- Any two 300-400 level related courses

Social Services Concentration

- PS101 Introduction to Psychology
- SO101 Introduction to Sociology
- HU101 Introduction to Human Services or CJ101 Introduction to Criminal Justice
- SO205 Race and Ethnic Relations or CJ201 Police Work
- Any two 300-400 level Criminal Justice, Human Services, Psychology, or Sociology courses

- Free electives necessary to reach 120 credits

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

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.

COURSE DESCRIPTIONS

COURSES AVAILABLE

COURSES DIRECTORY

- AC101 Principles of Accounting I 3.0 Credits**
Emphasizes basic principles and concepts and the use of accounting information. This segment of the course concentrates on accounting for a sole proprietorship from inception to the preparation of financial statements. (Required for Business Division majors)
- AC102 Principles of Accounting II 3.0 Credits**
Applies the principles and concepts learned in Principles of Accounting I to the partnership and corporation forms of business organization. Special attention to the analysis and interpretation of financial data, and to the measurement and control of costs. Prerequisite: AC101. (Required for Accounting/Finance majors)
- AC135 Introduction to QuickBooks 1.0 Credit**
Students will gain a basic understanding of QuickBooks, a popular accounting software for small businesses. This introductory, hands-on course will provide students with the ability to use the software to work through the accounting cycle, from setting up a new company to preparing financial reports. Prerequisites: Accounting I or permission of instructor
- AC213 Intermediate Accounting I 3.0 Credits**
An intensive examination of accounting principles related to financial statements. Overall survey of the accounting cycle followed by an in-depth consideration of cash, receivables, inventories, and plant assets. Prerequisite: AC102.
- AC214 Intermediate Accounting II 3.0 Credits**
Accounting principles as they pertain to the areas of intangibles, long term investments, current liabilities, stockholders' equity, funds flow, and financial statement analysis. Prerequisite: AC213.
- AC299 Independent Study in Accounting 0.0 Credits**
Independent Study in Accounting (2–3 credits). Each 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 Dean or Dean's designee. Normally, the student will be expected to have a cumulative grade point average of 3.00 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 Registrar or from the College of Business. Independent Study courses are assigned numbers of 299, 399 or 499, depending on the level of the course.
- AC312 Forensic Accounting and Fraud 3.0 Credits**
This course will develop the students' understanding of what forensic accounting is and how it pertains to both civil and criminal matters. The participant in this course will gain a basic understanding of the characteristics of forensic accounting, the tools used in this area and the applications in the business world today, including financial statements and tax fraud, bankruptcy, divorce, identity theft, organized crime and litigation services. Prerequisites: AC101, BA213 or BA258.
- AC314 Cost Accounting 3.0 Credits**
Addresses the problem of cost control in a manufacturing environment by studying common cost accounting techniques, job order, process, and standard cost accounting methods. Prerequisite: AC102.
- AC323 Auditing 3.0 Credits**
Auditing reports and standards of professional ethics and legal responsibility. Methods of internal accounting control. The interpretation and preparation of audit reports. Prerequisite: AC214 or permission of instructor.
- AC345 Analysis of Financial Statements 3.0 Credits**
This course will examine financial reporting, the quality of accounting information, US GAAP and IFRS. Students will use ratio analysis to compare Financial Statements to uncover anomalies in financial reporting.

- AC354 Individual Income Taxes 3.0 Credits**
Examines the Internal Revenue Code as it applies to individuals and sole proprietorships. The student will apply this knowledge in the preparation of income tax returns and related schedules and forms. There are no prerequisites for this course. Sophomore or junior class standing recommended.
- AC355 Taxation Partnerships Corporations 3.0 Credits**
Examines the Code as it applies to business entities. The student will apply this knowledge in the preparation of income tax returns and related schedules and forms for corporations and informational returns prepared for partnerships. Prerequisite: AC354 or permission of instructor.
- AC390 Internship in Accounting 0.0 Credits**
The opportunity to gain experience in the administration of profit or non-profit organizations. The internship typically is completed during the junior or senior year but can be completed earlier with the approval of the academic advisor. The internship should be arranged with the assistance of the major internship advisor. An agreement is drawn up and approved by the student, the proposed employer, and the major internship advisor. Internships require a minimum of 55 hours of on-the-job work for each hour of credit. Evaluation is made by the major internship advisor and in consultation with the employer. Prerequisites: junior class standing, permission of the academic advisor and the Dean or Dean's designee.
- AC391 Internship in Accounting 0.0 Credits**
May be taken when an unusual level of job responsibility, such as being in sole control of a business for an extended time, or other unique learning opportunity is encountered which would warrant additional credit above that granted for AC390 or FM390. The granting of more than 3 credits for one internship will be a rare occurrence. In some instances, when deemed appropriate by the academic advisor and the Dean or Dean's designee, a second internship, which is entirely different than that pursued under AC390 or FM390, may be taken. Prerequisite: AC390 or FM390.
- AC395 Advanced Internship in Accounting 4.0 Credits**
The Advanced Internship follows the same guidelines as the 390 Internship. However, research criteria (applicable to each internship situation) provided by the academic advisor are also included for one additional credit. Students who elect the Advanced Internship must also meet College Honors requirements.
- AC399 Independent Study in Accounting 0.0 Credits**
Independent Study in Accounting (2-3 credits). Each 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 academic advisor and the Dean or Dean's designee. Normally, the student will be expected to have a cumulative grade point average of 3.00 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 Registrar or from the office of the College of Business. Independent Study courses are assigned numbers of 299, 399 or 499, depending on the level of the course.
- AC474 Advanced Accounting 3.0 Credits**
Required for all Accounting majors. Concentrates in areas which are common requirements for both public and non-public careers. Topics to be covered are: consolidated financial statements, foreign operations and transactions, and SEC reporting. Prerequisite: AC214.
- AC495 Sr Independent Project Accounting 4.0 Credits**
The student will develop a project arranged with the assistance of the major advisor and the approval of the Dean or Dean's designee. Projects include a thesis, business plan, or other significant research project. Prerequisites: senior class standing; declared major in the College of Business or permission of the Dean or Dean's designee.
- AC499 Independent Study in Accounting 0.0 Credits**
Independent Study in Accounting (2-3 credits). 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 academic advisor and the Dean or Dean's designee. Normally, the student will be expected to have a cumulative grade point average of 3.00 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 Registrar or from the College of Business. Independent Study courses are assigned numbers of 299, 399 or 499, depending on the level of the course.

- AC530 Business Taxation 3.0 Credits**
This course will examine all forms of taxable entities; including Individuals, C corporations, Partnerships, and S corporations. Topics will cover the history of taxation, income determination, deductions and credits, acquisitions and dispositions of property and related gains and losses. In addition, distributions and liquidation of business entities, tax planning, and tax research will be studied. Choice of entity will be discussed from the tax, legal, and accounting aspects.
- AC560 NonProfit & Governmental Accounting 3.0 Credits**
This course will provide an in-depth study of the specialized accounting and financial reporting practices of governmental and not-for-profit organizations, as well as an understanding of how those organizations can better meet the information needs of a diverse set of financial statement users and decision makers.
- AC565 Ethics & Accounting Professional 3.0 Credits**
This course will examine legal and ethical issues and the professional conduct expectations of the public accounting practitioner. Using the AICPA Code of Professional Conduct, SEC and AICPA independence rules and regulations related to Sarbanes Oxley, the student will gain the ability to both understand and apply these concepts with the accounting profession.
- AC630 Audit – Risk Man & Assurance Serv 3.0 Credits**
This course will cover the relationship between the client’s financial statements and the business risks, controls, strategies and performance. The interconnected subjects of accounting, business strategy, and ethics will be explored. Using both problems and case studies, the student will develop the skills necessary to perform a quality financial statement audit. The role of investigatory skills in the case of fraud and forensic accounting, and moral reasoning will also be covered, and how conflicting business and stakeholder considerations may influence decision making.
- AC640 Accounting Information Systems 3.0 Credits**
This course will explore the interaction of accounting information systems and an organization’s accounting processes. Students will be introduced to researching the systems best suited to an organization along with developing the appropriate accounting structure. Control and efficiency issues necessary to automate functions will be covered.
- AC660 Adv Financial Statement Analysis 3.0 Credits**
The objective of this course will be to teach students the skills necessary to analyze and interpret financial statements efficiently and effectively. Topics will include earnings quality, ratio analysis, valuation, off-balance sheet financing, inter-corporate investments and consolidations, equity carve-outs, employee stock options, derivatives, foreign currency translation, leases, pensions, and deferred taxes.
- AC670 Cont & Emerging Accounting Issues 3.0 Credits**
The course will examine current and topical issues in accounting today. The course will include study of internal controls and XBRL (eXtensible Business Reporting Language). Current issues will include; study of IFRS (International Financial Reporting Standards), the COSO Framework and Compendium, inversion, and international issues. Other issues to be highlighted include Identity Theft, Crowdfunding issues for the Accountant, and Fraud Control. Sustainability accounting will be studied in relation to economic viability, social responsibility and environmental responsibility.
- AD370 Advertising Amer: Cult & Historic 3.0 Credits**
Surveys the development of thought and practice in the field of advertising. It addresses changes in media, creative expression, organization, theory and criticism in American advertising from the Colonial period to the present. Lecture and seminar format.
- AN101 Intro to Cultural Anthropology 3.0 Credits**
Introduces students to cultural Anthropology’s key concepts, principles, and methods. Draws on simulated field work experiences in rural Mexico. Addresses GLE Learning Outcomes Social Sciences (SS), Critical Thinking (CT), Intercultural Knowledge (IK) and Information Literacy (IL).
- AN102 Human Origins Lab 4.0 Credits**
Investigates the processes by which humans have evolved biologically by the examination of the fossil record over the course of five million years. Addresses GLE Learning Outcomes Natural Sciences, Critical Thinking and Inquiry & Analysis
- AN102L Human Origins Lecture 0.0 Credits**
Investigates the processes by which humans have evolved biologically by the examination of the fossil record over the course of five million years. Addresses GLE Learning Outcomes Natural Sciences, Critical Thinking and Inquiry & Analysis

- AN105 Culture Through Film 3.0 Credits**
An introductory level course that examines wide-ranging cultures through the medium of ethnographic film. Through the use of ethnographic film, students will be able to visualize issues that correlate directly to the discipline of anthropology: culture, ecology, multiculturalism, and discourse. Addresses GLE Learning Outcomes Social Sciences, Critical Thinking and Information Literacy.
- AN113 Introduction to Archaeology Lab 4.0 Credits**
Examines theory and methods of archaeological research and their underlying principles through the analysis of selected monographs and readings. Includes a laboratory section in which the examination and interpretation of research collections excavated by faculty and student members of the Department will be carried out. Field experience will be included when possible.
- AN113L Introduction to Archaeology Lecture 0.0 Credits**
Examines theory and methods of archaeological research and their underlying principles through the analysis of selected monographs and readings. Includes a laboratory section in which the examination and interpretation of research collections excavated by faculty and student members of the Department will be carried out. Field experience will be included when possible.
- AN120 Culture and International Business 3.0 Credits**
Examines the culture of business from the perspective of business owners and workers and the impact of culture on trade internationally as well as the differences in manufacturing in the U.S. and non-Western countries, especially China. Students will consider the role of finance and the different ways factories are organized in other countries.
- AN137 Art, Culture, and the Museum 3.0 Credits**
Examines the relationships between art and culture, and particularly how museums have become a key medium for displaying and exploring this relationship. Students will learn to understand less than obvious dimensions of objects (beyond the three physical dimensions of height, width, and depth) and will explore these through the design of a digital museum exhibit. Addresses GLE Learning Outcomes Art/Design (AD), Critical Thinking (CT), Applied Learning (AL), and Creative Thinking (CV).
- AN201 App Anthro/Ethnog Methods 3.0 Credits**
An introduction to the field of applied anthropology which is characterized by problem-oriented research among the world's contemporary populations. Students will participate in a semester-long experiential field work project and will utilize ethnographic methods, analyze readings and case studies.
- AN205 Culture of Money 3.0 Credits**
Examines how notions of value, such as the idea of money, credit, and debt, have evolved over the past 5000 years. Compares how anthropologists, economists and other social scientists have understood and studied money and its social context. Students will conduct a simple fieldwork project in the community as one of the course assignments. Addresses GLE Learning Outcomes Social Sciences, Critical Thinking and Inquiry & Analysis.
- AN213 Field Archaeology 4.0 Credits**
Provides experience in basic archaeological techniques: site survey, excavation techniques, archaeological control, sampling techniques, mapping, analysis of pottery, tools and faunal remains, classification, interpretation, scientific method, and research design. Prerequisite: permission of instructor. Summer, option for required practicum
- AN216 Human Sexuality 3.0 Credits**
Examines the subject from biological and behavioral perspectives. Separates misinformation about sexuality from scientific data. Reviews cross-cultural options for expression of sexuality which can be integrated into adult behavioral patterns. Prerequisite: sophomore, junior or senior level.
- AN217 Archaeology of the Unknown 3.0 Credits**
Studies the archaeological evidence of alleged pre-Columbian, extraterrestrial, and hypothetical origins of various human cultures. Phenomena such as the Nazca lines, Sasquatch, Atlantis, and psychical archaeology are considered.
- AN220 Global Problems 3.0 Credits**
Examines social, political, environmental, and economic issues within historical and cultural contexts. Focus will be on Asian, Latin American, and Islamic societies.

- AN225 Women Around the World 3.0 Credits**
Compares and contrasts women's lives across time and space. Begins by discussing our hunting and gathering legacy before going on to examine the broad range of experiences women have in the modern world. Richly illustrates main theoretical points with examples from Latin America, Africa, Asia, and North America.
- AN226 Magick & Witchcraft 3.0 Credits**
This course introduces students to magick from an anthropological perspective. It examines the history of the study of magick, the inter-cultural definition of magick, and various types of magick before going on to concentrate on magick as a positive, Earth-centered religion that has much in keeping with pre-Christian and Wiccan belief systems. **DISCLAIMER** Anthropology, simply defined, is the comparative study of human beings and their cultures. Each culture has as an essential part of it a spiritual component as well as a set of beliefs and rituals associated with this spirituality. This course investigates both the theoretical and applied sides of magick and witchcraft. Studying the rituals and beliefs associated with magick is not the same as adopting magick as a faith. Not unlike learning the dances or songs of another culture, learning about another culture's beliefs and rituals helps us to more fully understand and appreciate the culture itself. The course satisfies the following General and Liberal Education requirements: Social Science Knowledge and Understanding, Information Literacy Learning Outcomes, and Inquiry and Analysis Learning Outcome.
- AN240 Contagions, Epidemics & the 3.0 Credits**
This course examines the return of contagious diseases that we have long thought were conquered and the emergence of new epidemics around the world. We will focus on how public health workers, epidemiologists, and anthropologists understand and attempt to control a wide range of public health problems in contemporary societies around the world with a mix of biomedical, public health, and social science approaches. Addresses GLE Learning Outcomes Social Sciences (SS), Critical Thinking (CT) and Critical Reading (CR).
- AN245 Living and Working Abroad 3.0 Credits**
Prepares students from all majors to live, work, and/or study abroad. The course seeks to enhance students' sensitivity to cultural differences and to refine skills for circumventing the barriers the differences may cause. It prepares students to weather culture shock and to avoid the pitfalls of ethnocentrism and xenophobia. A special set of exercises helps students to learn how to search for and secure work overseas. Addresses GLE Learning Outcomes Social Sciences, Career Exploration and Information Literacy.
- AN311 Museum Studies 3.0 Credits**
Examines the science and history of museums, their diversity and their role in contemporary society. Techniques in museum display, curation and preservation will also be covered.
- AN325 Medical Anthropology 3.0 Credits**
Examines how anthropologists have approached cultural differences in how people understand illness and disease as well as the different way that people around the world have tried to treat health problems. Readings, discussions, and films will compare and contrast medical systems in Africa, Asia, New Guinea, Latin America, Native America, and the contemporary U.S. The course considers how medical therapies "work" as well as how medical students are socialized to be effective physicians. Addresses GLE Learning Outcomes Social Sciences, Critical Thinking and Inquiry & Analysis. Prerequisites: AN101 or AN201 or BI101 or permission of instructor
- AN331 Violence and Aggression 3.0 Credits**
Investigates theories that account for violence. Biological and cultural factors which affect how aggression is expressed. Types of violence discussed. Addresses GLE Learning Outcomes Social Sciences (SS) and Critical Thinking (CT).
- AN399 Independent Study in Anthropology 3.0 Credits**
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 Dean or Dean's designee. Normally, the student will be expected to have a cumulative grade point average of 3.00 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 Registrar or from the office of the Dean or Dean's designee. Independent Study courses are assigned numbers of 299, 399 or 499, depending on the level of the course. Prerequisite: 3.00 cumulative grade point average.
- AN400 Readings in Anthropology 0.0 Credits**
Encourages motivated students to pursue specialized knowledge in their major field. Required for students doing a Senior Thesis in Anthropology. Prerequisites: Anthropology major and permission of instructor.

- AN424 Advanced Archaeology Laboratory 3.0 Credits**
Examines techniques of laboratory analysis of archaeologically recovered data. Emphasis will be on practical hands-on experience with actual artifactual materials: lithic, ceramic and biological. Prerequisite: AN113 or permission of instructor.
- AN482 Anthropology Theory & Ethics 3.0 Credits**
Examines the discipline of Anthropology from the perspective of disciplinary theory and ethics. Anthropological Code of Ethics reviewed. Prerequisite: Anthropology majors of junior or senior standing.
- AN485 Anthropology Portfolio Review 1.0 Credit**
Independent program of Anthropology portfolio review and study, culminating in an oral presentation of portfolio to the full-time permanent Anthropology faculty.
- AN490 Senior Thesis in Anthropology 3.0 Credits**
Researches an original topic selected by the student and approved by the advisor. The student must do a review of the relevant literature and synthesize ideas in a new way. Primary data collection is required using surveys, questionnaires, interviews, participant observations, or laboratory analyses. These are written under the guidance of an Anthropology Department Advisor and two other faculty, one from the Anthropology Department, and must be successfully defended before a thesis committee. Prerequisites: AN400 and senior Honors in the Anthropology major.
- AN495 Senior Internship in Anthropology 0.0 Credits**
Field experience in a learning situation. Only students who have demonstrated the ability to work independently and to present themselves in a professional manner are eligible for internships. Placement is arranged by a student in consultation with an Anthropology faculty advisor. Prerequisites: Anthropology major and permission of instructor. Option for required practicum.
- AN499 Independent Study in Anthropology 3.0 Credits**
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 Dean or Dean's Designee. Normally, the student will be expected to have a cumulative grade point average of 3.00 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 Registrar or from the office of the Dean or Dean's Designee. Independent Study courses are assigned numbers of 299, 399 or 499, depending on the level of the course. Prerequisite: 3.00 cumulative grade point average.
- BA213 Business Law I 3.0 Credits**
Principles of the law of contracts, sales, and agency. An overview of torts and criminal law. Using the problem-solving method, this course is intended to develop an awareness of and a logical approach to the legal factors which affect business decisions.
- BA258 Legal & Social Environment Business 3.0 Credits**
A study of the legal, economic, ethical, and political environments which influence the decision-making process of profit and not-for-profit organizations. Topics include the nature of law and the legal system, consumer law, securities and antitrust law, labor law, environmental law and corporate social responsibility.
- BA280 Small Bus Advisory Groups 1.0 Credit**
Team projects that assist small businesses in southern New Hampshire in solving real business problems. Working with the Small Business Development Center (SBDC), a team of six students develop business plans, web sites, advertising campaigns, marketing strategies, financial analyses, or any other material that will help small businesses that are just starting up, or with their problems/opportunities. SBDC is a non-profit organization associated with the State of New Hampshire, the Small Business Administration and the University of New Hampshire.
- BA380 Small Business Advisory Group 1.0 Credit**
Team projects that assist small businesses in southern New Hampshire in solving real business problems. Working with the Small Business Development Center (SBDC), a team of six students develop business plans, web sites, advertising campaigns, marketing strategies, financial analyses, or any other material that will help small businesses that are just starting up, or with their problems/opportunities. SBDC is a non-profit organization associated with the State of New Hampshire, the Small Business Administration and the University of New Hampshire.

- BA471 Business Strategy and Ethics 3.0 Credits**
Examination of administrative problems through case studies. Familiarization with current business issues through readings and discussions. Students apply the principles they have learned and develop an appreciation for the enterprise as an integrated system of resources. This course is the capstone requirement for all business majors. Prerequisite: senior standing.
- BA480 Small Business Advisory Group 1.0 Credit**
Team projects that assist small businesses in southern New Hampshire in solving real business problems. Working with the Small Business Development Center (SBDC), a team of six students develop business plans, web sites, advertising campaigns, marketing strategies, financial analyses, or any other material that will help small businesses that are just starting up, or with their problems/opportunities. SBDC is a non-profit organization associated with the State of New Hampshire, the Small Business Administration and the University of New Hampshire.
- BI101 Biology I Lab 4.0 Credits**
The human species, the basic mechanisms of life, and the delicate balance in the biosphere. In Biology I the approach is through study of life processes from the molecular to the organ system level of structure. Biology I addresses GLE LO's Natural Sciences (NS), Critical Thinking (CT) and Inquiry & Analysis (IA). Offered in the Fall.
- BI101L Biology I Lecture 0.0 Credits**
The human species, the basic mechanisms of life, and the delicate balance in the biosphere. In Biology I the approach is through study of life processes from the molecular to the organ system level of structure. Biology I addresses GLE LO's Natural Sciences (NS), Critical Thinking (CT) and Inquiry & Analysis (IA). Offered in the Fall
- BI102 Biology II Lab 4.0 Credits**
The human species, the basic mechanisms of life, and the delicate balance in the biosphere. Biology II studies the evolutionary process, the diversity of living things, ecological relationships, and the impact of the human species on the biosphere. Addresses GLE Learning Outcomes Natural Sciences, Problem Solving and Technology Literacy. Offered in the Spring.
- BI102L Biology II Lecture 0.0 Credits**
The human species, the basic mechanisms of life, and the delicate balance in the biosphere. Biology II studies the evolutionary process, the diversity of living things, ecological relationships, and the impact of the human species on the biosphere. Addresses GLE Learning Outcomes Natural Sciences, Problem Solving and Technology Literacy. Offered in the Spring.
- BI211 Genetics Lab 4.0 Credits**
Hereditary mechanisms of cells, individuals, and populations. Experiments and reasoning through which genetic information has been achieved will be described and analyzed. Heredity in microbes, plants, and animals is explored from the molecular, chromosomal and phenotypic points of view. Genetics is presented as unifying the study of all organisms. Prerequisite: BI102 Fall, Spring
- BI211L Genetics Lecture 0.0 Credits**
Hereditary mechanisms of cells, individuals, and populations. Experiments and reasoning through which genetic information has been achieved will be described and analyzed. Heredity in microbes, plants, and animals is explored from the molecular, chromosomal and phenotypic points of view. Genetics is presented as unifying the study of all organisms. Prerequisite: BI102 Fall, Spring
- BI214 Coastal Ecology 3.0 Credits**
This field study course runs in May as part of spring semester. It will explore New England coastal ecology, with special focus on outer Cape Cod. Course topics include coastal geomorphology; barrier island dynamics and estuarine ecology; plant succession on active dune systems; threatened and endangered coastal and marine species; human impacts to coastal ecosystems; and natural resource management issues in New England coastal systems. Prerequisite: BI101 or ES101 or ES103 or IC110 or GL115.
- BI215 Biology & Health Sciences Seminar 3.0 Credits**
This course is designed to give the student important guidance might not otherwise be received in their formal undergraduate education. In particular this course will focus on helping the student decide what path to take after completion of the undergraduate degree, determining the topic and details of Senior Thesis or Internship (In Biology, the internship is an option only for those students seeking a B.A. degree), creating a professional cover letter and resume and refining skills in researching the primary literature and presenting scientific information. Prerequisite: Sophomore standing or permission of instructor.

- BI217 Tropical Ecology 4.0 Credits**
This course introduces the fundamental characteristics of the rainforest and adjacent ecosystems. Students will learn, through direct observation, lectures, seminars, field exercises and interpretation, about the physical and biological forces that shape the tropical forest and its plant and animal inhabitants. The course begins with a series of seminars in the fall semester on campus, followed by an extended field trip to Costa Rica during the winter break. Prerequisites: BI102 or ES104. Preference will be given to juniors and seniors majoring in Biology or Environmental Science. In addition, attendance at an information session prior to course registration is required for enrollment. Fall-January, alternate years
- BI218 Ecology Lab 4.0 Credits**
The interactions of individual organisms, populations, and communities with their environments. Lectures and laboratories emphasize principles and techniques of ecological investigations. Most lab sessions take place outdoors in the field, regardless of weather. Prerequisite: BI102, ES104 or IC111. Fall
- BI218L Ecology Lecture 0.0 Credits**
The interactions of individual organisms, populations, and communities with their environments. Lectures and laboratories emphasize principles and techniques of ecological investigations. Most lab sessions take place outdoors in the field, regardless of weather. Prerequisite: BI102, ES104 or IC111. Fall
- BI229 Special Topics in Biology 0.0 Credits**
Special Topics 1-3 credits. Constructed around a timely issue in biology, generally in a field of expertise of the faculty member facilitating the course. Prerequisites vary.
- BI231 Animal Behavior Lab 4.0 Credits**
The integration of traditional ethology and comparative psychology by using the major biological paradigm of evolution. Readings and lectures discriminate the levels of behavioral analysis, from physiological to ecological, and the method of investigation used at each level. Laboratory focuses on actual field observations and analyses of animal behavior. Spring, alternate years
- BI231L Animal behavior Lecture 0.0 Credits**
The integration of traditional ethology and comparative psychology by using the major biological paradigm of evolution. Readings and lectures discriminate the levels of behavioral analysis, from physiological to ecological, and the method of investigation used at each level. Laboratory focuses on actual field observations and analyses of animal behavior. Spring, alternate years
- BI235 Human Health and Nutrition 3.0 Credits**
A survey of human nutrition that is accurate, up-to-date, and consistent with scientific principles. The course is designed in such a way that the information presented may be easily understood, enjoyed, and found applicable to important concerns in the daily lives of students with little scientific background. Fall, Spring.
- BI241 Evolutionary Biology Lab 4.0 Credits**
This course examines the patterns of evolution seen in the fossil record and in current biodiversity on the planet, as well as the underlying processes that drive evolutionary change. Themes for the course include the importance of evolution to the study of biology at all levels, from the sub-cellular to the global ecosystem, and how knowledge of evolutionary processes is critical to understanding the future of life on Earth. Prerequisite: BI102 or ES104.
- BI241L Evolutionary Biology Lecture 0.0 Credits**
This course examines the patterns of evolution seen in the fossil record and in current biodiversity on the planet, as well as the underlying processes that drive evolutionary change. Themes for the course include the importance of evolution to the study of biology at all levels, from the sub-cellular to the global ecosystem, and how knowledge of evolutionary processes is critical to understanding the future of life on Earth. Prerequisite: BI102 or ES104.
- BI250 Introduction to Plant Biology Lab 4.0 Credits**
The evolutionary history of the plant kingdom. Cytology, anatomy, physiology, and reproduction of land plants. Prerequisite: BI102 or ES104. Spring, alternate years
- BI250L Intro to Plant Biology Lecture 0.0 Credits**
The evolutionary history of the plant kingdom. Cytology, anatomy, physiology, and reproduction of land plants. Prerequisite: BI102 or ES104. Spring, alternate years

BI260 Human Anatomy and Physiology I Lab 4.0 Credits
This course introduces the organization of the human body in the context of the unifying concepts of feedback regulation and homeostasis. The course assumes a general knowledge of cell structure and function and begins with a study of tissues and a general introduction to organs and systems. It then provides detailed study of the integumentary, skeletal, muscular, and nervous systems. This course has both a lecture and laboratory component. This course and BI 261, Anatomy and Physiology II provide students with a general introduction to the biology of the human body. It is required that the two courses be taken in sequence with BI260 coming first. Addresses GLE Learning Outcomes Natural Sciences, Inquiry & Analysis, and Critical Thinking. This course is cross-listed as AN 260. Prerequisite: BI102 or permission of the instructor. Fall

BI260L Human Anatomy Physiology I Lecture 0.0 Credits
This course introduces the organization of the human body in the context of the unifying concepts of feedback regulation and homeostasis. The course assumes a general knowledge of cell structure and function and begins with a study of tissues and a general introduction to organs and systems. It then provides detailed study of the integumentary, skeletal, muscular, and nervous systems. This course has both a lecture and laboratory component. This course and BI 261, Anatomy and Physiology II provide students with a general introduction to the biology of the human body. It is required that the two courses be taken in sequence with BI260 coming first. Addresses GLE Learning Outcomes Natural Sciences, Inquiry & Analysis, and Critical Thinking. This course is cross-listed as AN 260. Prerequisite: BI102 or permission of the instructor. Fall

BI261 Human Anatomy & Physiology II Lab 4.0 Credits
This course continues the study of the human body begun in BI 260, Anatomy and Physiology I. The course examines the relationships between endocrine, cardiovascular, lymphatic, respiratory, digestive, reproductive and urinary body systems along with the regulatory mechanisms that integrate them. The course also includes considerations of nutrient absorption and delivery, metabolism and excretory function. This course has both a lecture and laboratory component. This course and BI 260 Anatomy and Physiology I provide students with a general introduction to the biology of the human body. Prerequisite: BI 260 or course instructor's approval. Addresses GLE Learning Outcomes Natural Sciences, Inquiry & Analysis, and Problem Solving. Offered in the Spring.

BI261L Human Anatomy & Physiology II Lect 0.0 Credits
This course continues the study of the human body begun in BI 260, Anatomy and Physiology I. The course examines the relationships between endocrine, cardiovascular, lymphatic, respiratory, digestive, reproductive and urinary body systems along with the regulatory mechanisms that integrate them. The course also includes considerations of nutrient absorption and delivery, metabolism and excretory function. This course has both a lecture and laboratory component. This course and BI 260 Anatomy and Physiology I provide students with a general introduction to the biology of the human body. Prerequisite: BI 260 or course instructor's approval. Addresses GLE Learning Outcomes Natural Sciences, Inquiry & Analysis, and Problem Solving. Offered in the Spring.

BI295 Career Exploration in the Sciences 0.0 Credits
Internship 1-6 credits. An on-site field experience with a public or private agency or institution such as a laboratory, hospital, natural resources department or public health office. Internships normally require a minimum of 45 hours of on-the-job work per semester hour of credit, a grade point average of 2.8 or higher, and demonstrated ability to complete the work expected. Internships are developed in consultation with a faculty internship advisor and require approval of the advisor, prospective internship supervisor, and the Dean or the Dean's designee. Evaluation is made by the internship advisor, in consultation with the site supervisor. Prerequisites: Biology or Health Sciences major, BI215 or permission of the instructor.

BI299 Independent Study in Biology 0.0 Credits
Independent Study 1-6 Credits. 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 Dean or Dean's designee. Normally, the student will be expected to have a cumulative grade point average of 3.00 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 Registrar or from the Dean or Dean's designee. Independent Study courses are assigned numbers of 299, 399 or 499, depending on the level of the course.

BI302 Food Systems 3.0 Credits
This course introduces students to many of the ways our food is produced. Its' intent is to help students understand where their food comes from, how it is produced and what happens to it along the way. We will explore the common food production methods including industrial, organic and micro-farms. We will look at the role imports play as well as the public health, social, economic and environmental costs and benefits of the current food system. Prerequisite: BI235 or permission of instructor

- BI310 Research Methods 3.0 Credits**
The course is designed to provide an understanding of basic research methods and techniques used in medical science but also applicable to almost any area of investigation and scholarship. Students will be exposed to the basic analytical, graphical and statistical methods used to generate and interpret data, and will demonstrate their knowledge of the course materials by analyzing and interpreting research from professional journals, from analyzing and graphing raw data provided in class and by planning an independent research study over the course of the semester. Students will learn to effectively use EXCEL software for data manipulation, graphics and statistical analysis. They will also develop literature searching tools using a variety of available library databases and free bibliographic software for preparation of scholarly documents. Spring term.
- BI312 Vertebrate Zoology Lab 4.0 Credits**
The vertebrates, with consideration of classification, adaptive radiation, functional morphology, and natural history of each class. Laboratory work stresses identification and field studies of local vertebrate fauna. Prerequisite: BI102 or ES104 Spring, alternate years
- BI312L Vertebrate Zoology Lecture 0.0 Credits**
The vertebrates, with consideration of classification, adaptive radiation, functional morphology, and natural history of each class. Laboratory work stresses identification and field studies of local vertebrate fauna. Prerequisite: BI102 or ES104 Spring, alternate years
- BI319 Cellular Biology Lab 4.0 Credits**
Cell chemistry, structure/function, molecular mechanisms of eukaryotic cellular processes. Eukaryotic cells are considered with the objective of developing a conceptual model of the cell adequate to explain its operation. Techniques utilized by cell biologists, with a focus on Bioinformatics, will be featured in the laboratory. Prerequisite: BI211
- BI319L Cellular Biology Lecture 0.0 Credits**
Cell chemistry, structure/function, molecular mechanisms of eukaryotic cellular processes. Eukaryotic cells are considered with the objective of developing a conceptual model of the cell adequate to explain its operation. Techniques utilized by cell biologists, with a focus on Bioinformatics, will be featured in the laboratory. Co-requisite: BI319
- BI320 Wetland Ecology and Protection Lab 4.0 Credits**
Examines the plants, animals, soils, hydrology, and chemistry of different wetland types. The course will include the study of wetland-watershed interactions, and of the methods of wetland protection. Prerequisite: ES101 or ES103 or BI218.
- BI320L Wetland Ecology Protection Lecture 0.0 Credits**
Examines the plants, animals, soils, hydrology, and chemistry of different wetland types. The course will include the study of wetland-watershed interactions, and of the methods of wetland protection. Prerequisite: ES101 or ES103 or BI218.
- BI325 Microbiology Lab 4.0 Credits**
Overview of the microbial world including the fundamental concepts of microbial genetics, pathogenesis, physiology and diversity. Laboratory emphasizes sterile technique, microscopy and characterization of microorganisms through molecular, metabolic and physical characteristics. Prerequisites: BI102, CH102.
- BI325L Microbiology Lecture 0.0 Credits**
Overview of the microbial world including the fundamental concepts of microbial genetics, pathogenesis, physiology and diversity. Laboratory emphasizes sterile technique, microscopy and characterization of microorganisms through molecular, metabolic and physical characteristics. Prerequisites: BI102, CH102.
- BI326 Parasitology 3.0 Credits**
This course will emphasize the specific organisms known as a human parasite, diseases caused, vectors involved, treatment, and any epidemiology. When dealing with insecta there will be emphasis of both those taxa which are parasitic and those which are known vectors of other organisms. Prerequisite: BI 102
- BI327 Principles of Immunology 3.0 Credits**
The role of the vertebrate immune system is to protect the body from infection. In this course we will examine the principles of immunology that underlie an organism's ability to orchestrate the sophisticated development of an immune response. Topics covered will include: development of the immune system, general properties of immune responses; cells and tissues of the immune system; immunity to microbes; immunodeficiency and AIDS; autoimmune diseases; transplantation. Prerequisites: C or better in BI101/102; BI211; CH101/102 recommended

- BI329** **Topics in Biology** **0.0 Credits**
Special Topics in Biology 1-3 Credits. Constructed around a timely issue in biology, generally in a field of expertise of the faculty member facilitating the course. Prerequisites vary.
- BI337** **Advanced Nutrition** **3.0 Credits**
Nutritional insights and recommendations for: pregnancy; the use of probiotics and nutritional supplements; vegetarianism, veganism, and macrobiotic diets; eating disorders; patients with food allergies; patients with cancer; preventing adult and childhood obesity, insulin resistance, and type 2 diabetes; preventing heart disease and hypertension; elder care; and providing guidelines for peak physical activity and professional training diets. Prerequisite: BI102 and BI235. Fall and Spring semester.
- BI351** **Endocrinology** **3.0 Credits**
Endocrinology is the study of the endocrine system. The endocrine system is responsible for the synthesis and secretion of hormones that enable the maintenance of homeostasis. This course will address the normal anatomy and physiology of the organs of the endocrine system. Further, understanding of endocrine pathophysiology will be pursued through appropriate background information and the current original literature. An inquiry-based approach will engage in for discussions of each unit. Prerequisite: BI102.
- BI353** **Introduction to Pharmacology** **3.0 Credits**
This course provides students with an overview of pharmacology with an emphasis on mechanisms and clinical applications, using a body systems approach. Explores indications, modes of action, effects, contraindications and interactions for selected drugs. Prerequisites: BI 101, BI102, CH211 or permission of instructor
- BI367** **Water Resources Management Lab** **4.0 Credits**
This course addresses the science and policy of maintaining a healthy and adequate water supply in the US and other countries. We will consider the watershed connections, the geologic setting, and the impacts of development on the physical, chemical and biological aspects of surface water and groundwater bodies. We will also learn the field tools and techniques used to sample surface water and analyze its chemistry. Pre-requisite: BI218 or permission of the instructor.
- BI367L** **Water Resources Management Lecture** **0.0 Credits**
This course addresses the science and policy of maintaining a healthy and adequate water supply in the US and other countries. We will consider the watershed connections, the geologic setting, and the impacts of development on the physical, chemical and biological aspects of surface water and groundwater bodies. We will also learn the field tools and techniques used to sample surface water and analyze its chemistry. Pre-requisite: BI218 or permission of the instructor.
- BI370** **Medical Term & Health Systems** **3.0 Credits**
This course is designed to acquaint students interested in entering the medical fields with the science of medicine, healthcare delivery systems and the ethical framework that supports them. There will also be focus on medical terminology as it relates to the medical profession, healthy physiology and disease processes. Critical review of current medical literature will assist in understanding evidence-based medicine. Fall, Spring.
- BI375** **Mammalogy Lab** **4.0 Credits**
The investigation of mammal biology, including the evolution, radiation, reproductive biology, behavior and natural history of mammals. Laboratory work stresses the identification of New Hampshire mammals, field studies, and proper museum preparation of mammal study specimens. Prerequisite: BI102 or ES104 Fall, alternate years
- BI375L** **Mammalogy Lecture** **0.0 Credits**
The investigation of mammal biology, including the evolution, radiation, reproductive biology, behavior and natural history of mammals. Laboratory work stresses the identification of New Hampshire mammals, field studies, and proper museum preparation of mammal study specimens. Prerequisite: BI102 or ES104 Fall, alternate years
- BI399** **Independent Study in Biology** **0.0 Credits**
Independent Study 1-6 Credits. 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 Dean or Dean's designee. Normally, the student will be expected to have a cumulative grade point average of 3.00 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 Registrar or from the Dean or Dean's designee. Independent Study courses are assigned numbers of 299, 399 or 499, depending on the level of the course.

- BI400 Kinesiology Lab 4.0 Credits**
Application of knowledge of human physical structure and function in the analysis and appreciate of human movement; theory and practice of human movement analytic techniques. Prerequisite: BI260 Human Anatomy and Physiology I Course offered Fall and Spring
- BI400L Kinesiology Lecture 0.0 Credits**
Application of knowledge of human physical structure and function in the analysis and appreciate of human movement; theory and practice of human movement analytic techniques. Corequisite: BI400 Course offered Fall and Spring
- BI402 Exercise Physiology Lab 4.0 Credits**
A survey of human physiology parameters as related to physical exercise and work and the development of physiological fitness factors. Physiological foundations will be considered. Prerequisite: BI260, BI261 Corequisite: BI402L Fall and Spring
- BI402L Exercise Physiology Lecture 0.0 Credits**
A survey of human physiology parameters as related to physical exercise and work and the development of physiological fitness factors. Physiological foundations will be considered. Corequisite: BI402 Fall and Spring
- BI403 Assessment Prescript of Fitness Lab 4.0 Credits**
This is a lecture and laboratory course designed to provide the student with a basic understanding of laboratory and field assessment techniques used in exercise physiology, fitness/wellness facilities, and--to a minor extent—clinical situations. This course will emphasize fitness assessment and exercise program design principles for cardiovascular fitness, muscular strength and endurance, body composition, balance and flexibility. Prerequisite: Prerequisite: BI400. Fall/Spring
- BI403L Assessment Prescript of Fitness Lec 0.0 Credits**
This is a lecture and laboratory course designed to provide the student with a basic understanding of laboratory and field assessment techniques used in exercise physiology, fitness/wellness facilities, and--to a minor extent—clinical situations. This course will emphasize fitness assessment and exercise program design principles for cardiovascular fitness, muscular strength and endurance, body composition, balance and flexibility. Prerequisite: Prerequisite: BI400 with a grade of C or higher. Fall/Spring
- BI404 Strength and Conditioning Lab 4.0 Credits**
This course includes a review of resistance training based upon the scientific literature and is intended to promote the use of a structured scientific approach in the prescription of progressive resistance training and metabolic conditioning. Prerequisites: BI 400. Fall and Spring
- BI404L Strength and Conditioning Lecture 0.0 Credits**
This course includes a review of resistance training based upon the scientific literature and is intended to promote the use of a structured scientific approach in the prescription of progressive resistance training and metabolic conditioning. Pre-requisites: Prerequisites, BI 400 with a grade of C or higher. Fall and Spring
- BI405 Clinical Exercise Physiology 3.0 Credits**
This is a lecture, 3 credit course that will provide students with a detailed understanding and clinically relevant ability to comprehend the pathophysiology on a range of conditions, including CVD, pulmonary, metabolic, older adults, pregnancy, and assess the health risk impact on various people. This course is case-based with emphases on the major related health factors of the apparently healthy person, as well as individuals with various health conditions. This course can be viewed as the capstone for the Certificate in Exercise Physiology. Prerequisites for this course include: BI260, BI261, BI370, BI400, BI402, BI403, BI404. Spring term
- BI420 Evolution Seminar 1.0 Credit**
Examines the factual, historical, and philosophical basis of modern evolutionary theory using recent articles and publications. Prerequisite: junior or senior standing in Biology or permission of instructor.
- BI429 Special Topics in Biology 0.0 Credits**
Special Topics in Biology 1-3 Credits. Constructed around a timely issue in biology, generally in a field of expertise of the faculty member facilitating the course. Prerequisites vary.
- BI430 Forest Ecology Lab 4.0 Credits**
Examines the basic ecological processes that influence forest type and forest structure. Topics covered range from broad scale landscape patterns of natural and human disturbance to the specific habitat requirements of individual plant species. The laboratory section consists

of weekly field trips to forests both on and off the campus, and will emphasize quantitative techniques for the collection and interpretation of field data, as well as basic natural history. Prerequisite: BI218 or permission of instructor.

BI430L Forest Ecology Lecture 0.0 Credits

Examines the basic ecological processes that influence forest type and forest structure. Topics covered range from broad scale landscape patterns of natural and human disturbance to the specific habitat requirements of individual plant species. The laboratory section consists of weekly field trips to forests both on and off the campus, and will emphasize quantitative techniques for the collection and interpretation of field data, as well as basic natural history. Prerequisite: BI218 or permission of instructor.

BI460 Internship Biology/Health Science 0.0 Credits

Internship 2-6 credits. An on-site field experience with a public or private agency or institution such as a laboratory, hospital, natural resources department or public health office. Internships normally require a minimum of 55 hours of on-the-job work per semester hour of credit, a grade point average of 3.00 or higher, and demonstrated ability to complete the work expected. Internships are developed in consultation with a faculty internship advisor and require approval of the advisor, prospective internship supervisor, and the Dean or Dean's designee. Evaluation is made by the internship advisor, in consultation with the supervisor. Prerequisites: Biology or Health Sciences major, junior or senior standing, and permission of the instructor

BI461 Internship Biology/Health Science 0.0 Credits

Internship-2-6 credits. An on-site field experience with a public or private agency or institution such as a laboratory, hospital, natural resources department or public health office. Internships normally require a minimum of 55 hours of on-the-job work per semester hour of credit, a grade point average of 3.00 or higher, and demonstrated ability to complete the work expected. Internships are developed in consultation with a faculty internship advisor and require approval of the advisor, prospective internship supervisor, and the Dean or Dean's designee. Evaluation is made by the internship advisor, in consultation with the supervisor. Prerequisites: Biology or Health Sciences major, junior or senior standing, and permission of the instructor

BI462 Internship Biology/Health Science 0.0 Credits

Internship-2-6 credits. An on-site field experience with a public or private agency or institution such as a laboratory, hospital, natural resources department or public health office. Internships normally require a minimum of 55 hours of on-the-job work per semester hour of credit, a grade point average of 3.00 or higher, and demonstrated ability to complete the work expected. Internships are developed in consultation with a faculty internship advisor and require approval of the advisor, prospective internship supervisor, and the Dean or Dean's designee. Evaluation is made by the internship advisor, in consultation with the supervisor. Prerequisites: Biology or Health Sciences major, junior or senior standing, and permission of the instructor

BI480 Senior Seminar in Biology 3.0 Credits

Reading and discussions of selected topics. Consideration of the goals and methods of scientific research. Required of all Biology/Health Science majors as a Capstone option. Prerequisite: Junior standing.

BI481 Invited Senior Research 3.0 Credits

A student is invited to participate in an ongoing research project being conducted by a faculty member in the College of Health and Natural Sciences. The student and sponsoring faculty member 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. Senior Capstone option. Prerequisites: senior standing, permission of instructor.

BI499 Independent Study in Biology 0.0 Credits

Independent Study 1-6 credits. 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 Dean or Dean's designee. Normally, the student will be expected to have a cumulative grade point average of 3.00 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 Registrar or from the Dean or Dean's designee. Independent Study courses are assigned numbers of 299, 399 or 499, depending on the level of the course.

CAEL100 Prior Learn Assess Theory Practice 3.0 Credits

Prior Learning Assessment Theory and Practice will help students identify areas of learning they may want to have evaluated for college-level equivalency. The course will also guide students through the preparation and compilation of all components required for the evaluation of a portfolio or prior learning through Learning Counts. Students will use critical reflection skills to rethink the value of their learning and its implications for future learning. Adult learning theory, models, and concepts will be discussed and applied to case

studies. CAEL 100 is facilitated by an instructor who provides guidance for the student in preparing his or her portfolio-based request for credit. Successful completion of CAEL 100 will result in a credit recommendation of three lower-level credits for the course itself.

CH101 General Chemistry I Lab 4.0 Credits
Fundamental principles of chemistry including atomic structure, the periodic system, kinetic molecular theory, properties of elements and compounds, chemical equilibrium, reaction kinetics, and chemical thermodynamics. A strong background in mathematics is required. Prerequisite: High school GPA ≥ 3.0 or MT151 with a grade of C- or above or permission of instructor.

CH101L General Chemistry 1 Lecture 0.0 Credits
Fundamental principles of chemistry including atomic structure, the periodic system, kinetic molecular theory, properties of elements and compounds, chemical equilibrium, reaction kinetics, and chemical thermodynamics. A strong background in mathematics is required. Prerequisite: High school GPA ≥ 3 or sophomore standing. Prerequisite for CH102: CH101.

CH102 General Chemistry II Lab 4.0 Credits
Fundamental principles of chemistry including atomic structure, the periodic system, kinetic molecular theory, properties of elements and compounds, chemical equilibrium, reaction kinetics, and chemical thermodynamics. A strong background in mathematics is required. Prerequisite: High school GPA ≥ 3 or sophomore standing. Prerequisite for CH102: CH101.

CH102L General Chemistry II Lecture 0.0 Credits
Fundamental principles of chemistry including atomic structure, the periodic system, kinetic molecular theory, properties of elements and compounds, chemical equilibrium, reaction kinetics, and chemical thermodynamics. A strong background in mathematics is required. Prerequisite: High school GPA ≥ 3 or sophomore standing. Prerequisite for CH102: CH101.

CH203 Forensic Chemistry Lab 4.0 Credits
An introductory course in Forensic Chemistry. Students are introduced to the most common types of physical evidence and the scientific methods and techniques used to examine and analyze such evidence. Topics covered in this course include (but are not limited to) fingerprint analysis, analysis of hairs, fibers and paint, toxicology, serology, DNA profiling and arson investigation. In the laboratory, students will be acquainted with basic forensic laboratory techniques for the analysis of the types of physical evidence discussed in lecture. Prerequisites: CH101-102. Spring of Alternate Years

CH203L Forensic Chemistry Lecture 0.0 Credits
An introductory course in Forensic Chemistry. Students are introduced to the most common types of physical evidence and the scientific methods and techniques used to examine and analyze such evidence. Topics covered in this course include (but are not limited to) fingerprint analysis, analysis of hairs, fibers and paint, toxicology, serology, DNA profiling and arson investigation. In the laboratory, students will be acquainted with basic forensic laboratory techniques for the analysis of the types of physical evidence discussed in lecture.

CH211 Organic Chemistry 1 Lab 4.0 Credits
Principal classes of aliphatic and aromatic compounds, with emphasis on class reactions and structural theory. Laboratory exercises include the preparation and purification of selected organic compounds. Prerequisite: CH102.

CH211L Organic Chemistry I Lecture 0.0 Credits
Principal classes of aliphatic and aromatic compounds, with emphasis on class reactions and structural theory. Laboratory exercises include the preparation and purification of selected organic compounds. Prerequisite: CH102.

CH212 Organic Chemistry II Lab 4.0 Credits
Principal classes of aliphatic and aromatic compounds, with emphasis on class reactions and structural theory. Laboratory exercises include the preparation and purification of selected organic compounds. Prerequisite: CH102.

CH212L Organic Chemistry II Lecture 0.0 Credits
Principal classes of aliphatic and aromatic compounds, with emphasis on class reactions and structural theory. Laboratory exercises include the preparation and purification of selected organic compounds. Prerequisite: CH102.

CH221 Environmental Chemistry Lab 4.0 Credits
Survey of the chemistry of environmental problems. Topics include air, ground and water pollution, waste water treatment, and solid waste management. Prerequisite: CH102

- CH221L Environmental Chemistry Lecture 0.0 Credits**
Survey of the chemistry of environmental problems. Topics include air, ground and water pollution, waste water treatment, and solid waste management. Prerequisite: CH102
- CH229 Special Topics: Chemistry 0.0 Credits**
Special Topics 1-4 credits. Constructed around a timely issue in Chemistry, generally in a field of expertise of the faculty member facilitating the course. Prerequisites may vary.
- CH299 Independent Study in Chemistry 0.0 Credits**
Independent Study-1-6 credits. 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 Dean or Dean's designee. Normally, the student will be expected to have a cumulative grade point average of 3.00 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 Registrar or from the Dean or Dean's designee. Independent Study courses are assigned numbers of 299, 399 or 499, depending on the level of the course.
- CH312 Quantitative Analysis Lab 4.0 Credits**
An introductory course in analytical chemistry including gravimetric and volumetric techniques, UV absorption spectroscopy, and gas chromatography. Prerequisite: CH102. Spring of alternate years
- CH312L Quantitative Analysis Lecture 0.0 Credits**
An introductory course in analytical chemistry including gravimetric and volumetric techniques, UV absorption spectroscopy, and gas chromatography. Prerequisite: CH102. Spring of alternate years
- CH321 Biochemistry Lab 4.0 Credits**
A basic course in biochemistry concerned with the structure, synthesis and metabolism of carbohydrates, proteins, and lipids. Prerequisites: CH212
- CH321L Biochemistry Lecture 0.0 Credits**
A basic course in biochemistry concerned with the structure, synthesis and metabolism of carbohydrates, proteins, and lipids.
- CH329 Special Topics: Chemistry 0.0 Credits**
Special Topics-1-4 credits. Constructed around a timely issue in Chemistry, generally in a field of expertise of the faculty member facilitating the course. Prerequisites may vary.
- CH399 Independent Study in Chemistry 0.0 Credits**
Independent Study-1-4 Credits. 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 Dean or Dean's designee. Normally, the student will be expected to have a cumulative grade point average of 3.00 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 Registrar or from the office of the Dean or Dean's Designee. Independent Study courses are assigned numbers of 299, 399 or 499, depending on the level of the course.
- CH429 Special Topics: Chemistry 0.0 Credits**
Special Topics-1-4 credits. Constructed around a timely issue in Chemistry, generally in a field of expertise of the faculty member facilitating the course. Prerequisites may vary.
- CH499 Independent Study in Chemistry 0.0 Credits**
Independent Study-1-4 credits. 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 Dean or Dean's designee. Normally, the student will be expected to have a cumulative grade point average of 3.00 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 Registrar or from the Dean or Dean's designee. Independent Study courses are assigned numbers of 299, 399 or 499, depending on the level of the course.

- CIT101 Microcomputer Applications 3.0 Credits**
Covers the fundamentals of microcomputer application skills with emphasis on hands-on learning, including word-processing, spreadsheets, databases, presentations and communications, including Internet and World Wide Web. An overview of computers and related social issues may also be covered as time permits.
- CIT102 Information Technology 3.0 Credits**
Introduces students to contemporary information technology: computer hardware, software, databases and data warehouses, Internet, e-Commerce, Transactions Processing Systems, Decision Support Systems, Geographic Information Systems, Artificial Intelligence, Expert Systems, Neural Networks, Fuzzy Logic, Genetic Algorithms, Intelligent Agents, Swarm Intelligence, Systems Development, Enterprise Resource Planning, Security, and how it is used in business to gain competitive advantage.
- CIT130 Database Applications 3.0 Credits**
Study of terms and terminology of relational databases as they pertain to current popular database software packages. Emphasis is on a project-oriented approach solving real world applications utilizing a database software package such as MS Access. Topics covered include creating a database, designing queries, generating reports, and other database management functions.
- CIT140 Electronic Spreadsheets 3.0 Credits**
CIT140 Electronic Spreadsheets 3 credits Students learn to solve real-world application problems by organizing data, performing mathematical operations, producing charts, and presenting well-designed worksheets using an electronic spreadsheet package such as MS Excel. The emphasis is on a project-oriented approach.
- CIT211 Introduction to Programming 3.0 Credits**
Teaches the student how to solve problems using the computer. The emphasis is on analyzing a problem and designing and implementing a solution using an appropriate programming language. Language details will be covered.
- CIT222 Intro Geographic Info Systems 3.0 Credits**
Geographic Information Systems (GIS) is a digital cartography (computer mapping) tool for the analysis and integration of locational information. This course will provide an introduction to cartographic principles and will introduce the theory and concepts of GIS and provide hands-on training in the ArcView® desktop GIS software. It will focus on the use of spatial information for geographic analysis and the development of an effective presentation.
- CIT230 Intermediate Geographic Info System 3.0 Credits**
Geographic Information Systems (GIS) is a digital cartography (computer mapping) tool for the analysis and integration of locational information. This course provides hands-on training in the PC Arc/Info® GIS software, while concentrating on the development and analysis of geographic information. Prerequisite: CIT222.
- CIT232 Web Design and Development 3.0 Credits**
Covers the Hypertext Markup Language (HTML), the language used for creating web pages as well as more recent developments in web page interactivity. Furnishes an understanding of the history, development, and capabilities of the World Wide Web and introduces students to programming skills and proper techniques for designing, documenting, debugging, and maintaining a web site. Encourages discussion on a broad spectrum of topics and technologies enabled through the use of Internet capabilities. Students may also learn to use tools such as Macromedia Dreamweaver in designing and maintaining web sites.
- CIT234 Web Programming 3.0 Credits**
Teaches how to create dynamic Web pages using one of the popular Web scripting languages such as JavaScript. The course assumes prior knowledge of HTML and teaches how to add interactive functions to HTML pages. Topics discussed include data types and operators, functions, events and control structures, forms, cookies and security. Students will be able to learn object-oriented programming and debugging in relation to the scripting language used. The Browser/Document Object Model (DOM) specification published by the World Wide Web Consortium (W3C) will also be discussed. Prerequisite: CIT232 or permission of instructor
- CIT270 Technical Writing 3.0 Credits**
This course will cover developing the reading skills and the writing skills for technical communication in diverse fields such as medical, pharmaceuticals, chemistry, biotechnology, computer software, computer hardware, electronics, aerospace, arts, business, law, religion, and finance. The students will identify the audience being addressed and write documents such as end-user manuals, system design documents, websites appropriately designed, formatted, and written with precision tools of a technical writer for the target audience to achieve clear communication. Prerequisite: GLE110.

CIT274 Computer Forensics and Security 3.0 Credits

This course introduces students to many of the tools and techniques used in both attacking and defending our devices. Beginning with how data is structured and transferred, and what physically makes up our computers students will explore the vulnerabilities of the technology we use and depend on. We will investigate how these vulnerabilities can be exploited, detected and avoided. We will look at tools used for forensic purposes as well as some common tools used by hackers. This course will be offered at least once per academic year starting in the spring term. As the program expands more sections may be needed.

CIT301 Cyber Ethics and Law 3.0 Credits

Designed to explore current topics in Cyber Law as they affect society, government, economics, business and international trade. The central focus of the course revolves around the delicate balance being forged between law and technology. The topics to be discussed include intellectual property issues such as copyrights and trademarks, business and finance issues such as on-line contracting and taxation, social issues such as privacy, defamation, computer crime, international issues in cyberspace and constitutional issues. Prerequisite: junior class standing

CJ101 Crime and Justice in America 3.0 Credits

This course provides an overview of the various facets of the criminal justice system for the non-criminal justice major. Topics that represent points of harmony or conflict within society, such as processing of offenders, punishment and its alternatives, current issues in criminal justice, and the future of the criminal justice system will be examined. Addresses GLE Learning Outcomes Social Sciences (SS), Critical Thinking (CT), and Information Literacy (IL).

CJ202 Policing in American Society 3.0 Credits

This course focuses on the role law enforcement plays in America. The emphasis is on general service police departments. Topics include the structure and history of police; selection and training of police officers; organization and management of police agencies; police operations and policies; officer discretion, use of force, and civil liability; ethics and police culture; community and problem-oriented policing; policing the drug problem, and homeland security. Students will gain an understanding of how changes and trends in society affect police operations. We will study the importance of formulating goals and objectives as they relate to police operations as well as how communications relate to police operations. Students will gain understanding of how the community effects policing strategies in their efforts to control crime.

CJ203 Juvenile Justice 3.0 Credits

Examines the juvenile justice system in the United States, the measurement of delinquency (types of offenders and trends), juveniles and the police, intake and pre-adjudicatory processing, classification and preliminary treatment, waivers and other alternatives, prosecutorial decision making in juvenile justice, the adjudicatory process and dispositional alternatives, the legal rights of juveniles, nominal sanctions, warnings, diversion and standard probation, juvenile probation and community-based cased alternatives, and juvenile corrections, custodial sanctions and parole, Addresses GLE Learning Outcomes Social Sciences (SS), Critical Thinking (CT) and Information Literacy (IL).

CJ212 From Bail to Jail 3.0 Credits

This course explores the structure, function, and processes of the American court system. Topics include the history of courts, jurisdiction, the role of judges and lawyers, criminal and civil procedures, and contemporary challenges within the judicial system.

CJ221 Corrections 3.0 Credits

An introduction to sociological theory and research of prisons and community-based correctional programs. Attention is given to both classical and contemporary analyses of such issues as management, prison violence, subcultures and penal policy.

CJ303 Technology and the Law 3.0 Credits

In this course, students will explore technology and its impact on the law and criminal justice institutions. Students will explore the potential benefits, restrictions, and legal uses of emerging technologies. We will also explore how the rules of evidence and constitutional guarantees limit interaction with technology and the implications of technological use in our criminal justice system. Prerequisites: CJ221 or BA213.

CJ304 Specialty Courts 3.0 Credits

This course is an introduction to the problem-solving court model in which students will analyze the factors contributing to their development, the goals of the problem-solving courts, the features and functionality of these institutions, and the roles of the various professionals. Students will be asked to explore the potential legal and ethical implications of specialty courts and compare their effectiveness with that of the traditional court model. The course will conclude by considering the future of problem-solving courts in the United States. Prerequisite: CJ212.

- CJ305 Criminal Investigation & Procedure 3.0 Credits**
 This course examines the rules and procedures that govern the pretrial processing of criminal suspects and the conduct of criminal trials. Constitutional rights of criminal suspects under the Fourth and Fifth Amendments of the U.S. Constitution will be examined. Major topics will include issues relating to arrest, search and seizure, procedures for conducting line-ups, the right to counsel, the rules governing interrogations and confessions. Prerequisite: CJ202 or BA213.
- CJ306 Family Law and the Justice System 3.0 Credits**
 This course is designed to introduce students to the social issues in family law. Students explore how the justice system has been used to define “family” and to deal with family issues such as the creation of familial (de facto) relationships, procreation, parental rights and responsibilities, resolution of family disputes and conflicts, and the dissolution of familial relationships. The unintended and intended consequences of family law over time and sociocultural context will be examined. Prerequisites: SO101 and CJ212.
- CJ312 Offender Reintegration in Society 3.0 Credits**
 This course is designed to present students with an examination of issues related to the rehabilitation and reintegration of criminal offenders in community settings. Subjects include sentencing, probation, parole, fines, community service, and intermediate sanctions (intensive supervision, house arrest/electronic monitoring, boot camps). We focus on topics such as the punishment vs. control argument, community justice models, special offender populations (drug offenders, sex offenders, mentally ill offenders, offenders with AIDS), and the cost effectiveness of community corrections. Prerequisite: CJ221 or permission of the instructor.
- CJ320 Inequality, Justice and Reform 3.0 Credits**
 This course explores the intersections of gender and race within the context of social justice, legal systems, and human rights. It critically examines how gender, sexuality and race shape experiences of inequality, discrimination, and privilege. Students will engage with theoretical frameworks and real-world case studies, analyzing issues such as systemic racism, gender-based violence, and the role of law in perpetuating or addressing injustice. The course fosters an understanding of diverse perspectives, encouraging students to think critically about solutions for promoting equity and justice in society. Prerequisites: SO101 or WIL115.
- CJ330 Special Topics in CJ 3.0 Credits**
 This course provides an in-depth examination of a limited or specialized area within the criminal justice field. The content of the course will vary according to the area of specialization of the instructor and the interest of the students. Students may repeat this course for additional credit if the content is different. Prerequisites: CJ101 and SO101 or permission of the instructor.
- CJ345 Criminology 3.0 Credits**
 A critical study of the qualitative and quantitative methods and the classical and contemporary theories used to research and explain crime as a social phenomenon. The course also explores ways that our knowledge about crime can guide social policy. Prerequisites: SO318.
- CJ410 Criminal Law 3.0 Credits**
 This course provides a comprehensive exploration of criminal law, focusing on the principles, theories, and practices that govern the prosecution and defense of crimes. Students will gain a deep understanding of the substantive criminal law, including its foundations, the classification of crimes, and the elements required for criminal liability. SO227 or BA213 or GLE230.
- CJ412 Sex Crimes 3.0 Credits**
 This course examines sexual offenses that have historically been determined at the intersection of social, political, ideological, and legal factors more so than any other category of crime. Sexual offenses are a specific type of offending in which understanding is often formed through personal experience, the experiences of others, or media coverage. Students will be introduced to a broad range of sex crimes and offenders as well as the unique criminal justice challenges associated with responding to these offenses. Prerequisite GLE230.
- CJ420 White Collar Crime 3.0 Credits**
 This course is a study of the violent and non-violent crimes perpetrated by white collar criminals and corporations that have significant physical, fiscal, and social costs. Various forms of white-collar crime will be examined and illustrated through case studies. Legal issues, including question of corporate liability, will be reviewed. The course will also review and analyze problems associated with the investigation, prosecution, and sentencing of white-collar offenders.
- CJ430 Victimology 3.0 Credits**
 This course is designed to introduce students to the topic of victimology and the scientific study of victims. The course will focus only on criminal victimization, and the physical, emotional, psychological, and financial harm suffered by victims. The course includes an

examination of victim-offender relationships, interactions among victims, the criminal justice system, and other social institutions and groups that victims encounter Prerequisites: SO225 or PS261 or GLE230.

CJ470 Senior Criminal Justice Seminar 3.0 Credits
This capstone course provides a critical analysis of many issues in the criminal justice system. Consideration is given to multiculturalism, women in the criminal justice system, ethics, corruption, justice/injustice, major forces that shape the system, crimes, excessive force, sentencing, jail overcrowding, victimology and public policy. Prerequisites: Senior Criminal Justice major, CJ345.

CJ495 Internship in Criminal Justice 0.0 Credits
Internship in Criminal Justice (1-15 credits). Criminal Justice majors can obtain knowledge gained from working in a criminal justice agency with professionals working in the field. Students gain an appreciation of criminal justice and enhance their understanding of the field while preparing for a possible career in criminal justice. Prerequisites: Approval from a full-time Criminal Justice faculty member, the student and faculty member must carefully design the program prior to enrolling for the course.

CJ499 Independent Study Criminal Justice 3.0 Credits
Offers the student 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. Students are permitted to take this course one time only, and the course will count as an elective in the Criminal Justice major. Prerequisites: Junior standing, cumulative GPA of 3.0.

COMM100 Communication, Media, and Society 3.0 Credits
Examines the roles of communication media in society, including the philosophy of mass mediation and the study of media effects on public issues, social values, and cultural tastes. Presents an historical overview of the main technologies of communication and surveys the discipline's most salient theoretical paradigms.

COMM110 Journalism 1 3.0 Credits
Students learn and practice basic skills essential to effective news writing. Ethics and current issues in journalism are discussed in depth.

COMM120 Introduction to Media Production 3.0 Credits
Designed to introduce students to the techniques of media production by familiarizing students with the basic operations of audio recording equipment, and single-camera video production equipment (camcorders and digital editing software). Each student will gain experience in the pre-production (planning, writing, scheduling, casting), production (shooting, recording), and post-production (editing, audio sweetening) of various single-camera genres. Fall, Spring.

COMM130 Introduction to Media Studies 3.0 Credits
Focuses on media literacy as a perspective from which we view media messages. It proceeds from the basic awareness that all media consumption is fundamentally an exercise in interpretation and leads up to the abilities to critically appreciate diverse media messages and to accept social responsibility for engagement with media producers. Addresses GLE Learning Outcome for Social Sciences (SS), Critical Thinking (CT) and Information Literacy (IL).

COMM200 Rhetoric and Society 3.0 Credits
This course provides an introduction to the roots of modern public communication by exploring three basic questions: How do we come to hold our beliefs? How are we persuaded to maintain our beliefs? How are we persuaded to change them? After looking at the ancient quarrel between Plato and the Greek Sophists, the course traces the path of rhetoric into the twentieth century, examining rhetorical areas of social action such as mass movements, propaganda, cults, and brainwashing. Investigates the arguments made by those who claim the modern mass media hold great powers of persuasion over their audiences. Prerequisite: GLE 110 First Year Composition; every Spring.

COMM201 Independent Study 0.0 Credits
Independent Study (1-6 credits). Offers an opportunity to explore an area of study not included in the Catalog listing of approved courses. The topic of an Independent Study must be carefully designed by the student in conjunction with the faculty sponsor and must meet with the approval of the Dean or their designee. To be eligible for independent study, students typically must have a cumulative GPA of 3.00 or higher and possess the appropriate study habits and time management skills to pursue the proposed area of study. A "Proposal for Independent Study" form may be obtained from the Registrar's website. Course numbers are assigned based on the level of difficulty of the course proposal. Prereqs: Sophomore standing and permission of instructor.

COMM202 Internship in Communication**0.0 Credits**

Internship in Communication (1-6 credits). These field-based experiences allow students to work with media specialists in a professional setting to enhance their employment potential upon graduation, ideally with pre-approval by a Communication faculty internship advisor. An agreement is drawn up and approved by the student, the supervisor, the Communication faculty internship advisor, and the Dean or their designee. Students should consult with the faculty internship advisor on the academic requirements before starting the internship. The course grade is assigned by the Communication faculty internship advisor in consultation with the supervisor. Credits are based upon the work hours completed (minimum of 40 hours per credit); a maximum of 6 credits may be earned per term. A student may take up to 15 credits towards graduation credit. Prerequisites: completion of COMM210, COMM220, COMM221, and COMM230, or permission of faculty advisor.

COMM210 Journalism 2**3.0 Credits**

Students polish reporting and writing skills while exploring such topics as the “new media” and tackling journalism’s latest dilemmas. Prerequisite: COMM110

COMM211 Broadcast Journalism I**3.0 Credits**

This introductory course has a strong focus on writing for radio and television news. Emphasis on researching and writing multiple radio and on-camera reads to strengthen these skills. Each student will also gain experience in digital photography, image editing, writing and producing digital slide shows. Prerequisite: COMM110 and COMM120, or permission of instructor.

COMM221 Multi-Camera Production**3.0 Credits**

This intermediate course is designed to further the students’ understanding of studio-based video production. It focuses on honing the students’ abilities to produce, direct, and crew multi-camera television productions. The students will create two television shows, and take them from conception to “on-air” delivery in a live-to-tape format. By working at various crew positions the student will learn both the technical duties and the group dynamics that go into producing successful programs. Prerequisite: COMM120 or by permission of instructor

COMM230 Interpersonal Communication**3.0 Credits**

Focuses on face-to-face communication, its distinct aspects, and the ways in which it is affected by an increasingly mass-mediated cultural environment. The course assists students in improving their own interpersonal communication skills and relationships through specialized collaborative learning exercises. Addresses GLE Learning Outcomes Social Sciences (SS), Critical Reading (CR), Critical Thinking (CT) and Teamwork (TW).

COMM231 Diversity and Media**3.0 Credits**

This course examines the relationship of media and society with regard to issues of diversity, and corresponding representations. The history of stereotyping in the media, and its effects on viewers, will be explored. Addresses GLE Learning Outcomes Social Sciences (SS), Information Literacy (IL) and Critical Thinking (CT)

COMM232 Understanding Film**3.0 Credits**

Examines film as a cultural text, focusing on aspects such as genre, movement, and style, and elements such as scriptwriting, story structure, character development, cinematography, editing, and sound. Students will examine how each of these elements contributes to influencing the viewing experience. Files screened are primarily classic American films, but current Hollywood, experimental, or international films may also be included. Addresses GLE Learning Outcomes Arts and Design (AD), Oral Communication (OC), and Creative Thinking (CV). Prerequisite: GLE110.

COMM234 Film Genres**3.0 Credits**

This course examines the development and significance of the concept of genre as it informs film. It explores the importance of film genres, and how culture as well as commerce affects artistic expression. . It explores the antecedents and development of film genres, as well as their form, narrative structure, visual elements, and conventions and tropes. In addition, it explores broader film concepts such as mise-en-scene, subjectivity, gaze, and spectatorship, in context of genre study. Addresses GLE learning outcomes Arts and Design (AD), Oral Communication (OC), and Creative Thinking (CV).

COMM235 Intercultural Communication**3.0 Credits**

This course exposes students to theories and concepts with the field, and fosters understanding of key differences between cultures. It examines how intercultural interactions affects identities of people, and their relationships interpersonally and globally. Addresses GLE Learning Outcomes Social Sciences (SS), Critical Reading (CR), Critical Thinking (CT), and Intercultural Knowledge (IK).

COMM240 Public Speaking 3.0 Credits

This course is designed to build confidence in oral skills by applying the principles of effective presentations in various situations. Students gain experience with formal speaking, group interaction, and performance appraisal. Non-verbal communication, listening skills, and the use of technology such as Power Point presentations are discussed in conjunction with methods of oral delivery. Prerequisite: Sophomore Status. Addresses GLE Learning Outcomes: Arts & Design (AD), Oral Communication (OC), and Applied Learning (AL) Fall, Spring

COMM301 Independent Study in Communication 0.0 Credits

Independent Study in Communication (1-6 credits). Offers an opportunity to explore an area of study not included in the Catalog listing of approved courses. The topic of an Independent Study must be carefully designed by the student in conjunction with the faculty sponsor and must meet with the approval of the Dean or their designee. To be eligible for independent study, students typically must have a cumulative GPA of 3.00 or higher and possess the appropriate study habits and time management skills to pursue the proposed area of study. A "Proposal for Independent Study" form may be obtained from the Registrar's website. Course numbers are assigned based on the level of difficulty of the course proposal. Prereqs: Sophomore standing and permission of instructor.

COMM302 Internship in Communication 0.0 Credits

Internship in Communication (1-6 credits). These field-based experiences allow students to work with media specialists in a professional setting to enhance their employment potential upon graduation, ideally with pre-approval by a Communication faculty internship advisor. An agreement is drawn up and approved by the student, the supervisor, the Communication faculty internship advisor, and the Dean or their designee. Students should consult with the faculty internship advisor on the academic requirements before starting the internship. The course grade is assigned by the Communication faculty internship advisor in consultation with the supervisor. Credits are based upon the work hours completed (minimum of 40 hours per credit); a maximum of 6 credits may be earned per term. A student may take up to 15 credits towards graduation credit. Prerequisites: completion of COMM210, COMM220, COMM221, and COMM230, or permission of faculty advisor.

COMM310 Convergent Journalism 3.0 Credits

Students will gain the knowledge and practice to enable them to work in a variety of professional settings where an ability to write clearly and effectively, as well as the capacity to use visual and digital skills, are essential. Students will work in teams and individually as they practice the various roles found in the modern workplace. Prerequisites: COMM210 or permission of instructor

COMM311 Broadcast Journalism II 3.0 Credits

Concentrates on writing to video, fundamentals in gathering sound and shot selection for news video, producing video reporter-packages, voice-overs, and enterprise reporting. Prerequisite: COMM211

COMM321 Single-Camera Production 3.0 Credits

This intermediate course is designed to further develop the students' conceptual and technical skills in single-camera video production. Students will take part in all stages of the production of ENG (Electronic News-Gathering) and EFP (Electronic Field Production) programs. Each student will gain experience in the pre-production (planning, writing, scheduling, casting), production (shooting, recording), and post-production (editing, audio sweetening) of various single-camera genres. Prerequisite: COMM220 and COMM221 or permission of instructor. Every other Spring Semester.

COMM323 Writing for the Electronic Media 3.0 Credits

Students learn how to write short-form messages for the broadcast media. Students write and critique radio and television news segments, public service announcements, and spot advertisements. Students also learn the basic script formats for longer form non-fiction and fiction programs. Prerequisite: COMM110 and COMM120, or permission of instructor.

COMM324 Audio Production 3.0 Credits

Designed as an introduction to the basic theories and practices of audio production. Exploration of basic production techniques for radio production and audio in lm/video and new electronic media through a series of production exercises and assignments designed as concept building blocks. Prerequisite: COMM221 or permission of instructor. Every other Fall Semester.

COMM330 Media Criticism 3.0 Credits

Examines the most important methodologies currently being used to critique the mass media. The media are studied as social, cultural, and political commentary, as well as art, within the broad field of mass communication. Prerequisites: COMM120 or COMM130.

- COMM333 Media and Culture 3.0 Credits**
 Seeks to foster a greater appreciation and understanding of the impact that the mass media exert on society. Emphasizes especially the power of mediated imagery with regard to race, gender, and class and the ways in which media representation can serve to either reify or subvert existing practices of social stratification and control. Prerequisite: COMM130.
- COMM334 Media Theory 3.0 Credits**
 Engages specific models and concepts that guide both the production and the consumption of mass-mediated messages. To perfect media literacy skills, students will explore the body of research which describes the specific and cumulative effects that the mass media exert on individual media consumers and on society at large. Prerequisite: COMM130
- COMM336 Gender and Media Representation 3.0 Credits**
 This course is devoted to the critical analysis of representations of gender in normative mass media content. It explores the ways in which popular cultural representations reinforce, create, and challenge societal gender roles through the examination of various mediated forms from advertising and television to film and broadcast news coverage. Prerequisite: COMM 130 or permission of instructor.
- COMM337 Children and the Media 3.0 Credits**
 This course will explore the use of media in the U.S. by young audiences and will discuss the impact on children and teens. Students will examine research studies about media impact and how it relates to concerns of parents, teacher, and non-profit organizations. Prerequisite: COMM130 or permission of instructor.
- COMM345 American Political Culture & Media 3.0 Credits**
 This seminar is designed to provide students with an opportunity to develop a greater appreciation for, and deeper understanding of, the relationships among political culture, media ownership, media presentation and media consumption. Such appreciation is intended to enable a more developed awareness of the complexity of the relationships among political culture, media and ourselves and, in turn, enable us to become more purposeful and intentional in our relationship with those institutions. Prerequisites: COMM100 or SO101, or permission of instructor.
- COMM400 Capstone in Communication 3.0 Credits**
 Each student will spend a complete semester proposing, researching and creating a capstone project. Project may be a creative work (screenplay, film, animation, website), scholarly work (critical analysis paper, research paper), or other communication piece (series of online articles, other). Students may choose to create a project for a non-profit client. This capstone project will be presented publicly on campus. Additionally, the course provides the tools and skills needed for securing employment, such as résumé and cover letter writing, job searching, and interviewing skills. Seniors will also learn how to research, choose, and prepare for graduate school. Seniors will systematically examine, review, and finalize a portfolio of academic work. Prerequisite: senior standing. Offered every fall.
- COMM401 Independent Study in Communication 0.0 Credits**
 Independent Study in Communication (1-6 credits). Offers an opportunity to explore an area of study not included in the Catalog listing of approved courses. The topic of an Independent Study must be carefully designed by the student in conjunction with the faculty sponsor and must meet with the approval of the Dean or their designee. To be eligible for independent study, students typically must have a cumulative GPA of 3.00 or higher and possess the appropriate study habits and time management skills to pursue the proposed area of study. A "Proposal for Independent Study" form may be obtained from the Registrar's website. Course numbers are assigned based on the level of difficulty of the course proposal. Prereqs: Sophomore standing and permission of instructor.
- COMM402 Internship in Communication 0.0 Credits**
 Internship in Communication (1-6 credits). These field-based experiences allow students to work with media specialists in a professional setting to enhance their employment potential upon graduation, ideally with pre-approval by a Communication faculty internship advisor. An agreement is drawn up and approved by the student, the supervisor, the Communication faculty internship advisor, and the Dean or their designee. Students should consult with the faculty internship advisor on the academic requirements before starting the internship. The course grade is assigned by the Communication faculty internship advisor in consultation with the supervisor. Credits are based upon the work hours completed (minimum of 40 hours per credit); a maximum of 6 credits may be earned per term. A student may take up to 15 credits towards graduation credit. Prerequisites: completion of COMM210, COMM220, COMM221, and COMM230, or permission of faculty advisor.
- COMM420 Advanced Media Production 3.0 Credits**
 Students propose extended video projects (dramatic, documentary, or experimental). Students then write, design, produce, direct, and post-produce their projects. Builds on skills learned in intermediate production courses. Prerequisite: COMM321.

- COMM430 Advanced Media Studies Seminar 3.0 Credits**
Focuses on the complex diversity of modern communication forms, their multiple levels of personal engagement, and resulting multi-dimensionality in self-conceptions that they demand of the individual. COMM130
- COUN501 Orientation to Counseling 3.0 Credits**
This course provides an orientation to the counseling profession with a focus on understanding the history and development of clinical mental health counseling and the counseling profession as a whole. Addressed in this course is the history and philosophy of the counseling profession. Current trends will be explored within the context of the counselor's role in clinical mental health settings. This course will also provide an understanding of the role of licensure, credentialing, and professional organizations in the counseling profession.
- COUN502 Skills and Techniques 3.0 Credits**
This course acquaints the novice counselor with the basic counseling skills necessary for counseling and consulting in a multicultural society. The basic counseling skills will be discussed, demonstrated, and practiced. Students will learn how to implement these skills within a variety of contexts and with clients of varying backgrounds. It is expected that students actively participate in role-plays, self-assessment, and other forms of experiential learning throughout the duration of the course.
- COUN503 Theories of Counseling 3.0 Credits**
The foundational theories of counseling are addressed in this course. Students will learn and demonstrate an understanding of the relationship between a given theory and how it serves to inform counseling interventions. Specific attention will be directed toward key theoretical constructs that serve as a foundation for working in clinical mental health settings.
- COUN504 Multicultural Counseling 3.0 Credits**
Students will learn how issues of race, ethnicity, socioeconomic status, culture, gender, sexual orientation, physical/psychological ability, religion, and age impact the counselor, client, and counseling relationship. This course also addresses how the mental health delivery system is based on Eurocentric delivery systems which often disenfranchise cultural minorities. Culturally sensitive counseling strategies are introduced to provide students with a conceptual and practical framework for respectfully working with diverse populations.
- COUN505 Counseling Ethics 3.0 Credits**
This course focuses on assisting students with the understanding and application of the ethical principles that guide clinical mental health counseling practice. Students will gain knowledge of the ethical guidelines that inform professional behavior, the legal aspects of counseling practice, and the complexity of applying ethical and legal principles to practice. Ethical decision-making models will be implemented in the course alongside relevant case studies to assist students in developing the necessary skills to make sound ethical decisions.
- COUN506 Advanced Counseling Skills 3.0 Credits**
This course has been designed to enhance counselor skills sets, develop a clinical frame of reference for how change is facilitated within the context of a counseling relationship, and develop intentional and strategic approaches for how to conceptualize client concerns in a holistic manner. The focus will be on building competencies via a variety of experiential and interactive methods.
- COUN507 Counseling Children 3.0 Credits**
This course focuses on developing the specialized knowledge and skills required for counseling children and adolescents. Using a background in human development, diversity, and ecological theories, students examine issues and needs related to counseling children and adolescents. Particular attention is given to developing the advanced skills and techniques needed to effectively work both individually and in groups with children and adolescents, including behavioral, play therapy, and bibliotherapy.
- COUN508 Developmental Theories 3.0 Credits**
A study of human development over the lifespan from conception to death and its implication for the theory and practice of counseling. This course will provide an overview of human development throughout the lifetime in family, social, and cultural contexts, being mindful of how intersecting internal and external factors impact development. Major theoretical approaches and factors influencing development will be explored in the context of clinical mental health practice.
- COUN509 Group Process and Dynamics 3.0 Credits**
This course has been designed to assist the student in understanding the nature of group development, group dynamics, group counseling theory, and ethical issues pertaining to group work. Students will have the opportunity to apply their growing knowledge of group counseling by practicing the skills necessary for proposing, forming, leading, and evaluating groups in a variety of counseling work

settings. Students can expect to spend considerable class time participating in a small-group experience, that will be a minimum of ten hours.

COUN510 Mental Health Diagnosis 3.0 Credits

This course addresses individual diagnosis from a perspective that is inclusive of biological, developmental, environmental, cultural, and interpersonal factors. It will provide students with a broad theoretical base for understanding mental health disorders and their diagnostic criteria through the use of the DSM-5-TR. Students will also develop an understanding of how treatment planning is done in relation to specific diagnostic categories.

COUN511 Counseling Families 3.0 Credits

This course provides an introduction to counseling couples and families. It is designed to familiarize students with the underlying theories, concepts, and techniques of several family counseling models. Students will learn to implement these models as part of their theoretical approach when providing assessments, developing treatment plans, and engaging in counseling services.

COUN512 Substance Use Treatment 3.0 Credits

This course is designed to provide students with knowledge related to addiction and the treatment of substance-related and addictive disorders. Theory-based approaches to working with various substance-related and addictive disorders will be taught, with an emphasis on theoretical application with individuals, couples, families, and groups. Co-occurring disorders will also be addressed.

COUN513 Crisis and Trauma 3.0 Credits

This course will examine the impact of various types of crises and trauma on individuals, families, and on society as a whole. Students will learn foundational principles and models of crisis and trauma counseling as well as how to implement these when working with clients. In addition to crisis intervention, students will learn about prevention measures and how clinical mental health counselors can utilize their skillsets to decrease the likelihood of trauma and lessen the impact after it has occurred.

COUN514 Practicum 3.0 Credits

This course provides an opportunity for the development of basic individual and group counseling skills under supervision. The student receives a grounding in the broader role of a professional counselor within the scope of an approved clinical site. In addition to building counseling skills, students will have the opportunity to learn the roles of clinical and support personnel, engage in treatment planning and other forms of clinical case documentation, and receive regular feedback from approved site supervisors and faculty supervisors to develop clinical skills.

COUN515 Appraisal in Counseling 3.0 Credits

This course is designed to provide students with an introduction to the basic elements of testing, assessment, and evaluation. Specific attention will be given to the principles of psychometrics, selection of appropriate measurement instruments, test administration, scoring, interpretation, and communicating those results to clients. A significant portion of the course will be devoted to an overview of tests and assessments counselors are likely to encounter in practice.

COUN516 Internship I 3.0 Credits

This course provides an opportunity for the continued development of counseling and counseling related skill sets under supervision. Students will engage as interns at an approved site placement and will engage in a broad range of counseling and counseling related activities. Students in this course will build from the knowledge and skills developed in the practicum course.

COUN517 Research for Counselors 3.0 Credits

This course is designed to provide students with principles and methods of research design, statistics, and program evaluation. Analysis, interpretation, and appropriate implementation of counseling data and research will be included. Students will engage in hands-on learning and will have the opportunity to design a counseling related research study.

COUN518 Internship II 3.0 Credits

This course provides an opportunity for the continued development of counseling and counseling related skill sets under supervision. Students will engage as interns at an approved site placement and will engage in a broad range of counseling and counseling related activities. Students in this course will build from the knowledge and skills developed in the internship one course.

COUN519 Internship III 3.0 Credits

This course provides an opportunity for the continued development of counseling and counseling related skill sets under supervision. Students will engage as interns at an approved site placement and will engage in a broad range of counseling and counseling related activities. Students in this course will build from the knowledge and skills developed in the internship two course.

COUN520 Career Development 3.0 Credits

This course is focused on developing an understanding of the key theories of career development. Specifically, the course will look at how career, values, and mental health intersect. Practical implications for career counseling across the life span with diverse populations will be included.

DMD100 Intro to Digital Media Design 3.0 Credits

The course is an introduction to visual literacy, communication and its structures. The course will examine theories and concepts of perception, psychology, perspective, and elements of graphic and web design, photography, film and video, and interactive media. Students will be introduced to an understanding of the language, theory, and practice in these areas of digital media, while working to develop their ability to visualize, understand, analyze, critique and create content.

DMD105 Digital Design Foundations 3.0 Credits

This course introduces students to design principles and techniques through exercises, lectures, and projects. Digital Design Foundations covers the basics of image creation and editing, typography, page layout, the use of color, and basic web design. This course introduces three essential software programs: image editing, vector graphics, and web design software. In addition to exploring the basics of each program individually, students learn how to integrate them in stages culminating in a final, production-ready website.

DMD120 User Experience & Interface Design 3.0 Credits

The interface between everyday users and the World Wide Web has expanded beyond the browser window. User experience is the human experience and therefore must be mindful of how we navigate space, process information, and communicate with each other. This course delves deeper into the processes and technologies that serve as the building blocks of modern web design. As the availability and variety of internet-connected devices has grown, so too has the need to think beyond the desktop and deliver an effective, efficient, and satisfying user experience across screens of all shapes and sizes.

DMD200 Exploring Digital Storytelling 3.0 Credits

“Storytelling” is a concept common across digital media. This course introduces students to tools and skills such as design thinking as a way of deciding on the story or message, basic production and interface methods for creating the story, and the potential of different media as storytelling forms – all the while emphasizing writing as an essential device in preparing or executing most storytelling. This course will provide a common language and framework and provide a fundamental appreciation for the writing skills necessary in all areas. Pre-Reqs: DMD 100 Introduction to Digital Media Design

DMD205 Social Media, Ethics, IP, & Media 3.0 Credits

The Internet and the changes it has brought in the way we network with each other have challenged fluid legal jurisdictions and ethical boundaries. Students will study the application of intellectual property law, particularly copyright and patents, to social media and web media. Among the additional issues to be examined are data privacy and security, anonymous speech, social media and students, commercial speech and libel. Prerequisites: DMD100 or permission of instructor.

DMD220 Web Design 3.0 Credits

This course continues from DMD 120 where students developed UX/UI skills in the research, planning, prototyping, and testing stages of web design. Here, students continue the web design workflow and learn how to design, build, and launch custom websites. Students will explore complex web design concepts visually and by writing code. The course focusses on HTML, CSS and JavaScript; responsive web design; accessibility; flexbox; content management systems; and CSS grids. Course projects are built on teamwork and collaboration. Pre-Req: DMD 120.

DMD250 Intro to Data Visualization 3.0 Credits

Data presentation can be done creatively, combining a wide range of visual elements that aid in ready understanding. Students will use a variety of tools, which employ such devices as maps, photos and illustrations, as they become familiar with methods of data visualization. No coding or technical skills are needed to be successful in this course. Prerequisite DMD100 or instructor's permission.

DMD320 Application and Mobile Design 3.0 Credits

This course introduces students to design and development for mobile devices such as smart phones and tablets. We will focus on mobile web app versus native application design as well as fixed versus responsive web design. We will explore the creation of mobile apps and sites using prototyping tools and computer languages germane to all current mobile operating systems. Prerequisite - DMD120

DMD330 Social Media 3.0 Credits

This course introduces students to a range of concepts and tools that will be essential to a meaningful exercise of social media in an emerging technologies environment. This course uses hands-on practice to explore such fundamental concepts as storytelling – which lies at the heart of all social media campaigns – by beginning the process of “personal branding.” The course will also investigate social media as an international phenomenon, including its political uses by people around the world.

DMD390 Internship in DMD 0.0 Credits

Internship in DMD (1-4 credits). These field-based experiences allow students to work with DMD specialists in a professional setting to enhance their employment potential upon graduation. An agreement is drawn up and approved by the student, the on-site supervisor, the DMD faculty internship advisor, and the Dean or their designee. Students should consult with the faculty internship advisor on the academic requirements before starting the internship. The course grade is assigned by the DMD faculty internship advisor. Credits are based upon the work hours completed (minimum of 40 hours per credit). Prerequisite: junior standing, or permission of faculty advisor.

DMD400 Audio & Video for the Web 3.0 Credits

Multimedia places a high demand on network connections and the internet and yet professional audio and video content is an essential part of today’s web experience. In this class, students learn how to properly optimize audio and video content for web consumption. Student will also explore the creation and editing of podcasts, web videos, original music and voice recording. Prerequisite: DMD 200 Exploring Digital Storytelling or Marketing Major/Minor or Advertising Minor. .

DMD410 Digital Media Design Portfolio 3.0 Credits

This course is the culmination of the DMD major and will serve as a demonstration of the student’s successful achievement of skills essential for future employment, whether as an entrepreneurial individual or as member of a digital media team or in a digital media leadership role. Students will focus their efforts on selecting and improving projects from previous classes to ready them for portfolio presentation; developing their professional branding and identity system; and designing a self-promotional portfolio website. Prerequisite: DMD330

DMD490 Internship in DMD 0.0 Credits

Internship in DMD (1-4 credits). These field-based experiences allow students to work with DMD specialists in a professional setting to enhance their employment potential upon graduation. An agreement is drawn up and approved by the student, the on-site supervisor, the DMD faculty internship advisor, and the Dean or their designee. Students should consult with the faculty internship advisor on the academic requirements before starting the internship. The course grade is assigned by the DMD faculty internship advisor. Credits are based upon the work hours completed (minimum of 40 hours per credit). Prerequisite: junior standing, or permission of faculty advisor.

DS101 Introduction to Documentary Studies 3.0 Credits

This course is open to all students interested in learning to make documentary videos and/or pursuing the Certificate in Documentary Studies. The course covers the history of the documentary tradition, looks at selections from past classics as well as contemporary works and new trends in the field to learn the craft by example, and introduces students to various documentary approaches, the research methods, storytelling techniques and ethical and legal issues relevant to the creation of video and audio documentaries and provides students with hands-on opportunity to make their own short documentary. Addresses GLE Learning Outcomes Arts and Design (AD), Creative Thinking (CV), and Applied Learning (AL).

DS491 Documentary Studies Proj Seminar 1 3.0 Credits

This is the first course of a two-semester capstone experience for all students in the Documentary Studies Certificate program. This course and DS492 are designed to review and reinforce all aspects of making a documentary and to provide a learning context for creating a documentary on a subject of one’s own choosing. This course will take students through the pre-production and production stages of their own documentary project, and will include topic selection and proposal writing in collaboration with a regional partner/ subject(s), pre-production planning, archival research and recording, and video and audio field recording and interviewing. Prerequisites: declared candidacy for the Documentary Studies Certificate program; completion of DS 101, SO 219 or HP 310, MU 120 and MU 220 OR MC 230 and MC 331.

DS492 Documentary Studies Pro Seminar II 3.0 Credits

This is the second course of a two-semester capstone experience for all students in the Documentary Studies Certificate program coordinated. This course follows DS 491 and is designed to review and reinforce all aspects of making a documentary and to provide a learning context for creating documentary on a subject of one's own choosing. This course will take students through the post-production stage of their own documentary project, and will focus on the editing process where one finds and formulates a meaningful story that can be shared with others. Students are expected to screen and present a completed project to their documentary subjects/community client and the campus community at the end of the semester. Prerequisites: DS 491.

ED105 Educational Psychology 3.0 Credits

This course is designed to provide the student with an in-depth background in the patterns of normal human growth and development among children and adolescents and its implications for learning and education. A general understanding of exceptionalities among children and youth to age 21 will be explored. Topics include human development, learning, cognition, motivation, individual differences, and group processes. Addresses GLE Learning Outcomes Social Sciences (SS) and Critical Thinking (CT).

ED112 Teach/Learn in a Democratic Society 3.0 Credits

This course examines conceptions of 'democratic ways of life' and how communities and schools work to sustain democracy in a diverse society. Current issues in education are investigated from social, historical, and philosophical points of view in local and global contexts. Topics include Equal Educational Opportunity, the federal Every Student Succeeds Act (ESSA), implementation of the Common Core State Standards, and 21st century skills with a focus on technology. Qualities and skills of teachers as leaders for equity and excellence in education are explored. Addresses GLE Learning Outcomes Critical Reading (CR), Critical Thinking (CT), and Social Sciences (SS).

ED195 The World of the Public School 1.0 Credit

An opportunity for sophomores and juniors to experience a school environment as a supervised participant/observer in a public or private school. Pass/Fail. Elective. Prerequisite: must be Education major. May be repeated for credit for a maximum of three times.

ED224 Design Mgmt Teach Learn Environment 3.0 Credits

ED224 Design Mgmt Teach Learn Environment 3.0 Credits Focuses on teaching methods and theories, school classroom organizational structures, and management techniques. Students will design assessable objectives and a variety of types of lesson plans. Reflective journaling will be introduced and practiced. Course includes supervised experiences in teaching students in school settings and observation and implementation of curricula. Professional attire and travel to local schools are required for this course. Prerequisite: ED105 or ED112. 30 hours of field/clinical experience is required.

ED231 Primary Literacy 3.0 Credits

This course focuses on the developmental characteristics of children as they learn language and literacy. Students learn to plan theory-informed instruction in language arts for grades K-3 aligned with the Common Core State Standards. Topics include reading foundations (print concepts, phonological awareness, phonics and word recognition, and fluency); balanced instruction in reading literature and informational text, writing for different purposes, and assessment. The importance of school/family partnerships is explored. Prerequisite: ED224. 15 hours of field/clinical experience is required.

ED260 Child and Adolescent Literature 3.0 Credits

Includes the language and focus of literary criticism as it applies to child and adolescent literature. Students will be exposed to the works of many authors and illustrators, as well as relevant literary awards. They will become familiar with books that were popular with those growing up in America during different periods of history. Explorations will include a look at literature-based instruction, experience recognizing prevailing cultural perspectives through books, and development of annotated bibliographies for use with modified bibliotherapy.

ED263 Methods in Teaching Math 3.0 Credits

This course covers detailed content on mathematical concepts, as well as pedagogical implications for math instruction in K-8 educational settings. Participants will evaluate, plan, and assess mathematics lessons, paying particular attention to problem solving, differentiation, and developmental theory. Prerequisite: ED224. 15 hours of field/clinical experience is required.

ED275 Community Education 3.0 Credits

This course explores the development of community based educational programs including after-school programs, adult and cooperative learning programs, non-profit organizations, and workplace educational settings. The course provides an introduction to adult learning theory and principles of community education. Prerequisite: ED105 or ED112.

- ED308 Introduction to Assessment 3.0 Credits**
Students will be introduced to forms of assessment used in classroom teaching, as well as how to make evidence-based decisions as part of a collaborative team of educators. Students evaluate the effectiveness of different kinds of assessments and examine the benefits and challenges of assessments in a variety of contexts. Students will understand the process of assessment from asking good questions through "closing the loop" and will discuss test creation, reliability, and validity as it relates to assessment work. Prerequisite: ED224.
- ED310 Current Topics American Education 3.0 Credits**
The focus of this class will vary, depending on the expertise of the faculty member teaching and new initiatives at the state or national level. Topics may include violence and safety in public schools, funding challenges, gender differences and women in education, and alternative education programs. Students registering for this course to fill an elective course in their major should seek specific topic approval from their major advisor. This course may be repeated.
- ED312 Understand/Teach Except Learners 3.0 Credits**
This course focuses on characteristics of disabilities, human development, and variations. The impact on students' learning, social, and familial environment is explored. The course is designed to assist teacher candidates in facilitating learning, utilizing accommodations, writing lesson plans that include all learners with techniques from Universal Design for Learning, Differentiated Instruction and Educational & Assistive Technology. Prerequisite: ED105, ED224, and sophomore standing. 15 hours of field/clinical experience is required.
- ED314 Scientific Inq & Teaching Methods 3.0 Credits**
Students will become familiar with topics explored through mathematics and science in grades 4-8. Lesson plan assignments will include both inductive and direct teaching, while incorporating appropriate equipment and technology. Experiential educational opportunities will be explored. Prerequisite: ED224 or permission of instructor. 15 hours of field/clinical experience is required.
- ED316 Methods Teach Social Studies 3.0 Credits**
Students will explore curriculum models and topics for social studies in grades K-8. They will review periods of history and diverse geographic areas through children's literature. Concepts of culture will be explored through art and music. Unit plans will incorporate a variety of qualitative assessment devices. Emphasis will be placed on strategies that encourage critical thinking, creative thinking, and media literacy. Prerequisite: ED224 or instructor permission. 15 hours of field/clinical experience is required.
- ED328 Special Education Law 3.0 Credits**
This course emphasizes laws pertaining to students with disabilities. It is mandatory for education majors. Laws covered are IDEA 2004, N.H. Rules for the Education of Children with Disabilities, Assistive Technology Act, ADA, Section 504, and NCLB. Students work in teams for selected assignments. Course is appropriate for regular and special educators. Prerequisite: ED312 or instructor permission.
- ED340 Assess/Identify Exceptional Learner 3.0 Credits**
This course in assessment and identification of educational disabilities will provide students with an understanding of the importance of formal and informal assessment in the identification of educational disabilities. Students will learn how to administer assessments, interpret results, and write evaluations complete with recommendations for learners. Prerequisites: ED308 and ED312, or instructor permission. 15 hours of field/clinical experience is required.
- ED341 IEP and Instructional Consideration 3.0 Credits**
This course focuses on providing the teacher candidate with the knowledge and skills to develop Individual Education Programs with appropriate instructional accommodations. Teacher candidates will learn evidence-based strategies to assist the K-12 student access the general education curriculum. The impact of disabilities and cultural and linguistic diversity on college and career readiness is explored. Prerequisites: ED308, ED312, and ED340. 15 hours of field/clinical experience is required.
- ED345 Effective Comm & Collaboration 3.0 Credits**
Teacher candidates in this course will learn the concepts and practices of collaboration, consultation, interpersonal communication skills, teamwork, and problem solving. Teacher candidates will discover how students with disabilities are impacted by interpersonal and communications gaps and issues between and among team members. Lastly, teacher candidates will create a resource that includes methods to facilitate effective collaboration and consultation skills. Prerequisite: ED224, ED312, or instructor permission
- ED350 Teaching Literacy Across Curriculum 3.0 Credits**
Focus is on strategies for developing literacy in the language arts classroom and across the curriculum for grades 4-8. Students design an interdisciplinary thematic unit, using narrative and expository literature, content frameworks, Common Core Curriculum State Standards,

and best research-based practices. Study of quantitative assessment includes discussion of state and national accountability initiatives, as well as the use of assessment results to improve instruction. Undergraduate Prerequisite: ED224 or Instructor Permission. 15 hours of field/clinical experience is required.

ED360 Best Practices in Secondary Context 3.0 Credits

This course is required for all prospective middle/secondary education teachers and must be taken prior to student teaching/clinical placement. Candidates will focus on best practices for secondary classrooms in their area of licensure/concentration. Topics will be differentiated by licensure to include literacy, media, classroom management, safety, and assessment. 30 hours of field/clinical experience is required. Prerequisites: Senior status OR junior status with approval of Education advisor and Director of Education.

ED372 Learning Theories Prof Ed Settings 3.0 Credits

This course examines the unique nature of the learner in educational settings beyond the traditional classroom. Emphasis will be placed on theories and practices affiliated with experiential learning theory and adult learning theory. Students will engage in an analysis of concepts and theories including motivation and learning styles which work best in professional learning settings. Students must successfully complete 20 hours of field/clinical placement in a professional practice setting. Prerequisite: ED225, PS230 or PS231.

ED373 Legal Issues Prof Education Setting 3.0 Credits

Every professional education setting intersects in meaningful ways with the legal system. This course provides students with a basic understanding of legal concepts that directly apply to their work. Students will examine and practice the knowledge, skills, and attitudes relating to contemporary legal issues and risk management practices.

ED462 General Spcl Ed Student Teach- Dual 8.0 Credits

This is a 10-week culminating, capstone experience. It involves a sequentially developed program of observation, participation, and full immersion teaching in an approved public or private school setting. Candidates who have already successfully completed 16 weeks of elementary student teaching/clinical practice, with a customized plan for the second ten weeks, will have worked closely with the Field/Clinical Placement Coordinator to ensure a concentration of field hours in at least two of the three required levels (K-3, 4-8, 9-12) for this K-12 licensure. The Field/Clinical Placement Coordinator will secure this last placement for a concentrated experience in general special education. Insights into case management, push-in/pull-out support, IEP meetings, teaching materials and their use, lesson plans, units, and curriculum delivery are developed during this experience. Classroom management and discipline skills are strengthened. Daily travel is required. Students are responsible for their own transportation. Candidates in student teaching/clinical practice follow the public school calendar, not the Franklin Pierce calendar. Prerequisites: "Good Standing" in the program, permission of the Field/Clinical Placement Coordinator and the Program Director, satisfactory completion of all required Education courses, cumulative GPA of at least 2.50, and a passing score on all sections of the Praxis Core exams.

ED463 Gen Special Ed Student Teaching Sem 1.0 Credit

To be taken concurrently with ED462 General Special Education Student Teaching/Clinical Practice. It is comprised of weekly, in-person or through technology, student teaching/clinical practice debriefing sessions focusing on ongoing issues during the 10-week student teaching/clinical practice. Students complete the N.H. TCAP focused on Teacher Education Standards. Job search strategies and interview skills will be developed.

ED464 General Special Ed Student Teaching 14.0 Credits

This is a 16-week culminating capstone experience. It involves a sequentially developed program of observation, participation, and full immersion teaching in an approved public or private school setting. Students who have already successfully completed 16 weeks of elementary student teaching/clinical practice, with a customized plan for the second ten weeks, will have worked closely with the Field/Clinical Placement Coordinator to ensure a concentration of field/clinical hours in at least two of the three required levels (K-3, 4-8, 9-12) for this K-12 licensure. The Field/Clinical Placement Coordinator will secure this last placement for a concentrated experience in general special education. Insights into case management, push-in/pull-out support, IEP meetings, teaching materials and their use, lesson plans, units, and curriculum delivery are developed during this experience. Classroom management and discipline skills are strengthened. Daily travel is required. Students are responsible for their own transportation. Candidates in student teaching/clinical practice follow the public school calendar, not the Franklin Pierce calendar. Prerequisites: "Good Standing" in the program, permission of the Field/Clinical Placement Coordinator and the Program Director, satisfactory completion of all required Education courses, cumulative GPA of at least 2.50, and a passing score on all sections of the Praxis Core exams.

ED471 Internship in Education Studies 0.0 Credits

Internship in Education Studies (1-9 credits). Education Studies majors are encouraged to participate in field work in a professional education setting to further their skills. Students will work with the School of Education Field/Clinical Placement Coordinator to establish placement opportunities. Prerequisites: Permission of the Director of Education.

- ED472 Senior Thesis in Education Studies 3.0 Credits**
This course is designed to provide the student with an in-depth exploration of the wider landscape of education beyond public school teaching. Through research, in-person site visits, and interviews, students will investigate topics such as museum studies, alternative schools, education nonprofits, and education policy. Additionally, students will create a professional portfolio that prepares them for the transition to a career in education. Prerequisite: senior standing
- ED473 Education Studies Senior Seminar 1.0 Credit**
A capstone course that assesses the student's progress in achieving the goals of the Education Studies major, focusing on the ability to understand and communicate important concepts of education studies in the chosen professional practice area. Activities include student presentations on thesis and internship experiences and preparation for post-secondary plans. Prerequisites: Educational Studies major with senior status. Taken concurrently with ED471 or ED472.
- ED483 St Teach/Clinical Prac Sem: Elem 1.0 Credit**
To be taken concurrently with ED490 Elementary Student Teaching/Clinical Practice. It is comprised of weekly student teaching/clinical practice debriefing sessions focusing on ongoing issues during the 16-week student teaching/clinical practice experience. Students complete the N.H. TCAP focused on Teacher Education Standards. Job search strategies and interview skills will be developed. Students are recommended to take content area testing (i.e., Praxis II test) and the Foundations of Reading test prior to the start of student teaching/clinical practice.
- ED487 St Teach/Clinical Prac:Sec 1.0 Credit**
To be taken concurrently with ED492 Secondary Student Teaching/Clinical Practice. It is comprised of weekly student teaching/clinical practice debriefing sessions focusing on ongoing issues during the 16-week student teaching/clinical practice experience. Candidates in student teaching/clinical practice complete the NH TCAC. Job search strategies and interview skills will be developed, including writing a cover letter and resume.
- ED490 St Teach/Clinical Prac: Elem 14.0 Credits**
A 16-week sequentially developed program of observation, participation, and classroom teaching in an approved public or private school for elementary licensure. Students seeking elementary licensure will spend sixteen weeks in a primary classroom. Insights into teaching materials and their use, lesson plans, units, and curriculum development are developed during this experience. Classroom management and discipline skills are strengthened. Daily travel is required. Students are responsible for their own transportation. Prerequisites: "Good Standing" in the program, permission of the Director of Education, completion of all required Education courses, cumulative GPA of at least 2.50, and a passing score on all three sections of the Praxis I exams. Fall/Spring
- ED492 St Teach/Clinical Prac:Sec 14.0 Credits**
Candidates in student teaching/clinical practice experience sixteen weeks in a secondary classroom. These placements encompass observation, participation, and classroom teaching in an approved public or private school. Insights into teaching materials and their use, lesson plans, units, and curriculum development are developed during this experience. Classroom management and discipline skills are strengthened. Daily travel is required. Students are responsible for their own transportation. Prerequisites: "Good Standing" in the program, permission of the Director of Education; completion of all required Education courses, cumulative GPA of at least 2.50, and a passing score on all three sections of the Praxis I exams. Fall/Spring
- ED501 Grad Teacher Ed Prog Orientation 2.0 Credits**
This mandatory introductory course provides training in 100% online Canvas platform in order to develop an understanding of licensure based upon NH Department of Education standards. Grade Level Expectations (GLEs), Grade Span Expectations (GSEs), lesson planning, and reflective practice will be introduced. Training in Canvas for 100% online delivery will also be included. Prerequisites: Program acceptance and must have minimum of a bachelor's degree.
- ED505 Teach/Learn in a Democratic Society 3.0 Credits**
This course examines conceptions of 'democratic ways of life' and how communities and schools work to sustain democracy in a diverse society. Current issues in education are investigated from social, historical, and philosophical points of view in local and global contexts. Topics include Equal Educational Opportunity, the federal Every Student Succeeds Act (ESSA), implementation of the Common Core State Standards, and 21st century skills with a focus on technology. Qualities and skills of teachers as leaders for equity and excellence in education are explored. Prerequisite: Concurrent with ED501 or Director of Education approval.
- ED506 Educational Psychology 3.0 Credits**
This course is designed to provide the student with an in-depth background in the patterns of normal human growth and development among children and adolescents and its implications for learning and education. A general understanding of exceptionalities among

children and youth to age 21 will be explored. Topics include human development, learning, cognition, motivation, individual differences, and group processes.

ED508 Introduction to Assessment 3.0 Credits
This course focuses on all types of assessment, including standardized assessment, reliability and validity, NECAP and NAEP, and formal and informal types of effective assessment. Alternative/authentic types of assessment will be explored, such as portfolio and reflective Practice. Focus will be on maintaining a continuous loop of pre-post assessment techniques to guide instruction and lesson planning.

ED509 Understand, Teach Exp Learners 3.0 Credits
This course is designed to introduce students to federal and state laws and local policies that pertain to individuals with disabilities and their implications on American schools in helping to “leave no child behind.” The course will focus on how variations in development impact learning and how best practices research and effective instruction can be used to meet the needs of diverse and exceptional learners. 15 hours of field/clinical experience is required.

ED510 Design Mgmt Teach Learn Envir 3.0 Credits
This 3-credit course focuses on the overall management of K-12 classroom settings which foster an inclusionary model to address all learners’ needs. In addition, the design and management of other models will be explored. Teacher intervention techniques to minimize disruptive behavior and affective education will be reinforced. Other topics will focus on effective use of space, time, resources organizational structures, and pre-post assessment management systems. 30 hours of field/clinical experience is required.

ED511 Intro to Autism Spectrum Disorders 3.0 Credits
Autism Spectrum Disorder (ASD) is a neurodevelopmental disorder that affects 1 in 68 children. Although we do not yet understand the etiology, the neural and genetic bases, or even the underlying psychological nature of ASD, we are gradually making progress in describing fundamental behavioral phenomena associated and in drawing implications for effective intervention. Our course will be devoted to a discussion of ASD and what the teacher, parent, or community member needs to know. Topics to be covered include the early history of ASD, characteristics, treatments, interventions, family, education, community, workplace needs, and transitions and transition planning for those with ASD.

ED512 Special Education Law 3.0 Credits
This course is required for all M.Ed. programs emphasizing special education law and its processes. Laws covered are NCLB, IDEA2004, FAPE, ADA, NH Rules for the Education of Children with Disabilities, Assistive Technology Act, and Section 504. Case law and case studies compliment this course with attention to referral, evaluation, identification, IEPs, and progress monitoring.

ED515 Primary Literacy 3.0 Credits
This course focuses on the developmental characteristics of children as they learn language and literacy. Students learn to plan theory-informed instruction in the language arts for grades K-3 aligned with the Common Core State Standards. Topics include reading foundations (print concepts, phonological awareness, phonics and word recognition, and fluency), balanced instruction in reading literature and informational text, writing for different purposes, and assessment. The importance of school/family partnerships is explored. 15 hours of field/clinical experience is required. Prerequisite: ED510 (may be taking concurrently with Advisor approval)

ED516 Teaching Literacy Across Curriculum 3.0 Credits
Focus is on strategies for developing literacy in the language arts classroom and across the curriculum for grades 4-8. Students design an interdisciplinary thematic unit, using narrative and expository literature, content frameworks, Common Core Curriculum State Standards, and best research-based practices. Study of quantitative assessment includes discussion of state and national accountability initiatives, as well as the use of assessment results to improve instruction. 15 hours of field/clinical experience is required.

ED517 Methods in Teaching Social Studies 3.0 Credits
Students will explore curriculum models and topics for social studies in grades K-8. They will review periods of history and diverse geographic areas through children’s literature. Concepts of culture will be explored through art and music. Unit plans will incorporate a variety of qualitative assessment devices. Emphasis will be placed on strategies that encourage critical thinking, creative thinking, and media literacy. 15 hours field/clinical experience is required. Prerequisite: ED510

ED518 Methods in Teaching Math 3.0 Credits
This course covers detailed content on mathematical concepts, as well as pedagogical implications for math instruction in K-8 educational settings. Participants will evaluate, plan, and assess mathematics lessons, paying particular attention to problem solving, differentiation, and developmental theory. 15 hours of field/clinical experience is required.

- ED519 Scientific Inquiry Teaching Methods 3.0 Credits**
 Student will utilize an inquiry-based approach to teaching science topics explored in grades K-8. Lesson plan assignments will execute inquiry-based lessons aligned to Next Generation State Standards (NGSS) that incorporate math and literacy skills as described in the Common Core State Standards (CCSS) both in class and in the field. 15 hours of field/clinical experience is required.
- ED526 Best Practices in Secondary Context 3.0 Credits**
 This course is designed as the capstone methods course for all prospective middle/secondary education candidates and must be taken prior to student teaching/clinical practice. Candidates will focus on best practices in a secondary classroom in their area of licensure/concentration. Topics will be differentiated by licensure to include literacy, media, classroom management, safety, assessment. Prerequisites: This is a capstone methods course; all other course work must be successfully passed before enrolling in this course. Students wishing to take it out of sequence must have written permission from the Director of Education. 30 hours field/clinical experience is required for secondary licensure candidates.
- ED528 Special Topics 1.0 Credit**
 Special Topics in Education
- ED531A St Teach/Clinical Pract: Elem 3.0 Credits**
 This culminating experience involves two consecutive sessions (ED531A and ED531B) for a total of 6 credits and 16 weeks. Students complete the N.H. TCAP focused on Teacher Education Standards. Job search strategies and interview skills will be developed. Candidates in student teaching/clinical practice are recommended to take Content area testing (i.e., Praxis II test) and the Foundations of Reading Test prior to the start of student teaching/clinical practice. Prerequisites: Completion of the Student Teaching/Clinical Practice application process.
- ED531B St Teach/Clinical Prac: Elem 3.0 Credits**
 This culminating experience involves two consecutive sessions (ED531A and ED531B) for a total of 6 credits and 16 weeks. Students complete the N.H. TCAP focused on Teacher Education Standards. Job search strategies and interview skills will be developed. Candidates in student teaching/clinical practice are recommended to take Content area testing (i.e., Praxis II test) and the Foundations of Reading Test prior to the start of student teaching/clinical practice. Prerequisites: Completion of the Student Teaching/Clinical Practice application process.
- ED532A St Teach/Clinical Practice: Sec 3.0 Credits**
 This culminating experience involves two consecutive sessions (ED532A and ED532B) for a total of 6 credits and 16 weeks. Candidates in student teaching/clinical practice complete the N.H. TCAP focused on Teacher Education Standards. Job search strategies and interview skills will be developed. Candidates are recommended to take Content area testing (i.e., Praxis II test) and the Foundations of Reading Test prior to the start of student teaching/clinical practice. Prerequisites: Completion of the Student Teaching/Clinical Practice application process
- ED532B St Teach/Clinical Practice: Sec 3.0 Credits**
 This culminating experience involves two consecutive sessions (ED532A and ED532B) for a total of 6 credits and 16 weeks. Candidates in student teaching/clinical practice complete the N.H. TCAP focused on Teacher Education Standards. Job search strategies and interview skills will be developed. Candidates are recommended to take Content area testing (i.e., Praxis II test) and the Foundations of Reading Test prior to the start of student teaching/clinical practice. Prerequisites: Completion of the Student Teaching/Clinical Practice application process.
- ED540 Assess/Ident of the Excep Learner 3.0 Credits**
 This course in assessment and identification of disabilities will provide the candidate with a general understanding of disability assessment - formal and informal, including important factors to be considered in the assessment of disabilities. Assessment information will be used to develop and evaluate individual education plans and alternative methods of teaching. 15 hours field/clinical experience is required. Additional Pre-requisites: ED508; ED509; ED515; ED518; (or equivalents) or Director of Education Approval.
- ED541 IEP and Instructional Consideration 3.0 Credits**
 This course focuses on providing the teacher candidate with the knowledge and skills to develop Individual Education Programs with appropriate instructional accommodations. Teacher candidates will learn evidence-based strategies to assist the K-12 student access the general education curriculum. The impact of disabilities & cultural and linguistic diversity on college and career readiness is explored. 15 hours field/clinical experience is required. Prerequisite: ED540

ED545 Effective Consult & Communication 3.0 Credits
 The focus of this course will be on the development of effective consultation and communication skills of disabilities specialists necessary for successful educational programming and remediation plans for exceptional children. The course will also emphasize the ability to communicate with teachers, other specialists, parents, school personnel, community, and transitional agencies, etc. Additional Prerequisites: ED540 & 541 or Director of Education approval.

ED562A St Teach/Clinical Prac: Gen Spec Ed 3.0 Credits
 This culminating experience for students in General Special Education involves 16 weeks in 2 different settings (high school, elementary, and middle school) determined by conditions of employment and early field/clinical hours completed) specific to working with students with special needs. Includes Seminar. Students seeking only general special education licensure must enroll in this course for two consecutive sessions (ED562A and ED562B) for a total of 6 credits and 16 weeks. Where they will spend each eight weeks may be individually determined based on field/clinical experience hours and locations and must be approved by the Field/Clinical Placement Coordinator and the Director.

ED562B St Teach/Clinical Prac: Gen Spec Ed 3.0 Credits
 This culminating experience for students in General Special Education involves 16 weeks in 2 different settings (high school, elementary, and middle school) determined by conditions of employment and early field/clinical hours completed) specific to working with students with special needs. Includes Seminar. Students seeking only general special education licensure must enroll in this course for two consecutive sessions (ED562A and ED562B) for a total of 6 credits and 16 weeks. Where they will spend each eight weeks may be individually determined based on field/clinical experience hours and locations and must be approved by the Field/Clinical Placement Coordinator and the Director.

ED565A St Teach/Clinical Prac: Dual 3.0 Credits
 This culminating experience is for students in a dual licensure track, such as Elementary or Secondary Education with General Special Education. This track involves a customized plan approved by the Field/Clinical Placement Coordinator and Director. The amount of time spent in a variety of settings and grade levels will be distributed so as to provide a full opportunity for teaching and learning in both areas of licensure. Students seeking dual (more than one) licensure will spend sixteen weeks in the first licensure area, and then an additional 10 weeks in Special Education. The placements will be individually determined based on licensure grade spans as well as field/clinical experience hours and locations and must be approved by the Field/Clinical Placement Coordinator and Director. →Prerequisite: Completion of the Student Teaching/Clinical Practice application process.

ED574 St Teaching/Clinical Prac Sem 1.0 Credit
 This seminar is taken concurrently with ED531, ED532, ED562, or ED565 - Student Teaching/Clinical Practice. It is comprised of weekly student teaching/clinical practice debriefing sessions focusing on ongoing issues during the 16- or 24-week student teaching/clinical practice experience. Students are expected to maintain a journal, as well as complete the NH TCAP. Prerequisites: all Education methods courses, or Dean or their designee and Director of Education permission; must be taken concurrently with either ED531, ED532, ED562, or ED565.

ED574A Student Teaching Seminar 1.0 Credit
 This seminar is taken concurrently with ED531, ED532, ED562, or ED565 - Student Teaching. It is comprised of weekly student teaching debriefing sessions focusing on ongoing issues during the 16- or 24-week student teaching experience. Students are expected to make calendar entries in their Student Teaching Handbook, maintain a journal, as well as complete their certification portfolio and the NH-TCAP. Prerequisites: all Education methods courses, or Dean or their designee and Director of Education permission; must be taken concurrently with either ED531, ED532, ED562, or ED565.

ED574B Student Teaching Seminar 1.0 Credit
 This seminar is taken concurrently with ED531, ED532, ED562, or ED565 - Student Teaching. It is comprised of weekly student teaching debriefing sessions focusing on ongoing issues during the 16- or 24-week student teaching experience. Students are expected to make calendar entries in their Student Teaching Handbook, maintain a journal, as well as complete their certification portfolio and the NH-TCAP. Prerequisites: all Education methods courses, or Dean or their designee and Director of Education permission; must be taken concurrently with either ED531, ED532, ED562, or ED565.

ED578 Action Research in the Classroom 3.0 Credits
 This course is required for all M.Ed. programs. Students develop an action research plan having an instructional focus in their area of program concentration with an emphasis on research design. Attention is given to Human Subjects Protection and completion of IRB protocols. Upon completion of all course materials and approval of IRB, students with approval may proceed to ED580.

ED585 Student Research Capstone 1.0 Credit

This course is designed for those graduate students who are not seeking licensure. Students are expected to revisit the Action Research plan that they created in ED578. After adjusting for potential changes in career goals, each candidate will choose between two options: 1. Execute the research proposal detailed in the final paper for ED578. The proposal will be formally submitted to the Franklin Pierce IRB for approval. Adjustments may be made for access to subjects and an appropriate K-12 school. 2. Should the candidate decide that an action research project is not feasible, due either to job/personal constraints or a change in preferred focus, the project will become a research assignment. This option will include a deeper dive in published literature and first-hand accounts or primary documents. Prerequisites: all Education courses, or Dean or their designee and Director permission.

ED600 Law & Ethics:Emotional Behavioral 3.0 Credits

This course covers law, ethics, and educational decisions needed as a professional educator, as well as legal and educational systems, demands of IDEA versus NCLB, role of transitioning and technology to improve student outcomes. The perspective is on inclusion and common core standards-based curriculum and professional collaboration.

ED601 Eligibility Students Disabilities 3.0 Credits

This course emphasizes the history, prevalence, etiology, and characteristics of students with specific learning disabilities, emotional behavioral disorders, intellectual disabilities and other developmental disabilities with an emphasis on autism. Procedures for determining eligibility are covered including the complexity of overlapping and comorbid disabilities/conditions.

ED604 Adv Bhvr Mgt School Children/Youth 3.0 Credits

Students will gain an increased understanding of cognitive and behavioral strategies used to improve access to the general education curriculum for students with complex social, emotional, and behavioral difficulties. Applying concepts and procedures, students will identify and measure challenging behaviors, conduct behavior assessments through observations, interviewing, analyzing data and developing a behavior intervention plan.

ED612 Strategies Tch Student Disabilities 3.0 Credits

Teaching students with specific learning disabilities requires knowledge of the learner, comprehension of how students acquire knowledge/skills and knowledge of effective, research-based strategies and methods. This course focuses on methods and strategies to promote metacognitive skills that encourage the use of one's inner voice and mind's eye/visualization to facilitate engagement, understanding and learning. Prerequisites: ED508, ED509, ED512, ED540, ED541, ED545 or permission of the Director of Education. 20 hours of field/clinical experience is required.

ED616 Imp Outcomes Stud w/Specific Disab 3.0 Credits

While the continuum of services continues to exist, research supports that the majority of students with Learning Disabilities benefit from "inclusion." This course addresses the challenging role for the teacher of students with learning disabilities: developing programs that integrate common core standards and address the Individual Education Plan goals for each student within the general education curriculum. Field/clinical assignments required. Prerequisites: ED508, ED509, ED512, ED540, ED541, ED545, or permission of the Director of Education.

ED617 Imp Outcomes Stud w/ E/BD 3.0 Credits

This course will focus on elements of programming for students with emotional/behavioral disorders (EBD). Teacher candidates will learn methods used in effective academic and social programs. They will evaluate methodologies and construct a successful program for students with EBD. Implications of cultures, parent-teacher communication, and challenges identified within the EBD category will be studied. Field/clinical assignments required. 15 hours of field/clinical experience is required. Prerequisites: ED508, ED509, ED512, ED540, ED541, ED545 or permission of Director of Education.

ED618 Support Student Emotional Disorders 3.0 Credits

Teacher candidates will gain understanding of the roles and responsibilities for educators of students with emotional/behavioral challenges. Teacher candidates will study behavioral change basics, Functional Behavioral Assessments (FBA), intervention strategies and develop a comprehensive resource guide. Collaboration and information regarding technological advances are key in Special Education. Teacher candidates will learn skills to be effective in these areas. Field/clinical assignments required. Prerequisites: ED508, ED509, ED512, ED540, ED541, ED545, or permission of Director of Education.

ED620 Transition, Sexuality, Legal Issues 3.0 Credits

Autism Spectrum Disorder (ASD) is a neurodevelopmental disorder that affects 1 in 68 children. This course focuses on three critical areas that directly impact the student with autism spectrum disorder: transition, sexuality, and legal cases. Thoughtful and reflective transition planning from secondary education is a major consideration for those with autism spectrum disorders to be successful as

they transition into adulthood. This course will provide participants with an in-depth understanding of the concepts related to positive transition planning for youth with autism. Additionally, this course explores two other topics where there is little information shared on a routine basis among schools, practitioners, and families. Sexuality and how to sensitively teach topics related to one's growth and development in this area will be examined. Further, this course examines legal cases that involve adolescents and adults on the spectrum with dialogue around why and around prevention strategies for those considered to be some of our most vulnerable as it comes to applications and understanding of the law.

ED625 Autism Spectrum Disorders 3.0 Credits

Autism Spectrum Disorder (ASD) is a neurodevelopmental disorder that affects 1 in 68 children. Although we do not yet understand the etiology, the neural and genetic bases, or even the underlying psychological nature of ASD, we are gradually making progress in describing fundamental behavioral phenomena associated and in drawing implications for effective intervention. This course focuses on research-based methods and instructional approaches to use in educating children and youth with autism. Particular attention is given to addressing the social, communication and behavioral deficits many students with autism have as part of their disorder. Practical application of these techniques will be explored through interactive dialogue and engaging assignments aimed at real world approaches to meeting the needs of a student with autism. Social communication, cognitive development, behavior management, and daily living skills are some of the areas addressed in this course.

ED627 Current Trends and Issues in Autism 3.0 Credits

Autism Spectrum Disorder (ASD) is a neurodevelopmental disorder that affects 1 in 68 children. This course will lay the foundation for the current trends in ASD. Theories of practice will be discussed in depth. Throughout this course, connections will be made to the historical development, the governing legislation, the theoretical foundations, and developmental theories that support our current understanding of ASD. Students will gain a solid understanding for the support networks that are needed for individuals with ASD and their families. Prerequisites: ED509, ED540, ED541, ED511 or permission of instructor/Director of Education.

ED629 Social Communication and Autism 3.0 Credits

Pragmatics, often referred to as social communication, relates to how one interprets and uses language within a social context. It is the implicit meaning of our communication rather than the explicit meaning. Individuals with autism have varying social communication deficits, thus, require individualized instruction and specific strategies and supports to make gains in this area. This course will be devoted to a discussion of pragmatics and what the teacher, parent, or community member needs to know. Topics to be covered include how language impacts pragmatics, typical and atypical development of social communication, current research, treatment options, and social and educational impact in school, at home and in the community. Prerequisites: ED509, ED540, ED541, ED511 or permission of instructor/Director of Education.

EMSP300 Leadership and Decision Making 3.0 Credits

Course provides the student with knowledge, tools and skills required for transitional leadership and management. The course focuses on the transitioning role from simple supervisory roles to development of leadership and management techniques related to motivation, teamwork and effective communication. Students will learn how to apply basic leadership principles, and develop leadership strategies. Students must have completed a Paramedic certification prior to registering for this course. Students may not transfer a course in substitution for EMSP 300 – Leadership and Decision-Making.

EMSP301 EMS Planning and Development 3.0 Credits

This course provides an overview of systems, management and administrative functions required of EMS managers including: planning, directing, budgeting, staffing and evaluation. The course provides the history of EMS and the evolution of theories and concepts that define contemporary systems and organizations. Emphasis is on system components, their integration and the roles and responsibilities of leadership. Prerequisite: EMSP 300.

EMSP302 Health Informatics 3.0 Credits

This course introduces the role of integrative health care practices with computer technologies and information science to identify, gather, process and manage information. Technology-based health applications that support clinical, administrative, research and educational decision-making are emphasized.

EMSP303 Med Serv Oper & Pers Man 3.0 Credits

This course examines recruitment, management and retention of personnel and the influence of effective personnel management on staffing and operational success in a medical services or health care setting.

- EMSP304 Public Health Emergencies 3.0 Credits**
Health care leaders and first responders must prepare for any situation that threatens public health, as well as the impact of disasters on personnel. This course highlights some the primary types of emergencies health care leaders and first responders are likely to encounter. Legal, political and regulatory perspectives are explored in the context of effective systems development, operational planning and engagement of multi-professional teams.
- EMSP305 Risk Management Prac in Health Serv 3.0 Credits**
This course examines the reduction and prevention of risks associated with the administration of health services. Human resource management, workplace safety, delivery of services to patients and the community, ethical considerations and clinical proficiencies are examined.
- EMSP306 Mobile Integrated Healthcare 3.0 Credits**
EMS agencies are partnering with hospitals, primary care physicians, nurses and mental health and social services providers on innovative programs that navigate patients to the right level of care. The goal is to lower costs, improve care and enable EMS practitioners to use their skills and resources to improve pre-hospital and post-hospital care. This course will explore emerging trends, strategies and structures impacting the role of EMS personnel.
- EMSP320 Emergency Communications 3.0 Credits**
This course examines communication responsibilities, essential components of public safety communications, communications centers in organizations, mobile communications and the role of leadership in public communications in disaster or emergency related situations.
- EMSP403 EMS Integrated Seminar 3.0 Credits**
This capstone course will incorporate key elements of system design for Emergency Medical Services following evidence-based practices. Students will complete a proposed project plan that emphasized design influenced by research and elements of earlier coursework. Prerequisites: Senior standing and completion of core requirements.
- EN110 Many Voices: Multicultural Lit 3.0 Credits**
A survey of minority literatures, including African-American, Chinese-American, Native American, and others. Addresses GLE Learning Outcomes Humanities (HM), Critical Reading (CR), and Intercultural Knowledge (IK).
- EN115 Banned Books 3.0 Credits**
Explores the phenomenon of book banning. It will take a critical look at historical/cultural circumstances surrounding specific instances of book banning throughout the world. Several banned books will be read. Addresses GLE Learning Outcomes Humanities (HM), Technology Literacy (TL) and Written Communication (WC).
- EN117 Buddies, Bullies, & Bodies:YA Lit 3.0 Credits**
A survey of selected works of young adult literature with additional discussion of the history of and trends in young adult literature and publishing, methods of stimulating reluctant readers, and as time permits the selection of literature for use in classrooms and libraries. Addresses GLE Learning Outcomes Humanities (HM), Critical Reading (CR), and Written Communication (WC).
- EN150 Special Topics in English 3.0 Credits**
A seminar on a subject chosen by instructor
- EN203 Introduction to British Literature 3.0 Credits**
This survey course examines major British literary works from 900 to the present with special attention to their literary qualities, historical significance, and conceptual context. Students will develop an appreciation of the works assigned and learn to read and think critically.
- EN204 Introduction to American Literature 3.0 Credits**
This survey course examines a wide variety of literary texts written by a diversity of American authors. The diverse texts in this course treat a swath of American social and historical issues, offering insight into the varied and vibrant lives of Americans. Students will develop an appreciation of the works assigned and learn to read and think critically.
- EN209 Creative Nonfiction Workshop 3.0 Credits**
This course introduces creative nonfiction, a genre of non-academic writing that encompasses many kinds of prose. Students will explore a wide range of topics by reading a selection of memoir, biography, travel writing, science writing, and literary journalism, and then

apply the conventions of these forms in their own writing. They will produce creative nonfiction pieces while experimenting with voice, style, form, and the use of research to enrich writing.

EN210 Introduction to Literary Studies 3.0 Credits

An introduction to various genres, the course trains students in methods for analyzing and understanding literature; how to write about literature and develop vocabulary appropriate to literary study.

EN215 Slavery: Literature and Legacy 3.0 Credits

Selected literary works from enslaved people in the Americas, Africa, the Caribbean, and Asia, read with attention to cultural and political themes stemming from the struggle with the heritage of colonialism and human trafficking. Addresses GLE Learning Outcomes Humanities (HM), Critical Reading (CR), and Intercultural Knowledge (IK).

EN225 Sophomore Assessment Seminar 1.0 Credit

Provides English majors with an opportunity to reflect on their own educational experience to date, with the major and with general education; they also have the opportunity to review the contents of their e-Portfolios on TaskStream. Students will conduct a systematic self-assessment of their academic work, measure their progress toward achieving the goals of the English major.

EN231 Tutor Development in Writing 1.0 Credit

Tutor Development in Writing offers a one course credit classroom component to accompany the existing practical experience Writing Tutor Trainees receive during their semester-long observation period in the Writing Center. The course content includes analysis of literature and contemporary theory on best tutoring practices, using a discussion-based model that provides practical application. Student candidates must complete a thorough application process for admission. Prerequisite: Instructor Approval.

EN232 The Teaching of Writing 3.0 Credits

Examines current theories of the composing process with emphasis on information generating, audience awareness, error analysis, and the evaluation of writing. Students design writing assignments for secondary school students and write using forms and subjects of their own choice.

EN235 Fiction Workshop 3.0 Credits

A course in the basic techniques of fiction writing. Readings from major works selected for their relevance.

EN237 Poetry Workshop 3.0 Credits

A course in the basic techniques of writing poetry. Readings from major works selected for their relevance.

EN250 Special Topics in English 3.0 Credits

A seminar on a subject chosen by instructor

EN251 Us vs. Them: Intro to Law & Lit 3.0 Credits

No society can flourish with strict enforcement of rules; every society softens the rigors of strict legalism to some extent. This course examines imaginative literature and literary techniques of analysis as a means of addressing the tensions inherent in practicing, enforcing, and interpreting law, particularly when one attempts to abstract from the specific circumstances of a case the tug of emotion, personalities of disputants, and other human factors. Addresses GLE Learning Outcomes Humanities K&U; Critical Thinking (CT) and Critical Reading (CR).

EN270 Eve was Framed: Women Writers 3.0 Credits

A study of selected works by significant women writers, including at least one work outside the British and American tradition. Addresses GLE Learning Outcomes Humanities (HM), Critical Reading (CR), and Critical Thinking (CT).

EN299 Independent Study in English 0.0 Credits

Independent Study in English (1-6 credits). Offers the opportunity to explore an area of study not listed in the catalog. The topic should be jointly selected and carefully designed by the student and faculty sponsor, and be approved by the Dean or their designee. With rare exceptions, the student must have a cumulative grade point average of 3.00. A "Proposal for Independent Study" form may be obtained from the Registrar's website. Independent Study courses are assigned numbers of 299, 399 or 499, depending on the level of the course.

- EN303 Epic and Romance 3.0 Credits**
The primary texts for this course can include the ancient epics of Homer and Virgil as well as the medieval shape-shifting romances, Beowulf, Sir Gawain and the Green Knight, and Chaucer's tales. They will learn the about traditions, conventions, and themes of classic texts and see how they are applied in more contemporary literature.
- EN304 Chaucer 3.0 Credits**
This course offers intensive study of The Canterbury Tales with some attention paid to other texts by Chaucer. Students will gain an understanding of the development of the English Language, medieval poetic conventions, and historical context that impacted the author and his text.
- EN313 Shakespeare 3.0 Credits**
A study of selected major works of the bard from among tragedies, histories, comedies, poems and sonnets.
- EN321 English Romanticism and Its Legacy 3.0 Credits**
A study of selected works of Wordsworth, Hemans, Coleridge, Byron, Keats, L.E.L., Shelley, Lamb, Hazlitt, and DeQuincey.
- EN330 Books to Box Office 3.0 Credits**
This course examines the intersection of film and literary texts. Clearly, fiction is a go-to source for film makers, and in this course, we examine what happens when short stories and novels are made into film, considering he ways in which we approach film and literary texts differently. After reading and viewing, we will analyze at length the two genres, asking questions like: What shifts from written text to screen? How is tone translated from written text to screen? Is the screen version faithful to the written text, and if not, why not? What directorial choices get made and why? No background in film studies is needed for this course.
- EN335 Modern and Contemporary British Lit 3.0 Credits**
A study of important modern British poets from Hardy and Hopkins to the present, and British prose writers since the end of the Victorian period, including Hardy, Conrad, Orwell, Joyce, and Woolf.
- EN342 American Novel to 1900 3.0 Credits**
Detailed study of the works of such authors as Chopin, Davis, Alcott Hawthorne, Melville, Twain, Stowe and James.
- EN343 American Short Story 3.0 Credits**
A study of the American short story from its origin to the present day.
- EN347 Rise of the Novel 3.0 Credits**
The origins and development of the novel in 18th and 19th C British literature, including but not limited to works by Austen, the Brontes, Defoe, Dickens, Eliot, Fielding, Hardy, Shelley, Sterne and Wollstonecraft
- EN350 Special Topics in English 3.0 Credits**
A seminar on a subject chosen by instructor
- EN354 American Poetry 3.0 Credits**
An overview of American poetry with attention to such periods and movements as Romanticism, Modernism, Harlem Renaissance, Beat, Feminist, Language, and Spoken Word, and in-depth reading of such poets as Longfellow, Whitman, Dickinson, Frost, Stevens, Millay, Hughes, Plath, Ashbery, and Dove.
- EN355 Modern and Contemporary Fiction 3.0 Credits**
This course will examine modern and contemporary works from such authors as Wharton, Dreiser, Lewis, Hemingway, Faulkner, Baldwin, Morrison, Adiche, and Walker.
- EN357 How to Write a Blog 3.0 Credits**
In this workshop course, students will create and polish their distinct, clear, sharp, and engaging blog-writing skills in order to position themselves as rhetorically sound and to gain and keep an audience.

- EN358 Northern New England Review 3.0 Credits**
Students in this course serve as an editorial and production team for Northern New England Review, working closely with the professor, the Editor. Along with the members of the student project team, students will have applied-learning experiences in the areas of text preparation, manuscript editorial, layout design, printing & binding (via FPU's onsite printer), professional writing, social media management, and marketing work related to producing a literary journal of new writing by artists from northern New England region. Students will also engage in discussions about the history, theory, and professional practice of publishing.
- EN359 Nevermore 3.0 Credits**
Students in this course serve as editors and/or editorial board members producing the FPU student literary journal Nevermore. Working closely with the professor and classmates, students call for submissions, review submissions, accept/reject and alert authors re: submissions, edit, perform layout design, printing, and binding. This course prepares students for work in producing/publishing literary journals and work in a professional publishing venue.
- EN391 Internship in English 0.0 Credits**
Internship in English (1-6 credits). A significant learning experience undertaken and arranged in consultation with a major advisor. Prerequisite: permission of English major advisor.
- EN399 Independent Study in English 0.0 Credits**
Independent Study in English (1-6 credits). Offers the opportunity to explore an area of study not listed in the catalog. The topic should be jointly selected and carefully designed by the student and faculty sponsor, and be approved by the Dean or their designee. With rare exceptions, the student must have a cumulative grade point average of 3.00. A "Proposal for Independent Study" form may be obtained from the Registrar's website. Independent Study courses are assigned numbers of 299, 399 or 499, depending on the level of the course.
- EN417 Advanced Fiction Workshop 3.0 Credits**
Advances the skills learned in EN235 and adds the skills for preparing a manuscript for submission to a publisher.
- EN421 Advanced Poetry Workshop 3.0 Credits**
A course in techniques including poetic forms, meter and free verse. Readings selected for their relevance to writing poetry.
- EN450 Special Topics in English 3.0 Credits**
A seminar on a subject chosen by instructor.
- EN485 English Sr Assessment Seminar 2.0 Credits**
Provides students majoring in English the opportunity to accomplish three tasks designed to help them meaningfully conclude their studies and prepare to move forward into life beyond college. These include: review of past work within major and general education, preparation for completion of the competency exam in English, and broad reflection on the place of language and literature, literary study and literary creation, in their own lives and the life of the world around them. Prerequisite: senior standing or permission of instructor.
- EN491 Senior Internship 0.0 Credits**
Senior Internship (1-6 credits). A significant learning experience undertaken and arranged in consultation with a major advisor. Prerequisite: permission of English major advisor.
- EN492 English Research & Writing Seminar 3.0 Credits**
Required of all English majors. The seminar will be oriented around a particular literary figure or figures, topics, or genres.
- ES103 Intro Ecosys/Wildlife Conserve Lab 4.0 Credits**
Using real-world data from local and global sites, students will explore the issues related to species conservation around the world. Issues of habitat destruction, pollution, invasive species, overhunting and human overpopulation will be investigated, as well as basic concepts of evolution, biogeography and human attitudes towards the environment. Students will examine trends in biodiversity, and learn how ecosystems can be preserved, managed and restored in order to save wild biodiversity and create a sustainable society. Addresses GLE Learning Outcomes Natural Sciences, Critical Thinking and Inquiry & Analysis. Note: ES103 is the first of a two-semester laboratory science sequence with ES104.
- ES103L Intro Ecosys/Wildlife Conserve Lec 0.0 Credits**
Using real-world data from local and global sites, students will explore the issues related to species conservation around the world. Issues of habitat destruction, pollution, invasive species, overhunting and human overpopulation will be investigated, as well as basic concepts

of evolution, biogeography and human attitudes towards the environment. Students will examine trends in biodiversity, and learn how ecosystems can be preserved, managed and restored in order to save wild biodiversity and create a sustainable society. Addresses GLE Learning Outcomes Natural Sciences, Critical Thinking and Inquiry & Analysis. Note: ES103 is the first of a two-semester laboratory science sequence with ES104.

ES104 Intro Natural Resource Cons Lab 4.0 Credits

Using real-world data from local and global sites, students will explore the issues related to natural resource conservation around the world. Topics covered will include impacts of mining and processing natural resources, recycling and waste management, renewable and non-renewable energy resources, global climate change and management of water resources, as well as basic concepts of geology, energy and human attitudes towards the environment. Students will examine trends in global resource use, learn how natural resources can be used more wisely through problem solving, and take action through civic engagement to move towards creating a more a sustainable society. Addresses GLE Learning Outcomes Natural Sciences, Problem Solving and Technology Literacy. Note: ES104 is the second of a two-semester laboratory science sequence with ES103.

ES104L Intro Natural Resource Cons Lecture 0.0 Credits

Using real-world data from local and global sites, students will explore the issues related to natural resource conservation around the world. Topics covered will include impacts of mining and processing natural resources, recycling and waste management, renewable and non-renewable energy resources, global climate change and management of water resources, as well as basic concepts of geology, energy and human attitudes towards the environment. Students will examine trends in global resource use, learn how natural resources can be used more wisely through problem solving, and take action through civic engagement to move towards creating a more a sustainable society. Addresses GLE Learning Outcomes Natural Sciences, Problem Solving and Technology Literacy. Note: ES104 is the second of a two-semester laboratory science sequence with ES103.

ES108 Nature and Culture 3.0 Credits

This introductory course seeks to answer the question: what are the current types of relationships between nature and culture and what might these relationship look like to better protect natural resources, such as land, water and soil? The course draws from several disciplines that are traditionally designated as humanities. We critique a variety of literature to understand the diverse ways humans value the natural environment; we examine the ethical dilemmas inherent in environmental problems; we investigate traditional and current understanding of nature among different cultures; and, we review the political discourse of different environmental issues and their policy implications. Addresses GLE Learning Outcomes Humanities (HM), Critical Thinking (CT) and Intercultural Knowledge (IK).

ES202 Sustainability Seminar 1.0 Credit

Students will be introduced to the three parts of Sustainability – Environmental, Economic and Social Justice, and will learn, through hands-on activities, about concepts and actions related to ecological sustainability. Each student will identify an individual sustainability project to work on at FP or in local communities.

ES205 Environmental Geology Lab 4.0 Credits

Provides a broad overview of the environmental impacts associated with resource extraction and use, with soil use, and with water use. Particular attention is paid to the roles of human population growth and growth in per capita consumption in these various environmental impacts. Prerequisite: GL101 or ES101 or ES103

ES205L Environmental Geology Lecture 0.0 Credits

Provides a broad overview of the environmental impacts associated with resource extraction and use, with soil use, and with water use. Particular attention is paid to the roles of human population growth and growth in per capita consumption in these various environmental impacts. Prerequisite: GL101 or ES101 or ES103

ES206 Cultural Resource Management Lab 4.0 Credits

Examines theory and methods of archaeological research, the modern practice of cultural resource management, the place of archaeological resources in modern environmental review processes, and the use of modern survey technology and data including LiDAR, GIS, and NRCS soil surveys. Students will complete a Phase IA study for a section of campus land and complete a full day of archaeological excavation on a Native American site near campus.

ES206L Cultural Resource Management Lect 0.0 Credits

Examines theory and methods of archaeological research, the modern practice of cultural resource management, the place of archaeological resources in modern environmental review processes, and the use of modern survey technology and data including LiDAR, GIS, and NRCS soil surveys. Students will complete a Phase IA study for a section of campus land and complete a full day of archaeological excavation on a Native American site near campus.

- ES210 Evolution Environmental Thought 3.0 Credits**
Surveys human understanding of and attitudes toward the natural environment as expressed by naturalists and writers from the 1600s to the present. Emphasis is placed on the development of these ideas as it took place in North America. Prerequisites: permission of instructor; sophomore, junior, or senior standing.
- ES214 Coastal Ecology 3.0 Credits**
This field study course runs in May as part of spring semester. It will explore New England coastal ecology, with special focus on outer Cape Cod. Course topics include coastal geomorphology; barrier island dynamics and estuarine ecology; plant succession on active dune systems; threatened and endangered coastal and marine species; human impacts to coastal ecosystems; and natural resource management issues in New England coastal systems. Prerequisite: BI101 or ES101 or ES103 or IC110 or GL115.
- ES218 Ecology Lab 4.0 Credits**
The interactions of individual organisms, populations, and communities with their environments. Lectures and laboratories emphasize principles and techniques of ecological investigations. Most lab sessions take place outdoors in the field, regardless of weather. Prerequisite: BI102, ES102 or ES104 or IC111. Fall
- ES218L Ecology Lecture 0.0 Credits**
The interactions of individual organisms, populations, and communities with their environments. Lectures and laboratories emphasize principles and techniques of ecological investigations. Most lab sessions take place outdoors in the field, regardless of weather. Prerequisite: BI102, ES102 or ES104 or IC111. Fall
- ES229 Special Topics the Environment 0.0 Credits**
Special Topics-1-4 credits. Constructed around a timely issue in Environmental Science or Environmental Studies, generally in a field of expertise of the faculty member facilitating the course. Prerequisites may vary.
- ES229L Special Topics Environment Lecture 0.0 Credits**
Constructed around a timely issue in Environmental Science or Environmental Studies, generally in a field of expertise of the faculty member facilitating the course. Prerequisites may vary.
- ES236 Environmental Educ Citizen Engage 3.0 Credits**
This course is designed for environmental studies or environmental science majors as a critical course for preparing students for careers doing non-formal education and citizen engagement about environmental issues. Topics covered in the course will enhance the student's ability to develop and deliver programs appropriate for a targeted audience (e.g. 5th graders versus town stakeholders). New advances in education and citizen engagement will be discussed to give the student an appreciation of this relatively new field. Students will create an education tools and techniques portfolio that they can utilize in the workplace upon graduation.
- ES240 Creating Sustainable Communities 3.0 Credits**
Students learn what it takes to create a sustainable community through hands-on service- learning projects. Students conduct research and propose specific plans to address a specific existing environmental issue in a local community, such as assessing the impacts of a proposed development, reducing air pollution, or increasing recycling.
- ES299 Indept Study in Environmental Sci 0.0 Credits**
Independent Study-2-6 credits. 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 Dean or Dean's designee. Normally, the student will be expected to have a cumulative grade point average of 3.00 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 Registrar or the Dean or Dean's designee. Independent Study courses are assigned numbers of 299, 399 or 499, depending on the level of the course.
- ES301 Place, Community & Regional Studies 3.0 Credits**
An introduction to the natural and cultural history of a place - using the campus and nearby Rindge as a laboratory. Students will learn to observe nature and culture first hand, "read" the landscape, link local history to larger regional patterns, and understand the sense of place. Prerequisite: GLE120.

- ES302 Sustainability Project 3.0 Credits**
This project course will connect the students with the individuals and resources needed to complete their Sustainability project successfully. The Coordinator will also make sure that the student demonstrates how he or she is applying the knowledge and skills from the Green Earth courses to the project. Prerequisite ES202
- ES305 Health, Human Rights & Environ Just 3.0 Credits**
Public health has important political and moral implications. This course addresses central issues in the philosophy of health care from an environmental and human rights perspective. Students will consider what is health? What is health care? Does health enjoy a special moral importance? What is it? Who requires and/or deserves health care? Is access to health care a fundamental human right? Students will examine how geography and environmental justice influences the answers to these questions. Students will learn about the disproportionate burdens of environmental contamination and about the health disparities affecting communities of color across the US and internationally. We will review programs that have been organized to address childhood asthma reduction, lead poisoning prevention, waste recycling, clean-up and restoration of contaminated sites, sustainable/organic agriculture, clean energy programs and cancer and health disparities research. Students will be asked to critically examine these efforts and also explore unresolved, chronic problems with environmental injustices and health impacts. Pre-requisites: ES 240 Sustainable Communities is helpful but not required.
- ES307 Natural Resources Law and Policy 3.0 Credits**
Provides an overview of administrative law, common law, federal and state environmental statutes and regulatory policy affecting the environment. Emphasis will be on management of wetland and pollution. Prerequisites: ES103 or BI101 or BI102 or by permission of the instructor.
- ES320 Wetland Ecology & Protection Lab 4.0 Credits**
Examines the plants, animals, soils, hydrology, and chemistry of different wetland types. The course will include the study of wetland-watershed interactions, and of the methods of wetland protection. Prerequisite: ES101 or ES103 or BI218.
- ES320L Wetland Ecology Protection Lecture 0.0 Credits**
Examines the plants, animals, soils, hydrology, and chemistry of different wetland types. The course will include the study of wetland-watershed interactions, and of the methods of wetland protection. Prerequisite: ES101 or ES103 or BI218.
- ES329 Special Topics about Environment 0.0 Credits**
Special Topics-1-4 credits. Constructed around a timely issue in Environmental Science or Environmental Studies, generally in a field of expertise of the faculty member facilitating the course. Prerequisites may vary.
- ES329L Special Topics Environment Lecture 0.0 Credits**
Constructed around a timely issue in Environmental Science or Environmental Studies, generally in a field of expertise of the faculty member facilitating the course. Prerequisites may vary.
- ES342 Wildlife Conservation & Management 3.0 Credits**
The problems of protecting and maintaining biological resources, including endangered species and ecosystems. Application of ecological concepts to maintenance and management of individual species and biodiversity will be emphasized. Ethical, legal and social aspects of these problems will be discussed. Prerequisites: BI101 or ES103 or ES104 or BI218.
- ES367 Water Resources Management Lab 4.0 Credits**
This course addresses the science and policy of maintaining a healthy and adequate water supply in the US and other countries. We will consider the watershed connections, the geologic setting, and the impacts of development on the physical, chemical and biological aspects of surface water and groundwater bodies. We will also learn the field tools and techniques used to sample surface water and analyze its chemistry. Pre-requisite: ES104 or BI218 or permission of the instructor.
- ES367L Water Resources Management Lecture 0.0 Credits**
This course addresses the science and policy of maintaining a healthy and adequate water supply in the US and other countries. We will consider the watershed connections, the geologic setting, and the impacts of development on the physical, chemical and biological aspects of surface water and groundwater bodies. We will also learn the field tools and techniques used to sample surface water and analyze its chemistry. Pre-requisite: BI218 or permission of the instructor.

ES399 **Indept Study in Environmental Sci** **0.0 Credits**
Independent Study-2-6 credits. 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 Dean or Dean's designee. Normally, the student will be expected to have a cumulative grade point average of 3.00 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 Registrar or the Dean or Dean's designee. Independent Study courses are assigned numbers of 299, 399 or 499, depending on the level of the course.

ES429 **Special Topics about Environment** **0.0 Credits**
Special Topics-1-4 credits. Constructed around a timely issue in Environmental Science or Environmental Studies, generally in a field of expertise of the faculty member facilitating the course. Prerequisites may vary.

ES430 **Forest Ecology Lab** **4.0 Credits**
Examines the basic ecological processes that influence forest type and forest structure. Topics covered range from broad scale landscape patterns of natural and human disturbance to the specific habitat requirements of individual plant species. The laboratory section consists of weekly field trips to forests both on and off the campus, and will emphasize quantitative techniques for the collection and interpretation of field data, as well as basic natural history. Prerequisite: BI218 or permission of instructor.

ES430L **Forest Ecology Lecture** **0.0 Credits**
Examines the basic ecological processes that influence forest type and forest structure. Topics covered range from broad scale landscape patterns of natural and human disturbance to the specific habitat requirements of individual plant species. The laboratory section consists of weekly field trips to forests both on and off the campus, and will emphasize quantitative techniques for the collection and interpretation of field data, as well as basic natural history. Prerequisite: BI218 or permission of instructor.

ES460 **Internship in Environmental Science** **0.0 Credits**
Internship-2-6 credits. An on-site, field experience with a public or private environmental agency or institution. Internships normally require a minimum of 55 hours of on-the-job work per semester hour of credit, a grade point average of 3.00 or higher, and demonstrated ability to complete the work expected. Internships are developed in consultation with a faculty internship advisor and require the approval of the advisor, prospective intern supervisor and the Dean or Dean's designee. Evaluation is made by the internship advisor in consultation with the employer. Prerequisites: Environmental Science major; junior or senior standing; permission of instructor.

ES461 **Internship in Environmental Science** **0.0 Credits**
Internship-2-6 credits. An on-site, field experience with a public or private environmental agency or institution. Internships normally require a minimum of 55 hours of on-the-job work per semester hour of credit, a grade point average of 3.00 or higher, and demonstrated ability to complete the work expected. Internships are developed in consultation with a faculty internship advisor and require the approval of the advisor, prospective intern supervisor and the Dean or Dean's designee. Evaluation is made by the internship advisor in consultation with the employer. Prerequisites: Environmental Science major; junior or senior standing; permission of instructor.

ES462 **Internship in Environmental Science** **0.0 Credits**
Internship-2-6 credits. An on-site, field experience with a public or private environmental agency or institution. Internships normally require a minimum of 55 hours of on-the-job work per semester hour of credit, a grade point average of 3.00 or higher, and demonstrated ability to complete the work expected. Internships are developed in consultation with a faculty internship advisor and require the approval of the advisor, prospective intern supervisor and the Dean or Dean's designee. Evaluation is made by the internship advisor in consultation with the employer. Prerequisites: Environmental Science major; junior or senior standing; permission of instructor.

ES465 **Climate Change: Sci & Solutions Lab** **4.0 Credits**
Earth's climate is changing very rapidly, as a result of human activities which produce heat-trapping gases. The science, while still continuing to evolve, has clearly established both the causes and the effects, and ever-growing evidence supports the dire predictions of climate models. These predictions indicate that without immediate, large-scale action, climate change will threaten human health, food and water supplies, building infrastructure, and the productivity and diversity of all of Earth's ecosystems. The goal of this course is to help students understand the of climate change, and develop the skills and tools needed to understand and implement solutions to the crisis. Pre-reqs: ES104 or PH102, and one math class at least MT151 or higher

ES465L **Climate Change: Sci & Solutions Lec** **0.0 Credits**
Earth's climate is changing very rapidly, as a result of human activities which produce heat-trapping gases. The science, while still continuing to evolve, has clearly established both the causes and the effects, and ever-growing evidence supports the dire predictions of climate models. These predictions indicate that without immediate, large-scale action, climate change will threaten human health, food

and water supplies, building infrastructure, and the productivity and diversity of all of Earth's ecosystems. The goal of this course is to help students understand the of climate change, and develop the skills and tools needed to understand and implement solutions to the crisis. Pre-reqs: ES104 or PH102, and one math class at least MT151 or higher

ES480 Junior Seminar in Environ Science 3.0 Credits

Readings, discussions, and projects on the history, philosophy and technical literature of environmental science. Students will conduct a literature review and design a research plan in preparation for the senior thesis. Required of all Environmental Science majors. Prerequisite: junior standing.

ES490 Environmental Issues Sr Capstone 4.0 Credits

The Environmental Issues Senior Capstone Project allows Environmental Science and Environmental Studies majors to collaborate on a project designed to help solve an environmental problem. Students will choose the project and lay the groundwork in ES480 Junior Seminar the previous spring. The projects allow the students to take a multi-disciplinary, inquiry-based approach to the issue. Facilitated by the faculty, students get out into the field and meet community members and environmental professionals. Students apply the skills and knowledge learned in earlier classes to a real-world situation. All students will develop individualized pathways within the larger project, to conduct research, devise a plan, and do the actual work to implement their solutions. Prerequisites: ES480, CIT222, MT151, or higher, and have Senior status.

ES499 Indept Study in Environmental Sci 0.0 Credits

Independent Study-2-6 credits. 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 Dean or Dean's designee. Normally, the student will be expected to have a cumulative grade point average of 3.00 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 Registrar or Dean or Dean's designee. Independent Study courses are assigned numbers of 299, 399 or 499, depending on the level of the course.

ET101 Principles of Macroeconomics 3.0 Credits

An introduction to macroeconomics, focusing on the measurements of economic well-being, the source of economic growth, and the fiscal and monetary policies of national governments. Topics from international economics, such as exchange rates, will be introduced. Addresses GLE Learning Outcomes Social Sciences (SS), Critical Thinking (CT), Inquiry & Analysis (IA)

ET102 Principles of Microeconomics 3.0 Credits

This introduction to microeconomics begins with an overview of the forces of supply and demand, then moves to a study of market structure and game theory. Applications to business decision-making will be used throughout the course. Addresses GLE Learning Outcomes Social Sciences (SS), Critical Thinking (CT), Inquiry & Analysis (IA) Fall, Spring

ET223 Money and Banking 3.0 Credits

Monetary banking and financial markets and institutions, and the theories of money and credit. The course focuses on policymaking in the United States and on the international level. Prerequisite: ET101. Fall

FA101 Two-Dimensional Design 3.0 Credits

An investigation of the fundamentals of design on a two-dimensional surface and within a rectilinear format. Central aspects of basic, compositional design such as unity, variety and balance, as well as the formal elements of design such as line, color and texture are explored and applied to solving problems of design. Addresses GLE Learning Outcomes Arts & Design, Creative Thinking and Problem Solving.

FA102 Introduction to Sculpture 3.0 Credits

An investigation of basic design fundamentals associated with various three-dimensional materials. Positive and negative space, mass, volume and scale may be explored as well as an understanding of the organizing principles of design. Both figurative and non-figurative work will be explored. Addresses GLE Learning Outcomes Arts & Design (AD), Creative Thinking (CV) and Problem Solving (PS).

FA180 Foundations of Art 3.0 Credits

Studies the major forms of art—architecture, sculpture, painting and graphic arts, and crafts—in terms of their elements, techniques and individual expression. By focusing on the nature of each of these forms separately, we will be able to observe that each form has its own set of rules which apply regardless of the culture or period in which a work was produced. Addresses GLE Learning Outcomes Arts and Design (AD), Applied Learning (AL) and Oral Communication (OC). Fall

- FA183 History of Art 3.0 Credits**
This course surveys architecture, sculpture and painting from prehistoric times to the present, primarily in western art, with selected world cultures and stylistic traditions including Asian and African art. How did one style grow from another? Which cultures influenced one another? Which cultures have most strongly influenced the art of our culture? Addresses GLE Learning Outcomes Arts & Design (AD), Applied Learning (AL) and Oral Communication (OC)
- FA201 Drawing I 3.0 Credits**
An introduction to observational drawing methods and practices. Through the use of line, shape, form and value students will develop an ability to work with both analytical and expressive approaches to drawing. Subjects may include- still-life, landscape, interior space, and the figure. Common drawing media will be employed; these may include, graphite, charcoal, ink, and chalk. Addresses GLE Learning Outcomes Arts & Design (AD) and Creative Thinking (CV).
- FA204 Watercolor Painting 3.0 Credits**
This is an introductory course in the use of aqueous media. It will include the history and development of the medium as well as the variety of techniques and approaches. This will give students the techniques and visual vocabulary relevant to the use of this transparent painting medium. It will include the basics of color theory, color mixing and its use. The course will include lectures, readings, demonstrations, in and out of class work and critiques. Fulfills the GLE Learning Outcomes of Art and Design, Creative Thinking and Applied Learning.
- FA205 East Asian Brush Painting I 3.0 Credits**
The introduction to the art and discipline of sumi-e, Oriental Ink Painting, through the study of the four traditional subjects: orchid, bamboo, chrysanthemum and plum. Emphasis will be placed on acquiring skill with specific brush strokes, composition and concentration. Study and analysis of ancient and contemporary masterworks of Oriental painting will be included. For the beginning and continuing students of sumi-e. Addresses GLE Learning Outcomes Arts & Design, Applied Learning and Creative Thinking.
- FA206 East Asian Brush Painting II 3.0 Credits**
The introduction to the art and discipline of sumi-e, Oriental Ink Painting, through the study of the four traditional subjects: orchid, bamboo, chrysanthemum and plum. Emphasis will be placed on acquiring skill with specific brush strokes, composition and concentration. Study and analysis of ancient and contemporary masterworks of Oriental painting will be included. For the beginning and continuing students of sumi-e. Addresses GLE Learning Outcomes Arts & Design, Applied Learning and Creative Thinking.
- FA217 Intro to Photographic Processes 3.0 Credits**
An introductory level course that explores the art of photography, including film and basic digital image making with an emphasis on the creative process in the context of the history of photography. The elements of camera operation, film development, and composition will be learned through a series of assignments and critiques that will result in a portfolio of images presented as a portfolio at the end of the course. Students must provide their own fully adjustable (f/stops and shutter speeds) digital camera or adjustable 35 mm film camera. Addresses the GLE Learning Outcomes of Arts and Design (AD) and Creative Thinking (CV) and Applied Learning (AL).
- FA221 Ceramics I 3.0 Credits**
This course introduces students to the basic skills and creative process of making forms on the wheel and with hand-building techniques within the context of ceramic history and contemporary practice. The fundamentals of glazing and firing will be demonstrated and practiced. Students will complete a portfolio of finished pieces to be evaluated at the end of the semester. Addresses GLE Learning Outcomes Arts & Design (AD) and Creative Thinking (CV).
- FA227 Photographic Processes II 3.0 Credits**
This studio course builds on the digital and analogue photographic imaging processes learned in Introduction to Photographic Processes. Assignments synthesize approaches incorporating various imaging methods to produce a portfolio of analogue and/or digital images suitable for exhibition and/or publication. Students begin to develop a personal voice through research, synthesis and conceptual actualization. Prerequisite: FA217.
- FA231 Painting I 3.0 Credits**
Introduction to painting on paper, panels and stretched canvas. Characteristics, application and techniques of painting are emphasized along with methods of rendering space and forms in space. Subjects may include still life, landscape, the human form and genre. Addresses GLE Learning Outcomes Arts & Design (AD), Applied Learning (AL) and Creative Thinking, (CT)

oceanic circulation, waves, tides, coasts, and marine life. This course combines lab, lecture and discussion. Addresses GLE Learning Outcomes Natural Sciences, Inquiry & Analysis and Technology Literacy.

GL120 Global Change: Weather Climate Lab 4.0 Credits

Science is a process that strongly informs human choices that have global impacts. In this course, students will be guided by their own curiosity, because without curiosity there can be no science. Students who successfully finish this course will be able to: 1) critically research and understand the inter-relationship between global climate change and the atmosphere and human actions; 2) critically evaluate the validity of claims, positions, etc., made by businesses, government agencies, or other various groups using a systematic method (that is, the scientific method); 3) articulate and communicate, both individually and in a group setting, their position on important human global issues that have scientific concepts at their roots; and 4) recognize that science strongly informs these human social/political issues that have scientific concepts at their roots. Specific topics considered in this course include atmospheric chemistry, pressure and temperature systems, humidity and precipitation, cloud development, atmospheric circulation, weather forecasting, extreme weather events, climate change, and air pollution. This course combines lecture, laboratory, and discussion. Addresses GLE Learning Outcomes Natural Sciences, Critical Thinking, and Problem Solving

GL120L Global Change: Weather Climate Lect 0.0 Credits

Science is a process that strongly informs human choices that have global impacts. In this course, students will be guided by their own curiosity, because without curiosity there can be no science. Students who successfully finish this course will be able to: 1) critically research and understand the inter-relationship between global climate change and the atmosphere and human actions; 2) critically evaluate the validity of claims, positions, etc., made by businesses, government agencies, or other various groups using a systematic method (that is, the scientific method); 3) articulate and communicate, both individually and in a group setting, their position on important human global issues that have scientific concepts at their roots; and 4) recognize that science strongly informs these human social/political issues that have scientific concepts at their roots. Specific topics considered in this course include atmospheric chemistry, pressure and temperature systems, humidity and precipitation, cloud development, atmospheric circulation, weather forecasting, extreme weather events, climate change, and air pollution. This course combines lecture, laboratory, and discussion. Addresses GLE Learning Outcomes Natural Sciences, Critical Thinking, and Problem Solving

GL205 Environmental Geology Lab 4.0 Credits

Provides a broad overview of the environmental impacts associated with resource extraction and use, with soil use, and with water use. Particular attention is paid to the roles of human population growth and growth in per capita consumption in these various environmental impacts. Prerequisite: GL101 or ES101 or ES103.

GL205L Environmental Geology Lecture 0.0 Credits

Provides a broad overview of the environmental impacts associated with resource extraction and use, with soil use, and with water use. Particular attention is paid to the roles of human population growth and growth in per capita consumption in these various environmental impacts. Prerequisite: GL101 or ES101 or ES103.

GLE101 First-Year Inquiry Freshman Seminar 3.0 Credits

First Year Inquiry is a required course for all first-year students at Franklin Pierce University. Students select one of approximately twenty academically-engaging, inquiry-based topics based on their interests. Each section, regardless of theme, works on improving students' academic skills, and addresses three goals of a Franklin Pierce Education -- information literacy, inquiry and analysis, and career exploration. Readings, writing assignments, and activities are used to stimulate thinking about inquiry and decisions about students' possible career opportunities. Students may not withdraw from the course; they may repeat it in the spring of the freshmen year. Students must pass this course to demonstrate proficiency in the skills coded for this course. The course instructor is the student's academic advisor. Students who earn a D or lower in the course may take GLE103 as a substitute for GLE101. Addresses GLE Learning Outcomes Career Exploration, Inquiry & Analysis and Information Literacy

GLE103 Career Image, Planning & Management 3.0 Credits

In today's world of work, it is critical that students understand the dynamics of the employment marketplace and the importance of self-direction. This course will focus on self-assessment, managing personal and professional change, exploring various career options, conducting an effective job campaign, enhancing work performance and maintaining a balance between work and family life. Students will gain skills in self-awareness, networking, portfolio construction, resume writing, interviewing and planning and directing their own careers. Students will develop a degree and career map that identifies learning outcomes essential to their academic and professional success. Addresses GLE Learning Outcomes Career Exploration (CX) and Applied Learning (AL).

GLE110 First Year Composition I 3.0 Credits

First Year Composition I is the first in a series of two courses for those who must excel in reading and writing at the college-level. The central question is, “How well does the writing respond to the needs of audience(s)?” Students will learn to attend to the context and purpose for the writing and select credible, relevant sources to develop ideas as well as refine the ability to analyze and comprehend texts. Addresses GLE Learning Outcomes Critical Reading (CR) and Written Communication (WC). Some sections of GLE 110 are designated as T-sections, Composition I Tutorial, designed to give students the support they need to succeed in GLE 110 and move on to succeed in GLE 120, Composition II. GLE110 T-sections include 3 hours of class time, MWF. Attendance at one tutoring session with the class-linked tutor four times during the semester is required. All writing projects, consisting of at least three drafts, will also include direct instruction on vocabulary and grammar for each of the 4-5 class papers.

GLE112 Integrated Science I 4.0 Credits

A multi-disciplinary introduction to the sciences from an environmental perspective, presenting basic concepts and controversies with discussions on biology, chemistry, energy, geology, natural resources interconnect with the environment. These courses are designed to improve the scientific and technical literacy of students not majoring in a scientific discipline. Students become familiar with some of today’s primary scientific concepts, how these concepts have developed, and how they evolve. Addresses GLE Learning Outcomes Natural Sciences (NS), Inquiry & Analysis (IA) and Critical Thinking (CT).

GLE113 Integrated Science II 4.0 Credits

A multi-disciplinary introduction to the sciences from an environmental perspective, presenting basic concepts and controversies with discussions on biology, chemistry, energy, geology, natural resources interconnect with the environment. These courses are designed to improve the scientific and technical literacy of students not majoring in a scientific discipline. Students become familiar with some of today’s primary scientific concepts, how these concepts have developed, and how they evolve. Addresses GLE Learning Outcomes Natural Sciences (NS), Inquiry & Analysis (IA) and Critical Thinking (CT).

GLE120 First Year Composition II 3.0 Credits

First Year Composition II is the second in a series of two courses for those who must excel in presenting error-free writing at the college-level. Building on the central question for FYC I, “How well does the writing respond to the needs of audience(s)?” students will further develop their ability to attend to the context and purpose for the writing and select credible, relevant sources and evidence. Students will also learn disciplinary conventions and refine proofreading skills. In addition, students will master the basics of presentations: the central message and organization and use of supporting materials. Addresses GLE Learning Outcomes Written Communication (WC) and Oral Communication (OC). Prerequisite: C or better in GLE110.

GLE130 Introduction to the Social Sciences 3.0 Credits

This course is to provide a multidisciplinary introduction to the social sciences. It compares contrasting disciplinary theories about the relationships between people and their environments and it also evaluates the scientific methods (qualitative and quantitative) that generate data used to build knowledge and test those theories. This course offers a description of the essential characteristics of the social sciences. As such, the course presents the distinctive perspective, concepts, knowledge base, and terms commonly used by social scientists. Addresses GLE Learning Outcomes Social Sciences and Inquiry & Analysis.

GLE200 Twentieth Century: Global Approach 3.0 Credits

Examines the twentieth century, an era that has been characterized by change. This includes change in political boundaries, technological capability, response to religion, philosophy and the arts, and change in how people think. The course examines some of the major events of the century from different perspectives, in order to try and gain understanding of the period and its change. The goals of the course include: a fundamental understanding of the major events that shaped the century; a sense of the sources of contemporary problems; exposure to artistic and cultural developments and their historical context; the development of a chronological sense of the century; and an extension of the world view beyond ethnocentric limitations. Addresses GLE Learning Outcomes Humanities, Critical Thinking and Intercultural Knowledge.

GLE203 America and 9/11 3.0 Credits

An exploration of the American experience of the terror attacks of Sept. 11, 2001 and their aftermath. Students will be invited to achieve an informed, critical understanding of the nature of the event, its impacts on American life and culture, and individual and collective responses to it, around such themes as grief and rage, security and justice, encounter with the Other, healing and transformation. Addresses GLE learning Outcomes Humanities (HM), Critical Thinking (CT), and Intercultural Knowledge (IK).

GLE205 American Soundscape 3.0 Credits

This course is designed to examine how musical expressions are manifested in particular moments of the United States of America's history, society and culture. Special attention will be given to how the nature, form, function and content of the music are a reflection

of the political, economic, aesthetic, historical, social and cultural milieu. The music and songs of the United States of America will be approached with a pedagogy that is both analytical and critical through the use of the historical sources, primary documents, recordings and performances. Addresses GLE Learning Outcomes Humanities (HM), Critical Thinking (CT) and Intercultural Knowledge (IK).

GLE210 Ancient and Medieval Worlds 3.0 Credits

Ancient and Medieval Worlds is a General and Liberal Education course which addresses three Learning Outcomes of a Franklin Pierce Education: Humanities Knowledge and Understanding, Critical Thinking, and Intercultural Knowledge. This course is structured as a Pilgrimage in which participants journey, chronologically, through time, in order to experience significant historical and cultural aspects of the ancient Greek, Roman, and medieval European societies. If you enjoy learning about the past and are curious to discover how historical events have influenced the ways we interact, think, and seek happiness in the modern world, then this is the course for you. Addresses GLE Learning Outcomes Humanities (HM), Critical Thinking (CT) and Intercultural Knowledge (IK). Prerequisite: Sophomore Status.

GLE215 Rebirth to Revolution 3.0 Credits

This course provides an interdisciplinary understanding of the human condition through investigation, appreciation and evaluation of the aesthetic, historical, philosophical, and literary dimensions of human experience. Study will involve the time period between 1400-1850. Addresses GLE Learning Outcomes Humanities (HM), Critical Reading (CR) and Critical Thinking (CT)

GLE220 America's Themes and Dreams 3.0 Credits

This course explores America's Themes & Dreams in the unfolding of the culture, history, politics, heritage and progress that generate the modern U.S. Lately, traditional assumptions demand new testing as we face new questions about American values and struggles. This course will focus on three themes or dreams in three distinct time frames. Texts chosen for input on these aspects of American society operate alongside film and music to highlight important milestones along the way. Addresses GLE Learning Outcomes Humanities and Critical Thinking

GLE230 Second-Year Composition 3.0 Credits

Second-Year Composition is the second writing-intensive course required of all undergraduates at the University, offering discipline-specific sections serving a variety of academic interests. The course emphasizes persuasive and researched writing, revision, and composing in various forms and media. Students will continue to develop reading comprehension, rhetorical knowledge and facility with the writing process as well as the conventions of Standard Academic English in both writing and presentation. Addresses GLE Learning Outcomes for Written Communication (WC) and Oral Communication (OC), as well as opportunities to further develop Information Literacy (IL) and Inquiry and Analysis (IA). Prerequisite: C or better in GLE110.

GLE403 Integration Seminar 3.0 Credits

The Integration Seminar is a capstone course designed to validate learning outcomes defined in GLE103. This is a reflective course intended to examine the learner's journey to degree completion and set the stage for work, profession and continued learning. Addresses GLE Learning Outcomes Career Exploration (CX), Inquiry & Analysis (IA) and Information Literacy (IL). Course fee.

GM510 Seminar in Leadership 3.0 Credits

This course examines effective approaches to leadership. This includes examination of leadership models, problem solving, ethics, strategic styles of interaction, decision-making techniques and effective strategies for implementing goals. Students may not transfer a course in substitution for Seminar in Leadership.

GM520 Legal Ethical Issues Organizations 3.0 Credits

This course examines legal and ethical dimensions of decision making and impact on corporate and public policy. It places emphasis on exerting effective leadership as related to ethical behavior. This course examines contract and agency law, property, business organization and fair pricing are examined from a legal and ethical perspective in business.

GM525 Management Information Systems 3.0 Credits

This course provides the fundamental concepts necessary to understand, develop, and manage information systems in organizations. Students will examine the operational, managerial, and strategic issues of managing information technologies to support business operations. Topics include the role of information technology in organizations; hardware; software; ethical issues and the control of information technology.

- GM534** **Cont Bio/Psyc/Social Iss Seniors** **3.0 Credits**
This course examines biological, psychological, and social perspectives to present a multifaceted picture of aging both in problem identification and opportunity that accompany old age. Issues that will be explored include: the prevalence of HIV/AIDs in later life, current research on mental potential in old age, the creation of age-friendly cities, and new options for end-of-life care. Through case studies, threaded discussions, weekly assignments, and a class project students will analyze the impact of health care payment on employers, providers, consumers and society.
- GM535** **Managerial Comm & Research Methods** **3.0 Credits**
The purpose of this course is to develop the ability to communicate effectively as managers. The course uses communication theories, techniques and strategies to present a functional communication model. Topics include communication strategy and analysis; managerial presentation skills; managerial writing; and corporate communication.
- GM540** **Organizational Behavior** **3.0 Credits**
This course is about the human side of the organization. Students will analyze organizations using the "four-frame approach": structure, people, power/politics, and perception. This includes methods of evaluation, change, and development influencing behavior through motivation, short-term/long-term behavioral factors, and satisfaction through job design.
- GM541** **Managerial Accounting** **3.0 Credits**
This course takes the student beyond the preparation of financial statements to budgeting, recording, reporting and analyzing both financial and nonfinancial accounting information to be used by managers within organizations. This analysis provides the basis for managers to make informed business decisions. Prerequisite: Competency in Accounting
- GM542** **Quantitative & Research Techniques** **3.0 Credits**
This course examines the role of quantitative research methods in leadership and decision making. It requires students to take an analytical view of decision-making by quantifying trade-offs, specifying constraints and allowing for uncertainty. Students explore the development of models and the role of managerial judgment in assessing the appropriateness of these applications as a basis for leadership decisions. Prerequisite: Competency in Statistics
- GM543** **Economics for Managers** **3.0 Credits**
This course deals with the application of fiscal and monetary policy tools. The framework for achieving the goal is threefold: 1) understand economic analysis, 2) use economic analysis to evaluate current developments and the financial news, and 3) use economic tools and principles to predict future events. Prerequisites: Competencies in Micro-and Macroeconomics
- GM544** **Quality and Systems in Senior Care** **3.0 Credits**
This course examines quality and systems in health care and focuses the lens on seniors. Topics in this course include: how health care institutions can use the quality improvement process and the variety of models available to provide better care to seniors and gain control of system frustrations and problems. Through case studies, threaded discussions, weekly assignments, and a class project you will analyze the impact of health care payment on employers, providers, consumers and society.
- GM550** **Future/Energy Business and Society** **3.0 Credits**
This course examines the interaction of energy usage, business and society. Students study corporate social responsibility, socially responsible investing, doing business in less developed countries and the role energy will play in future business development, including the social, community and political road blocks encountered in new and existing energy ventures. Prerequisite: GM510
- GM554** **Payment Systems for Seniors** **3.0 Credits**
This course examines payment sources for senior health care services including: an introduction to health care financing, employment-related medical expense coverage and provided a thorough analysis of the alternatives available for senior clients to finance medical and long-term care. Topics include: consumer-directed health insurance plans for older clients, underwriting medical expense insurance and insuring the unhealthy, interim, supplemental, and ancillary medical expense insurance, medicare, medicare supplements, medicaid and veterans' benefits, the need for financing long-term care, caregivers and settings for long-term care, personal resources to meet long-term care needs, development of long-term care insurance, characteristics of individual long-term care insurance and the underwriting of long-term care insurance. Through case studies, threaded discussions, weekly assignments, and a class project students will analyze the impact of health care payment on employers, providers, consumers and society.

GM561 Financial Management 3.0 Credits

This course concerns the management of financial resources. Topics include capital structure, present value, valuation, financial planning, as well as risk management. Sound management strategy is applied to decision-making. Prerequisite: Competency in Accounting

GM562 Marketing Management 3.0 Credits

This course provides a managerial approach to the identification and analysis of marketing problems through strategy development. It covers processes for searching for and identifying prospective opportunities, as well as a review of the marketing mix elements relating to planning, development and implementation of a marketing plan.

GM563 Human Resource Management 3.0 Credits

This course deals with the real world objectives, actions and practices involved in human resource management, using an analytical and systematic approach. It describes relevant theories and research about human behavior and presents leading-edge practices that illustrate how human resource management can achieve both efficiency and equity in the employment relationship.

GM564 Operations Management for Leaders 3.0 Credits

This course provides an understanding and appreciation of the concepts and methods used in the daily control of production and inventory in manufacturing and service organizations. It also addresses the efficient and effective use of resources, systematic direction and control, transformation of inputs into finished goods and operations strategy. Prerequisite: Competency in Statistics

GM565 Compensation and Benefits 3.0 Credits

This course examines compensation and benefits plans and practices within U.S. and global organizations and the ways in which they impact the management functions throughout the organization.

GM570 Training and Development 3.0 Credits

This course focuses on methods for using training and development to create more productive organizations. It explores the conduct of needs assessments and the design and implementation of training programs to address those needs, analysis and application of adult learning theories.

GM575 Building a Sustainable Enterprise 3.0 Credits

Adopting a systems approach, this course studies the concepts of sustainable business practices. Students discuss resources such as food, water, energy and raw materials, as they consider their effect on a business enterprise. This course examines how profitability and sustainability interact in the triple bottom line concept. Prerequisite: GM561

GM592 Health Policy 3.0 Credits

This course provides an in-depth analysis of the issues and laws affecting health policy. It explores the political and social environment in which policy decisions are made, and the consequences of such decisions. Students discuss specific health issues in local communities to determine the effect of local and governmental policies on those problems.

GM594 Health Care Payment Systems 3.0 Credits

This course examines the payment sources for health care service including health maintenance organizations, indemnity plans, prospective payment systems, pricing and reimbursement. Through case studies, the student analyzes the impact of health care payment on employers, providers, consumers and society.

GM596 Quality Improv Models in Healthcare 3.0 Credits

This course focuses on how health care institutions use the quality improvement process and a variety of models to gain control of system frustrations. Cases focus on models that work in a variety of institutions with specific attention to issues of time, patient acuity and other topics of current interest. This course utilizes current and past health care research as a point of discussion.

GM599 MBA-Independent Study 3.0 Credits

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.

- GM610 Human Resource Management Seminar 3.0 Credits**
 The purpose of this course is to encourage critical inquiry and collaboration. This course provides students the ability to apply key skills in human resource management either through an Applied Action Research assignment or through an internship. Students must submit a request form to the HR Academic Director and receive written permission before enrolling the course. Prerequisites: GM 510, GM 520, GM 563, GM 565, GM 570, and CGPA of 3.50 or better.
- GM625 Labor Relations & Employment Law 3.0 Credits**
 This course focuses on essential aspects of employment law at the international, federal, and state levels throughout the employment life cycle, from hiring through termination. Students will have the opportunity to apply topics through applied learning assignments in order to develop a solid understanding on how to implement appropriate and effective HR policies and procedures for an organization.
- GM630 Energy Economics 3.0 Credits**
 This course provides the student with an overview of energy production, transportation and usage and how economics, technology, and sustainability issues interact. Students examine traditional non-renewable energy sources and renewable sources. The course studies worldwide markets for energy and the need for conservation, and considers further exploitation and improved technology. Prerequisites: GM561
- GM640 International Management 3.0 Credits**
 This course focuses on leading a global enterprise, including the challenges of managing across national boundaries and within foreign countries, and the coordination of global management programs. It introduces the nature of international operations, including issues of culture, politics, physical geography, and infrastructure.
- GM691 Strategic Management Seminar 3.0 Credits**
 This course integrates leadership skills and knowledge from all functional business areas to develop, implement and evaluate organizational strategic plans. This capstone course challenges students to work cooperatively to design a complex organization using concepts learned throughout the course of study. Note: This course may not be transferred into the program. Prerequisites: Completion of all M.B.A. coursework at the 500 level.
- HCA201 Introduction to Healthcare Mgmt 3.0 Credits**
 This course introduces the contemporary and historical nature, organization, functions, policies, processes, structures, tasks, roles, and personnel within the complex inter-related healthcare systems in the United States. Global healthcare systems and perspectives will also be explored. It includes a general overview of fundamental management principles and practices within the healthcare environment, as well as the ever-changing infrastructure of the health-services industry. Current political, economic, ethical, professional, legal, financial, patient, and technological topics will be explored
- HCA315 Fundamentals of Epidemiology 3.0 Credits**
 Epidemiology is one of the pillars of public health. Epidemiologists study the distribution and determinants of disease in human populations; they also develop and test ways to prevent and control disease. The discipline covers the full range of disease occurrence, including genetic and environmental causes for both infectious and noninfectious diseases. Increasingly, epidemiologists view causation in the broadest sense, as extending from molecular factors at the one extreme, to social and cultural determinants at the other.
- HCA340 Healthcare Finance 3.0 Credits**
 This course offers a systemic overview of the financial operations common of healthcare organizations, both in the private and public sector. Upon completion students will have gained an understanding of various day-to-day financial components enabling healthcare service delivery. Student will acquire a foundational understanding of healthcare financial tools and how to apply these tools. Prerequisites: HCA201 Introduction to Healthcare Administration and FM224 Principles of Financial Management.
- HCA350 Healthcare Systems & Quality Mgmt 3.0 Credits**
 This course explores issues related to organized delivery systems and the role of healthcare organizations within them. The course blends practice with theory, introducing issues common to the success or failure of health care systems. Additionally, this course introduces the concept of quality and the process of quality improvement across the health care continuum. This course focuses on the history and evolution of quality; its terms, principles, theories, and practices. The student is introduced to a diverse collection of methods of improving quality; including but not limited to: continuous quality improvement, total quality management, and to the guidelines for implementing these quality improvement processes. Prerequisite- HCA201 Introduction to Healthcare Management

HCA360 Healthcare Ethics, Policy, and Law 3.0 Credits

Engaging students in critical thinking, this class combines an overview of how policymaking interacts with legal and ethical issues in the healthcare environment. This course provides a framework for exploring how the interrelationship of policy making in the United States embedded in our legal system has ethical implications for all stakeholders. Students will develop an understanding of approaches and methods in policy making and how policy affects and is affected by our legal system. There will be an emphasis on analyzing healthcare ethical issues that arise in the enactment of policy and law. Prerequisites: HCA201 or EMSP300.

HCA390 Healthcare Admin Internship 3.0 Credits

This course provides an opportunity to gain exposure to and experience in the administration of healthcare organizations. The internship typically is completed during the junior or senior year but can be completed earlier with the approval of the academic advisor. The internship should be arranged with the assistance of the major internship advisor. An agreement is drawn up and approved by the student, the proposed employer, and the major internship advisor. Internships require a minimum of 55 hours of on-the-job work for each hour of credit. Evaluation is made by the major internship advisor and in consultation with the employer. Prerequisites: junior class standing, permission of the academic advisor and the Dean or Dean's designee.

HCA450 Leadership & Management Healthcare 3.0 Credits

This course provides a micro and macro-overview of management and leadership principles and practices focusing on healthcare organizational systems in the United States. Global perspectives will be introduced as well. Students will develop an appreciation and awareness for the complexities of healthcare institutions and their roles as leaders interacting with a myriad of constituencies embedded within complex systems. Combining theory, an examination of their own behavior, and individual and group experiential exercises, students will learn to apply their knowledge to address organizational, systemic and leadership challenges inherent within the healthcare arena. Prerequisites- HCA201 Introduction to Healthcare Management, MN321 Organizational Behavior and MN201 Principles of Management.

HCA495 Senior Independent Project 4.0 Credits

The student will develop a project arranged with the assistance of the major advisor and the approval of the Dean or Dean's designee. Projects include a thesis, business plan, or other significant research project. Prerequisites: senior class standing; declared major in the College of Business or permission of the Dean or Dean's designee.

HS132 Reel History: Amer Stories on Film 3.0 Credits

How is history portrayed on film? How do Hollywood blockbusters, cult favorites and thought-provoking documentaries represent historical episodes and events? In this course, modern American history is explored through the media of film. Using constructions of race, class, gender, and sexuality, we examine cinematic depictions of topics such as slavery, the World Wars, the Counterculture, women's rights and recent history through the fascinating world of film. Addresses GLE Learning Outcomes Humanities (HM), and Intercultural Knowledge (IK).

HS199 Independent Study in History 0.0 Credits

Independent Study in History (1-3 credits). 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 Dean or their designee

HS200 Who's Who in American History 3.0 Credits

This course takes a biographical approach to topics of power and influence in American history. Students will study leaders in activism/reform, politics, business, the military, popular culture and other spheres, to reveal constructions of power and diverse forms of national influence. From presidents to crusading change-agents, focuses could include President George Washington, Dolley Madison, Frederick Douglass, Sitting Bull, Chief Joseph, Ida Tarbell, J. Edgar Hoover, FDR, Marilyn Monroe, Malcolm X, Jackie Kennedy or Jay Z. As students explore the mystique of these historical game-changers, they will enhance their understanding of how power works to shape a nation, and who really is who in American history. Addresses GLE Learning Outcomes Humanities (HM), Critical Reading (CR), Intercultural Awareness (IK).

HS201 US History to the War of 1812 3.0 Credits

A survey of the political and social development of the United States from colonial origins to the second war for independence against Great Britain. Topics include Puritan Massachusetts, relations with Native Americans, origins of slavery, independence and the Constitution, and the early Republic. Addresses GLE Learning Outcomes Humanities (HM), Critical Reading (CR), and Written Communication (WC).

- HS202 American History Slavery/Civil War 3.0 Credits**
An examination of the critical period from 1815 to the end of Reconstruction in 1877. Topics include early industrialization, Jacksonian politics, slavery and abolition, women’s rights movement, territorial expansion, Civil War, and the Reconstruction of the South. Addresses GLE Learning Outcomes Humanities (HM), Critical Reading (CR), and Written Communication (WC).
- HS203 War & Peace: America 1877-1945 3.0 Credits**
During the period from the end of Reconstruction through World War II the United States became an urbanized, industrialized nation and a global power. To understand this transformation, the course will examine the experience of African Americans in the South and Native Americans in the West, the struggles between labor and capital, the Progressive responses to industrial America, and the experience of women and immigrants. The paramount importance of World War I, the Great Depression, and World War II will also be explored along with the dynamic social and cultural impulses that marked the first half of the twentieth century.
- HS204 U.S. History Since 1945 3.0 Credits**
Contemporary history of the United States. Particular attention will be paid to national politics (Truman to Nixon to Reagan), the Cold War and its domestic impact, along with movements to extend rights to women and minorities. Addresses GLE Learning Outcomes Humanities (HM), Critical Reading (CR), and Written Communication (WC).
- HS206 Protest in America 3.0 Credits**
Exploration of popular protest movements from Colonial times to the present, including episodes of resistance against established legal, political and cultural codes and practices, and movements seeking social change and justice. Examples of cases include Revolutionary-era rebellion, Civil Rights movements, Abolitionism, women’s equality campaigns, antiwar protests, Native American rights struggles, gay rights, and labor-activism conflicts. The evolution of public demonstrations from radical roots to mainstream assimilation will also be addressed. Students gain understanding of tensions between enshrined rights and their controversial interpretations, and explore the cultural, political and legal contexts of popular protest movements. They also gain perspectives on protest movements we witness today.
- HS210 Sports Cultures & American History 3.0 Credits**
Sports offer a unique and multi-hued window into American society, culture and history. In this course, we will survey the development of sports cultures in the US since 1850, examining issues and case studies on topics such as gambling, professionalism, and exploitation. Addresses GLE Learning Outcomes Humanities (HM), Critical Reading (CR), Ethical Reasoning (ER), and Written Communication (WC).
- HS214 Popular History Today 3.0 Credits**
This course acquaints students with the field of public history. The course will examine the various ways in which stories of the past are presented to the general public—for the benefit of the citizenry and in a public venue. It is especially useful for students considering careers in public service, historical museums, historic sites, historical societies, archives, historic preservation, digital history, and filmmaking. By gaining a familiarity with the professional standards and skills applicable in field, the course will also assist students seeking professional internships.
- HS222 Gods & Gladiators: Anc. Greece/Rome 3.0 Credits**
This course examines the history of Ancient Greece and Rome from 900 B.C.E. to the transformation of the Roman Empire in the fifth century C.E. We will explore the ways ancient Greeks and Romans lived and how they thought about themselves, their relations with one another, the gods, and the state. During these centuries Greece and Rome underwent a series of profound social, cultural, economic, and political changes as they made the transition from localized communities to global empires. To better understand this transition, the course will focus on several major topics, including the Greek city-state, Classical Greece, the rise of Macedonia and Alexander the Great, the Hellenistic world, the Roman Republic, and the Roman Empire. While charting larger historical developments, we will also examine everyday life in Western history and the central roles of religion and war. GLE Learning Outcomes Humanities (HM), Written Communication (WC), and Intercultural Knowledge (IK).
- HS223 Knight/Shining Armor: Middle Ages 3.0 Credits**
This course examines selected themes in European history from the early Middle Ages (600s) through the crisis of late medieval society (1400s). During this period Europe underwent a series of profound social, cultural, economic, and political changes as it made the transition from late Antiquity to the early Renaissance. To better understand this transition, the course will focus on several major topics, including Charlemagne and the Carolingian Empire, England and the emergence of the medieval state, the Crusades, the Hundred Years’ War, and the Black Death. While charting larger historical developments, we will also examine everyday life in Western history and the central roles of religion and war.

- HS224 Renaissance to Napoleon 3.0 Credits**
This course examines the history of Europe from the waning days of the Middle Ages through the early nineteenth century. During this period Europe underwent a series of profound changes as it made the transition from the medieval period to the modern era. To understand these changes, the course will focus on several major topics, including the Renaissance, the Reformation and Counter-Reformation, absolutism, the Enlightenment, the French Revolution, European expansion, global warfare, and the emergence of the modern nation-state. Addresses GLE Outcomes Humanities (HM), Written Communication (WC), and Intercultural Knowledge (IK).
- HS228 Witches: Witch Hunts/Early Mod Hist 3.0 Credits**
This course introduces Early Modern Transatlantic history through the lens of witch-hunts. Witchcraft persecutions and trials on both sides of the Atlantic are explored within evolving civic, cultural, religious, political, popular and folkloric and legal spheres. Topics include a series of witch-hunts from Scotland to New England, cunning folk, wise women, Malleus Maleficarum, Witches' Sabbath and others, addressed within contemporary gender, class, and property-ownership norms and Early Modern European and Colonial American historical progressions. Students learn how targeting and punishing those accused of witchcraft shaped cultural attitudes and biases, some of which endure to this day. Addresses GLE Outcomes Humanities (HM), Written Communication (WC), and Intercultural Knowledge (IK).
- HS229 Thrones/Drones: Mod European Hist 3.0 Credits**
Political, social, economic, and military developments in Europe since 1815. Topics range from the settlement of 1815, subsequent Great Power rivalries, the Industrial Revolution, the World Wars, Fascism, Communism and the development of the European Union (EU).
- HS235 Topics in World History 3.0 Credits**
Study of a historical topic in World history chosen by the professor.
- HS240 American Environmental History 3.0 Credits**
How have Americans altered the world around them and what have been the consequences of those alterations? This course explores the changing relationship between human beings and the natural world in the United States from the colonial to the present with an emphasis on modern America. Major themes include industrialization and urbanization, public health, conservation, the environmental movement, environmental justice, and ecofeminism. Addresses GLE Learning Outcomes Humanities (HM), Written Communication (WC), and Intercultural Knowledge (IK).
- HS246 Multimedia History 3.0 Credits**
In this course, students use digital-literacy tools and platforms to engage in and deliver historical content in exciting new ways. and digital material by academic and popular historians, public-history leaders and social-media influencers guide students in new modes of historical documentation and presentation, with attention to purpose, bias, and data-usage. Students create applied historical knowledge using cloud-based, digital-timeline/mapping, virtual tours, audio and screencast-based tools, and other platforms. Incorporating experiment, inquiry and time for play, students train digital lenses on episodes from the past and historic sites. In the process, they build valuable digital-literacy skills and personal agency as creators of historical content.
- HS275 History Workshop 3.0 Credits**
In this course, students study the foundations, principles and techniques of historical research and apply them in creating their own history projects. From the idea stage to final presentation, students explore, research, write, collaborate and present on a topic of their choosing, using appropriate traditional and digital platforms. The course affords students immersive experience with historical topics in imaginative and creative ways
- HS299 Independent Study in History 0.0 Credits**
Independent Study in History (1-3 credits). 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 Dean or their designee.
- HS308 Sea to Shining Sea: US Geography 3.0 Credits**
What are the forces that have shaped the geography of the United States and North America? Beginning with the physical environment of North America and Native American geography during the era of the European invasions, we will explore the spatial dimensions of the major processes that have shaped the United States and North America since the 1600s: European colonization and resettlement, demography and migration, agriculture, industrialization, urbanization, and the expansion of transportation systems. Additional topics include race and ethnicity, gender, consumerism, cultural and economic systems, and the environment.

- HS310 Oral History 3.0 Credits**
This course offers students an introduction to both long-standing standards and practices in oral history, and innovations resulting from technological change. Through the examination of case studies, the course also allows students to explore the various ways oral testimony can be used in traditional academic historical interpretations, as well as a wide variety of public history enterprises, including community and local projects, institutional projects, television, radio, film, and museums.
- HS313 The Civil War 3.0 Credits**
This course explores a seminal period in American history from the sectional crisis of the 1850s to the end of Reconstruction in 1877. The Civil War lasted four years, 1861 to 1865, and it contributed to debates about nationalism, citizenship, the morality of violence, and the power and expanse of the federal government. The crisis of disunion resulted in a devastating war that saw death on a monumental scale, millions displaced, and the emancipation of four million enslaved Americans. The conflict also initiated profound transformations in American society and culture. The legacy of the Civil War continues to reverberate today in American history and memory.
- HS314 Lady Liberty: Am. Immigrant History 3.0 Credits**
America has been described as a nation of immigrants, and connections between immigrant settlement and national identity have long endured. These themes are examined in this course, including the centuries of immigrant waves, conflicts over ethnic acceptability, restriction, and exclusion, the rise and durability of nativist hostilities, and major political actions taken to regulate immigrant arrival. Controversial topics of ethnic-identity, border-control, immigrant humanitarian crises, migrant-work, and the continued politicization of immigration illuminate a historical theme with enduring impact today.
- HS319 History of New England 3.0 Credits**
This course explores the regional history of New England from the early modern era (1600s) through the twenty-first century. We will examine Native American history and culture, the Pilgrim and Puritan migrations, the role of New England in the American Revolution, industrialization in the nineteenth century, deindustrialization, and the modern evolution of the region. We will strive to connect the local with the regional and the regional with national and international events and developments. The course will consider issues of religion, race, class, gender, economics, and politics to explore the dynamics of New England's variegated past.
- HS320 African-American History 3.0 Credits**
This course explores the history of African Americans from the colonial era (1600s) through the twenty-first century. Following the European colonization of North America and the enslavement and forced transportation of Africans across the Atlantic, Africans and their American-born descendants encountered a host of challenges in their quest to create homes, families, and vibrant cultures. We will explore this centuries-long journey of African Americans to create spaces and places of belonging as they also sought freedom and justice and a seat at the table. The course will consider issues of religion, race, class, gender, culture, economics, and politics to explore the many dimensions of the African American experience in the United States.
- HS322 American Gender History 3.0 Credits**
Gender identity plays a role in how women and men negotiate their everyday lives, and in how meanings of femininity and masculinity have changed over time. This course explores American gendered historical experiences from the era of the North American colonies onward. Focuses on gender according to class, race, and sexual preference. From witchcraft to suffrage and revolution to LGBTQI+ identities today, this course explores gender identity in the American historical record.
- HS323 Big Idea: Am. Intellectual History 3.0 Credits**
This course introduces students to great thinkers, powerful intellectual developments, progress in industry, government, education, the arts, and intellectual forces that have shaped the U.S. since its inception and constructed its national identity. The Great American Experiment will be probed from multiple perspectives, and student projects will explore aspects of American national identity based on one or more of its formative Big Ideas. The course will be useful for students considering careers in public service, cultural institutions, education, law, and non-profits.
- HS329 The National Parks 3.0 Credits**
This course acquaints students with the history of national parks in the United States and opportunities for employment in the National Park Service. Students will gain familiarity with cultural and natural resource management in the national parks. Students will also explore the various challenges and opportunities in the National Park Service—ideally preparing them for an internship at an NPS site.
- HS337 Nazi Germany 3.0 Credits**
In-depth study of Hitler's rise to power, 1919–1933, and the totalitarian dictatorship established by the Nazi Party, 1933–1945. Role of ideology; use of terror and the secret police; control of economic and social life; propaganda and the manipulation of culture and art; racial policies and the Holocaust; military aggression and World War II.

- HS495 Internship in Public History 0.0 Credits**
Internship in Public History (3-6 credits). A public history internship carrying variable credit depending on the length and the professional responsibilities of the experience. The credit value is determined at the time of registration and placement with completion of the standard internship contract. Prerequisite: recommendation of History Faculty.
- HS496 Independent Study in Public History 3.0 Credits**
Offers an opportunity for students to explore an area of study not included in the Catalog listing of approved courses. The topic of the Independent Study should be selected and carefully designed by the student and the faculty sponsor, and must meet the approval of the College Dean. Normally, the student will be expected to have a cumulative grade point average of 3.00 and possess the appropriate background and interest to pursue the proposed area of study. Independent Study courses are assigned the number of 396 or 496 depending on the level of the course.
- HS499 Independent Study in History 0.0 Credits**
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 College Dean or their designee.
- HU101 Introduction to Human Services 3.0 Credits**
This course introduces the human services profession and interweaves contemporary themes of strength, human rights and social issues. It covers the three broad areas of practice in social work and human services (case work, group work and community organization), policy analysis and formulation, management issues, budgeting and grant writing. We also explore the different levels of social work (micro, mezzo and macro). The course content is centered on discussion and exercises based on cases from the different levels and areas of social work and human service advocacy.
- HU211 Death & Dying 3.0 Credits**
This course is designed to introduce students to basic concepts of death and dying across the lifespan. In addition, students are challenged to examine their own personal attitudes and beliefs toward the issues discussed, including but not limited to psychological, medical, legal, ethical, religious, and cultural aspects of death, dying, and bereavement. It is designed to help students understand the many dimensions of death and dying.
- HU220 Creating a Family 3.0 Credits**
This course examines the process of contraception, conception, fetal development and human birth. It emphasizes the emergent technologies of human reproduction, assisted fertility technologies, prenatal diagnosis and treatment, as well as alternative means of family formation, including same sex couples, single parents, blended families and adoption. While this course will focus on the social, cultural, political and historical context for development and application of these technologies, there will be an emphasis on women from underserved populations.
- HU320 Social Welfare Policy 3.0 Credits**
Examines national policies and programs which directly influence the quality of life for all citizens. Focusing on areas such as health, education, civil rights, welfare, and the justice system, the course looks at the history of American social policy, social theory, policy process, evolving social policy issues, and national efforts at reform. Prerequisites: Any 200 level Sociology course, or permission of instructor.
- HU489 Senior Human Services Seminar 3.0 Credits**
This capstone course provides an integrative practicum/research experience in the field of human services. The major objective of this course is to examine, through research and analysis, the practice models used, the practical skills and challenges of working in various human service settings that have been identified and partially explored in the courses taken for the human services major and to examine issues related to students' future work in the profession. Prerequisites: Senior standing, and PS340
- HU495 Human Services Internship 3.0 Credits**
Qualified students work under supervision in a hands-on learning environment in the field to further their skills in human service work. Placements are limited, but opportunities are accorded students of exceptional ability. Prerequisites: 18 credit hours in human services or sociology, junior or senior standing, permission of advisor, acceptance by a sponsoring institution, and a 2.50 GPA. The GPA requirement may be waived with permission of the Human Services Department faculty.

- IB364 International Business 3.0 Credits**
Essential elements of international business will be covered from the manager's viewpoint. Discussion will include the human and cultural environment of the multinational organization, foreign exchange, finance, trade barriers, etc. Prerequisites: ET101, FM224.
- IB365 International Marketing 3.0 Credits**
The structure of foreign as well as home-based marketing and the financial features of international marketing. Prerequisites: ET101, FM224, IB364. Fall, even years
- ID001 Intern/Indep/DS Pending 3.0 Credits**
A placeholder course (ID 001) for all individualized courses of study (internship, independent study, or directed study). Students register for ID001 during their designated registration time. The appropriate paperwork must be completed, approved, and submitted by the last day of the add/drop period of the term/semester in which the course is to take place.
- ID103 Practicum Fitzwater Center I 1.0 Credit**
This practicum is designed to provide students of any major with highly transferable and individualized experience in communication media technology, management, marketing and communication. The student will be actively involved in: - student media outlets, including PoliticsFitzU, The Pierce Arrow, WFPC-LP 105.3 FM, Fitzwater Productions, Ravens Sports Network (non-game coverage); and/or - the development and delivery of a broad range of Fitzwater Center programming, including but not limited to Constitution Day observances, The Presidency & The Press, IndieLens Pop-up film screenings, Fitzwater Honors events, podcast development, or video projects; and/or - professional partnerships that include the Granite State News Collaborative, NHPBS, Citizens Count, the Franklin Pierce Law Center at UNH, Radically Rural/The Keene-Sentinel and the Hannah Grimes Center for Entrepreneurship, and state civics organization. Under the direction of professional Fitzwater Center staff, and depending on the numbers enrolled, students will work as individuals or in small teams on one or more projects, acting in any number of appropriate roles, including but not limited to event planner, engagement specialist, writer, producer, on-air talent, and audio specialist. As the practicum begins, students will be exposed to a broad range of opportunities for professional development; in a few weeks, they will self-select the skills and relevant projects they seek to focus on, including in management, technology and communication. The student must work a minimum of 40 hours per semester, primarily in the field but also in weekly production meetings. Prerequisite: None. Offered in Fall and Spring semesters, Winter Term, Summer Terms 1 and 2. May be repeated for general elective credit. Honors credit is available.
- ID104 Practicum Fitzwater Center II 1.0 Credit**
This practicum is designed to provide students of any major with highly transferable and individualized experience in communication media technology, management, marketing and communication. The student will be actively involved in: - student media outlets, including PoliticsFitzU, The Pierce Arrow, WFPC-LP 105.3 FM, Fitzwater Productions, Ravens Sports Network (non-game coverage); and/or - the development and delivery of a broad range of Fitzwater Center programming, including but not limited to Constitution Day observances, The Presidency & The Press, IndieLens Pop-up film screenings, Fitzwater Honors events, podcast development, or video projects; and/or - professional partnerships that include the Granite State News Collaborative, NHPBS, Citizens Count, the Franklin Pierce Law Center at UNH, Radically Rural/The Keene-Sentinel and the Hannah Grimes Center for Entrepreneurship, and state civics organization. Under the direction of professional Fitzwater Center staff, and depending on the numbers enrolled, students will work as individuals or in small teams on one or more projects, acting in any number of appropriate roles, including but not limited to event planner, engagement specialist, writer, producer, on-air talent, and audio specialist. As the practicum begins, students will be exposed to a broad range of opportunities for professional development; in a few weeks, they will self-select the skills and relevant projects they seek to focus on, including in management, technology and communication. The student must work a minimum of 40 hours per semester, primarily in the field but also in weekly production meetings. Prerequisite: None. Offered in Fall and Spring semesters, Winter Term, Summer Terms 1 and 2. May be repeated for general elective credit. Honors credit is available.
- ID105 Practicum Ravens Sports Network I 1.0 Credit**
This practicum is designed to provide students of any major with highly transferable experience in all aspects of live field production, from pre-production through production, as on-air talent, behind-the-scenes crew, or as an assistant producer/director. Through Ravens Sports Network, and under the direction of professional Fitzwater Center staff, students will work in teams of 4-6 to deliver professional-level livestreaming of Ravens Athletics to the FloCollege global platform, launched in 2024. As the semester begins, students will be exposed to a broad range of opportunities for professional development; at the end of the first month, they will self-select the skills they seek to focus on, including in management, technology and communication. The student must work a minimum of 40 hours per semester, primarily in the field but also in weekly production meetings. Prerequisite: None. Offered in Fall and Spring semesters, Winter Term, Summer Terms 1 and 2; post-regular season championship practicum possible. May be repeated for general elective credit. Honors credit is available.

ID106 Practicum Ravens Sports Network II 1.0 Credit

This practicum is designed to provide students of any major with highly transferable experience in all aspects of live field production, from pre-production through production, as on-air talent, behind-the-scenes crew, or as an assistant producer/director. Through Ravens Sports Network, and under the direction of professional Fitzwater Center staff, students will work in teams of 4-6 to deliver professional-level livestreaming of Ravens Athletics to the FloCollege global platform, launched in 2024. As the semester begins, students will be exposed to a broad range of opportunities for professional development; at the end of the first month, they will self-select the skills they seek to focus on, including in management, technology and communication. The student must work a minimum of 40 hours per semester, primarily in the field but also in weekly production meetings. Prerequisite: None. Offered in Fall and Spring semesters, Winter Term, Summer Terms 1 and 2; post-regular season championship practicum possible. May be repeated for general elective credit. Honors credit is available.

ID113 Experiential Travel 1 1.0 Credit

This practicum is designed to provide students of any major with an augmented travel experience. The student will prepare for the travel experience by learning about the country(ies) history, language, and customs prior to departure and will complete a culminating reflection on the experience. The student enrolls in the practicum in the semester preceding the schedule travel. May be repeated for general elective credit

ID114 Experiential Travel 2 1.0 Credit

This practicum is designed to provide students of any major with an augmented travel experience. The student will prepare for the travel experience by learning about the country(ies) history, language, and customs prior to departure and will complete a culminating reflection on the experience. The student enrolls in the practicum in the semester preceding the schedule travel. May be repeated for general elective credit.

ID132 Irish Identity: Art and Music 3.0 Credits

This course introduces students to traditional Irish art and musical forms, including fine arts, music, dance, film, illuminated manuscripts, folkloric and other conceptual representations. Students taking this arts-based interdisciplinary approach will examine how artistic and musical expression manifested at key stages in the evolution of Ireland's history, society, and culture.

ID203 Practicum Fitzwater Center III 1.0 Credit

This practicum is designed to provide students of any major with highly transferable and individualized experience in communication media technology, management, marketing and communication. The student will be actively involved in: - student media outlets, including PoliticsFitzU, The Pierce Arrow, WFPC-LP 105.3 FM, Fitzwater Productions, Ravens Sports Network (non-game coverage); and/or - the development and delivery of a broad range of Fitzwater Center programming, including but not limited to Constitution Day observances, The Presidency & The Press, IndieLens Pop-up film screenings, Fitzwater Honors events, podcast development, or video projects; and/or - professional partnerships that include the Granite State News Collaborative, NHPBS, Citizens Count, the Franklin Pierce Law Center at UNH, Radically Rural/The Keene-Sentinel and the Hannah Grimes Center for Entrepreneurship, and state civics organization. Under the direction of professional Fitzwater Center staff, and depending on the numbers enrolled, students will work as individuals or in small teams on one or more projects, acting in any number of appropriate roles, including but not limited to event planner, engagement specialist, writer, producer, on-air talent, and audio specialist. As the practicum begins, students will be exposed to a broad range of opportunities for professional development; in a few weeks, they will self-select the skills and relevant projects they seek to focus on, including in management, technology and communication. The student must work a minimum of 40 hours per semester, primarily in the field but also in weekly production meetings. Prerequisite: None. Offered in Fall and Spring semesters, Winter Term, Summer Terms 1 and 2. May be repeated for general elective credit. Honors credit is available.

ID204 Practicum Fitzwater Center IV 1.0 Credit

This practicum is designed to provide students of any major with highly transferable and individualized experience in communication media technology, management, marketing and communication. The student will be actively involved in: - student media outlets, including PoliticsFitzU, The Pierce Arrow, WFPC-LP 105.3 FM, Fitzwater Productions, Ravens Sports Network (non-game coverage); and/or - the development and delivery of a broad range of Fitzwater Center programming, including but not limited to Constitution Day observances, The Presidency & The Press, IndieLens Pop-up film screenings, Fitzwater Honors events, podcast development, or video projects; and/or - professional partnerships that include the Granite State News Collaborative, NHPBS, Citizens Count, the Franklin Pierce Law Center at UNH, Radically Rural/The Keene-Sentinel and the Hannah Grimes Center for Entrepreneurship, and state civics organization. Under the direction of professional Fitzwater Center staff, and depending on the numbers enrolled, students will work as individuals or in small teams on one or more projects, acting in any number of appropriate roles, including but not limited to event planner, engagement specialist, writer, producer, on-air talent, and audio specialist. As the practicum begins, students will be exposed to a broad range of opportunities for professional development; in a few weeks, they will self-select the skills and relevant projects they seek to focus on, including in management, technology and communication. The student must work a minimum of 40 hours per semester,

primarily in the field but also in weekly production meetings. Prerequisite: None. Offered in Fall and Spring semesters, Winter Term, Summer Terms 1 and 2. May be repeated for general elective credit. Honors credit is available.

ID205 Practicum Ravens Sports Network III 1.0 Credit

This practicum is designed to provide students of any major with highly transferable experience in all aspects of live field production, from pre-production through production, as on-air talent, behind-the-scenes crew, or as an assistant producer/director. Through Ravens Sports Network, and under the direction of professional Fitzwater Center staff, students will work in teams of 4-6 to deliver professional-level livestreaming of Ravens Athletics to the FloCollege global platform, launched in 2024. As the semester begins, students will be exposed to a broad range of opportunities for professional development; at the end of the first month, they will self-select the skills they seek to focus on, including in management, technology and communication. The student must work a minimum of 40 hours per semester, primarily in the field but also in weekly production meetings. Prerequisite: None. Offered in Fall and Spring semesters, Winter Term, Summer Terms 1 and 2; post-regular season championship practicum possible. May be repeated for general elective credit. Honors credit is available.

ID206 Practicum Ravens Sports Network IV 1.0 Credit

This practicum is designed to provide students of any major with highly transferable experience in all aspects of live field production, from pre-production through production, as on-air talent, behind-the-scenes crew, or as an assistant producer/director. Through Ravens Sports Network, and under the direction of professional Fitzwater Center staff, students will work in teams of 4-6 to deliver professional-level livestreaming of Ravens Athletics to the FloCollege global platform, launched in 2024. As the semester begins, students will be exposed to a broad range of opportunities for professional development; at the end of the first month, they will self-select the skills they seek to focus on, including in management, technology and communication. The student must work a minimum of 40 hours per semester, primarily in the field but also in weekly production meetings. Prerequisite: None. Offered in Fall and Spring semesters, Winter Term, Summer Terms 1 and 2; post-regular season championship practicum possible. May be repeated for general elective credit. Honors credit is available.

ID291 Interdisciplinary Internship 0.0 Credits

This course is for students pursuing an internship opportunity outside of the student's major program. Internship level to be determined by student class standing and level of responsibility expected by internship. Credit hours to be determined by amount of hours required by internship, with a general guide being 45 hours of work equals 1 credit. The standard Internship Contract will have to be completed, submitted, and approved. Prerequisite: Sophomore standing

ID303 Practicum Fitzwater Center V 1.0 Credit

This practicum is designed to provide students of any major with highly transferable and individualized experience in communication media technology, management, marketing and communication. The student will be actively involved in: - student media outlets, including PoliticsFitzU, The Pierce Arrow, WFPC-LP 105.3 FM, Fitzwater Productions, Ravens Sports Network (non-game coverage); and/or - the development and delivery of a broad range of Fitzwater Center programming, including but not limited to Constitution Day observances, The Presidency & The Press, IndieLens Pop-up film screenings, Fitzwater Honors events, podcast development, or video projects; and/or - professional partnerships that include the Granite State News Collaborative, NHPBS, Citizens Count, the Franklin Pierce Law Center at UNH, Radically Rural/The Keene-Sentinel and the Hannah Grimes Center for Entrepreneurship, and state civics organization. Under the direction of professional Fitzwater Center staff, and depending on the numbers enrolled, students will work as individuals or in small teams on one or more projects, acting in any number of appropriate roles, including but not limited to event planner, engagement specialist, writer, producer, on-air talent, and audio specialist. As the practicum begins, students will be exposed to a broad range of opportunities for professional development; in a few weeks, they will self-select the skills and relevant projects they seek to focus on, including in management, technology and communication. The student must work a minimum of 40 hours per semester, primarily in the field but also in weekly production meetings. Prerequisite: None. Offered in Fall and Spring semesters, Winter Term, Summer Terms 1 and 2. May be repeated for general elective credit. Honors credit is available.

ID304 Practicum Fitzwater Center VI 1.0 Credit

This practicum is designed to provide students of any major with highly transferable and individualized experience in communication media technology, management, marketing and communication. The student will be actively involved in: - student media outlets, including PoliticsFitzU, The Pierce Arrow, WFPC-LP 105.3 FM, Fitzwater Productions, Ravens Sports Network (non-game coverage); and/or - the development and delivery of a broad range of Fitzwater Center programming, including but not limited to Constitution Day observances, The Presidency & The Press, IndieLens Pop-up film screenings, Fitzwater Honors events, podcast development, or video projects; and/or - professional partnerships that include the Granite State News Collaborative, NHPBS, Citizens Count, the Franklin Pierce Law Center at UNH, Radically Rural/The Keene-Sentinel and the Hannah Grimes Center for Entrepreneurship, and state civics organization. Under the direction of professional Fitzwater Center staff, and depending on the numbers enrolled, students will work as individuals or in small teams on one or more projects, acting in any number of appropriate roles, including but not limited to event planner, engagement specialist, writer, producer, on-air talent, and audio specialist. As the practicum begins, students will be exposed

to a broad range of opportunities for professional development; in a few weeks, they will self-select the skills and relevant projects they seek to focus on, including in management, technology and communication. The student must work a minimum of 40 hours per semester, primarily in the field but also in weekly production meetings. Prerequisite: None. Offered in Fall and Spring semesters, Winter Term, Summer Terms 1 and 2. May be repeated for general elective credit. Honors credit is available.

ID305 Practicum Ravens Sports Network V 1.0 Credit

This practicum is designed to provide students of any major with highly transferable experience in all aspects of live field production, from pre-production through production, as on-air talent, behind-the-scenes crew, or as an assistant producer/director. Through Ravens Sports Network, and under the direction of professional Fitzwater Center staff, students will work in teams of 4-6 to deliver professional-level livestreaming of Ravens Athletics to the FloCollege global platform, launched in 2024. As the semester begins, students will be exposed to a broad range of opportunities for professional development; at the end of the first month, they will self-select the skills they seek to focus on, including in management, technology and communication. The student must work a minimum of 40 hours per semester, primarily in the field but also in weekly production meetings. Prerequisite: None. Offered in Fall and Spring semesters, Winter Term, Summer Terms 1 and 2; post-regular season championship practicum possible. May be repeated for general elective credit. Honors credit is available.

ID306 Practicum Ravens Sport Network VI 1.0 Credit

This practicum is designed to provide students of any major with highly transferable experience in all aspects of live field production, from pre-production through production, as on-air talent, behind-the-scenes crew, or as an assistant producer/director. Through Ravens Sports Network, and under the direction of professional Fitzwater Center staff, students will work in teams of 4-6 to deliver professional-level livestreaming of Ravens Athletics to the FloCollege global platform, launched in 2024. As the semester begins, students will be exposed to a broad range of opportunities for professional development; at the end of the first month, they will self-select the skills they seek to focus on, including in management, technology and communication. The student must work a minimum of 40 hours per semester, primarily in the field but also in weekly production meetings. Prerequisite: None. Offered in Fall and Spring semesters, Winter Term, Summer Terms 1 and 2; post-regular season championship practicum possible. May be repeated for general elective credit. Honors credit is available.

ID391 Interdisciplinary Internship 0.0 Credits

Interdisciplinary Internship 1-12 credits. This course is for students pursuing an internship opportunity outside of the student's major program. Internship level to be determined by student class standing and level of responsibility expected by internship. Credit hours to be determined by amount of hours required by internship, with a general guide being 45 hours of work equals 1 credit. The standard Internship Contract will have to be completed, submitted, and approved. Prerequisite: Sophomore standing

ID402 Practicum Fitzwater Center VII 1.0 Credit

This practicum is designed to provide students of any major with highly transferable and individualized experience in communication media technology, management, marketing and communication. The student will be actively involved in: - student media outlets, including PoliticsFitzU, The Pierce Arrow, WFPC-LP 105.3 FM, Fitzwater Productions, Ravens Sports Network (non-game coverage); and/or - the development and delivery of a broad range of Fitzwater Center programming, including but not limited to Constitution Day observances, The Presidency & The Press, IndieLens Pop-up film screenings, Fitzwater Honors events, podcast development, or video projects; and/or - professional partnerships that include the Granite State News Collaborative, NHPBS, Citizens Count, the Franklin Pierce Law Center at UNH, Radically Rural/The Keene-Sentinel and the Hannah Grimes Center for Entrepreneurship, and state civics organization. Under the direction of professional Fitzwater Center staff, and depending on the numbers enrolled, students will work as individuals or in small teams on one or more projects, acting in any number of appropriate roles, including but not limited to event planner, engagement specialist, writer, producer, on-air talent, and audio specialist. As the practicum begins, students will be exposed to a broad range of opportunities for professional development; in a few weeks, they will self-select the skills and relevant projects they seek to focus on, including in management, technology and communication. The student must work a minimum of 40 hours per semester, primarily in the field but also in weekly production meetings. Prerequisite: None. Offered in Fall and Spring semesters, Winter Term, Summer Terms 1 and 2. May be repeated for general elective credit. Honors credit is available.

ID404 Practicum Fitzwater Center VIII 1.0 Credit

This practicum is designed to provide students of any major with highly transferable and individualized experience in communication media technology, management, marketing and communication. The student will be actively involved in: - student media outlets, including PoliticsFitzU, The Pierce Arrow, WFPC-LP 105.3 FM, Fitzwater Productions, Ravens Sports Network (non-game coverage); and/or - the development and delivery of a broad range of Fitzwater Center programming, including but not limited to Constitution Day observances, The Presidency & The Press, IndieLens Pop-up film screenings, Fitzwater Honors events, podcast development, or video projects; and/or - professional partnerships that include the Granite State News Collaborative, NHPBS, Citizens Count, the Franklin Pierce Law Center at UNH, Radically Rural/The Keene-Sentinel and the Hannah Grimes Center for Entrepreneurship, and state civics organization. Under the direction of professional Fitzwater Center staff, and depending on the numbers enrolled, students will work

as individuals or in small teams on one or more projects, acting in any number of appropriate roles, including but not limited to event planner, engagement specialist, writer, producer, on-air talent, and audio specialist. As the practicum begins, students will be exposed to a broad range of opportunities for professional development; in a few weeks, they will self-select the skills and relevant projects they seek to focus on, including in management, technology and communication. The student must work a minimum of 40 hours per semester, primarily in the field but also in weekly production meetings. Prerequisite: None. Offered in Fall and Spring semesters, Winter Term, Summer Terms 1 and 2. May be repeated for general elective credit. Honors credit is available.

ID405 Practicum Ravens Sports Network VII 1.0 Credit

This practicum is designed to provide students of any major with highly transferable experience in all aspects of live field production, from pre-production through production, as on-air talent, behind-the-scenes crew, or as an assistant producer/director. Through Ravens Sports Network, and under the direction of professional Fitzwater Center staff, students will work in teams of 4-6 to deliver professional-level livestreaming of Ravens Athletics to the FloCollege global platform, launched in 2024. As the semester begins, students will be exposed to a broad range of opportunities for professional development; at the end of the first month, they will self-select the skills they seek to focus on, including in management, technology and communication. The student must work a minimum of 40 hours per semester, primarily in the field but also in weekly production meetings. Prerequisite: None. Offered in Fall and Spring semesters, Winter Term, Summer Terms 1 and 2; post-regular season championship practicum possible. May be repeated for general elective credit. Honors credit is available.

ID406 Practicum Ravens Sport Network VIII 1.0 Credit

This practicum is designed to provide students of any major with highly transferable experience in all aspects of live field production, from pre-production through production, as on-air talent, behind-the-scenes crew, or as an assistant producer/director. Through Ravens Sports Network, and under the direction of professional Fitzwater Center staff, students will work in teams of 4-6 to deliver professional-level livestreaming of Ravens Athletics to the FloCollege global platform, launched in 2024. As the semester begins, students will be exposed to a broad range of opportunities for professional development; at the end of the first month, they will self-select the skills they seek to focus on, including in management, technology and communication. The student must work a minimum of 40 hours per semester, primarily in the field but also in weekly production meetings. Prerequisite: None. Offered in Fall and Spring semesters, Winter Term, Summer Terms 1 and 2; post-regular season championship practicum possible. May be repeated for general elective credit. Honors credit is available.

ID491 Interdisciplinary Internship 0.0 Credits

This course is for students pursuing an internship opportunity outside of the student's major program. Internship level to be determined by student class standing and level of responsibility expected by internship. Credit hours to be determined by amount of hours required by internship, with a general guide being 45 hours of work equals 1 credit. The standard Internship Contract will have to be completed, submitted, and approved. Prerequisite: Sophomore standing

LS101 Elementary Spanish I 3.0 Credits

Basic oral and written proficiency for daily communication, with an emphasis on the audiovisual method.

LS102 Elementary Spanish II 3.0 Credits

Basic oral and written proficiency for daily communication, with an emphasis on the audiovisual method.

LS105 Language for Travelers 3.0 Credits

Offered in association with any number of Franklin Pierce University international studies courses or programs. Covers practical communication skills in the applicable language(s) and associated cultural characteristics. Addresses GLE Learning Outcomes Humanities (HM) and Intercultural Knowledge (IK).

LS199 Independent Study in Spanish 0.0 Credits

Prerequisites: LS301, senior standing and permission of instructor.

LS201 Intermediate Spanish I 3.0 Credits

Conversational patterns, idioms, dialogues, and special vocabularies for travel and occupations. Prerequisite: LS102 or permission of the instructor.

LS202 Intermediate Spanish II 3.0 Credits

Conversational patterns, idioms, dialogues, and special vocabularies for travel and occupations. Prerequisite: LS102 or permission of the instructor.

LS301	Advanced Spanish Conv & Comp	3.0 Credits
For students who have passed the intermediate level, with intensive drills in conversation and composition in order to achieve a mastery of correct oral and written expression in Spanish. Prerequisite: LS202.		
LS311	Spanish Culture & Civilization	3.0 Credits
A comprehensive survey of Spanish culture and civilization; Prerequisite: LS301 or permission of the instructor.		
LS312	Spanish Amer Culture & Civilization	3.0 Credits
A comprehensive survey of Spanish-American culture and civilization; Prerequisite: LS301 or permission of the instructor.		
LS399	Independent Study in Spanish	0.0 Credits
Prerequisites: LS301, senior standing and permission of instructor.		
LS565	Spanish Healthcare Professionals	2.0 Credits
This elective course is designed for health care providers and students who want to improve communication skills with Spanish-speaking patients and their caregivers by developing sufficient speaking and listening skills to perform physical therapy, nursing or medical assessments and procedures. The course will focus on building vocabulary skills, and communication for discipline specific assessment procedures. Prerequisites: Successful completion of all prior Physical Therapy courses.		
ME009	SCPE	0.0 Credits
ME009 is the centralized course during the PA student's clinical rotations.		
ME010	SCPE Placeholder	10.0 Credits
SPCE Placeholder		
ME015	SCPE Placeholder	15.0 Credits
SCPE Pending		
ME500	Introduction to Clinical Reasoning	1.0 Credit
This course will introduce students to the process of integrating data collection into a patient assessment and plan in lecture and facilitated small-group format. Concepts of differential diagnoses, use of diagnostic studies, and synthesizing data will be discussed. Students will learn oral and written case presentation skills. Students demonstrate competence through written evaluations, small group presentations, and written assignments.		
ME501	Introduction to Health Professions	1.0 Credit
In this course the student will be given the opportunity to: 1) examine the role of the physician assistant in health care delivery and the scope of PA practice; 2) interpret health policy and law; 3) review the physician assistant profession and its history; 4) discuss the ethical dimensions in health care; and 5) recognize the PA role in interprofessional health care.		
ME503	Clinical Pharmacology I	2.0 Credits
This course is the first in a series of four courses designed to introduce students to the broad scope of clinical pharmacology through an organ systems-based approach. The Clinical Pharmacology I course will specifically cover the basic principles of pharmacology, principles of pharmacogenomics, anti-infective agents, and dietary supplements and herbal medications, as well as cover therapeutics used to treat conditions found in the dermatological, ophthalmological, and otorhinolaryngological (ENT) organ systems. During this course, the student will be given the opportunity to demonstrate the ability to: 1) identify the classes of drugs used to treat diseases commonly encountered in a primary care and emergency settings; 2) recognize the commonly used drugs in each class; 3) identify the basic pharmacodynamic properties of each class of drug, the mechanism of action, and important consequences of using each class of drug; 4) recognize the signs and symptoms of common adverse effects and of possible toxic or life-threatening effects of drugs; 5) identify precautions or contraindications to the use of a drug; 6) identify significant drug-drug interactions; 7) recognize the importance of patient education in determining compliance, avoidance of potential problems, and success of therapy; 8) apply statistical and critical thinking skills to evaluate literature data; 9) use resource materials for determining proper usage of chemotherapeutic agents; and 10) understand the role of the physician assistant in writing prescriptions.		
ME504	Pharmacology I	2.0 Credits
This is the first course, in a series of three that provides foundational knowledge by which pharmacotherapies alter the function of cells to relieve symptoms and the physiologic manifestations of disease. The course is an introduction to the principles of drug		

ME520 Professional Seminar I 1.0 Credit

This is the first course in a series of two which introduces the student to the Physician Assistant professional and his/her role in the healthcare system. Topics of discussion include the history of the profession, professional organizations, law's affecting practice, education, stressors of the job, and the future of the profession.

ME522 Mindfulness in Medicine 1.0 Credit

The most efficient way of understanding others is by understanding oneself. This course explores the inner workings of conscious and subconscious awareness through the applied intention of mindfulness. The human psyche is designed to observe, interpret, adapt, take action, and/or change with every piece of information it receives; however, most decisions take place without the conscious mind.

ME523 Diagnostic Methods I 1.0 Credit

This course is the first in a series of three courses designed to introduce students to the different diagnostic methods available for the evaluation and diagnosis of medical conditions. The Diagnostic Methods I course will specifically cover general laboratory tests encountered in primary care as well as an introduction to the different imaging modalities including plain radiography (X-ray), computed tomography (CT), magnetic resonance imaging (MRI), and ultrasonography. During this course, the student will be given the opportunity to: 1) list commonly used diagnostic studies; 2) understand risks associated with these studies; 3) list contraindications to the use of certain studies; 4) provide basic interpretations of each diagnostic study; 5) understand the use of contrast in certain radiological studies; and 6) appreciate the difference between routine, urgent, and emergent studies.

ME524 Clinical Reasoning I 1.0 Credit

The second course in a series of four develops the student's clinical reasoning skills. Students will formulate a differential diagnosis from a patient's history and physical exam using critical thinking. Students will continue to practice interviewing and oral presentation skills.

ME528 Patient Communication & Education 2.0 Credits

This course will introduce students to patient-oriented counseling skills. Building on interviewing techniques learned in Behavioral Medicine, topics will include ways to individualize patient education through the use of motivational interviewing. There will also be continued work to enhance practitioner self-awareness and self-care. Finally, students will participate in sessions with other health care professional students focusing on communication and team building for future interprofessional practice.

ME531 Human Anatomy I 2.0 Credits

This course is the first in a series of four courses designed to acquire understanding of normal clinical anatomy, through an organ systems-based approach. This course will start with a comprehensive review of histology and an in-depth coverage of the integumentary system. It will additionally examine the normal clinical anatomy and physiology associated with eyes, ears, nose and throat. Lectures will be synchronous and include both anatomy and physiology content. We will use programs that provide the opportunity to explore anatomy in a virtual setting. Laboratory assignments will be completed using Visible Body®, Primal Pictures software and Anatomy Physiology Revealed®. Offered Term IV (Summer)

ME532 Intro Epidemiology & Public Health 2.0 Credits

This course provides an introduction to research design and epidemiological methods which form the foundation for understanding evidence-based public health and clinical medicine. Also, the role of the physician assistant in public health assessment and intervention is addressed during this course.

ME533 Basic Sciences I 2.0 Credits

This course is the first in a series of four courses designed to introduce students to the broad scope of pathophysiology through an organ systems-based approach. Students will learn the evaluation, management, and therapeutics by learning the pathophysiology of the different organ systems. This course will explore diseases of the skin and eyes, ears, nose and throat.

ME534 Evidence-Based Medicine 1.0 Credit

This course is designed to help students navigate the medical literature to find answers to clinical questions that are based on valid medical research evidence, referred to as evidence-based medicine (EBM). Understanding of research methods is essential for an effective practice of EBM as future clinicians. During this course, students will learn and practice how to: 1) formulate research and clinical questions; 2) search common databases of available medical literature; 3) differentiate between various types of research studies; 4) recognize different types of biases in research and threats to validity of research findings; 5) compare and contrast different types of sampling methods; 6) critically appraise the literature for selected clinical topics; and 7) appreciate the value of lifelong learning in the health professions.

ME535 Preventive Medicine 2.0 Credits
This course is designed to introduce students to the discipline of health promotion and preventive medicine. Many illnesses that patients suffer from and succumb to could be avoided with timely and appropriate behavioral intervention, screening, and preventive measures. Benjamin Franklin understood this concept in 1736 when he famously stated that “an ounce of prevention is worth a pound of cure”. This Preventive Medicine course will give students the evidence-based knowledge and tools necessary to impart meaningful changes in their patients’ lives. Specifically, the student will be given the opportunity to: 1) gain familiarity with methods to promote overall health and well-being; 2) discuss the importance of identifying risk factors for disease; 3) explore commonly used preventive medicine guidelines; 4) discuss different types of commonly used screening tools; 5) understand common cancer screening guidelines, 6) gain familiarity with routine immunization schedules for both pediatric and adult patients; 7) discuss the importance of smoking cessation for all patients; 8) discuss the social determinants of health and how they impact patient well-being; 9) describe patient advocacy; and 10) discuss disease reporting and surveillance, the public health system, and population health.

ME536 Patient Care II 2.0 Credits
This course follows ME508 Patient Care I. This course focuses on age-specific and special populations with respect to health promotion, disease prevention, and end-of-life care. Appropriate history taking, physical examinations, and preventive care will be covered. Additionally, examination of male and female patients will be covered.

ME540 Clinical Application/Basic Sci II 4.0 Credits
This course is the second in a series of three courses that provides and in-depth study of topics in human anatomy, physiology, pathology, clinical microbiology, and laboratory medicine. Sessions will emphasize the clinical application of the material as it pertains to the blood and cardiopulmonary systems, eyes, ears, nose and throat.

ME541 Human Anatomy II 3.0 Credits
This course is the second in a series of four courses designed to acquire understanding of normal clinical anatomy, through an organ systems-based approach. This course covers the cardiovascular, pulmonary and gastrointestinal systems. Lectures will be synchronous and include both anatomy and physiology content. We will use programs that provide the opportunity to explore anatomy in a virtual setting. Laboratory assignments will be completed using Visible Body®, Primal Pictures software and Anatomy Physiology Revealed®. Offered Term I (Fall)

ME542 Diagnostic Methods II 2.0 Credits
This course is the second in a series of three courses designed to introduce students to the different diagnostic methods available for the evaluation and diagnosis of medical conditions. The Diagnostic Methods II course will specifically cover chest, abdomen, and vascular imaging, as well as electrocardiograms (ECGs), echocardiograms (ECHOs), and pulmonary function tests (PFTs). During this course, the student will be given the opportunity to: 1) list commonly used diagnostic studies; 2) understand risks associated with these studies; 3) list contraindications to the use of certain studies; 4) provide basic interpretations of each diagnostic study; 5) understand the use of contrast in certain radiological studies; and 6) appreciate the difference between routine, urgent, and emergent studies.

ME543 Basic Sciences II 2.0 Credits
This course is the second in a series of four courses designed to introduce students to pathophysiology with an organ systems-based approach. Students will integrate anatomic and physiologic principles to develop an understanding of selected diseases with an emphasis on epidemiology, etiology, pathophysiology, and clinical manifestations. This course will explore diseases of cardiovascular, pulmonary and gastroenterological systems

ME544 Clinical Medicine II 5.0 Credits
This course continues the exploration of clinical medicine and disease processes including evaluation, management, and therapeutics pertaining to diseases of the cardiovascular and pulmonary systems. This course will also include modules discussing the diagnosis and treatment of psychiatric disorders and hematological disorders.

ME545 Clinical Medicine II 3.0 Credits
This course is the second in a series of four courses designed to introduce students to the broad scope of clinical medicine through an organ systems-based approach. The Clinical Medicine II course will specifically cover diseases found in the cardiovascular, pulmonary, and gastrointestinal systems. During this course, for each disease/disorder covered, the student will be given the opportunity to: 1) identify pathophysiological processes; 2) understand biological processes and genetics in relation to pathologic disease; 3) recognize common and atypical presentations of disease; 4) develop a high quality list of differential diagnoses; 5) design an appropriate diagnostic approach; 6) interpret common radiological and laboratory studies needed for evaluation; 7) construct an appropriate treatment plan; and 8) recognize the impact of consulting other healthcare professionals in a patient’s management as clinically indicated.

- ME547 Patient Assessment II 3.0 Credits**
 This course is the second in a series of four courses designed to introduce students to patient assessment using an organ systems-based approach to history taking and the completion of physical examinations. The Patient Assessment II course will specifically cover assessment components in the disciplines of cardiology, pulmonology, and gastroenterology. During this course, the student will be given the opportunity to 1) communicate skillfully with patients using appropriate interviewing and patient education methods; 2) obtain thorough focused and general medical histories; 3) demonstrate proper use of instruments and techniques in the performance of physical examinations; 4) apply knowledge acquired in anatomy, physiology, and other courses to the assessment of patients; 5) detect and analyze abnormal interview and physical exam findings; 6) correlate essential historical data with exam findings; and 7) discuss pertinent available patient resources.
- ME548 Clinical Reasoning II 1.0 Credit**
 This third course in a series of four continues to develop a student's clinical reasoning skills. Students will develop a thorough assessment of the patient. In addition, the students will begin to develop a therapeutic plan. Students will continue to practice interviewing and oral presentation skills.
- ME549 Clinical Pharmacology II 2.0 Credits**
 This course is the second in a series of four courses designed to introduce students to the broad scope of clinical pharmacology through an organ systems-based approach. The Clinical Pharmacology II course will specifically cover therapeutics used to treat conditions found in the cardiovascular, pulmonary, and gastrointestinal organ systems. During this course, the student will be given the opportunity to demonstrate the ability to: 1) identify the classes of drugs used to treat diseases commonly encountered in a primary care and emergency settings; 2) recognize the commonly used drugs in each class; 3) identify the basic pharmacodynamic properties of each class of drug, the mechanism of action, and important consequences of using each class of drug; 4) recognize the signs and symptoms of common adverse effects and of possible toxic or life-threatening effects of drugs; 5) identify precautions or contraindications to the use of a drug; 6) identify significant drug-drug interactions; 7) recognize the importance of patient education in determining compliance, avoidance of potential problems, and success of therapy; 8) apply statistical and critical thinking skills to evaluate literature data; 9) use resource materials for determining proper usage of chemotherapeutic agents; and 10) understand the role of the physician assistant in writing prescriptions.
- ME550 Behavioral Health 1.0 Credit**
 During this course, the student will be given the opportunity to: 1) Identify normal physical, social, and psychosocial processes and distinguish these from processes due to illness and injury; 2) Understand the neurobiological processes and genetics in relation to mental illness; 3) Provide a foundation for assessing a patient's state of mental health and development; 4) Explain the classification of common mental illnesses set forth in the Diagnostic and Statistical Manual of Mental Disorders 5) Recognize the importance of an appropriate and timely referral; 6) Recognize the importance of other healthcare professionals in the management of patients with mental illness; 7) Recognize the importance of family and community dynamics in the management of patients with mental illness; and 8) Discover health and well-being in the clinician's personal life and how this may intertwine in the clinician-patient relationship, professionalism, and cultural competence.
- ME551 Human Anatomy III 3.0 Credits**
 This course is the third in a series of four courses designed to acquire understanding of normal clinical anatomy, through an organ systems-based approach. The systems that will be covered in this course are the nervous, musculoskeletal, and endocrine systems. Additionally, the immune system will be explored for better understanding of infectious diseases. Lectures will be synchronous and include both anatomy and physiology content. We will use programs that provide the opportunity to explore anatomy in a virtual setting. Laboratory assignments will be completed using Visible Body®, Primal Pictures software and Anatomy Physiology Revealed®. Offered Term II (Winter)
- ME552 Professional Seminar II 1.0 Credit**
 This course is the second in a series of two which explores relevant healthcare law, policy issues, ethics, and medical errors which impact the Physician Assistant profession and the US healthcare system.
- ME553 Basic Sciences III 2.0 Credits**
 This course is the third in a series of four courses designed to introduce students to pathophysiology with an organ systems-based approach. Students will integrate anatomic and physiologic principles to develop an understanding of selected diseases with an emphasis on epidemiology, etiology, pathophysiology, and clinical manifestations. This course will explore diseases of neurology, musculoskeletal system, endocrinology and infectious diseases.

ME554 Cross Cultural Health 1.0 Credit
In this course, the student will be challenged to interrogate and refine his/her own belief systems as he/she works to build a general understanding of cultural knowledge. The student will be given the opportunity to recognize and mitigate factors that contribute to health disparities and limited access. The student will also learn practical strategies for engaging patients in a manner that demonstrates cultural humility.

ME555 Clinical Medicine III 3.0 Credits
This course is the third in a series of four courses designed to introduce students to the broad scope of clinical medicine through an organ systems-based approach. The Clinical Medicine III course will specifically cover diseases found in the neurological, musculoskeletal, and endocrine systems as well as infectious diseases. During this course, for each disease/disorder covered, the student will be given the opportunity to: 1) identify pathophysiological processes; 2) understand biological processes and genetics in relation to pathologic disease; 3) recognize common and atypical presentations of disease; 4) develop a high quality list of differential diagnoses; 5) design an appropriate diagnostic approach; 6) interpret common radiological and laboratory studies needed for evaluation; 7) construct an appropriate treatment plan; and 8) recognize the impact of consulting other healthcare professionals in a patient's management as clinically indicated.

ME556 Understand & Access Medical Lit 1.0 Credit
This course will explore the use of qualitative and quantitative research in health care, evidence-based theory, and accessing computer-based databases, as they pertain to the practice of clinical medicine. The course will continue to broaden the student's skills and training for the use of evidence to inform and continually improve the practice of clinical medicine.

ME557 Patient Assessment III 3.0 Credits
This course is the third in a series of four courses designed to introduce students to patient assessment using an organ systems-based approach to history taking and the completion of physical examinations. The Patient Assessment III course will specifically cover assessment components in the disciplines of neurology, orthopedics, endocrinology, and infectious disease. During this course, the student will be given the opportunity to 1) communicate skillfully with patients using appropriate interviewing and patient education methods; 2) obtain thorough focused and general medical histories; 3) demonstrate proper use of instruments and techniques in the performance of physical examinations; 4) apply knowledge acquired in anatomy, physiology, and other courses to the assessment of patients; 5) detect and analyze abnormal interview and physical exam findings; 6) correlate essential historical data with exam findings; and 7) discuss pertinent available patient resources.

ME558 Diagnostic Methods III 2.0 Credits
This course is the final in a series of three courses designed to introduce students to the different diagnostic methods available for the evaluation and diagnosis of medical conditions. The Diagnostic Methods III course will specifically cover neuroimaging, orthopedic imaging, pelvic imaging, pediatric imaging, and point of care ultrasound. During this course, the student will be given the opportunity to: 1) list commonly used diagnostic studies; 2) understand risks associated with these studies; 3) list contraindications to the use of certain studies; 4) provide basic interpretations of each diagnostic study; 5) understand the use of contrast in certain radiological studies; and 6) appreciate the difference between routine, urgent, and emergent studies.

ME559 Clinical Pharmacology III 2.0 Credits
This course is the third in a series of four courses designed to introduce students to the broad scope of clinical pharmacology through an organ systems-based approach. The Clinical Pharmacology III course will specifically cover therapeutics used to treat conditions found in the neurological, musculoskeletal, and endocrine systems, as well as drugs used to treat obesity and special topics in infectious disease. During this course, the student will be given the opportunity to demonstrate the ability to: 1) identify the classes of drugs used to treat diseases commonly encountered in a primary care and emergency settings; 2) recognize the commonly used drugs in each class; 3) identify the basic pharmacodynamic properties of each class of drug, the mechanism of action, and important consequences of using each class of drug; 4) recognize the signs and symptoms of common adverse effects and of possible toxic or life-threatening effects of drugs; 5) identify precautions or contraindications to the use of a drug; 6) identify significant drug-drug interactions; 7) recognize the importance of patient education in determining compliance, avoidance of potential problems, and success of therapy; 8) apply statistical and critical thinking skills to evaluate literature data; 9) use resource materials for determining proper usage of chemotherapeutic agents; and 10) understand the role of the physician assistant in writing prescriptions.

ME560 Advanced Clinical Skills 3.0 Credits
This lecture and laboratory course is designed to introduce students to essential procedures and skills necessary for primary care practice such as advanced interpretation of EKGs, laboratory studies and radiographs, phlebotomy, injection techniques, splinting, suturing and more. Students will participate in Advanced Cardiac Life Support Certification training during this course. Students demonstrate competence through written and practical evaluations.

- ME561 Human Anatomy IV 2.0 Credits**
This course is the fourth in a series of four courses designed to acquire understanding of normal clinical anatomy, through an organ systems-based approach. The systems covered in this course will be renal and male and female genitourinary systems with an emphasis on female physiology. Lectures will be synchronous and include anatomy and physiology content. Lectures will be synchronous and include both anatomy and physiology content. We will use programs that provide the opportunity to explore anatomy in a virtual setting. Laboratory assignments will be completed using Visible Body®, Primal Pictures software and Anatomy Physiology Revealed®. Offered Term III (Spring)
- ME563 Basic Sciences IV 2.0 Credits**
This course is the fourth in a series of four courses designed to introduce students to pathophysiology with an organ systems-based approach. Students will integrate anatomic and physiologic principles to develop an understanding of selected diseases with an emphasis on epidemiology, etiology, pathophysiology, and clinical manifestations. This course will explore diseases of Nephrology/GU, Women's Health, Extremes of Age and Hematology.
- ME564 Clinical Application Basic Sci III 4.0 Credits**
This course is the third in a series of three courses that provides an in-depth study of topics in human anatomy, physiology, pathology and laboratory medicine. Sessions will emphasize the clinical application of basic science topics as it pertains to the endocrine, gastrointestinal, renal and genitourinary/reproductive systems.
- ME565 Clinical Medicine IV 3.0 Credits**
This course is the final in a series of four courses designed to introduce students to the broad scope of clinical medicine through an organ systems-based approach. The Clinical Medicine IV course will specifically cover diseases found in the renal and genitourinary organ systems, as well as drugs used in women's health, pediatrics, geriatrics, hematology, and rheumatology. During this course, for each disease/disorder covered, the student will be given the opportunity to: 1) identify pathophysiological processes; 2) understand biological processes and genetics in relation to pathologic disease; 3) recognize common and atypical presentations of disease; 4) develop a high quality list of differential diagnoses; 5) design an appropriate diagnostic approach; 6) interpret common radiological and laboratory studies needed for evaluation; 7) construct an appropriate treatment plan; and 8) recognize the impact of consulting other healthcare professionals in a patient's management as clinically indicated.
- ME567 Patient Assessment IV 3.0 Credits**
This course is the final in a series of four courses designed to introduce students to patient assessment using an organ systems-based approach to history taking and the completion of physical examinations. The Patient Assessment IV course will specifically cover assessment components in the disciplines of nephrology, urology, women's health, pediatrics, geriatrics, hematology, and rheumatology. During this course, the student will be given the opportunity to 1) communicate skillfully with patients using appropriate interviewing and patient education methods; 2) obtain thorough focused and general medical histories; 3) demonstrate proper use of instruments and techniques in the performance of physical examinations; 4) apply knowledge acquired in anatomy, physiology, and other courses to the assessment of patients; 5) detect and analyze abnormal interview and physical exam findings; 6) correlate essential historical data with exam findings; and 7) discuss pertinent available patient resources.
- ME568 Clinical Medicine III 5.0 Credits**
This course continues the exploration of clinical medicine and disease processes including evaluation, management, and therapeutics pertaining to eye, ear, nose and throat disorders and diseases of the renal/genitourinary, gastrointestinal, endocrine and reproductive systems.
- ME569 Clinical Pharmacology IV 2.0 Credits**
This course is the final in a series of four courses designed to introduce students to the broad scope of clinical pharmacology through an organ systems-based approach. The Clinical Pharmacology IV course will specifically cover therapeutics used to treat conditions found in the renal and genitourinary organ systems, as well as drugs used in women's health, pediatrics, geriatrics, hematology/oncology, and rheumatology. During this course, the student will be given the opportunity to demonstrate the ability to: 1) identify the classes of drugs used to treat diseases commonly encountered in a primary care and emergency settings; 2) recognize the commonly used drugs in each class; 3) identify the basic pharmacodynamic properties of each class of drug, the mechanism of action, and important consequences of using each class of drug; 4) recognize the signs and symptoms of common adverse effects and of possible toxic or life-threatening effects of drugs; 5) identify precautions or contraindications to the use of a drug; 6) identify significant drug-drug interactions; 7) recognize the importance of patient education in determining compliance, avoidance of potential problems, and success of therapy; 8) apply statistical and critical thinking skills to evaluate literature data; 9) use resource materials for determining proper usage of chemotherapeutic agents; and 10) understand the role of the physician assistant in writing prescriptions.

- ME573 Clinical Skills 4.0 Credits**
This course is designed to prepare the student for supervised clinical practice by introducing procedures commonly performed in the clinical setting. The student will be given the opportunity to demonstrate the ability to: 1) Understand the indications for performing specific clinical procedures; 2) perform the appropriate procedures; 3) counsel the patient regarding both procedures and management; 4) interpret data acquired from procedures in the primary care and relevant subspecialty areas; 5) successfully perform resuscitative procedures under simulated clinical conditions and 6) appreciate the significance of cultural and ethnic factors in patient management. This course is taught using a variety of instruction methods including textbooks, lectures, online videos, class discussion, and small group work.
- ME574 Research 1.0 Credit**
This is the second of two sequential courses in the track of evidence-based medicine. Building on the knowledge gained from the Evidence-based Medicine course, students will be engaged in critically appraising synthesized evidence such as scoping review, systematic reviews and meta-analyses, and to analyze clinical practice guidelines. They will be given opportunities to complete a project on critically appraised topics and to disseminate this project in a manuscript format and a poster presentation.
- ME575 Medical Ethics 1.0 Credit**
As stated by William Osler, “the practice of medicine is an art, not a trade; a calling, not a business; a calling in which your heart will be exercised equally with your head”. One must always act by a code of ethics and a duty of service that, in medicine, puts patient care above self-interest. This course is designed to introduce students to the field of medical ethics and allow students to think through common ethical scenarios they may face throughout clinical practice. The Franklin Pierce University PA Program supports the AAPA’s Guidelines for Ethical Conduct for the Physician Assistant Profession <https://www.aapa.org/wp-content/uploads/2017/02/16-EthicalConduct.pdf> and the NCCPA’s Code of Conduct for Certified and Certifying Physician Assistants <https://www.nccpa.net/wp-content/uploads/2020/09/Code-of-Conduct.pdf>. During this course, the student will be given the opportunity to discuss topics covered in each of these publications as well as discuss patient cases in which ethical decision making was required.
- ME576 Preparation for Clinical Education 1.0 Credit**
This seminar course is designed to prepare students to begin their core clinical experiences. Topics will include communication in the clinical setting, the use of electronic medical records, and an in-depth discussion of program requirements for progressing through the clinical year.
- ME580 Clinical Reasoning III 2.0 Credits**
The final course in a series of four further develops the student's clinical reasoning skills. Students will demonstrate fundamental patient care which includes effective information gathering, appropriate evaluation, medical decision-making, and implementation of therapeutic management plans. Students will continue to practice interviewing and oral presentation skills.
- ME582 Healthcare Rural Med Underserved 2.0 Credits**
This course explores healthcare of rural and medically underserved communities/populations and explores related topics of health disparities, social determinants of health, health literacy and education, access, and barriers to healthcare.
- ME584 Evidence-Bsd Medicine/ Clncl Pract 1.0 Credit**
This course builds upon the knowledge and skills developed in ME532 and ME556 to continually improve the practice of clinical medicine through application of evidenced-based medicine. The course will focus on accessing computer-based medically oriented information, critically analyzing the obtained materials, and applying these findings to clinical scenarios.
- ME588 Clinical Pharmacology 2.0 Credits**
A review of the principles of pharmacology and discussion of how to apply these principles to patient care situations will be undertaken in preparation for students to enter clinical rotations. Common side effects of prototypic drugs in major categories, drug side effects and drug-drug interactions, the interaction of drugs with the disease state under treatment, polypharmacy, and reputable sources of information about drugs will be explored. Pharmacological management of acute and chronic diseases will be discussed and prescription writing will be reviewed and practiced in concert with the Clinical Reasoning III course.
- ME592 Clinical Medicine IV 5.0 Credits**
This course is designed to introduce students to conditions commonly encountered in emergency medicine, general surgery, geriatrics, pediatrics and inpatient management. Emphasis will be placed on the general principles of care for injuries, acute and chronic illnesses, basic surgical principles, evaluation and management of the hospitalized, surgical, pediatric and elderly patients.

ME600 Human Anatomy & Physiology I 2.0 Credits

This course is the first in a series of four courses designed to acquire understanding of normal clinical anatomy and physiology, through an organ systems-based approach. This course will start with a comprehensive review of histology and in-depth coverage of the integumentary system. It will additionally examine the normal clinical anatomy and physiology associated with the head/neck region. Lectures will be asynchronous and synchronous and include both anatomy and physiology content. Learning strategies utilized may include lectures, assignments, and group activities. Assessments will include quizzes and high-stakes exam. Programs that provide the opportunity to explore anatomy in a virtual setting will be utilized. Laboratory assignments may be completed using Primal Pictures software and Anatomy Physiology Revealed®.

ME603 Basic Sciences I 2.0 Credits

This course is the first in a series of four courses designed to introduce students to the broad scope of pathophysiology, genetics, and microbiology through an organ systems-based approach. Students will learn genetics, pathophysiology, microbiology, and other molecular components as they relate to the integumentary and head/neck systems. Learning strategies utilized may include lectures and group activities. Assessments utilized may include assignments, written quizzes, and a high stakes examination.

ME605 Patient Assessment I 1.0 Credit

This course is the first in a series of four courses designed to introduce students to patient assessment using an organ systems-based approach to history taking and the completion of physical examinations. The Patient Assessment I course will specifically cover general principles of history taking and physical examinations, vital signs, as well as assessment components in the disciplines of dermatology, ophthalmology, and otorhinolaryngology (ear, nose, and throat). Learning strategies utilized may include lectures and group activities. Assessments utilized may include assignments, written quizzes, physical exam practical's, and/or a high stakes examination. Immersion weeks will include practice for the above and practical exams (OSCEs).

ME607 Clinical Pharmacology I 1.0 Credit

This course is the first in a series of four courses designed to introduce students to the broad scope of clinical pharmacology through an organ systems-based approach. The Clinical Pharmacology I course will specifically cover the basic principles of pharmacology, principles of anti-infective agents, and dietary supplements and herbal medications, as well as cover therapeutics used to treat conditions found in the dermatological, ophthalmological, and otorhinolaryngological (ENT) organ systems. Learning strategies utilized may include lectures and group activities. Assessments utilized may include assignments, written quizzes, and a high stakes examination.

ME609 Clinical Dermatology 2.0 Credits

This course presents the most common dermatologic conditions encountered in practice and on necessary licensing exams. During this course, for each emergent, acute, and chronic disease/disorder covered, the student will be given the opportunity to learn how to manage patients across all age groups. Learning strategies utilized may include lectures and group activities. Assessments utilized may include assignments, written quizzes, and a high stakes examination.

ME611 Clinical EENT 2.0 Credits

This course presents the most common otolaryngologic, nasal, and ophthalmologic conditions encountered in practice and on necessary licensing exams. During this course, for each emergent, acute, and chronic disease/disorder covered, the student will be given the opportunity to learn how to manage patients across all age groups. Learning strategies utilized may include lectures and group activities. Assessments utilized may include assignments, written quizzes, and a high stakes examination.

ME613 Mindfulness in Medicine 1.0 Credit

This course explores the inner workings of conscious and subconscious awareness through the applied intention of mindfulness. In this course, students will learn that personal wellness helps to prevent impairment and burnout. Learning strategies utilized may include lectures and group and individual activities. Assessments utilized may include written and verbal assignments.

ME615 Evidence Based Medicine-Res Methods 1.0 Credit

This course is designed to help students navigate the medical literature to find answers to clinical questions that are based on valid medical research evidence, referred to as evidence-based medicine (EBM). Understanding of research methods is essential for an effective practice of EBM as future clinicians. Learning strategies utilized may include lectures and group activities. Assessments utilized may include verbal formats, assignments, written quizzes, and a high stakes examination.

ME617 Preventive Medicine 1.0 Credit

This course introduces students to the discipline of health promotion and preventive medicine. This course will give students the evidence-based knowledge and tools necessary to impart meaningful changes in their patients' lives. Learning strategies utilized may include lectures and group activities. Assessments utilized may include assignments, written quizzes, and a high stakes examination.

ME619 Elective Clinical Experience 4.0 Credits

This four-week rotation in a clinical setting of the student's choice is designed to allow students the opportunity to explore a specialty that is not available or offered in the core six-week rotations or in a practice setting where they may be seeking employment after graduation.

ME621 Introduction to Health Professions 1.0 Credit

This course introduces students to the history of the Physician Assistant profession and includes topics around practice, public health, and policy. In addition, the course introduces interprofessional team approaches to patient care. Learning strategies utilized may include lectures and group activities. Assessments utilized may include assignments, written quizzes, and a high stakes examination.

ME623 Diagnostic Methods I 1.0 Credit

This course is the first in a series of three courses designed to introduce students to the different diagnostic methods available for the evaluation and diagnosis of medical conditions. The Diagnostic Methods I course will specifically cover general laboratory tests encountered in primary care as well as an introduction to the different imaging modalities, such as plain radiography (X-ray), ultrasonography (US), computed tomography (CT), and magnetic resonance imaging (MRI). Learning strategies utilized may include lectures and group activities. Assessments utilized include assignments, written quizzes, and a high stakes examination.

ME625 Human Anatomy & Physiology II 2.0 Credits

This course is the second in a series of four courses designed to acquire understanding of normal clinical anatomy and physiology, through an organ systems-based approach. This course will examine the normal clinical anatomy and physiology associated with the heart, lungs, and abdomen. Lectures will be asynchronous and synchronous and include both anatomy and physiology content. Learning strategies utilized may include lectures, assignments, and group activities. Assessments may include assignments, quizzes, and written examinations.

ME627 Basic Sciences II 2.0 Credits

This course is the second in a series of four courses designed to introduce students to the broad scope of pathophysiology, genetics, and microbiology through an organ systems-based approach. Students will learn genetics, pathophysiology, microbiology, and other molecular components as they relate to cardiovascular, pulmonary, and gastrointestinal systems. Learning strategies utilized may include lectures and group activities. Assessments utilized may include assignments, written quizzes, and examinations.

ME629 Patient Assessment II 1.0 Credit

This course is the second in a series of four courses designed to introduce students to patient assessment using an organ systems-based approach to history taking and the completion of physical examinations. The Patient Assessment II course will specifically cover general principles of assessment components of the cardiovascular, pulmonary, and gastrointestinal systems. Learning strategies utilized may include lectures and group activities. Assessments utilized may include assignments, written quizzes, physical exam practical's, and/or written examination. Immersion weeks will include practice for the above and practical exams (OSCEs).

ME631 Clinical Rotation I 5.0 Credits

These practical experiences are designed to provide students with supervised medical and surgical clinical practice enabling them to acquire the competencies needed for PA practice. Core rotations will include Family Medicine, Internal Medicine, Pediatrics, Women's Health, Emergency Medicine, Surgery, Psychiatry, and an additional primary care elective.

ME632 Clinical Rotation II 5.0 Credits

These practical experiences are designed to provide students with supervised medical and surgical clinical practice enabling them to acquire the competencies needed for PA practice. Core rotations will include Family Medicine, Internal Medicine, Pediatrics, Women's Health, Emergency Medicine, Surgery, Psychiatry, and an additional primary care elective.

ME633 Clinical Rotation III 5.0 Credits

These practical experiences are designed to provide students with supervised medical and surgical clinical practice enabling them to acquire the competencies needed for PA practice. Core rotations will include Family Medicine, Internal Medicine, Pediatrics, Women's Health, Emergency Medicine, Surgery, Psychiatry, and an additional primary care elective.

ME634 Clinical Rotation IV 5.0 Credits

These practical experiences are designed to provide students with supervised medical and surgical clinical practice enabling them to acquire the competencies needed for PA practice. Core rotations will include Family Medicine, Internal Medicine, Pediatrics, Women's Health, Emergency Medicine, Surgery, Psychiatry, and an additional primary care elective.

- ME635 Clinical Rotation V 5.0 Credits**
These practical experiences are designed to provide students with supervised medical and surgical clinical practice enabling them to acquire the competencies needed for PA practice. Core rotations will include Family Medicine, Internal Medicine, Pediatrics, Women's Health, Emergency Medicine, Surgery, Psychiatry, and an additional primary care elective.
- ME636 Clinical Rotation VI 5.0 Credits**
These practical experiences are designed to provide students with supervised medical and surgical clinical practice enabling them to acquire the competencies needed for PA practice. Core rotations will include Family Medicine, Internal Medicine, Pediatrics, Women's Health, Emergency Medicine, Surgery, Psychiatry, and an additional primary care elective.
- ME637 Clinical Rotation VII 5.0 Credits**
These practical experiences are designed to provide students with supervised medical and surgical clinical practice enabling them to acquire the competencies needed for PA practice. Core rotations will include Family Medicine, Internal Medicine, Pediatrics, Women's Health, Emergency Medicine, Surgery, Psychiatry, and an additional primary care elective.
- ME638 Clinical Rotation VIII 5.0 Credits**
These practical experiences are designed to provide students with supervised medical and surgical clinical practice enabling them to acquire the competencies needed for PA practice. Core rotations will include Family Medicine, Internal Medicine, Pediatrics, Women's Health, Emergency Medicine, Surgery, Psychiatry, and an additional primary care elective.
- ME641 Clinical Pharmacology II 1.0 Credit**
This course is the second in a series of four courses designed to introduce students to the broad scope of clinical pharmacology through an organ systems-based approach. The Clinical Pharmacology II course will specifically cover the most common therapeutics used to treat conditions found in the cardiovascular, pulmonary, and gastrointestinal organ systems. Learning strategies utilized may include lectures and group activities. Assessments utilized may include assignments, written quizzes, and examinations.
- ME643 Clinical Cardiology 4.0 Credits**
This course presents the most common cardiovascular conditions encountered in practice and on necessary licensing exams. During this course, for each emergent, acute, and chronic disease/disorder covered, the student will be given the opportunity to learn how to manage patients across all age groups. Learning strategies utilized may include lectures and group activities. Assessments utilized may include assignments, written quizzes, and written examinations.
- ME645 Seminar I 2.0 Credits**
These two-week Seminar courses will enhance students' clinical rotations through discussion and evaluation of their experiences in the health care system. In week one students return to campus for case presentations and preparation for a community service project which will be carried out during the second week of the course. Selected lectures will also be delivered at this time.
- ME646 Seminar II 2.0 Credits**
These two-week Seminar courses will enhance students' clinical rotations through discussion and evaluation of their experiences in the health care system. In week one students return to campus for case presentations and preparation for a community service project which will be carried out during the second week of the course. Selected lectures will also be delivered at this time.
- ME647 Seminar III 2.0 Credits**
These two-week Seminar courses will enhance students' clinical rotations through discussion and evaluation of their experiences in the health care system. In week one students return to campus for case presentations and preparation for a community service project which will be carried out during the second week of the course. Selected lectures will also be delivered at this time.
- ME648 Seminar IV 2.0 Credits**
This two-week Seminar course is designed to bring students back to campus at the conclusion of their clinical year for continued reflection and discussion of their experiences, lectures in clinical medicine, and presentations. Students will undergo a written and practical summative evaluation designed to assess their mastery of the Competencies for the Physician Assistant profession prior to the final term.
- ME649 Clinical Pulmonology 3.0 Credits**
This course presents the most common pulmonary conditions encountered in practice and on necessary licensing exams. During this course, for each emergent, acute, and chronic disease/disorder covered, the student will be given the opportunity to learn how to manage

manage patients across all age groups. Learning strategies utilized may include lectures and group activities. Assessments utilized may include assignments, written quizzes, and written examinations.

ME663 Diagnostic Methods II 1.0 Credit

This course is the second in a series of three courses designed to introduce students to the different diagnostic methods available for the evaluation and diagnosis of medical conditions. This course will specifically cover heart, lung, and abdominal testing, such as EKG, Echocardiograms, PFTs, FOBT, and colonoscopies as they relate to diagnosing patients. Learning strategies utilized may include lectures and group activities. Assessments utilized include assignments, written quizzes, and examinations.

ME665 Clinical Psych & Behavioral Health 1.0 Credit

This course presents the most common psychiatric conditions encountered in practice and on necessary licensing exams. During this course, for each emergent, acute, and chronic disease/disorder covered, the student will be given the opportunity to learn how to manage patients across all age groups. Learning strategies utilized may include lectures and group activities. Assessments utilized may include assignments, written quizzes, and written examinations.

ME667 Clinical Skills 1.0 Credit

This course covers the indications, contraindications, step-by-step instruction, and the potential complications of multiple invasive and non-invasive procedures commonly performed by physician assistants in clinical practice. In addition, as part of this course, students must provide documentation in certification of American Heart Association Basic and Advanced Cardiac Life Support. Learning strategies may include lectures, labs, case studies, small groups, self-directed study, and individual activities. Assessments utilized may include assignments, manual skills checkoffs, written quizzes, and written examinations.

ME669 Human Anatomy & Physiology III 2.0 Credits

This course is the third in a series of four courses designed to acquire understanding of normal clinical anatomy and physiology, through an organ systems-based approach. This course will examine the normal clinical anatomy and physiology associated with the endocrine, musculoskeletal, and neurological systems. Lectures will be asynchronous and synchronous and include both anatomy and physiology content. Learning strategies utilized may include lectures, assignments, and group activities. Assessments may include assignments, quizzes, and written examinations.

ME671 Basic Sciences III 2.0 Credits

This course is the third in a series of four courses designed to introduce students to the broad scope of pathophysiology, genetics, and microbiology through an organ systems-based approach. Students will learn genetics, pathophysiology, microbiology, and other molecular components as they relate to the endocrine, musculoskeletal, and neurological systems. Learning strategies utilized may include lectures and group activities. Assessments utilized may include assignments, written quizzes, and examinations.

ME673 Patient Assessment III 1.0 Credit

This course is the third in a series of four courses designed to introduce students to patient assessment using an organ systems-based approach to history taking and the completion of physical examinations. This course will specifically cover general principles of history taking and physical examinations in the disciplines of the endocrine, musculoskeletal, and neurological systems. Learning strategies utilized may include lectures and group activities. Assessments utilized may include assignments, written quizzes, physical exam practicals, and/or written examination. Immersion weeks will include practice for the above and practical exams (OSCEs).

ME675 Clinical Pharmacology III 1.0 Credit

This course is the third in a series of four courses designed to introduce students to the broad scope of clinical pharmacology through an organ systems-based approach. The Clinical Pharmacology III course will specifically cover the most common therapeutics used to treat conditions found in the musculoskeletal/rheumatological, neurological, and endocrine systems. Learning strategies utilized may include lectures and group activities. Assessments utilized may include assignments, written quizzes, and examinations.

ME677 Clini Musculoskeletal/ Rheumatology 3.0 Credits

This course presents the most common musculoskeletal and rheumatologic conditions encountered in practice and on necessary licensing exams. During this course, for each emergent, acute, and chronic disease/disorder covered, the student will be given the opportunity to learn how to manage patients across all age groups. Learning strategies utilized may include lectures and group activities. Assessments utilized may include assignments, written quizzes, and written examinations.

- ME679 Clinical Neurology 2.0 Credits**
This course presents the most common neurological conditions encountered in practice and on necessary licensing exams. During this course, for each emergent, acute, and chronic disease/disorder covered, the student will be given the opportunity to learn how to manage patients across all age groups. Learning strategies utilized may include lectures and group activities. Assessments utilized may include assignments, written quizzes, and written examinations.
- ME681 Clinical Endocrinology 2.0 Credits**
This course presents the most common endocrine conditions encountered in practice and on necessary licensing exams. During this course, for each emergent, acute, and chronic disease/disorder covered, the student will be given the opportunity to learn how to manage patients across all age groups. Learning strategies utilized may include lectures and group activities. Assessments utilized may include assignments, written quizzes, and written examinations.
- ME683 Clinical Infectious Disease/Em Med 1.0 Credit**
This course presents the most common infectious and emergent conditions encountered in practice and on necessary licensing exams. During this course, for each emergent, acute, and chronic disease/disorder covered, the student will be given the opportunity to learn how to manage patients across all age groups. Learning strategies utilized may include lectures and group activities. Assessments utilized may include assignments, written quizzes, and written examinations.
- ME685 Diagnostic Methods III 1.0 Credit**
This course is the third in a series of three courses designed to introduce students to the different diagnostic methods available for the evaluation and diagnosis of medical conditions. This course will specifically cover neurological, musculoskeletal, endocrine, gynecological, renal, and genitourinary testing as it relates to diagnosing patients. Learning strategies utilized may include lectures and group activities. Assessments utilized include assignments, written quizzes, and examinations.
- ME687 Cross Cultural Health 1.0 Credit**
This course aims to create compassionate physician assistants who can critically assess their own bias and consider the perspectives of patients from all diverse backgrounds. Students will be better prepared to provide medical care to patients with consideration for disability, ethnicity, gender identity, religion, sexual orientation, and social determinants of health. Learning strategies utilized may include lectures and group activities. Assessments utilized may include assignments, written quizzes, and written examination.
- ME690 Senior Seminar 6.0 Credits**
A review of history and physical examination skills and a thorough review of current medical topics will be undertaken to prepare students for the Physician Assistant National Certification Examination (PANCE).
- ME692 Preparation for Clinical Practice 2.0 Credits**
In order to assist students with the transition of becoming a clinically practicing physician assistant, this course will provide information on how to obtain certification, licensure, malpractice insurance, and many other essential topics related to practicing medicine as a physician assistant.
- ME693 Professional Practice I 1.0 Credit**
This course is part one of a 4-part course series during the students' clinical year. During this course, the student will be given the opportunity to: 1) Exhibit their clinical skills and review didactic knowledge gained throughout the curriculum; 2) Prepare for clinical practice by developing an understanding of billing and coding, reimbursement, and professionalism issues; and 3) Prepare for the physician assistant national certification exam (PANCE) by early study of board review questions.
- ME694 Professional Practice II 1.0 Credit**
This course is part two of a 4-part course series during the students' clinical year. During this course, the student will be given the opportunity to: 1) Exhibit their clinical skills and review didactic knowledge gained throughout the curriculum; 2) Understand the importance of ethical behavior within a healthcare team; and 3) Prepare for the physician assistant national certification exam (PANCE) by early study of board review questions.
- ME695 Professional Practice III 1.0 Credit**
This course is part three of a 4-part course series during the students' clinical year. During this course, the student will be given the opportunity to: 1) Exhibit their clinical skills and review didactic knowledge gained throughout the curriculum; 2) Understand the importance of interprofessional practice within a healthcare team; and 3) Prepare for the physician assistant national certification exam (PANCE) by early study of board review questions.

ME696 Professional Practice IV 1.0 Credit

This course is part four of a 4-part course series during the students' clinical year. During this course, the student will be given the opportunity to: 1) exhibit their clinical skills and review didactic knowledge gained throughout the curriculum through summative assessments; 2) recognize the importance of the physician assistant national certification exam (PANCE), state licensure maintenance, and continuing medical education (CME) requirements; 3) prepare for successful completion of the national certification examination through assignments, self-learning, and board review questions; and 4) prepare for employment.

ME701 Human Anatomy & Physiology IV 2.0 Credits

This course is the last in a series of four courses designed to acquire understanding of normal clinical anatomy and physiology, through an organ systems-based approach. This course will examine the normal clinical anatomy and physiology associated with the genitourinary and reproductive systems. Lectures will be asynchronous and synchronous and include both anatomy and physiology content. Learning strategies utilized may include lectures, assignments, and group activities. Assessments may include assignments, quizzes, and written examinations.

ME703 Basic Sciences IV 2.0 Credits

This course is the last in a series of four courses designed to introduce students to the broad scope of pathophysiology, genetics, and microbiology through an organ systems-based approach. Students will learn genetics, pathophysiology, microbiology, and other molecular components as they relate to the genitourinary and reproductive systems. Learning strategies utilized may include lectures and group activities. Assessments utilized may include assignments, written quizzes, and examinations.

ME705 Patient Assessment IV 1.0 Credit

This course is the last in a series of four courses designed to introduce students to patient assessment using an organ systems-based approach to history taking and the completion of physical examinations. The Patient Assessment IV course will specifically cover general principles of assessment components of the genitourinary and reproductive systems. Learning strategies utilized may include lectures and group activities. Assessments utilized may include assignments, written quizzes, physical exam practical's, and/or written examination. Immersion weeks will include practice for the above and practical exams (OSCEs).

ME707 Clinical Pharmacology IV 1.0 Credit

This course is the last in a series of four courses designed to introduce students to the broad scope of clinical pharmacology through an organ systems-based approach. The Clinical Pharmacology IV course will specifically cover the most common therapeutics used to treat conditions found in the renal/genitourinary, gynecology, and hematology systems. Learning strategies utilized may include lectures and group activities. Assessments utilized may include assignments, written quizzes, and examinations.

ME709 Clinical Renal and Genitourinary 3.0 Credits

This course presents the most common renal and genitourinary conditions encountered in practice and on necessary licensing exams. During this course, for each emergent, acute, and chronic disease/disorder covered, the student will be given the opportunity to learn how to manage patients across all age groups. Learning strategies utilized may include lectures and group activities. Assessments utilized may include assignments, written quizzes, and written examinations.

ME711 Clinical Pediatrics 2.0 Credits

This course presents the most common pediatric conditions encountered in practice and on necessary licensing exams. During this course, for each emergent, acute, and chronic disease/disorder covered, the student will be given the opportunity to learn how to manage patients across all age groups. Learning strategies utilized may include lectures and group activities. Assessments utilized may include assignments, written quizzes, and written examinations.

ME713 Clinical Hematology 1.0 Credit

This course presents the most common hematological conditions encountered in practice and on necessary licensing exams. During this course, for each emergent, acute, and chronic disease/disorder covered, the student will be given the opportunity to learn how to manage patients across all age groups. Learning strategies utilized may include lectures and group activities. Assessments utilized may include assignments, written quizzes, and written examinations.

ME715 Clinical Women's Health 2.0 Credits

This course presents the most common women's health conditions encountered in practice and on necessary licensing exams. During this course, for each emergent, acute, and chronic disease/disorder covered, the student will be given the opportunity to learn how to manage patients across all age groups. Learning strategies utilized may include lectures and group activities. Assessments utilized may include assignments, written quizzes, and written examinations.

ME717 Clinical Surgery 2.0 Credits
 This course presents the most common surgical conditions encountered in practice and on necessary licensing exams. During this course, for each emergent, acute, and chronic disease/disorder covered, the student will be given the opportunity to learn how to manage patients across all age groups. Learning strategies utilized may include lectures and group activities. Assessments utilized may include assignments, written quizzes, and written examinations.

ME719 Medical Ethics 1.0 Credit
 This course is designed to introduce students to the field of medical ethics and allow students to think through common ethical scenarios they may face throughout clinical practice. During this course, the student will be given the opportunity to discuss various topics and patient cases in which ethical decision making is required. Learning strategies utilized may include lectures and group activities. Assessments utilized may include assignments, written quizzes, and written examination.

ME721 SCPE Internal Medicine 5.0 Credits
 The Internal Medicine supervised clinical practice experience (SCPE) is designed to allow students to apply the fundamental knowledge, skills, and abilities developed during the didactic year in the internal medicine environment. Students will practice clinical skills in primary and specialty areas of medicine. The 5-week clinical course/ rotation will provide students the opportunity to 1) build and increase the ability to develop critical thinking and problem-solving skills while seeing patients within the outpatient and/ or inpatient setting, 2) assess commonly encountered medical problems, 3) order and interpret appropriate diagnostic studies, 4) manage common medical problems in patients, 5) practice medicine as part of a health care team, and 6) observe, assist, or perform common internal medicine procedures under the supervision of a clinical preceptor. Patient-centered, physician assistant practice reflects several overarching themes including an unwavering commitment to patient safety, cultural competence, quality health care, lifelong learning, and professional growth. Course delivery methods for teaching and learning include hands-on clinical experiences and preceptor/clinician observations.

ME723 SCPE Family Medicine 5.0 Credits
 The Family Medicine supervised clinical practice experience (SCPE) is course is designed to allow students to use knowledge, skills, and abilities gained throughout the didactic year to interact with, evaluate, diagnose, and treat primary care patients under appropriate supervision. During this 5-week course, students will be given the opportunity to: 1) Apply a fund of knowledge in basic and clinical sciences to the understanding of common diseases encountered in family medicine; 2) effectively interact and communicate with patients to obtain a thorough history and conduct pertinent physical examinations; 3) use critical thinking to generate high-quality differential diagnoses; 4) formulate, justify, and carry out appropriate diagnostic and management plans based on current medical evidence; 5) successfully practice common procedures encountered in primary care settings; 6) Organize and present information and medical decision making to other members of the healthcare team through oral presentation and construction of clinical notes; 7) provide high-yield education to patients and their families; and 8) showcase professionalism and respect for patients, their families, other students, and all members of the healthcare team throughout the clerkship. Course delivery methods for teaching and learning include hands-on clinical experiences and preceptor/clinician observations.

ME725 SCPE Emergency Medicine 5.0 Credits
 The Emergency Medicine supervised clinical practice experience (SCPE) is designed to allow students to use knowledge, skills, and abilities ?gained throughout the didactic year to?interact with,?evaluate, diagnose, and treat patients in the emergency room under appropriate supervision. During the 5-week course, the student will be given the opportunity to 1) Apply a fund of knowledge in basic and clinical sciences to the understanding of common conditions encountered in the emergency care setting; 2) effectively interact and communicate with patients to obtain a thorough history and conduct pertinent physical examinations; 3) use critical thinking to generate high-quality differential diagnoses; 4) formulate, justify, and carry out appropriate diagnostic and management plans based on current medical evidence; 5) understand the indications, possible complications, and limitations of various emergency procedures; 6) observe, assist, or perform emergency care procedures under the supervision of a clinical preceptor; 7) Organize and present information and medical decision making to other members of the healthcare team through oral presentation and construction of clinical notes;?8) provide?high-yield education to patients and their families;?and?9)?showcase professionalism?and respect?for?patients, their families, other students, and all?members of the healthcare team?throughout the clerkship. Course delivery methods for teaching and learning include hands-on clinical experiences and preceptor/clinician observations.

ME727 SCPE Surgery 5.0 Credits
 The Surgery supervised clinical practice experience (SCPE) is designed to allow students to apply the fundamental knowledge, skills, and abilities developed during the didactic year in surgical environment. During this 5-week course the student will be given the opportunity to: 1) prepare and present patient findings and to develop differential diagnoses appropriate for the surgical service; 2) understand the indications, contraindications, possible complications, and limitations in the management of surgical conditions; 3) observe, assist or perform surgical procedures in the intraoperative setting under the supervision and guidance of the clinical preceptor; 4) identify possible contraindications and risks to surgery in the pre-operative setting; 5) identify possible risks of complications to surgery in the post-operative setting; 6) apply previously-acquired problem-solving skills in the management of patients; 7) apply principles of

evidence-based medicine in the diagnosis and treatment of surgical conditions; 8) Provide written and oral presentations including SOAP note, comprehensive write-up, and/or post-operative note 9) provide high-yield education and counseling to patients and their families under the guidance of a clinical preceptor; and 10) showcase professionalism and respect for patients, their families, peers, and all members of the healthcare team throughout the clerkship. Course delivery methods for teaching and learning include hands-on clinical experiences and preceptor/clinician observations.

ME729 SCPE Pediatrics 5.0 Credits

The Pediatrics supervised clinical practice experience (SCPE) is designed to allow students to apply the fundamental knowledge, skills, and abilities developed during the didactic year in the pediatric environment. Students will apply history taking, physical examination, diagnosis, and management of patients in the pediatric population. During this 5-week course the student will be given the opportunity to: 1) perform well child exams, 2) perform pediatric problem-oriented exams, 3) evaluate common pediatric illnesses, and 4) evaluate the care of the newborn. Emphasis will also be placed on patient and family education on treatment and preventative measures for common pediatric conditions. Course delivery methods for teaching and learning include hands-on clinical experiences and preceptor/clinician observations.

ME731 SCPE Women's Health 5.0 Credits

The Women's Health supervised clinical practice experience (SCPE) is designed to allow students to apply the fundamental knowledge, skills, and abilities developed during the didactic year in the clinical environment. During this 5-week course the student will be given the opportunity to: 1) Apply a fund of knowledge in basic and clinical sciences to the understanding of common diseases encountered in women's health; 2) effectively interact and communicate with patients to obtain a thorough history and conduct pertinent physical examinations; 3) use critical thinking to generate high-quality differential diagnoses; 4) formulate, justify, and carry out appropriate diagnostic and management plans based on current medical evidence; 5) successfully practice common procedures encountered in women's health; 6) Organize and present information and medical decision making to other members of the healthcare team through oral presentation and construction of clinical notes; 7) provide high-yield education to patients and their families; and 8) showcase professionalism and respect for patients, their families, other students, and all members of the healthcare team throughout the clerkship. Course delivery methods for teaching and learning include hands-on clinical experiences and preceptor/clinician observations.

ME733 SCPE Behavioral Med (Psychiatry) 5.0 Credits

The Behavioral Medicine (Psychiatry) supervised clinical practice experience (SCPE) allow for the students' application of history taking, physical examination, diagnosis, and management of patients with behavioral health and/or psychiatric conditions under appropriate supervision. During this 5-week course the student will be given the opportunity to: 1) perform basic psychiatric evaluations, 2) monitor medications, and 3) support the clinical management plan for patients following psychiatric evaluation and treatment. Course delivery methods for teaching and learning include hands-on clinical experiences and preceptor/clinician observations.

ME735 SCPE Elective I 5.0 Credits

In the supervised clinical practice experience (SCPE) setting, the student will apply the fundamental knowledge, skills, and abilities developed during the didactic year. The Elective I SCPE will advance the students' clinical skills by providing additional experience outside of the required SCPEs. Assignments will vary depending on the elected specialty. Course delivery methods for teaching and learning include hands-on clinical experiences and preceptor/clinician observations.

ME737 SCPE Elective II 5.0 Credits

In the supervised clinical practice experience (SCPE) setting, the student will apply the fundamental knowledge, skills, and abilities developed during the didactic year. The Elective II SCPE will advance the students' clinical skills by providing additional experience outside of the required SCPEs. Assignments will vary depending on the elected specialty. Course delivery methods for teaching and learning include hands-on clinical experiences and preceptor/clinician observations.

ME739 Professional Practice I 1.0 Credit

This course is part one of a 4-part course series. During this course, the student will be given the opportunity to: 1) Exhibit their clinical skills and review didactic knowledge gained throughout the curriculum; 2) Prepare for clinical practice by developing an understanding of billing and coding, reimbursement, and professionalism issues; and 3) Prepare for the physician assistant national certification exam (PANCE) by early study of board review questions. Course delivery methods for teaching and learning include guided discussion forums, presentations, and a variety of active learning activities in an online environment.

ME741 Professional Practice II 1.0 Credit

This course is part two of a 4-part course series. During this course, the student will be given the opportunity to: 1) Exhibit their clinical skills and review didactic knowledge gained throughout the curriculum; 2) Understand the importance of ethical behavior within a healthcare team; and 3) Prepare for the physician assistant national certification exam (PANCE) by early study of board review questions.

Course delivery methods for teaching and learning include guided discussion forums, presentations, and a variety of active learning activities in an online environment.

ME743 Professional Practice III 1.0 Credit

This course is part three of a 4-part course series. During this course, the student will be given the opportunity to: 1) Exhibit their clinical skills and review didactic knowledge gained throughout the curriculum; 2) Understand the importance of interprofessional practice within a healthcare team; and 3) Prepare for the physician assistant national certification exam (PANCE) by early study of board review questions. Course delivery methods for teaching and learning include guided discussion forums, presentations, and a variety of active learning activities in an online environment.

ME745 Professional Practice IV 1.0 Credit

This course is part four of a 4-part course series. During this course, the student will be given the opportunity to: 1) exhibit their clinical skills and review didactic knowledge gained throughout the curriculum through summative assessments; 2) recognize the importance of the physician assistant national certification exam (PANCE), state licensure maintenance, and continuing medical education (CME) requirements; 3) prepare for successful completion of the national certification examination through assignments, self-learning, and board review questions; and 4) prepare for employment. Course delivery methods for teaching and learning include guided discussion forums, presentations, and a variety of active learning activities in an online environment.

MK201 Principles of Marketing 3.0 Credits

Integrates the various facets of marketing from research and planning to challenges faced in product development, distribution, pricing, and promotion of goods and services. Through in-class activities, students will view marketing problems and opportunities from different perspectives, and will practice applying marketing principles to an original product. Fall/Spring

MK214 Consumer Behavior 3.0 Credits

Focuses on the study of individuals, groups, organizations, and the processes they use to select, secure, use, and dispose of products. Prerequisite: completion of or simultaneous enrollment in GLE110.

MK299 Independent Study in Marketing 0.0 Credits

Independent Study in Marketing (2-3 credits). Each 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 Dean or Dean's designee. Normally, the student will be expected to have a cumulative grade point average of 3.00 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 Registrar or from the College of Business. Independent Study courses are assigned numbers of 299, 399 or 499, depending on the level of the course.

MK304 Advertising 3.0 Credits

Study of the discipline's components: creative, media, research and account work. During the course of the semester students develop an advertising campaign. Prerequisite: MK201. Spring

MK317 Logistics Supply Chain Management 3.0 Credits

An introduction to concepts, practices, and current issues associated with distribution and logistics. Distribution channels, supply chain management, transportation systems, technological advances, global trends and opportunities are explored. Prerequisites: MK201, MN201.

MK333 Marketing Research 3.0 Credits

A study of basic marketing and social science research concepts and practices: research design, sampling, survey, observation and experimental research practices, data collection and analysis. Prerequisites: junior class standing. Fall

MK335 Public Relations 3.0 Credits

Public relations are a significant component of a market communication plan, and are often used to introduce new products/services before significant advertising expenditures occur. This course explores options and strategies organizations and celebrities can pursue for the purpose of building goodwill, education, issues management, and crisis management for all stakeholders. Prerequisites: Junior class standing, or permission of instructor. Fall, odd years

MK350 E-commerce 3.0 Credits
Exposes students to E-commerce from a managerial perspective. The course has been designed for students with little or no programming experience. E-commerce topics such as Internet technology, e-Business models, on-line monetary transactions, security, marketing, cyber law, and taxation are presented. This knowledge base will help potential leaders make sound decisions in an electronic world. Prerequisite: Junior class standing, or permission of the instructor. Spring

MK360 Mobile Marketing 3.0 Credits
Mobile marketing is a disruptive force facing marketing decision makers, who are increasingly allocating more resources to this phenomenon. Students interested in new media and digital marketing will develop skills and knowledge that include effective mobile design, app marketing, mobile search, mobile advertising, augmented and virtual realities, location-based devices and beacons, near field communications, mobile payment systems, and mobile analytics. Prerequisite: MK201

MK365 International Marketing 3.0 Credits
The structure of foreign as well as home-based marketing and the financial features of international marketing. Prerequisites: ET101, ET102, MK201, MN201. Fall, even years

MK390 Internship in Marketing 0.0 Credits
The opportunity to gain experience in the administration of profit or non-profit organizations. The internship typically is completed during the junior or senior year but can be completed earlier with the approval of the academic advisor. The internship should be arranged with the assistance of the major internship advisor. An agreement is drawn up and approved by the student, the proposed employer, and the major internship advisor. Internships require a minimum of 55 hours of on-the-job work for each hour of credit. Evaluation is made by the major internship advisor and in consultation with the employer. Prerequisites: junior class standing permission of the academic advisor and the Dean or Dean's designee.

MK391 Internship in Marketing 0.0 Credits
May be taken when an unusual level of job responsibility, such as being in sole control of a business for an extended time, or other unique learning opportunity is encountered which would warrant additional credit above that granted for MK390. The granting of more than 3 credits for one internship will be a rare occurrence. In some instances, when deemed appropriate by the academic advisor and the Dean or Dean's designee, a second internship, which is entirely different than that pursued under MK390, may be taken. Prerequisite: MK390

MK395 Advanced Internship in Marketing 4.0 Credits
The Advanced Internship follows the same guidelines as the MK390 Internship. However, research criteria (applicable to each internship situation) provided by the internship advisor are also included for an additional 1 credit. Students who elect the Advanced Internship must also meet College Honors requirements.

MK399 Independent Study in Marketing 0.0 Credits
Independent Study in Marketing (2-3 credits). Each 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 Dean or Dean's designee. Normally, the student will be expected to have a cumulative grade point average of 3.00 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 Registrar or from the College of Business. Independent Study courses are assigned numbers of 299, 399 or 499, depending on the level of the course.

MK474 Marketing Mgmt for a Green Economy 3.0 Credits
Business organizations are quickly developing green business strategies, while consumers are increasingly demanding quality products that ensure a healthy planet. The course presents product, pricing, distribution and promotional strategies that are applicable to green marketing initiatives and that balance business profitability with buyer affordability. Prerequisites: MK201, senior class standing, Marketing major or minor or permission of instructor. Spring

MK495 Sr Independent Project Marketing 4.0 Credits
The student will develop a project arranged with the assistance of the major advisor and the approval of the Dean or Dean's designee. Projects include a thesis, business plan, or other significant research project. Prerequisites: senior class standing; declared major in the College of Business or permission of the Dean or Dean's designee.

- MK499 Independent Study in Marketing 0.0 Credits**
Independent Study in Marketing (2-3 credits). Each 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 academic advisor and the Dean or Dean's designee. Normally, the student will be expected to have a cumulative grade point average of 3.00 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 Registrar or from the College of Business. Independent Study courses are assigned numbers of 299, 399 or 499, depending on the level of the course.
- MN201 Principles of Management 3.0 Credits**
The process of coordinating the various resources of an organization toward the realization of its goals.
- MN208 Fostering Diversity in Workplace 3.0 Credits**
Catalog Description (including prerequisites, credits, course rotation and other information): Managing workplace diversity is essential in today's workforce. Human potential is unleashed when employees feel they are accepted and belong. This belonging leads to higher motivation, performance, and profits. In this course the student will learn about diversity, discrimination, the laws, and how to proactively manage a diverse workforce. A significant part of the course will focus on unconscious bias and how to effectively manage it. The student will learn about how to foster diversity in the workplace through self-assessments, case studies, and evaluations to measure success.
- MN210 Foundations of Project Management 3.0 Credits**
This course introduces the tasks and challenges fundamental to project management, the vital function of managing complex projects across multiple functions. Successful project managers possess the skills necessary to manage their teams, schedules, risks, and resources to produce a desired outcome. Students learn the skills and tools of project management with a practical, hands-on approach. This course guides students through many of the fundamental project management tools and behavioral skills required in profit and nonprofit organizations.
- MN275 China's Influence World Economy 3.0 Credits**
Essential elements of International Business will be covered from China's perspective. Discussion will include the human and cultural environment of the multinational organization, foreign exchange finance, trade barriers, etc. In addition, this course entails an extensive preparation for a 2-week trip to China to study global economic ideas, concepts, and theories being applied by different Chinese businesses. This class trip will occur at the end of the spring semester. Admittance to this course will be by approval of the instructor. Prerequisites: IC212 or permission from the instructor.
- MN299 Independent Study in Management 0.0 Credits**
Independent Study in Management (2-3 credits). Each 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 Dean or Dean's designee. Normally, the student will be expected to have a cumulative grade point average of 3.00 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 Registrar or from the College of Business. Independent Study courses are assigned numbers of 299, 399 or 499, depending on the level of the course.
- MN307 Human Relations 3.0 Credits**
How administrators may enhance their understanding of and working relationships with their supervisors, employees under their supervision and associate administrators. Prerequisite: MN201
- MN314 Human Resource Management 3.0 Credits**
The selection, training and management of personnel in private and public business. The procuring, developing, maintaining, and utilizing of an effective working team. Current practices and major problems of personnel administration. Prerequisite: MN201 (must be passed with a grade of C- or higher).
- MN321 Organizational Behavior 3.0 Credits**
In this course students apply behavioral science concepts to understand and analyze their organizational experiences. Individual behavior, interpersonal relations, small groups and relations between groups are examined in the context of a larger organization. The class is treated as an organization. Prerequisite: MN201

- MN342 Creativity and Innovation 3.0 Credits**
Students will learn how to tap into their creative potential on demand. The class will explore and synthesize various ideas from the field of creativity studies, including systems theory and creative problem solving. Students will analyze the synergies between creativity and innovation. The class will investigate how innovation plays a role in organizations and society. Prerequisite: Junior Standing
- MN348 Public Administration 3.0 Credits**
Public administration and its pragmatic applications in law, public service, the management of bureaucratic structures, and budget. Prerequisites: ET101, ET102, MN201 (must be passed with a grade of C- or higher).
- MN360 Communication Skills for Managers 3.0 Credits**
All of the writing elements concerning management activity will be examined including memos, good news/bad news letters, and résumés. Verbal applications will be a major part of the class, as students will make a series of formal speeches.
- MN365 Production & Operations Management 3.0 Credits**
The production process and the problems encountered in the administration of a manufacturing organization. The quantitative and qualitative techniques used to solve the problems. Production facilities, product development, planning and scheduling, and quality control. Similarity of problems and solutions in service-providing organizations. Prerequisites: MT260, MN201 (must be passed with a grade of C- or higher).
- MN366 International Management 3.0 Credits**
This course examines cross-cultural and international management issues, and analyzes the problems of managing in an international marketplace. It focuses on cultural and regional diversity and differences, political and economic influences, global market factors, and other contingencies with which managers of multinational enterprises must contend. Prerequisites: MN201.
- MN370 Quality Business Management Systems 3.0 Credits**
Provides students with the integration of quality or business excellence with business and operational management. Provides students with an understanding of how some of the major elements of a business system work and interrelate. Provides the student with the knowledge of how to integrate a management approach, relevant quality standards, continuous improvement methodologies, and information technology into a management system designed to achieve business excellence. Prerequisites: MT260, MN201 (must be passed with a grade of C- or higher).
- MN371 Entrepreneurship 3.0 Credits**
Organizational structure, financing, accounting and budgeting, advertising, purchasing, risk management, and personnel administration. Prerequisite: AC101 and MN201
- MN390 Internship in Management 0.0 Credits**
The opportunity to gain experience in the administration of profit or non-profit organizations. The internship typically is completed during the junior or senior year but can be completed earlier with the approval of the academic advisor. The internship should be arranged with the assistance of the major internship advisor. An agreement is drawn up and approved by the student, the proposed employer, and the major internship advisor. Internships require a minimum of 55 hours of on-the-job work for each hour of credit. Evaluation is made by the major internship advisor and in consultation with the employer. Prerequisites: junior class standing, permission of the academic advisor and the Dean or Dean's designee.
- MN391 Internship in Management 0.0 Credits**
May be taken when an unusual level of job responsibility, such as being in sole control of a business for an extended time, or other unique learning opportunity is encountered which would warrant additional credit above that granted for MN390. The granting of more than 3 credits for one internship will be a rare occurrence. In some instances, when deemed appropriate by the academic advisor and the Dean or Dean's designee, a second internship, which is entirely different than that pursued under MN390, may be taken. Prerequisite: MN390.
- MN395 Advanced Internship in Management 4.0 Credits**
The Advanced Internship follows the same guidelines as the MN390 Internship. However, research criteria (applicable to each internship situation) provided by the internship advisor are also included for an additional 1 credit. Students who elect the Advanced Internship must also meet College Honors requirements.

- MN399 Independent Study in Management 0.0 Credits**
Independent Study in Management (2-3 credits). Each 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 Dean or Dean's designee. Normally, the student will be expected to have a cumulative grade point average of 3.00 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 Registrar or from the College of Business. Independent Study courses are assigned numbers of 299, 399 or 499, depending on the level of the course and interest to pursue the proposed area of study. A "Proposal for Independent Study" form may be obtained from the Registrar or from the Dean or Dean's designee. Independent Study courses are assigned numbers of 299, 399 or 499, depending on the level of the course.
- MN415 Labor & Management 3.0 Credits**
Economic and political objectives, policies and tactics of trade unions will be studied. Related employer counter-strategies, American labor legislation, wage and hour laws, collective bargaining and the labor market will be included. Prerequisite: MN201
- MN426 Government and Business 3.0 Credits**
Public policy and legislative developments in regulation, antitrust laws, control over price, and public utility regulations. Roles of government, business and labor in a mixed economy. Prerequisites: ET102 and, MN201
- MN435 Leadership in Teams 3.0 Credits**
Offers students an opportunity to lead teams through all stages of team development, learn and overcome team challenges, and determine the principles of building high-performing teams while nurturing the cohesion and bonding of team members. The team is the unit of an organization where most leaders begin to develop influence skills. Leading teams involves managing different personalities, cultures, and varying skill levels, while simultaneously securing resources and managing expectations of stakeholders. In this course, students also have an opportunity to learn effective techniques for working with virtual teams, managing conflict in teams, and facilitating team problem solving. Prerequisite MN321 Organizational Behavior
- MN495 Sr Independent Study in Management 4.0 Credits**
The student will develop a project arranged with the assistance of the major advisor and the approval of the Dean or Dean's designee. Projects include a thesis, business plan, or other significant research project. Prerequisites: senior class standing; declared major in the College of Business or permission of the Dean or Dean's designee.
- MN499 Independent Study in Management 0.0 Credits**
Independent Study in Management (2-3 credits). Each 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 Dean or Dean's designee. Normally, the student will be expected to have a cumulative grade point average of 3.00 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 Registrar or the Dean or Dean's designee. Independent Study courses are assigned numbers of 299, 399 or 499, depending on the level of the course.
- MT102 Basic College Mathematics 3.0 Credits**
This course introduces basic, introductory mathematics required to be successful in other courses in Math, Sciences, Health Sciences, Computer Information Systems, Business, Economics, and other fields. With the focus on fundamental concepts and problem-solving skills, the course emphasizes solving real-world, practical problems. Technology tools are utilized where appropriate and available. Open to students from any major. Offered Fall term.
- MT104 Contemporary Mathematics 3.0 Credits**
This course aims to cultivate an understanding of mathematical reasoning, promote quantitative literacy, and develop problem solving skills by aiding the student in stating problems clearly, sorting out the relevant from the irrelevant, abstracting common properties from individual situations, and arguing coherently. Addresses GLE Learning Outcomes Mathematics, Problem Solving and Quantitative Literacy. Prerequisite: varies, depending upon prior mathematical background.
- MT130 Mathematics for K-8 Educators 3.0 Credits**
Intended for students majoring in education and designed to help meet mathematics content standards from the New Hampshire Department of Education and to serve as a refresher in preparation for the Praxis Core Exams. Addresses GLE Learning Outcomes: Mathematics (MT), Problem Solving (PS) and Quantitative Literacy (QL)

MT151 College Algebra 3.0 Credits

Develops manipulative algebraic skills and mathematical reasoning required for further study and use in mathematical modeling. Emphasis is placed on the understanding of mathematical concepts, functions, and their graphs. College Algebra addresses GLE Outcomes Mathematics (MT), Quantitative Literacy (QL), and Problem Solving (PS).

MT211 Discrete Mathematics 3.0 Credits

Provides an introduction to the mathematics of computing. Concrete topics include number systems, sets, functions, relations, and elementary Boolean Algebra. An exposure to abstract thinking is gained through the study of logic and proofs.

MT221 Calculus I - lab 4.0 Credits

The real power of calculus, the Fundamental Theorem of Calculus, is developed early in the course. A combination of the intuitive and theoretical approaches to the fundamental concepts of single variable calculus is used throughout. Prerequisite: four years of high school mathematics. Addresses GLE Learning Outcomes Mathematics (MT), Problem Solving (PS) and Quantitative Literacy (QL).

MT221L Calculus I - lecture 0.0 Credits

The real power of calculus, the Fundamental Theorem of Calculus, is developed early in the course. A combination of the intuitive and theoretical approaches to the fundamental concepts of single variable calculus is used throughout. Prerequisite: four years of high school mathematics. Addresses GLE Learning Outcomes Mathematics (MT), Problem Solving (PS) and Quantitative Literacy (QL).

MT222 Calculus II Lab 4.0 Credits

The real power of calculus, the Fundamental Theorem of Calculus, is developed early in the course. A combination of the intuitive and theoretical approaches to the fundamental concepts of single variable calculus is used throughout. Prerequisite: four years of high school mathematics.

MT222L Calculus II - lecture 0.0 Credits

The real power of calculus, the Fundamental Theorem of Calculus, is developed early in the course. A combination of the intuitive and theoretical approaches to the fundamental concepts of single variable calculus is used throughout. Prerequisite: four years of high school mathematics.

MT260 Statistics I 3.0 Credits

Collection, presentation, and interpretation of numerical data, frequency distributions, central tendency, dispersion, correlation, normal curve approximation, t-distribution, and chi-square. Emphasis is on hypothesis testing. Addresses GLE Learning Outcomes Mathematics (MT), Quantitative Literacy (QL), and Problem Solving (PS). Prerequisite: 3 years of high school mathematics or MT101 or MT151.

MT299 Independent Study in Mathematics 0.0 Credits

Independent Study-1-3 credits. 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 Dean or Dean's designee. Normally, the student will be expected to have a cumulative grade point average of 3.00 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 Registrar or Dean or Designee. Independent Study courses are assigned numbers of 299, 399 or 499, depending on the level of the course.

MT301 Introduction to Mathematical Proofs 1.0 Credit

Systematic development of the standard ingredients in a mathematical proof adequate to prepare students for reading and understanding proofs encountered in later coursework. Includes topics from Logic.

MT305 History of Mathematics 3.0 Credits

A study of the development of mathematics from the early Egyptian and Greek civilizations through the nineteenth century. There are three important components to the course: historical, biographical and mathematical. Students do mathematical problems of the times using the tools and knowledge appropriate for that period. Prerequisite: MT221.

MT311 Linear Algebra 3.0 Credits

Vector spaces, matrices, and their uses. Prerequisite: MT222 or permission of instructor.

- MT315 College Geometry 3.0 Credits**
Analysis of axiomatic systems. Euclidean and non-Euclidean as well as finite and infinite systems using axiomatic approaches. Prerequisite: MT222.
- MT321 Calculus III 3.0 Credits**
Advanced calculus, series, multiple integration, partial differentiation, differential equations. Prerequisite: MT222.
- MT330 Intro to Differential Equations 3.0 Credits**
Solution of elementary differential equations. How differential equations are used to model real-world processes. First-, second-, and higher-order linear differential equations. Prerequisite: MT222.
- MT361 Modern Algebra I 3.0 Credits**
A thorough study of finite, infinite, abelian, and cyclic groups. Cosets, normal subgroups, and factor groups. Homomorphisms, isomorphisms, and the Jordan-Holder Theorem. Prerequisite: MT222.
- MT373 Probability & Mathematics Stats 3.0 Credits**
Includes the fundamental concepts of probability, including conditional and marginal probabilities; discrete and continuous random variables, including the binomial; hypergeometric, Poisson, and normal random variables; mathematical expectations and moment-generating functions; and the applications of probability to such statistical topics as sampling distributions, confidence intervals, and/or tests of hypotheses. Prerequisite: MT222.
- MT375 Introduction Operations Research 3.0 Credits**
An introduction to the mathematics and applications of operations research, including a discussion of modeling, linear programming, integer programming, and network algorithms. Prerequisite: MT211 or MT222; MT311 recommended.
- MT380 Mathematics Seminar 3.0 Credits**
An exploration of current issues and interesting problems in mathematics such as Chaos and Fractals, Game Theory, Number Theory, etc. Discussion, problem-solving and student presentations.
- MT381 Mathematics Seminar 3.0 Credits**
An exploration of current issues and interesting problems in mathematics such as Chaos and Fractals, Game Theory, Number Theory, etc. Discussion, problem-solving and student presentations.
- MT399 Independent Study in Mathematics 0.0 Credits**
Independent Study-1-3 credits. 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 Dean or Dean's designee. Normally, the student will be expected to have a cumulative grade point average of 3.00 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 Registrar or Dean or Designee. Independent Study courses are assigned numbers of 299, 399 or 499, depending on the level of the course.
- MT481 Senior Project 3.0 Credits**
Required of all Mathematics majors. The student defines a problem or objective in consultation with a department advisor and proceeds with the research. The finished thesis or project is then submitted to and defended before a faculty panel. Prerequisite: senior standing.
- MT499 Independent Study in Mathematics 0.0 Credits**
Independent Study-1-3 credits. 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 Dean or Dean's designee. Normally, the student will be expected to have a cumulative grade point average of 3.00 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 Registrar or Dean or Designee. Independent Study courses are assigned numbers of 299, 399 or 499, depending on the level of the course.
- MU100 Recorder for Classroom Teachers 1.0 Credit**
Teaches the basics of recorder playing while simultaneously exploring the instrument as a pedagogical tool. Discussion of methods and instruments is included.

MU102 Special Topics in Music 0.0 Credits

MU102 is designed for students interested in music, but not planning to make it a major/minor: no musical knowledge is presumed. Listening and music creation are a focus, while the elements of music are taught from a cultural and historical context. The content is broad in scope, covering folk, classical and popular styles from western and non-western approaches and perspectives. The student can choose from three distinct themes, each in its own course section, offered on a two-year cycle. The three themes are: (1) The Song, from Bach to Hip-hop (2) Music and World Culture, (3) Music: The Composer's Voice. See campus web for details on which section will be offered. Addresses GLE Learning Outcomes Arts and Design, Creative Thinking, and Oral Communication.

MU103 Piano I 2.0 Credits

Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU104 Piano II 2.0 Credits

Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU105 Guitar I 2.0 Credits

Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU106 Guitar II 2.0 Credits

Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU107 Voice I 2.0 Credits

Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU108 Voice II 2.0 Credits

Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU120 Recording Techniques 3.0 Credits

Students will learn the skills required to make successful recordings in diverse situations and locations. Determining the proper microphone(s) for a specific purpose and the most effective placement of microphones will enable the creation of clear, recorded representations of live performances, environmental and ambient sounds. Microphone types and techniques will be studied, demonstrated and made available for class projects, including live recording, multi-track studio recording, and field recording. Addresses GLE Learning Outcomes Arts & Design (AD), Applied Learning (AL) and Creative Thinking (CV).

MU150 Fundamentals of Music 3.0 Credits

An introductory course in the elementary materials of music, including notation, meter, scales, intervals, triads, terminology and other rudiments of reading and writing music. Addresses GLE Learning Outcomes Arts & Design (AD), Applied Learning (AL), and Creative Thinking (CV).

MU151 Theory of Music I 2.0 Credits

A multilevel course designed to teach Music Theory I-IV concurrently. All students will complete theory-based composition projects and assignments specific to their level. Critique of student compositions, ear training, and in-class analysis of specific pieces of music will provide a common point of discussion and learning. Musical examples will come from a variety of styles including Jazz, Folk, Popular, and Classical. Specific content for level I is a study of triads and their inversions, writing and analysis of basic four-part diatonic chord progressions, melodic writing and analysis, harmonizing simple melodies and the dominant seventh chord.

MU154 Contemporary Music Making I 2.0 Credits

This is an 8-level private instruction course that focuses on original music composition in all its forms: songwriting, beat creation, film/game scoring, and concert music, among others. This course is designed to be an option for students to fulfill the “private instruction” requirement in the music major and minor. Though, all students are welcome to register. Offered every semester. No prerequisites for first level, then each level is a prerequisite for the next. 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

MU155 Rap I 2.0 Credits

This is an 8-level private instruction course that teaches the student how to rap. This course will teach both vocal and poetic skills, and is designed to be an option for students to fulfill the “private instruction” requirement in the Music major and minor. Though, all students are welcome to register. Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU156 Athletic Bands 1.0 Credit

Athletic Bands is a course that constitutes a music ensemble made of three interrelated bands (Pep Band, Marching Band and Drumline) performing repertoire specifically suited for accompaniment to athletic games. Through collaboration and creativity, students develop a set list of songs aimed to energize and inspire the athletes and spectators. The ensemble will rehearse regularly (12 times spread throughout the year) and play 12 home games, equally split between men’s and women’s sports; this may include: football, basketball, soccer, and hockey, among others. There is no audition, and all students at every level of musical skill are invited to register and participate. Beginners welcome! This is a 2-semester course that begins in the Fall semester; student will receive an “in-progress” grade after the fall semester. We will run this course every year.

MU157 Bass Guitar I 2.0 Credits

Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU158 Bass Guitar II 2.0 Credits

Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU159 Flute I 2.0 Credits

Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU160 Flute II 2.0 Credits

Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU167 Jazz Ensemble I 1.0 Credit

Open to all musicians in the College community, with or without previous jazz experience. Repertoire consists of combo style jazz, featuring composers of the 1940s to the present. Improvisation is emphasized and student composition and arrangements are encouraged. Prerequisite: permission of instructor.

MU168 Jazz Ensemble II 1.0 Credit

Open to all musicians in the College community, with or without previous jazz experience. Repertoire consists of combo style jazz, featuring composers of the 1940s to the present. Improvisation is emphasized and student composition and arrangements are encouraged. Prerequisite: permission of instructor.

MU195 Recorder I 2.0 Credits

Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU196 Recorder II 2.0 Credits

Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU200 Sophomore Music Portfolio 0.0 Credits

This requirement is an assessment of the student's progress in the Music major and the baccalaureate program, through the student's portfolio. Prerequisites: MU151 and declared Music major.

MU203 Piano III 2.0 Credits

Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU204 Piano IV 2.0 Credits

Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU205 Guitar III 2.0 Credits

Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU206 Guitar IV 2.0 Credits

Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU207 Voice III 2.0 Credits

Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU208 Voice IV 2.0 Credits

Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU209 Theory of Music II 2.0 Credits

A multilevel course designed to teach Music Theory I-IV concurrently. All students will complete theory-based composition projects and assignments specific to their level. Critique of student compositions, ear training, and in-class analysis of specific pieces of music will provide a common point of discussion and learning. Musical examples will come from a variety of styles including Jazz, Folk, Popular, and Classical. MU209 Theory of Music II includes the study of cadences and phrases, non-chord tones, the dominant seventh chord, the ii6 and vii6 chord, and other diatonic seventh chords. Prerequisite: MU151.

MU210 Women and Music 3.0 Credits

Examines the contributions of women to musical culture through western history and in our contemporary world. Topics explored are women composers, performers, patrons and musical images of women. Genres include classical, jazz, blues, rock, country and hip-hop. Addresses GLE Learning Outcomes Arts & Design, Creative Thinking and Oral Communication.

- MU212 Jazz History 3.0 Credits**
This uniquely American art is traced from its humble beginnings in the work songs and spirituals of the Old South to ragtime and the early years of New Orleans Dixieland, to the sophisticated, multifaceted jazz of today. Addresses GLE Learning Outcomes Arts & Design (AD), Applied Learning (AL) and Creative Thinking (CV).
- MU214 World Music 3.0 Credits**
A survey of the music of the world other than western art and popular music. The place of music in societies and its connections with other arts. The music of primitive cultures, the music of the high cultures of Asia, and the folk music of western cultures.
- MU215 Computer Music Applications 3.0 Credits**
Introduces the student to the ways in which sound may be represented using a computer. Topics include digital audio recording and editing, MIDI sequencing, software-based synthesis, and notation. The technical side of these areas is balanced with active discussion of compositional considerations and historical context. Students are required to compose short projects using the skills and techniques acquired over the course of the semester.
- MU217 Rap II 2.0 Credits**
This is an 8-level private instruction course that teaches the student how to rap. This course will teach both vocal and poetic skills, and is designed to be an option for students to fulfill the “private instruction” requirement in the Music major and minor. Though, all students are welcome to register. Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor
- MU218 History of Electronic Music 3.0 Credits**
Traces the history of electronic music, examining the impact of technology on artistic thought and the creative process in late 19th century, 20th century and current sonic art. Influential musicians, movements and venues associated with electronic sound will be discussed including the Futurists, early electronic instruments, Varese, Cage, Stockhausen, Musique Concrète, Elektronische Musik, tape recorders, synthesizers, Text-Sound Art, radio plays, Minimalism, Sound Installation Art, Site-Specific Sound Compositions, Soundscape, Computer Music, algorithmic composition and Live Interactive Electronic Sound and Internet Audio. Students will regularly analyze important works in an effort to gain insight into processes utilized by composers working with technology. Addresses GLE Learning Outcomes Arts & Design (AD), Applied Learning (AL) and Creative Thinking (CV).
- MU219 Music and Film 3.0 Credits**
This course explores how music has been used in film since the beginning of the film medium. The work of important film composers is studied and analyzed. Terminology for this process is also studied and students learn how to effectively judge film scores. Addresses GLE Learning Outcomes Arts & Design (AD), Applied Learning (AL), and Problem Solving (PS).
- MU220 Advanced Recording Techniques 3.0 Credits**
The skills required in Recording Techniques (MU120) will be further developed through five recording projects. These projects will focus on the recording of musical instruments, post-production mixing, and the study of equalization, compression and reverb. Listening skills will be developed through in-class aural analysis and the study of producers and their techniques. The study of acoustics and audio theory will give the student a scientific background in the skill of recording. Prerequisite: MU120
- MU227 Rap III 2.0 Credits**
This is an 8-level private instruction course that teaches the student how to rap. This course will teach both vocal and poetic skills, and is designed to be an option for students to fulfill the “private instruction” requirement in the Music major and minor. Though, all students are welcome to register. Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor
- MU228 Rap IV 2.0 Credits**
This is an 8-level private instruction course that teaches the student how to rap. This course will teach both vocal and poetic skills, and is designed to be an option for students to fulfill the “private instruction” requirement in the Music major and minor. Though, all students are welcome to register. Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU234 The Beatles: Voice of a Generation 3.0 Credits

This course is designed to examine how the musical group, the Beatles, influenced the worlds of music, film, fashion, art, business, and spirituality in the context of the 1960s. The band's impact will be studied by use of recordings, primary documents, subsequent scholarly writings, and DVDs. Addresses GLE Learning Outcomes Arts & Design (AS); Creative Thinking (CV); Oral Communication (OC)

MU237 Contemporary Music Making II 2.0 Credits

This is an 8-level private instruction course that focuses on original music composition in all its forms: songwriting, beat creation, film/game scoring, and concert music, among others. This course is designed to be an option for students to fulfill the "private instruction" requirement in the music major and minor. Though, all students are welcome to register. Offered every semester. No prerequisites for first level, then each level is a prerequisite for the next. Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU238 Contemporary Music Making III 2.0 Credits

This is an 8-level private instruction course that focuses on original music composition in all its forms: songwriting, beat creation, film/game scoring, and concert music, among others. This course is designed to be an option for students to fulfill the "private instruction" requirement in the music major and minor. Though, all students are welcome to register. Offered every semester. No prerequisites for first level, then each level is a prerequisite for the next. Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU239 Contemporary Music Making IV 2.0 Credits

This is an 8-level private instruction course that focuses on original music composition in all its forms: songwriting, beat creation, film/game scoring, and concert music, among others. This course is designed to be an option for students to fulfill the "private instruction" requirement in the music major and minor. Though, all students are welcome to register. Offered every semester. No prerequisites for first level, then each level is a prerequisite for the next. Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU240 Music Industry 3.0 Credits

The course will provide a background study of all related areas of the multibillion-dollar music industry, including the evolution and operations of the record company, music publishing, artist management, live music, copyright, music business, and various forms of digital music media.

MU256 Athletic Bands 1.0 Credit

Athletic Bands is a course that constitutes a music ensemble made of three interrelated bands (Pep Band, Marching Band and Drumline) performing repertoire specifically suited for accompaniment to athletic games. Through collaboration and creativity, students develop a set list of songs aimed to energize and inspire the athletes and spectators. The ensemble will rehearse regularly (12 times spread throughout the year) and play 12 home games, equally split between men's and women's sports; this may include: football, basketball, soccer, and hockey, among others. There is no audition, and all students at every level of musical skill are invited to register and participate. Beginners welcome! This is a 2-semester course that begins in the Fall semester; student will receive an "in-progress" grade after the fall semester. We will run this course every year.

MU257 Bass Guitar III 2.0 Credits

Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU258 Bass Guitar IV 2.0 Credits

Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU259 Flute III 2.0 Credits

Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

- MU260 Flute IV 2.0 Credits**
Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor
- MU267 Jazz Ensemble III 1.0 Credit**
Open to all musicians in the College community, with or without previous jazz experience. Repertoire consists of combo style jazz, featuring composers of the 1940s to the present. Improvisation is emphasized and student composition and arrangements are encouraged. Prerequisite: permission of instructor.
- MU268 Jazz Ensemble IV 1.0 Credit**
Open to all musicians in the College community, with or without previous jazz experience. Repertoire consists of combo style jazz, featuring composers of the 1940s to the present. Improvisation is emphasized and student composition and arrangements are encouraged. Prerequisite: permission of instructor.
- MU269 Clarinet III 2.0 Credits**
Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor
- MU270 Clarinet IV 2.0 Credits**
Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor
- MU273 Contemporary Music Ensemble III 1.0 Credit**
Explores the music of living composers in a variety of styles including Popular, Folk, Classical, and Electronic among others. Student songs and compositions may be included at the discretion of the director. No prior performance experience is necessary, though minimal experience playing on an instrument or singing is required.
- MU274 Contemporary Music Ensemble IV 1.0 Credit**
Explores the music of living composers in a variety of styles including Popular, Folk, Classical, and Electronic among others. Student songs and compositions may be included at the discretion of the director. No prior performance experience is necessary, though minimal experience playing on an instrument or singing is required.
- MU275 Organ III 2.0 Credits**
Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor
- MU276 Organ IV 2.0 Credits**
Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor
- MU277 Saxophone III 2.0 Credits**
Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor
- MU278 Saxophone IV 2.0 Credits**
Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU279 Percussion III 2.0 Credits

Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU280 Percussion IV 2.0 Credits

Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU283 Strings III 2.0 Credits

Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU284 Strings IV 2.0 Credits

Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU285 Trumpet III 2.0 Credits

Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU286 Trumpet IV 2.0 Credits

Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU287 Trombone III 2.0 Credits

Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU288 Trombone IV 2.0 Credits

Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU289 Low Brass III 2.0 Credits

Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU290 Low Brass IV 2.0 Credits

Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU291 Vocal Ensemble III 1.0 Credit

A mixed choral ensemble rehearsing and performing choral literature. Instruction in ear training and technical principles of performance are included. A concert is given at the end of each semester. Designed to give the maximum number of people an opportunity to experience musical performance. Choral Union is open to all students for credit or non-credit. No prior performance experience is necessary. However, minimal singing ability is required.

MU308 Voice VI 2.0 Credits

Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU309 Theory of Music III 2.0 Credits

A multilevel course designed to teach Music Theory I-IV concurrently. All students will complete theory-based composition projects and assignments specific to their level. Critique of student compositions, ear training, and in-class analysis of specific pieces of music will provide a common point of discussion and learning. Musical examples will come from a variety of styles including Jazz, Folk, Popular, and Classical. MU309 Theory of Music III includes the study of cadences and phrases, non-chord tones, the dominant seventh chord, the ii6 and vi6 chord, and other diatonic seventh chords. Prerequisite: MU151.

MU310 Computer Music II 3.0 Credits

The techniques explored in Computer Music I are further developed with emphasis placed on digital synthesis and live applications of electronic and/or digital music. Students are required to devote at least one of their compositional projects to the combination of live and pre-recorded electronic sources. Special attention is paid to the enhancement of one sonic parameter, for example, the illusion of movement through space, through the orchestration of other sonic parameters. The ability to “intermodulate” between diverse sound sources is also emphasized. Students are required to complete composition assignments throughout the semester. Prerequisite: MU215.

MU318 History of Western Music 3.0 Credits

A survey of Western Classical music from its origins through to the present. Major composers and their works are discussed and experienced. Special attention is paid to musical developments with related developments in other arts. A technical knowledge of music is presupposed. Prerequisite: MU151.

MU321 Popular and World Music 3.0 Credits

This course puts side by side what is known as “World” music with various forms of “Popular” music, not exclusively focused on the western cultural hegemony. Our intent is to study the similarities and differences in these parallel yet interconnected musical forces, and discover how the culture, history and tradition of a place can influence the kinds of musical expression which becomes popular. Examples of the music we will study include: K-Pop, Tuvan Throat Singing, Reggae, Arabic Rap, Hindustani Music, and Delta Blues. We will attempt an understanding of a music’s cultural and historical context, and then step back to see how it fits into an immensely diverse musical world.

MU327 Rap V 2.0 Credits

This is an 8-level private instruction course that teaches the student how to rap. This course will teach both vocal and poetic skills, and is designed to be an option for students to fulfill the “private instruction” requirement in the Music major and minor. Though, all students are welcome to register. Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU328 Rap VI 2.0 Credits

This is an 8-level private instruction course that teaches the student how to rap. This course will teach both vocal and poetic skills, and is designed to be an option for students to fulfill the “private instruction” requirement in the Music major and minor. Though, all students are welcome to register. Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU337 Contemporary Music Making V 2.0 Credits

This is an 8-level private instruction course that focuses on original music composition in all its forms: songwriting, beat creation, film/game scoring, and concert music, among others. This course is designed to be an option for students to fulfill the “private instruction” requirement in the music major and minor. Though, all students are welcome to register. Offered every semester. No prerequisites for first level, then each level is a prerequisite for the next. Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU338 Contemporary Music Making VI 2.0 Credits

This is an 8-level private instruction course that focuses on original music composition in all its forms: songwriting, beat creation, film/game scoring, and concert music, among others. This course is designed to be an option for students to fulfill the “private instruction”

requirement in the music major and minor. Though, all students are welcome to register. Offered every semester. No prerequisites for first level, then each level is a prerequisite for the next. Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU356 Athletic Bands 1.0 Credit

Athletic Bands is a course that constitutes a music ensemble made of three interrelated bands (Pep Band, Marching Band and Drumline) performing repertoire specifically suited for accompaniment to athletic games. Through collaboration and creativity, students develop a set list of songs aimed to energize and inspire the athletes and spectators. The ensemble will rehearse regularly (12 times spread throughout the year) and play 12 home games, equally split between men's and women's sports; this may include: football, basketball, soccer, and hockey, among others. There is no audition, and all students at every level of musical skill are invited to register and participate. Beginners welcome! This is a 2-semester course that begins in the Fall semester; student will receive an "in-progress" grade after the fall semester. We will run this course every year.

MU357 Bass Guitar V 2.0 Credits

Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU358 Bass Guitar VI 2.0 Credits

Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU359 Flute V 2.0 Credits

Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU360 Flute VI 2.0 Credits

Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU367 Jazz Ensemble V 1.0 Credit

Open to all musicians in the College community, with or without previous jazz experience. Repertoire consists of combo style jazz, featuring composers of the 1940s to the present. Improvisation is emphasized and student composition and arrangements are encouraged. Prerequisite: permission of instructor.

MU368 Jazz Ensemble VI 1.0 Credit

Open to all musicians in the College community, with or without previous jazz experience. Repertoire consists of combo style jazz, featuring composers of the 1940s to the present. Improvisation is emphasized and student composition and arrangements are encouraged. Prerequisite: permission of instructor.

MU369 Clarinet V 2.0 Credits

Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU370 Clarinet VI 2.0 Credits

Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU373 Contemporary Music Ensemble V 1.0 Credit

Explores the music of living composers in a variety of styles including Popular, Folk, Classical, and Electronic among others. Student songs and compositions may be included at the discretion of the director. No prior performance experience is necessary, though minimal experience playing on an instrument or singing is required.

MU374 Contemporary Music Ensemble VI 1.0 Credit

Explores the music of living composers in a variety of styles including Popular, Folk, Classical, and Electronic among others. Student songs and compositions may be included at the discretion of the director. No prior performance experience is necessary, though minimal experience playing on an instrument or singing is required.

MU375 Organ V 2.0 Credits

Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU376 Organ VI 2.0 Credits

Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU377 Saxophone V 2.0 Credits

Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU378 Saxophone VI 2.0 Credits

Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU379 Percussion V 2.0 Credits

Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU380 Percussion VI 2.0 Credits

Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU383 Strings V 2.0 Credits

Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU384 Strings VI 2.0 Credits

Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU385 Trumpet V 2.0 Credits

Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

- MU386 Trumpet VI 2.0 Credits**
Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor
- MU387 Trombone V 2.0 Credits**
Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor
- MU388 Trombone VI 2.0 Credits**
Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor
- MU389 Low Brass V 2.0 Credits**
Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor
- MU390 Low Brass VI 2.0 Credits**
Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor
- MU391 Vocal Ensemble V 1.0 Credit**
A mixed choral ensemble rehearsing and performing choral literature. Instruction in ear training and technical principles of performance are included. A concert is given at the end of each semester. Designed to give the maximum number of people an opportunity to experience musical performance. Choral Union is open to all students for credit or non-credit. No prior performance experience is necessary. However, minimal singing ability is required.
- MU392 Vocal Ensemble VI 1.0 Credit**
A mixed choral ensemble rehearsing and performing choral literature. Instruction in ear training and technical principles of performance are included. A concert is given at the end of each semester. Designed to give the maximum number of people an opportunity to experience musical performance. Choral Union is open to all students for credit or non-credit. No prior performance experience is necessary. However, minimal singing ability is required.
- MU393 Double Reeds V 2.0 Credits**
Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor
- MU394 Double Reeds VI 2.0 Credits**
Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor
- MU395 Recorder V 2.0 Credits**
Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor
- MU396 Recorder VI 2.0 Credits**
Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

- MU398 Internship in Music 0.0 Credits**
Internship in Music (1-3 credits). Students may take internships in music to enhance their knowledge and experience in the music professions. All internships must be approved by the Music Department coordinator(s), and the Dean or their designee. Agreements about internships are reached by the student, supervising faculty member and the proposed employer. Evaluation is made by the supervising faculty member in consultation with the on-site work supervisor. Credits are awarded on the basis of 40 hours of work per credit. No more than 3 credits may be awarded for any one internship. Students are allowed to participate in no more than two separate internships. Prerequisites: junior class standing and a declared major in music.
- MU399 Independent Study in Music 0.0 Credits**
Independent Study in Music 1-3 credits each
- MU401 Seminar in Music I 3.0 Credits**
This 3-credit course will use a seminar format to study a wide range of advanced topics related to Music Theory, Music Composition, Music History and Music Technology. With the professor's guidance, each student will choose a topic to study throughout the semester. The course work will include three substantial topic-specific projects, weekly study reports, and assigned readings. In class, students will report progress on projects, discuss their topics, give formal presentations, and receive feedback and guidance on completed projects. Regularly, we will critically listen to and discuss music related to each student's topic. This course may be taken up to three times and will be offered about once a year. Prerequisite: MU151 Theory of Music I.
- MU403 Piano VII 2.0 Credits**
Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor
- MU404 Piano VIII 2.0 Credits**
Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor
- MU405 Guitar VII 2.0 Credits**
Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor
- MU406 Guitar VIII 2.0 Credits**
Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor
- MU407 Voice VII 2.0 Credits**
Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor
- MU408 Voice VIII 2.0 Credits**
Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor
- MU409 Theory of Music IV 2.0 Credits**
A multilevel course designed to teach Music Theory I-IV concurrently. All students will complete theory-based composition projects and assignments specific to their level. Critique of student compositions, ear training, and in-class analysis of specific pieces of music will provide a common point of discussion and learning. Musical examples will come from a variety of styles including Jazz, Folk, Popular, and Classical. MU409 Theory of Music IV includes the study of cadences and phrases, non-chord tones, the dominant seventh chord, the ii6 and vii6 chord, and other diatonic seventh chords. Prerequisite: MU151.

MU411 Seminar in Music II 3.0 Credits

This 3-credit course will use a seminar format to study a wide range of advanced topics related to Music Theory, Music Composition, Music History and Music Technology. With the professor's guidance, each student will choose a topic to study throughout the semester. The course work will include three substantial topic-specific projects, weekly study reports, and assigned readings. In class, students will report progress on projects, discuss their topics, give formal presentations, and receive feedback and guidance on completed projects. Regularly, we will critically listen to and discuss music related to each student's topic. This course may be taken up to three times and will be offered about once a year. Prerequisite: MU151 Theory of Music I.

MU418 Advanced Computer Music Composition 3.0 Credits

Advanced digital synthesis techniques will be the primary focus of the class. Sound for multi-media applications such as web, CD-ROM and video will also be discussed. Students will complete individual assignments using software synthesis applications and programming techniques that enable complete control over the sculpting and modification of synthetic sounds as well as digitized recordings. Form, in music open to an all-inclusive palette of pitched and non-pitched sounds, will be a regular topic of discussion. Prerequisite: MU215.

MU421 Seminar in Music III 3.0 Credits

This 3-credit course will use a seminar format to study a wide range of advanced topics related to Music Theory, Music Composition, Music History and Music Technology. With the professor's guidance, each student will choose a topic to study throughout the semester. The course work will include three substantial topic-specific projects, weekly study reports, and assigned readings. In class, students will report progress on projects, discuss their topics, give formal presentations, and receive feedback and guidance on completed projects. Regularly, we will critically listen to and discuss music related to each student's topic. This course may be taken up to three times and will be offered about once a year. Prerequisite: MU151 Theory of Music I.

MU427 Rap VII 2.0 Credits

This is an 8-level private instruction course that teaches the student how to rap. This course will teach both vocal and poetic skills, and is designed to be an option for students to fulfill the "private instruction" requirement in the Music major and minor. Though, all students are welcome to register. Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU428 Rap VIII 2.0 Credits

This is an 8-level private instruction course that teaches the student how to rap. This course will teach both vocal and poetic skills, and is designed to be an option for students to fulfill the "private instruction" requirement in the Music major and minor. Though, all students are welcome to register. Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU437 Contemporary Music Making VII 2.0 Credits

This is an 8-level private instruction course that focuses on original music composition in all its forms: songwriting, beat creation, film/game scoring, and concert music, among others. This course is designed to be an option for students to fulfill the "private instruction" requirement in the music major and minor. Though, all students are welcome to register. Offered every semester. No prerequisites for first level, then each level is a prerequisite for the next. Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU438 Contemporary Music Making VIII 2.0 Credits

This is an 8-level private instruction course that focuses on original music composition in all its forms: songwriting, beat creation, film/game scoring, and concert music, among others. This course is designed to be an option for students to fulfill the "private instruction" requirement in the music major and minor. Though, all students are welcome to register. Offered every semester. No prerequisites for first level, then each level is a prerequisite for the next. Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU450 Senior Recital 3.0 Credits

A Senior recital is required as a representation of proficiency on an instrument and as a culmination of applied study. Includes an advanced level of applied instruction in preparation for the recital as well as instruction in programming, performance department, historical research, theoretical analysis and other performance related issues. Prerequisites: Senior status, declared major in Music, Applied track, and completion of all private instruction requirements for the major.

MU451 Senior Project in Music 3.0 Credits
A culminating course for the major in music. Students will show an advanced level of substantial research, analytical or creative work that demonstrates proficiency in an area of musical interest and preparation. Students may choose from the areas of theory/ composition, history, technology or some combination of these for their project specialization. All project selections are subject to Departmental approval. Prerequisites: Senior status, declared major in Music.

MU456 Athletic Bands 1.0 Credit
Athletic Bands is a course that constitutes a music ensemble made of three interrelated bands (Pep Band, Marching Band and Drumline) performing repertoire specifically suited for accompaniment to athletic games. Through collaboration and creativity, students develop a set list of songs aimed to energize and inspire the athletes and spectators. The ensemble will rehearse regularly (12 times spread throughout the year) and play 12 home games, equally split between men's and women's sports; this may include: football, basketball, soccer, and hockey, among others. There is no audition, and all students at every level of musical skill are invited to register and participate. Beginners welcome! This is a 2-semester course that begins in the Fall semester; student will receive an "in-progress" grade after the fall semester. We will run this course every year.

MU457 Bass Guitar VII 2.0 Credits
Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU458 Bass Guitar VIII 2.0 Credits
Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU459 Flute VII 2.0 Credits
Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU460 Flute VIII 2.0 Credits
Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU467 Jazz Ensemble VII 1.0 Credit
Open to all musicians in the College community, with or without previous jazz experience. Repertoire consists of combo style jazz, featuring composers of the 1940s to the present. Improvisation is emphasized and student composition and arrangements are encouraged. Prerequisite: permission of instructor.

MU468 Jazz Ensemble VIII 1.0 Credit
Open to all musicians in the College community, with or without previous jazz experience. Repertoire consists of combo style jazz, featuring composers of the 1940s to the present. Improvisation is emphasized and student composition and arrangements are encouraged. Prerequisite: permission of instructor.

MU469 Clarinet VII 2.0 Credits
Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU470 Clarinet VIII 2.0 Credits
Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

- MU473 Contemporary Music Ensemble VII 1.0 Credit**
Explores the music of living composers in a variety of styles including Popular, Folk, Classical, and Electronic among others. Student songs and compositions may be included at the discretion of the director. No prior performance experience is necessary, though minimal experience playing on an instrument or singing is required.
- MU474 Contemporary Music Ensemble VIII 1.0 Credit**
Explores the music of living composers in a variety of styles including Popular, Folk, Classical, and Electronic among others. Student songs and compositions may be included at the discretion of the director. No prior performance experience is necessary, though minimal experience playing on an instrument or singing is required.
- MU475 Organ VII 2.0 Credits**
Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor
- MU476 Organ VIII 2.0 Credits**
Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor
- MU477 Saxophone VII 2.0 Credits**
Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor
- MU478 Saxophone VIII 2.0 Credits**
Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor
- MU479 Percussion VII 2.0 Credits**
Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor
- MU480 Percussion VIII 2.0 Credits**
Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor
- MU483 Strings VII 2.0 Credits**
Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor
- MU484 Strings VIII 2.0 Credits**
Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor
- MU485 Trumpet VII 2.0 Credits**
Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU486 Trumpet VIII 2.0 Credits

Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU487 Trombone VII 2.0 Credits

Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU488 Trombone VIII 2.0 Credits

Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU489 Low Brass VII 2.0 Credits

Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU490 Low Brass VIII 2.0 Credits

Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU491 Vocal Ensemble VII 1.0 Credit

A mixed choral ensemble rehearsing and performing choral literature. Instruction in ear training and technical principles of performance are included. A concert is given at the end of each semester. Designed to give the maximum number of people an opportunity to experience musical performance. Choral Union is open to all students for credit or non-credit. No prior performance experience is necessary. However, minimal singing ability is required.

MU492 Vocal Ensemble VIII 1.0 Credit

A mixed choral ensemble rehearsing and performing choral literature. Instruction in ear training and technical principles of performance are included. A concert is given at the end of each semester. Designed to give the maximum number of people an opportunity to experience musical performance. Choral Union is open to all students for credit or non-credit. No prior performance experience is necessary. However, minimal singing ability is required.

MU493 Double Reeds VII 2.0 Credits

Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU494 Double Reeds VIII 2.0 Credits

Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU495 Recorder VII 2.0 Credits

Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

MU496 Recorder VIII 2.0 Credits

Applied Music: Performance Some music courses require private music instruction. A Private Music Instruction fee is assessed to all students enrolled in a course that requires Private Music Instruction. Students with questions about fees or process should consult with their music department advisor

- MU498 Internship in Music 0.0 Credits**
 Internship in Music (1-3 credits). Students may take internships in music to enhance their knowledge and experience in the music professions. All internships must be approved by the Music Department coordinator(s), and the Dean or their designee. Agreements about internships are reached by the student, supervising faculty member and the proposed employer. Evaluation is made by the supervising faculty member in consultation with the on-site work supervisor. Credits are awarded on the basis of 40 hours of work per credit. No more than 3 credits may be awarded for any one internship. Students are allowed to participate in no more than two separate internships. Prerequisites: junior class standing and a declared major in music.
- MU499 Independent Study in Music 0.0 Credits**
 Independent Study in Music 1-3 credits each
- NR001 Nursing Document Collection 0.0 Credits**
 Document collection required for NR490.
- NR009 Nursing Document Collection 0.0 Credits**
 Document collection for NR690.
- NR200 Introduction to Holistic Health 3.0 Credits**
 This course introduces the student to holistic health which is an approach to life that seeks harmony between mind, body, spirit, and environment. Student will have the opportunity to perform a self-assessment and identify measures to improve their overall health. The student will explore practices such as exercise, nutrition, and mind body connection and their impact on health. Complementary and alternative therapies will also be discussed. This course supports the Franklin Pierce University Human Resources Wellness Mission Statement.
- NR300 Transition to Baccalaureate Nursing 3.0 Credits**
 This course introduces the baccalaureate nursing student to the issues and trends fundamental to nursing practice today, including social, political, economic, and professional implications of practice. Topics that will be discussed include an overview of professional nursing roles, socialization into professional practice, theoretical bases for nursing practice, health policy, health promotion, holistic care, cultural competency, health care disparities, and issues related to the practice environment.
- NR320 Evidence Based Practice in Nursing 3.0 Credits**
 This is an introductory course on nursing research methods intended to provide the baccalaureate nursing student with a foundation for critiquing and utilizing research findings in practice. The course emphasis is on reading research reports, critically analyzing research findings, and applying the best evidence in clinical practice. Both qualitative and quantitative research models are discussed. Course content includes overview of problem statement/question, purpose, theoretical framework, research methods, sample selection, data collection, data analysis and interpretation of findings. At the conclusion of the course, students are prepared to critique research related to health care, to use research findings to develop an evidence-based nursing practice, and work with expert researchers in the conduct of research.
- NR330 Clinical Decision Making 3.0 Credits**
 This course explores strategies to assess the human experience and the response to health and illness. Through self-reflection, critical thinking, comprehensive case reviews, and holistic assessment, students enhance their clinical decision-making skills. Focus is on developing strategies to gather appropriate data, understanding client's responses, and developing a health diagnosis. Nurses formulate an evidence-based approach to clinical decision-making and individualized client interventions. Assessment data is related to the environment of the client, including both internal and external variables. Students integrate Jean Watson's theory to identify the degree of harmony within the body, mind and spirit. Specific areas of concentration include spiritual assessment, pain assessment, nutrition assessment, changes across the life span, cultural implications, health promotion and relationship-based care with a scientific, caring practice.
- NR400 Hlth Policy Professional Nurse 3.0 Credits**
 This course examines the structure and function of healthcare delivery systems, and provides a framework for analysis of health care system quality, access, and cost from the perspective of professional nursing. Health and social policy at the community, state, federal, and international perspectives are discussed. The role of the professional nurse as advocate for health care policy change is emphasized. Students are provided with opportunities to participate in influencing health care policy.

- NR420 Health Promotion Across Lifespan 3.0 Credits**
The course is an in-depth study of health teaching, health promotion, and disease prevention in diverse populations across the life span. It builds on the goals of Healthy People initiative and is predicated on a working knowledge of growth and development, cultural awareness, socioeconomic forces, and health assessment. Course content includes diversity of health beliefs, health promotion and belief models, assessing individuals, families, and communities, barriers to healthy behaviors, at risk populations, and health care education program development, implementation, and evaluation. The course is based on the creation by the nurse of a helping relationship characterized by presence, respect, mindfulness, and therapeutic use of self.
- NR445 Comm Hlth Nurs:Ind & Family Client 3.0 Credits**
This course introduces the concept of community-based nursing practice, nursing roles focusing on individuals and families. Students learn to locate and use relevant data and apply common tools of levels of prevention, and health promotion and disease prevention strategies. Nursing as a caring and evidence-based science is applied to disease prevention and community health.
- NR446 Comm Hlth Nur: Groups Population 3.0 Credits**
This course introduces the concept of community or group as client. Methods of assessing a population, identifying trends and health related needs will be examined with emphasis on health promotion and disease prevention. Health disparities and vulnerable populations will be explored and their impact on communities. The role of the nurse in community disaster preparedness and response will be discussed.
- NR490 Leadership in Professional Nursing 6.0 Credits**
This course examines leadership concepts within the discipline of nursing, and provides a forum for the student to develop and enhance leadership skills while exploring leadership in the context of a caring nursing environment. In this capstone course of the RN-BS nursing program, learning is synthesized from the humanities, natural sciences, behavioral sciences, and the nursing domain, through seminar discussions and project development. Students will be required to register for and complete NR001-Nursing Document Collection in the term prior to taking NR490. Prerequisite: NR300, NR320, NR330, NR400, NR420, NR445, NR446, or Senior status with permission from the Academic Director.
- NR501 RN/MSM Bridge Course 3.0 Credits**
This graduate level course is designed for the registered nurse with a baccalaureate degree in a discipline other than nursing and an associate's degree or diploma in nursing. The course will facilitate a bridge of understanding and knowledge development between the currently held nursing degree and the MSN by presenting concepts such as evidence-based practice, nursing theory, decision-making, health policy and community/public health.
- NR510 Nursing Science in Practice 3.0 Credits**
This course examines the theoretical foundations of nursing, including the history of nursing theory and knowledge development from early philosophies to post-modern concepts. The critical relationships of theory, research, and practice are explored. Students will discuss the relevance and applicability of selected theories in today's health care environment, with a focus on health care improvement initiatives.
- NR520 Health Policy and Population Health 3.0 Credits**
This course explores global health issues from a nursing perspective. The role of the nurse as a change agent to affect local and global health policies, and as an advocate to promote global health and reduce the risk of disease is explored. The UN's Sustainable Development Goals are analyzed for application and evaluation of a "global" community assessment.
- NR530 Inferential Statistics 3.0 Credits**
This course introduces graduate level statistics for health care professionals. The course encourages students to think critically about data analysis and research design in relationship to evidence-based practice. Students are expected to critically examine research reports, calculate statistics, and complete a research design.
- NR540 Evidence Based Practice 3.0 Credits**
This course focuses on the clinical application of evidence-based research to inform clinical decision making. Evidence from systematic reviews of quantitative and qualitative research, expert opinion, and evidence-based practice guidelines will be critiqued for their application to a current nursing issue or problem. Students will evaluate the use of evidence-based research to initiate change and improve health care outcomes.

- NR545 Clinical & Classroom Strategies 3.0 Credits**
This course is designed to introduce the learner to theories and evidence-based practice related to teaching strategies in the classroom and clinical setting. It emphasizes student teacher relationships and explores learning styles. Topics include the influences of regulatory and patient safety requirements as well as ethical and legal issues affecting all aspects of nursing education.
- NR547 Evidence Based Curriculum Design 3.0 Credits**
This course is designed to introduce the learner to theories, standards and techniques to design and evaluate nursing educational programs and evidence-based curricula. It explores faculty roles, including both collegiate and staff development/client-centered environments. Topics include the influences of regulatory and patient safety requirements as well as ethical and legal issues affecting all aspects of nursing education.
- NR549 Evaluating Learning Competence 3.0 Credits**
This course introduces the learner to evidence-based evaluation and testing in nursing education. Topics include strategies for evaluation methods in a variety of settings that address critical thinking, clinical performance, employee competence, and educational programs.
- NR565 Strtgc Plan Prjct Mgmt Nurses I 3.0 Credits**
This course examines the nurse leader's role as a change agent in today's complex, business-based health care arena. The dynamics of strategic planning will be discussed as they relate to those challenges facing nursing and the nursing profession. This course will lay the foundation for the development of a strategic plan in part II of the course.
- NR570 Strtgc Plan Prjct Mgmt Nurses II 3.0 Credits**
NR570 expands on NR565 through the application of the strategic planning process as a nursing management and leadership tool to improve health care outcomes. Utilizing the strategic planning tools discussed in NR565, students will develop a comprehensive strategic plan after analysis of a specific organization within the context of its internal and external environment. Prerequisite: NR565 Strategic Planning and Project Management for Nurses I.
- NR575 Advanced Pharmacology 3.0 Credits**
This course will explore pharmacologic principles that professional nurses routinely utilize in clinical practice. This course is designed to provide opportunities to expand the M.S.N. student's knowledge of pharmacotherapeutics and pharmacokinetics of in broad categories of pharmacologic agents. The purpose of the content is to provide the graduate the knowledge and skills to assess, utilize clinical reasoning, and manage a client's common health problems in a safe, high quality, and cost-effective manner.
- NR580 Advanced Pathophysiology 3.0 Credits**
This course focuses on pathologic mechanisms of disease that serve as the foundation for advanced clinical assessment, decision-making, and management across the life span etiology, pathogenesis, developmental, environmental influences, and clinical manifestations of major health problems disease will be explored. No prerequisites needed beyond those required in the General Education Core Credits.
- NR585 Advanced Health Assessment 3.0 Credits**
This course will build upon health assessment skills previously attained in undergraduate nurse education. The process whereby the nurse utilizes comprehensive physical, psychological, and cultural assessment across the life span to gather specific data relevant to common health problems is emphasized. Students will apply advanced health assessment principles and skills for comprehensive examination of clients. No prerequisites needed beyond those required in the General Education Core Credits.
- NR690 Nursing Capstone Seminar Project 6.0 Credits**
The capstone course focuses on the integration and application of major concepts covered throughout the graduate nursing program. The course integrates learning approaches of seminar discussions, completion of a project, and a precepted capstone project experience. Seminar time focuses on analysis of theoretical and practical components of the advanced nursing role in nursing education and practice. Students will be required to register for and complete NR009-Nursing Document Collection in the term prior to taking NR690
- NR700 Found Concepts Prof Nursing Lec 3.0 Credits**
This fundamentals course is designed to teach the didactic components of a comprehensive, holistic health history and physical examination of individuals/ families across the lifespan. The course provides an opportunity for students to develop competencies necessary to provide care to individuals using the nursing process framework and critical thinking. Students learn theories and concepts intrinsic to the art and science of nursing practice. Co-requisite NR701: Foundations Practicum

- NR701** **Fnd Cncpt-Hlth Aseess Lab & Pract** **3.0 Credits**
This fundamentals course is designed to teach the didactic components of a comprehensive, holistic health history and physical examination of individuals/ families across the lifespan. The course provides an opportunity for students to develop competencies necessary to provide care to individuals using the nursing process framework and critical thinking. Students learn theories and concepts intrinsic to the art and science of nursing practice. Co-requisite NR700
- NR710** **Nrsng Mgmt Common Hlth Alt** **3.0 Credits**
This course focuses on the common acute or chronic health alterations of individuals across the lifespan. Cultural, psychosocial and ethical considerations for these physiological conditions will be explored. Evidence based interventions will be introduced, and concepts of health promotion and prevention emphasized. Co-requisite: NR711 Nursing Management of Common Health Alterations Across the Lifespan Practicum (clinical). Pre-requisite: NR700 & NR701.
- NR711** **Nrsng Mgmt Common Hlth Alt Pract** **3.0 Credits**
This course focuses on the common acute or chronic health alterations of individuals across the lifespan. Cultural, psychosocial and ethical considerations for these physiological conditions will be explored. Evidence based interventions will be introduced, and concepts of health promotion and prevention emphasized. Co-requisite: NR710 Nursing Management of Common Health Alterations Across the Lifespan Practicum (clinical).
- NR720** **Nrsng Mgmt Complex Hlth Alt** **3.0 Credits**
This course prepares the student to provide comprehensive, patient-centered care for the individual with complex health alterations. Building on previous MEPN courses, theory will focus on concepts associated with complex illness and injury, and interventions that are grounded in evidence, and take into consideration cultural, psychosocial and ethical considerations. Pre-requisite: NR711 Nursing Management of Complex Health Alterations Across the Lifespan Practicum (clinical/lab). Co-requisite: NR721 Nursing Management of Common Health Alterations Across the Lifespan Practicum (clinical/lab). Pre-requisite: NR710 & NR711
- NR721** **Nrsng Mgmt Complex Hlth Alt Pract** **3.0 Credits**
This course prepares the student to provide comprehensive, patient-centered care for the individual with complex health alterations. Building on previous MEPN courses, theory will focus on concepts associated with complex illness and injury, and interventions that are grounded in evidence, and take into consideration cultural, psychosocial and ethical considerations. Pre-requisite: NR710 and NR711
- NR730** **Mental Health Nursing** **3.0 Credits**
This course promotes exploration of factors that affect psychological wellness and illness of individuals. Students will explore the unique needs of individuals with mental-health issues across the lifespan, examining their responses to life stressors while considering cultural, psychosocial and ethical factors. Co-requisite: NR731 Psychiatric and Mental Health Nursing Practicum (clinical).
- NR731** **Mental Health Nursing Practicum** **1.0 Credit**
This course promotes exploration of factors that affect psychological wellness and illness of individuals. Students will explore the unique needs of individuals with mental-health issues across the lifespan, examining their responses to life stressors while considering cultural, psychosocial and ethical factors. Co-requisite: NR730 Mental Health Nursing
- NR740** **Comm Health Promotion Practicum** **1.0 Credit**
This clinical practicum introduces the student to concepts relevant to community-based nursing practice including informatics, communicable diseases, epidemiology, and disasters. Students will identify factors influencing community health including the determinants of health and its impact on vulnerable populations in diverse practice settings. There is a clinical rotation included in this course.
- NR750** **Maternal/Child Nursing (Lecture)** **3.0 Credits**
The focus of this course is exploring the needs of the individual as they relate to childbearing and children. Health issues involving ante-partum, intra-partum, and post-partum as well as growth and development are explored. The student is introduced to content within a theoretical context of individuals as part of a family unit, and larger culturally diverse society. Co-requisite: NR751 Women's Health Practicum & Pediatric Health Practicum (clinical).
- NR751** **Women's Health Practicum (OB/Gyn)** **1.0 Credit**
The focus of this course is exploring the needs of the individual as they relate to childbearing and children. Health issues involving ante-partum, intra-partum, and post-partum as well as growth and development are explored. The student is introduced to content within a theoretical context of individuals as part of a family unit, and larger culturally diverse society.

- NR752 Pediatrics Practicum 1.0 Credit**
The focus of this course is exploring the needs of the individual as they relate to childbearing and children. Health issues involving ante-partum, intra-partum, and post-partum as well as growth and development are explored. The student is introduced to content within a theoretical context of individuals as part of a family unit, and larger culturally diverse society. Co-requisite: NR751 Women's Health Practicum & Pediatric Health Practicum (clinical).
- NR760 Immersion Adv Generalist Practicum 4.0 Credits**
This course is a clinical immersion experience designed to provide comprehensive learning opportunities in a variety of hospital settings. The clinical immersive platform allows students to apply main theories, professional leadership, critical thinking, health promotion and risk reduction, illness and disease management, ethical practices, evidence-based practices and global cultural competencies in clinical practice. The application of these theories and principles will occur during students' mentored clinical experiences and during clinical seminar activities.
- NR790 Capstone 4.0 Credits**
The capstone course focuses on the integration and application of major concepts covered throughout the MEPN program. Emphasis will be on quality improvement incorporating concepts such as quality and safety, patient engagement, change, teamwork and communication, and leadership. The course consists of seminar discussions and the application of knowledge and clinical experiences in the development and presentation of a quality improvement project. The quality improvement project can serve as a bridge to future employment.
- NT317 The Camino Seminar 3.0 Credits**
The Camino Seminar – an interdisciplinary study of pilgrimage and of the Camino in particular and preparation for becoming a Camino pilgrim. Addresses GLE Learning Outcomes Social Science (SS) and Inquiry & Analysis (IA).
- NT390 Washington Center 12.0 Credits**
For students attending the Washington Center for Internships and Academic Seminars, located in the nation's capital.
- NT394 Washington Center 3.0 Credits**
For students attending the Washington Center for Internships and Academic Seminars, located in the nation's capital.
- NT418 Camino Pilgrimage I 3.0 Credits**
Part one of a walk/study course that takes a small group of students to Spain to study Spanish and the Camino intensively while immersed in the culture of Spain and on a faculty-guided long-distance walk through beautiful parts of southern France and northern Spain on the ancient Camino de Santiago de Compostela, one of the most popular pilgrimages in the world. The Camino Pilgrimage generally covers about 10-15 miles each day, and students carry their own belongings in a backpack and sleep in pilgrim hostels. Students work with one another by participating in learning activities together. Students keep a journal of their experiences, and produce a final reflection paper after they return in early November. Walking the Camino is an unforgettable personal journey steeped in European history and a rich spiritual tradition. Prerequisite: LS105, NT317. Addresses GLE Learning Outcomes Arts & Design (AD), Applied Learning (AL) and Experiential Learning (EL).
- NT419 Camino Pilgrimage II 3.0 Credits**
Part two of a walk/study course that takes a small group of students to Spain to study Spanish and the Camino intensively while immersed in the culture of Spain and on a faculty-guided long-distance walk through beautiful parts of southern France and northern Spain on the ancient Camino de Santiago de Compostela, one of the most popular pilgrimages in the world. The Camino Pilgrimage generally covers about 10-15 miles each day, and students carry their own belongings in a backpack and sleep in pilgrim hostels. Students work with one another by participating in learning activities together. Students keep a journal of their experiences, and produce a final reflection paper after they return in early November. Walking the Camino is an unforgettable personal journey steeped in European history and a rich spiritual tradition. Prerequisite: LS105, NT317. Addresses GLE Learning Outcomes Humanities (HM), Intercultural Knowledge (IK) and Teamwork (TW).
- PA101 Introduction To Philosophy 3.0 Credits**
Philosophy (the love of wisdom) is the systematic examination of essential questions. The course examines the following questions: What is Philosophy? What is real (Metaphysics)? How do we know (Epistemology)? What ought we to do (Ethics)? These questions are critically examined in the light of their formulation by influential thinkers and their relevance to contemporary issues. Addresses GLE Learning Outcomes Humanities (HM), Critical Reading (CR) and Critical Thinking (CT).

PA300 Philosophy Portfolio 1.0 Credit

This course provides the opportunity for students to reflect upon their experience with the Philosophy Curriculum of Franklin Pierce and to assess how well they have met the desired learning outcomes identified by the program. Students will compile appropriate artifacts - usually but not limited to course papers - as evidence that they have met the stated program goals. They will also write a rationale statement, explaining how each artifact meets each standard, and how successfully the student thinks it does so. Portfolio and rationale statement will be presented in class to be evaluated by faculty member and fellow philosophy students. Open to juniors or seniors who have completed or are in the process of completing their 300-level seminar. Required of all Philosophy students for completion of the program.

PA302 Seminar:Philosophical Topic 3.0 Credits

This seminar will concentrate on one of the perennial themes dealt with by the philosophical tradition. Possible topics include the question of free will, the nature of truth, the nature of goodness, the tradition of existentialism, and the tradition of pragmatism. Prerequisite: PA101 or permission of instructor.

PA304 Seminar On Philosophical Thinker 3.0 Credits

This seminar will concentrate on the work of one of the great figures of the Western Philosophical tradition such as Plato, Aristotle, Hume, Kant, Hegel and Kierkegaard. The course will be organized around careful reading of the author's major works, and will include important secondary literature as well. Prerequisite: PA101 or permission of instructor.

PA306 Philosophy Of Science & Nature 3.0 Credits

Investigates the human relationship with nature: how humans define nature and how they interact with it. Examines the history of scientific understanding of this relationship, the ethical issues raised by this understanding, and a critical examination of new paradigms that might better explain this relationship (or not).

PA499 Independent Study In Philosophy 3.0 Credits

An Independent Study in Philosophy is offered exclusively to students pursuing an approved Self-Designed Major in Philosophy, and is offered to fulfill the culminating work required of the major. The topic and method of the Independent Study will be selected and carefully designed by the student and faculty sponsor, and must meet with the approval of the Dean or their designee. This topic should be of particular concern to the student, and should represent some question arising out of his or her philosophical studies to that point. Format will generally follow the model of a "Senior Thesis," wherein students will meet regularly with a faculty advisor to discuss readings and work in pursuit of the proposed thesis which, when completed, will be defended orally. A "Proposal for Independent Study" form must be filled out, submitted and approved.

PH101 General Physics I-Lab 4.0 Credits

Designed to show the science of physics as a broadly-based intellectual activity that has firm historical roots and profoundly influences our whole culture. Through lectures, demonstrations, problem-solving, and laboratory activities the students will learn the basic concepts of physics (using a historical, mathematical and scientific approach). First semester covers the kinematics and dynamics of motion, momentum, work, power and energy, thermodynamics and fluid dynamics. Second semester covers waves and sound, light and optics, electricity and magnetism, quantum mechanics, and nuclear physics. (The topics are selected and arranged to progress from the simple to more sophisticated concepts and problem-solving skills.) Prerequisite: high school algebra. PH101 addresses GLE Learning Outcomes Natural Sciences (NS), Critical Thinking (CT) and Inquiry & Analysis (IA); PH102 addresses GLE Learning Outcomes Natural Sciences (NS), Problem Solving (PS) and Technology Literacy (TL).

PH101L General Physics I - Lecture 0.0 Credits

Designed to show the science of physics as a broadly-based intellectual activity that has firm historical roots and profoundly influences our whole culture. Through lectures, demonstrations, problem-solving, and laboratory activities the students will learn the basic concepts of physics (using a historical, mathematical and scientific approach). First semester covers the kinematics and dynamics of motion, momentum, work, power and energy, thermodynamics and fluid dynamics. Second semester covers waves and sound, light and optics, electricity and magnetism, quantum mechanics, and nuclear physics. (The topics are selected and arranged to progress from the simple to more sophisticated concepts and problem-solving skills.) Prerequisite: high school algebra. PH101 addresses GLE Learning Outcomes Natural Sciences (NS), Critical Thinking (CT) and Inquiry & Analysis (IA); PH102 addresses GLE Learning Outcomes Natural Sciences (NS), Problem Solving (PS) and Technology Literacy (TL).

PH102 General Physics II-Lab 4.0 Credits

Designed to show the science of physics as a broadly-based intellectual activity that has firm historical roots and profoundly influences our whole culture. Through lectures, demonstrations, problem-solving, and laboratory activities the students will learn the basic concepts of physics (using a historical, mathematical and scientific approach). First semester covers the kinematics and dynamics of motion,

momentum, work, power and energy, thermodynamics and fluid dynamics. Second semester covers waves and sound, light and optics, electricity and magnetism, quantum mechanics, and nuclear physics. (The topics are selected and arranged to progress from the simple to more sophisticated concepts and problem-solving skills.) Prerequisite: high school algebra. PH101 addresses GLE Learning Outcomes Natural Sciences, Critical Thinking and Inquiry & Analysis; PH102 addresses GLE Learning Outcomes Natural Sciences, Problem Solving and Technology Literacy.

PH102L General Physics II- Lecture 0.0 Credits

Designed to show the science of physics as a broadly-based intellectual activity that has firm historical roots and profoundly influences our whole culture. Through lectures, demonstrations, problem-solving, and laboratory activities the students will learn the basic concepts of physics (using a historical, mathematical and scientific approach). First semester covers the kinematics and dynamics of motion, momentum, work, power and energy, thermodynamics and fluid dynamics. Second semester covers waves and sound, light and optics, electricity and magnetism, quantum mechanics, and nuclear physics. (The topics are selected and arranged to progress from the simple to more sophisticated concepts and problem-solving skills.) Prerequisite: high school algebra. PH101 addresses GLE Learning Outcomes Natural Sciences, Critical Thinking and Inquiry & Analysis; PH102 addresses GLE Learning Outcomes Natural Sciences, Problem Solving and Technology Literacy.

PL101 Introduction To Paralegal Studies 3.0 Credits

This course provides an overview of the legal system and the government, as well as an historical perspective that enables the student to understand the rationale for the system's existence and effectiveness. Ethics for paralegals and employment strategies are also explored.

PL102 Legal Research & Writing 3.0 Credits

This course provides students with a working knowledge of the methods of legal research, analysis and writing. Computer research and practical writing skills are taught.

PL103 Tort Law 3.0 Credits

This course deals with the specialized area of personal injury law including an overview of the tort system. Theoretical concepts include elements of a tort, liability, collectability, foreseeability, remedies and damages.

PL104 Probate Law 3.0 Credits

This course covers probate law and familiarizes the student with the documents and filings necessary to initiate and conduct litigation in the Probate Courts. Subjects covered include wills and estates, adoptions, terminations and commitments.

PL105 Litigation 3.0 Credits

This course covers court jurisdiction and familiarizes the student with the documents and filings necessary to initiate and conduct litigation in the court system.

PL106 Real Estate Law 3.0 Credits

This course covers comprehensive real estate vocabulary and related concepts. Types of ownership, various ways to acquire property, elements in real estate contracts and property zoning and requirements are covered.

PL107 Business & Corporate Law 3.0 Credits

This course covers the theory and applications of contracts, property, agency, employment, administrative and tax law as they apply to business organizations and corporate and partnership law.

PL108 Family Law 3.0 Credits

This course covers the complexities of issues that surround the family. The course begins with jurisdiction, and the role of the paralegal in the practice of family law. Issues integral to marriage, divorce, unwed families, domestic violence, child abuse and neglect and juvenile law are scrutinized.

PL109 Criminal Law 3.0 Credits

This course covers the processes and theories of criminal prosecution and defense from arrest through trial. Verdict and post-trial procedures are scrutinized.

PO110 Political Violence 3.0 Credits

Political violence occurs in a variety of forms, ranging from organized masses engaged in state-sponsored conflict (i.e., war) to a lone assassin's bullet striking down a national leader. This course examines both of these forms and more. Attention is also given to the

following question: Is there any moral justification for the use of violence in pursuit of a political goal? Addresses GLE Learning Outcomes Humanities, Critical Thinking and Written Communication.

PO111 Politics In Popular Culture 3.0 Credits

An investigation into the interactions between politics and popular culture in American society. Particular attention will be given to the role of the mass media and the popular arts in the political system. The objective is to draw important political lessons from questions about these relationships between culture and politics. Addresses GLE Learning Outcomes Humanities (HM), Ethical Reasoning (ER) and Intercultural Knowledge (IK).

PO200 Research Methods/Political Science 3.0 Credits

Deals with the application of quantitative and qualitative research methods to the study of political science. Students will learn how to formulate, operationalize, test, and evaluate empirical hypotheses regarding everyday political phenomena.

PO201 U.S. Government 3.0 Credits

Examines the institutions, participants, and processes that characterize political activity in the United States. Focus is not only on the contemporary nature of American government but also on the original design of the Framers and how it has been implemented over time. Addresses GLE Learning Outcomes: Civic Knowledge and Engagement, Inquiry & Analysis, Information Literacy and Social Science

PO202 State and Local Government 3.0 Credits

Examines the actors, institutions, policies, and politics of American state and local governments and how they interact with each other and the federal government. Issues such as comparative taxation, political participation, the legal system, and government services such as education, environmental regulations, and health will be investigated. Addresses GLE Learning Outcomes Social Science (SS), Civic Knowledge & Engagement (CE), Inquiry & Analysis (IA), and Information Literacy (IL)

PO205 International Relations 3.0 Credits

Examines the actors, institutions, and processes that have shaped the political, military, economic, and social life of the planet in the post-World War II era. Particular attention is given to the role of the nation-state and the challenges to it posed by a variety of non-state actors. Major world issues such as overpopulation and ethnic conflict are explored in order to demonstrate that the complexities surrounding these phenomena make their solution problematic within the current global framework. Addresses GLE Learning Outcomes: Social Science (SS), Critical Thinking (CT) and Critical Reading (CR).

PO206 Comparative Politics 3.0 Credits

A survey of major governmental systems in various geographic regions of the world, with emphasis on ideology, structure, and political behavior as they characterize these forms of government. Addresses GLE Learning Outcomes; Social Science (SS), Critical Thinking (CT) and Inquiry and Analysis (IA)

PO321 Constitutional Law and Moot Court 3.0 Credits

Inquiry and analysis into the development of constitutional principles, judicial law, and jurisprudence around controversies arising from the separation of powers, federalism, civil liberties, civil rights and criminal procedure. Close attention is given to the court as a political institution that influences public policy. The course concludes with students preparing for and participating in a moot court, where they will be lawyers trying or justices hearing a Supreme Court case. Prerequisite: any PO class or Second Semester Freshman Status. Fall semester.

PO322 Campaign, Election & Policy Process 3.0 Credits

Inquiry and analysis into the operation of federal campaigns and elections; into the forces driving public and foreign policymaking; into the interactions between the electoral and policymaking processes; and into public opinion as cause and effect in both processes. All students participate in a practicum on election campaign strategy or on public/foreign policy decision making. In presidential election years, the practicum focuses on the New Hampshire Primary. Prerequisite: any PO class or Second Semester Freshman Status. Fall semester.

PO330 Global Security and Diplomacy 3.0 Credits

Inquiry and geopolitical analysis into security threats arising from state and non-state actors pursuing their interests; into foreign policy approaches to address such threats; and into forms of hard and soft power exercised by actors in the international system. Hard power dimensions covered: military force, weapons of mass destruction, terrorist activity, cyberattacks, intelligence capabilities, economic sanctions. Soft power dimensions covered: diplomacy, international law, ideology and religion. The course concludes with students

preparing diplomatic dossiers on a security or conflict issue and assuming the role of diplomats in a mock meeting of an intergovernmental organization (e.g., the UN, NATO, etc.). Prerequisite: any PO class or Second Semester Freshman Status. Spring semester.

PO331 Prosperity and Freedom in the World 3.0 Credits
Inquiry and comparative analysis into forces driving nations to be ruled by democratic or authoritarian rule and into factors determining the degree to which nations are wealthy or impoverished. The social impacts of regime type, ethnic/sectarian divisions, and economic conditions are examined as well. The course concludes with students acting as policy advisors (to a government or intergovernmental organization) on the subject of a human rights concern or economic development problem facing a particular nation or geographic region. Prerequisite: any PO class or Second Semester Freshman Status. Spring semester.

PO332 Disinformation and Propaganda 3.0 Credits
Examines the factors that make people vulnerable to disinformation, propaganda, and conspiracy theories. Issues such as the role of technology, social media, and political polarization, will be evaluated. Both contemporary and historic examples of the use of disinformation, propaganda, and conspiracy theories will be investigated, including the use of these tactics by governments, media, and non-state actors. Prerequisite: any PO class or Second Semester Freshman Status.

PO410 Sr Research Sem in Political Sci 3.0 Credits
Required of all Political Science majors. The seminar will be oriented around a broad topic chosen by the professor and fitted to the research needs of students in Political Science subdisciplines. Prerequisite: limited to senior Political Science majors.

PO491 Field-Based Exp - Political Science 0.0 Credits
Field-Based Experience in Political Science (1-9 credits). An internship designed to facilitate applied learning of political science. Goals and objectives are contracted prior to registration and designed to complement or directly relate to political science course work and student interests. The 1 credit required field-based experience course for the major consists of a minimum of 40 hours in a semester which includes on-the-job work and documentation procedures. This internship can be done in conjunction with the Fitzwater Center participating in Tuesday Briefings, Politics FitzU, or election polling and coverage, or an outside entity with approval of Political Science faculty. Prerequisite: recommendation of Political Science Faculty. May be repeated for elective credit.

PO499 Independent Study In Political Sci 0.0 Credits
Independent Study in Political Science (1-6 credits). 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 Dean or Dean's designee. Normally, the student will be expected to have a cumulative grade point average of 3.00 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 Registrar's website. Independent Study courses are assigned numbers of 299, 399 or 499, depending on the level of the course.

PS101 Introduction To Psychology 3.0 Credits
The application of psychological principles of learning, perception, cognition, motivation and social and developmental processes to the understanding of human behavior. Addresses GLE Learning Outcomes Social Sciences (SS), Inquiry & Analysis (IA) and Written Communication (WC).

PS128 Special Topics In Psychology 3.0 Credits
Constructed around a timely issue in psychology, generally in a field of expertise of the faculty member facilitating the course. Prerequisites vary.

PS155 Psychology Of Gender 3.0 Credits
An examination of the similarities and differences between males and females in the areas of brain and fetal development, personality, cognitive functioning and social behaviors. The course will focus on the biological, environmental and cultural influences on gender development and sexual orientation. Gender identity and sexual orientations will also be discussed.

PS214 Creative Arts Therapy 3.0 Credits
An introduction to the basic theoretical concepts of the creative arts therapies and to the therapeutic process. Focus will be on dance/movement, art, music, drama, and story-telling therapy approaches. Prerequisites: Sophomore class status.

- PS215 Health Psychology 3.0 Credits**
Examines the bio-social and psychological factors which impact behavioral health. Emphasis will be placed on the origin and causes of disease, as well as prevention, management, and treatment of patients with health-related illnesses.
- PS220 Group Dynamics 3.0 Credits**
The focus of this course is to help students increase their awareness of self and others. Students will gain an understanding of the theory and structure of group process as a vehicle to increase their leadership and group problem-solving ability. Some consideration will be given to group dynamics as a viable therapeutic construct.
- PS228 Special Topics In Psychology 3.0 Credits**
Constructed around a timely issue in psychology, generally in a field of expertise of the faculty member facilitating the course. Prerequisites vary.
- PS230 Child & Adolescent Development 3.0 Credits**
Psychological aspects of human growth and development from conception through adolescence, with emphasis on intellectual, emotional, and personality development.
- PS231 Adult Development and Aging 3.0 Credits**
A continuation of PS230, this course examines developmental change in the adult years, from early adulthood through old age.
- PS234 Human Growth And Development 3.0 Credits**
This course is designed specifically for students in the Nursing program and is designed to give a general overview of life span development. Various theories of physical, cognitive social, emotional and ethical dimensions of normal development will be studied from infancy through childhood, adolescence and adulthood. What variables affect these domains? What are the nature-nurture situations which make each person unique? The topics of illness, as well as death and dying will be addressed in a manner combining both knowledge and application to patients and their families.
- PS235 Forensic Psychology 3.0 Credits**
The scientific study of the psychological factors that affect decision-making in various areas of the American legal system. Topics include cognitive processing errors of victims, juries, witnesses and judges, assessment and profiling, family and workplace law, and the effectiveness of punishment and social advocacy.
- PS243 Positive Psychology 3.0 Credits**
This course focuses on an introduction to the history of positive thinking. Additional emphasis is on the physiological and psychological factors contributing to positive thinking and happiness. Other detractors of positive thinking will be examined including trait and personality characteristics, personal experiences and mental states influencing behavior as well as intervention studies. These include relationships, mindfulness and other variables impacting positive thinking.
- PS251 Abnormal Psychology 3.0 Credits**
An understanding of abnormal behavior from both a historical and contemporary perspective. Emphasis will be placed on organic, psychosocial, and cultural factors that influence the development of psychopathology. This course will also include an examination of several theories of psychotherapy and their application in treating abnormal behavior.
- PS252 Psychology of Motivation & Emotions 3.0 Credits**
This course focuses on understanding the psychological and physiological domains of motivation and emotions in human and animal behavior. Particular emphasis will be on the social-cognitive processes triggering emotional and motivational responses that drive behavior.
- PS260 Statistics For Behavioral Sciences 4.0 Credits**
Quantitative analysis of behavioral measures including descriptive, correlational and inferential methods. Computer use and basic reporting of statistical results in accordance with American Psychological Association standards are included. Addresses GLE Learning Outcomes Mathematics (MT), Problem Solving (PS), and Quantitative Literacy (QL).
- PS261 Research Methods-Lab 4.0 Credits**
The strategy and techniques of research design, applied statistical techniques, research report writing, and laboratory with field experience. This course is offered every semester.

- PS261L Research Methods-Lecture 0.0 Credits**
The strategy and techniques of research design, applied statistical techniques, research report writing, and laboratory with field experience.
- PS270 Psychology Of Terrorism 3.0 Credits**
An investigation into the psychological factors involved in terrorism. Topics include the psychological issues involved in the recruitment process, ideology, personality, motivation, obedience, conformity, influence/persuasion, and interpersonal relationships. Addresses GLE Learning Outcomes Social Sciences (SS), Critical Thinking (CT), Inquiry and Analysis (IA), and Information Literacy (IL). Prerequisite: any social science course, i.e., AN, CJ, ED, ET, PO, PS, or SO.
- PS285 Sports Psychology 3.0 Credits**
The application of psychology to understanding sports behavior. Motivational development and leadership issues are discussed with particular emphasis on understanding and analyzing constructs such as winning and losing, competition, enhancing performance, and the emotional reaction of both players and participants.
- PS298 Research in Psychology 0.0 Credits**
Research in Psychology (1-3 credits). The course provides advanced research experience for students interested in pursuing graduate school and/or a career in research by working closely with a faculty member on her research. By working on various projects, students will serve as research assistants and have the opportunity to learn about literature review, the planning and design of research projects, the use of human participants and application for Institutional Review Board approval of research projects, data collection and analyses, and/or the presentation of research findings. This course may be repeated.
- PS299 Independent Study In Psychology 3.0 Credits**
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 College Coordinator or the Dean of CLASS. The student will be expected to have a cumulative grade point average of 3.00 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 Registrar or from the office of the College Coordinator or the Dean of CLASS. Independent Study courses are assigned numbers of 299, 399, or 499, depending on the level of the course.
- PS303 Psychology Of Learning-Lab 4.0 Credits**
An evaluation of learning processes from an historical perspective through issues of current interest, and a review of the experimental research in the area. Topics include respondent, operant, physiological and information processing theories of learning. The laboratory provides "hands on" experience with the research; the student is responsible for an original research project. Prerequisite: PS260 and PS261
- PS303L Psychology Of Learning-Lecture 0.0 Credits**
An evaluation of learning processes from an historical perspective through issues of current interest, and a review of the experimental research in the area. Topics include respondent, operant, physiological and information processing theories of learning. The laboratory provides "hands on" experience with the research; the student is responsible for an original research project. Prerequisite: PS260 and PS261
- PS304 Introduction To Neuroscience-Lab 4.0 Credits**
A survey of the biological and chemical explanations of human behavior in learning, memory, sleep, personality, stress, addiction, and sexual functioning. The student is responsible for an original research project. Prerequisite: PS260 and PS261 or 16 credits of Biology.
- PS304L Introduction To Neuroscience-Lect 0.0 Credits**
A survey of the biological and chemical explanations of human behavior in learning, memory, sleep, personality, stress, addiction, and sexual functioning. The student is responsible for an original research project. Prerequisite: PS260 and PS261 or 16 credits of Biology.
- PS306 Cognitive Psychology-Lab 4.0 Credits**
Designed to familiarize the student with a variety of cognitive processes including attention, memory, language, judgment and decision-making. The student will be introduced to the prominent theories, important individuals, and history of cognitive psychology and will be responsible for an original research project. Prerequisite: PS260 or PS261

- PS306L Cognitive Psychology-Lect 0.0 Credits**
Designed to familiarize the student with a variety of cognitive processes including attention, memory, language, judgment and decision-making. The student will be introduced to the prominent theories, important individuals, and history of cognitive psychology and will be responsible for an original research project. Prerequisite: PS260 or PS261
- PS308 Evolutionary Psychology-Lab 4.0 Credits**
An investigation of the scientific study of human nature and the psychological adaptations that evolved to sole ancestral survival and reproductive problems. Topics will include Female and Male Mating Strategies (long-term and short-term); Conflict between the Sexes; Aggression and Warfare; Status, Prestige and Social Dominance; Human Survival Problems; Parenting; Kindship; and Cooperative Alliances. Prerequisite: PS260 or PS261
- PS308L Evolutionary Psychology-Lecture 0.0 Credits**
An investigation of the scientific study of human nature and the psychological adaptations that evolved to sole ancestral survival and reproductive problems. Topics will include Female and Male Mating Strategies (long-term and short-term); Conflict between the Sexes; Aggression and Warfare; Status, Prestige and Social Dominance; Human Survival Problems; Parenting; Kindship; and Cooperative Alliances. Prerequisite: PS260 or PS261
- PS310 Psychological Testing 3.0 Credits**
An evaluation of the theoretical and practical issues in the measurement of intelligence, personality and vocation for use in school, clinical and industrial settings. Topics include the construction, analysis, and presentation of standardized tests as well as issues in the interpretation of test scores and behavior. Prerequisite: PS260.
- PS318 Psychology of Intelligence Analysis 3.0 Credits**
An investigation of the psychology of intelligence analysis. Topics include the psychological issues involved in gathering and analyzing information, sources of intelligence, and the United States Intelligence Community. Prerequisites: Junior status or permission of instructor
- PS319 Case Studies In Espionage 3.0 Credits**
An investigation of the psychological factors involved in American espionage cases and espionage tradecraft. Topics include the psychological issues involved in the recruitment process, ideology, personality, motivation, obedience, conformity, influence/persuasion, gender, sex, interpersonal relationships, self-management, stress management, and substance abuse. Prerequisite: Junior status or permission of instructor
- PS320 Theories Of Personality 3.0 Credits**
PS320 Theories of Personality 3 credits A comparative study of classical and current theories of normal personality structure and develop with an examination of supporting case study and empirical research. Prerequisite: Sophomore status
- PS322 Social Psychology 3.0 Credits**
An analysis of individual, group, and collective behavior from a psychological perspective. Topics include theories, methods and empirical data on conformity, compliance, attribution, social justification, mass persuasion, aggression, prejudice, and affiliation.
- PS323 Seminar On Addiction 3.0 Credits**
An explanation of the social, psychological and physiological factors associated with drug abuse and dependency. Other topics include the disease implications of drug dependency, models of treatment and recovery and approaches to community intervention. Prerequisites: PS101 and 6 credit hours of psychology.
- PS328 Special Topics In Psychology 3.0 Credits**
Constructed around a timely issue in psychology, generally in a field of expertise of the faculty member facilitating the course. Prerequisites vary.
- PS330 Child Abuse And Neglect 3.0 Credits**
Various types of child maltreatment are described and explained. The psychodynamics of both the perpetrator and the victim are explored, with special emphasis on intellectual, social, and emotional outcomes for the child. Case management and strategies for prevention are discussed. Prerequisite: 6 credit hours of Psychology or sociology, anthropology, or criminal justice or permission of instructor.

- PS340 Techniques of Counseling I 3.0 Credits**
Acquaints students with psychoanalytical, behavioral, cognitive, and humanistic techniques of counseling. Prerequisite: 6 credit hours of psychology.
- PS345 Crisis Intervention 3.0 Credits**
Examines several theories of crisis intervention and their application. An understanding of the methods and procedures involved in dealing with suicide, substance abuse intervention, as well as other emergency situations will be explored. Prerequisite: 6 credit hours of psychology.
- PS398 Research in Psychology 0.0 Credits**
Research in Psychology (1-3 credits) The course provides advanced research experience for students interested in pursuing graduate school and/or a career in research by working closely with a faculty member on her research. By working on various projects, students will serve as research assistants and have the opportunity to learn about literature review, the planning and design of research projects, the use of human participants and application for Institutional Review Board approval of research projects, data collection and analyses, and/or the presentation of research findings. This course may be repeated.
- PS399 Independent Study In Psychology 3.0 Credits**
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 College Coordinator or the Dean of CLASS. The student will be expected to have a cumulative grade point average of 3.00 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 Registrar or from the office of the College Coordinator or the Dean of CLASS. Independent Study courses are assigned numbers of 299, 399, or 499, depending on the level of the course.
- PS405 Family & Intimate Partner Violence 3.0 Credits**
Provides an understanding of domestic violence upon the family and relationships as a system, and explores the psychological dynamics of both victim and perpetrator. The attitudes of the legal and justice systems are studied. Prevention is emphasized. Prerequisite: 9 credit hours of psychology, sociology, anthropology, or criminal justice, or permission of instructor.
- PS428 Special Topics In Psychology 3.0 Credits**
Constructed around a timely issue in psychology, generally in a field of expertise of the faculty member facilitating the course. Prerequisites vary.
- PS430 Introduction to Psychopharmacology 3.0 Credits**
Examines the physical, behavioral, and neurological effects of various psychoactive medications on individuals suffering from anxiety, depression, dementia, and a variety of other medical conditions. Students interested in working in counseling and human services will benefit from understanding the nature and application of these medications as part of the treatment process. Prerequisite: 12 credit hours of psychology or 16 credit hours of biology.
- PS489 Sr Thesis In Psychology-Lit Review 3.0 Credits**
A review of the literature on a topic selected by the student and a thesis advisor. The thesis is to be written with the continuous guidance of the thesis advisor in American Psychological Association style, and must be defended successfully before a faculty committee. Prerequisites: PS261 and senior standing
- PS490 Sr Thesis In Psychology (Empirical) 3.0 Credits**
Original empirical research on a topic selected by a student and a thesis advisor. During the first semester the student reviews the literature and develops a proposal which is approved by members of a faculty committee. During the second semester the student gathers data, analyzes results, and completes the final draft of the thesis. The thesis is to be written in American Psychological Association style, and must be proposed and defended successfully before a faculty committee. Prerequisites: minimum C+ received in PS261 and at least second semester junior standing.
- PS491 Sr Thesis In Psychology (Empirical) 3.0 Credits**
Original empirical research on a topic selected by a student and a thesis advisor. During the first semester the student reviews the literature and develops a proposal which is approved by members of a faculty committee. During the second semester the student gathers data, analyzes results, and completes the final draft of the thesis. The thesis is to be written in American Psychological Association style,

and must be proposed and defended successfully before a faculty committee. Prerequisites: minimum C+ received in PS261 and at least second semester junior standing.

PS494 Senior Seminar In Psychology 3.0 Credits

A capstone course that assesses the student's progress in achieving the goals of the psychology major, focusing on the ability to understand and communicate important concepts in psychology. Activities include student presentations on thesis and internship experiences, as well as a comprehensive exam in psychology. Prerequisites: PS261, senior standing and a Psychology major. Taken concurrently or subsequent to PS489, PS490, or PS495.

PS495 Senior Internship In Psychology 0.0 Credits

Senior Internship in Psychology (3-15 credits). Qualified students work under supervision in a hands-on learning environment in the field to further their skills in psychology. Placements are limited, but opportunities are accorded students of exceptional ability. Prerequisites: 18 credit hours in psychology, senior standing, permission of advisor, acceptance by a sponsoring institution, and a 2.50 GPA. The GPA requirement may be waived with permission of the Psychology Department faculty.

PS498 Research in Psychology 0.0 Credits

Research in Psychology (1-3 credits). The course provides advanced research experience for students interested in pursuing graduate school and/or a career in research by working closely with a faculty member on her research. By working on various projects, students will serve as research assistants and have the opportunity to learn about literature review, the planning and design of research projects, the use of human participants and application for Institutional Review Board approval of research projects, data collection and analyses, and/or the presentation of research findings. This course may be repeated

PS499 Independent Study In Psychology 3.0 Credits

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 College Coordinator or the Dean of CLASS. The student will be expected to have a cumulative grade point average of 3.00 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 Registrar or from the office of the College Coordinator or the Dean of CLASS. Independent Study courses are assigned numbers of 299, 399, or 499, depending on the level of the course.

PTH504 Physiology In Health & Disease 4.0 Credits

This New Hampshire based course provides the student with a comprehensive understanding of the physiological systems of the human body and the inter-relationships in its responses to exercise and disease processes. It emphasizes critical thinking and analytical skills in the application of the principles and concepts of human pathophysiology to physical therapy practice and wellness. Prerequisite: Enrollment in the Doctor of Physical Therapy program

PTH504A Physiology In Health & Disease 4.0 Credits

This course provides the student with a comprehensive understanding of the physiological systems of the human body and the inter-relationships in its responses to exercise and disease processes. It emphasizes critical thinking and analytical skills in the application of the principles and concepts of human pathophysiology to physical therapy practice and wellness. Prerequisite: Successful Completion of Prior Coursework

PTH506 Intro To Professional Development 2.0 Credits

This New Hampshire based course provides an introduction to the history of physical therapy, the principles of ethics, professional behavior, legal issues and cultural competency. In preparation for integrated clinical experiences, the student is introduced to the roles and responsibilities of the physical therapist in clinical practice, the profession and the community, including the essentials of documentation and proper medical terminology. Prerequisite: Enrollment in the Physical Therapy Program.

PTH506A Intro Professional Dvlp Patient Edu 1.0 Credit

This course provides an introduction to the history of physical therapy, the principles of ethics, professional behavior, legal issues and cultural competency. In preparation for clinical experiences, the student is introduced to the roles and responsibilities of the physical therapist in practice, the profession, the community, including the principles of teaching and learning, patient education, and documentation. Prerequisite: Enrollment in the Doctor of Physical Therapy program.

- PTH516A Psychosocial Issues in HC 2.0 Credits**
This course offers a general overview of various aspects of behavioral sciences as they apply to the profession of Physical Therapy. Students are introduced to the inter and intra personal dynamics of working with patients/clients. Learning is facilitated by class discussions, role playing and guest speakers. Topics include conflict resolution, stress management, body image/sexuality, domestic violence, coping with death and dying, and cultural sensitivity. Prerequisite: Successful completion of prior coursework.
- PTH517 PYI Intgd Clinical Education Exp 1.0 Credit**
This New Hampshire based course is the first of two integrated clinical courses that places the student in the clinical setting for 1 day per week throughout a term. The student is introduced to the roles and responsibilities of the physical therapist in practice, the profession and the community and is able to provide care commensurate with academic preparation. Prerequisites: Successful completion of all prior coursework.
- PTH518 Research Methods In Physical Thrpy 2.0 Credits**
This New Hampshire based course outlines the purpose of this course to instruct students in the basic principles of research in physical therapy. Topics to be covered include research methodology and study design, hypothesis generation and testing, as well as principles of data collection and outcome assessment. Prerequisite: Enrollment in the Doctor of Physical Therapy Program
- PTH519 Critical Inquiry 1.0 Credit**
The purpose of this New Hampshire based course is to educate the student in the methods of critical inquiry and analysis of the literature. To effectively utilize evidence-based practice it is essential for clinicians to develop the skills necessary to critically evaluate the literature. Determining the strength of the available evidence will be crucial in selecting clinical examination techniques, determining a diagnosis, determining a prognosis, and selecting intervention strategies. Prerequisites: Successful completion of prior coursework.
- PTH523 Anatomy 6.0 Credits**
This New Hampshire based course provides a comprehensive study of the gross anatomical structure of the human body. Using a regional approach, this course emphasizes the musculoskeletal structures of the appendicular and axial skeleton and includes visceral anatomy. The laboratory experience includes plastinate prosecutions of human cadavers, interactive computer programs and cadaver lab experiences. Active learning and problem solving are the primary teaching methods used in the laboratory component. This course provides the foundation for understanding of gross anatomy as it relates to the practice of physical therapy. Prerequisite: Enrollment in the Doctor of Physical Therapy Program.
- PTH523A Anatomy 5.0 Credits**
This course provides the foundation for understanding gross anatomy as it relates to the practice of physical therapy. Using a regional approach, this course emphasizes the musculoskeletal structures of the appendicular and axial skeleton and includes visceral anatomy. Active learning and problem solving are the primary teaching methods used in the laboratory component, which may include plastinate prosecutions of human cadavers, interactive computer programs or models. Prerequisite: Enrollment in the Doctor of Physical Therapy program
- PTH524 Clinical Pharmacology 2.0 Credits**
This New Hampshire based course introduces physical therapy students to the basic principles of pharmacology and provides knowledge of drug actions, interactions and side effects in medications used to treat conditions encountered in the most typical physical therapy patient populations. A foundation is provided for further study regarding specialty practice and the evolution of new drug therapies. Prerequisites: Successful completion of all prior coursework.
- PTH524A Clinical Pharmacology 2.0 Credits**
This course introduces physical therapy students to the basic principles of pharmacology and provides knowledge of drug actions, interactions and side effects of medications used to treat conditions encountered in the most typical physical therapy populations. A foundation is provided for further study regarding specialty practice and the evolution of new drug therapies. Prerequisite: Successful completion of prior coursework.
- PTH525 Integrated Clinical Education II 2.0 Credits**
This is the second 40-hour integrated clinical experiences in which each student is provided with opportunities to be involved in direct patient care and to practice clinical skills learned to date in the classroom and lab. This course also includes a 10-hour classroom component to prepare students for a full-time clinical experience that occurs in the subsequent term. Prerequisite: Successful completion of all prior Physical Therapy courses.

PTH527 PYII Intdg Clinical Education Exp 1.0 Credit

This is the second 40-hour integrated clinical experience in which each student is provided with opportunities to be involved in direct patient care and to practice clinical skills learned in the classroom and lab. This course also includes a 10-hour classroom component to prepare students for a full-time clinical experience that occurs in the subsequent term. Prerequisite: Successful completion of all prior coursework.

PTH528 Kinesiology 6.0 Credits

In this New Hampshire based course applied anatomy and biomechanics of the neuromuscular and articular systems in normal and abnormal conditions of the head, neck, pelvic girdle, upper/lower extremities and spine. Includes surface anatomy, biomechanics, peripheral and spinal joint mobilization, clinical palpation, and manual muscle testing. Biomechanical principles underlying clinical analysis of posture and gait will also be included. Lecture, case-based application, demonstration and laboratory practice. Prerequisite: Enrollment in the Doctor of Physical Therapy Program.

PTH528A Kinesiology 5.0 Credits

This course applies anatomy and biomechanics of the neuromuscular and articular systems in normal and abnormal conditions of the head, neck, pelvic girdle, upper/lower extremities and spine. It includes surface anatomy, biomechanics, peripheral, and spinal joint mobilization, clinical palpation, and manual muscle testing. Biomechanical principles underlying clinical analysis of posture and gait will also be included. The format will be lecture, case-based application, demonstration, and laboratory practice. Prerequisite: Enrollment in the Doctor of Physical Therapy program.

PTH529 Health Promotion & Wellness I 2.0 Credits

This New Hampshire based course introduces students to the fundamental concepts of prevention, health promotion, wellness, and fitness incorporating the Guide to Physical Therapist Practice, Healthy People 2030, and the Precede-Proceed Model of Health Program Planning. Students will synthesize knowledge gained to develop a framework for a community-based health promotion project. Prerequisites: Successful completion of all prior Physical Therapy courses.

PTH529A Health Promotion & Wellness 2.0 Credits

This course introduces students to the fundamental concepts of prevention, health promotion, wellness, and fitness incorporating the Guide to Physical Therapist Practice, Healthy People 2020, and the PRECEDE- PROCEED Model of Health Program Planning. Students will synthesize knowledge gained to develop a framework for a community-based health promotion project. Prerequisite: Successful completion of prior coursework.

PTH530 Health Promotion & Wellness II 1.0 Credit

This New Hampshire based course implements the fundamental concepts of prevention, health promotion, wellness, and fitness incorporating the Guide to Physical Therapist Practice, Healthy People 2020, and the Precede-Proceed Model of Health Program Planning. Students will synthesize knowledge gained in Health Promotion & Wellness I to implement and evaluate a community-based health promotion project. Prerequisite: Successful completion of all prior Physical Therapy courses.

PTH531 Foundations of PT I 2.0 Credits

This New Hampshire based course develops students' basic physical therapy clinical competencies. Principles of examination and evidence-based interventions are taught through lectures, laboratory sessions, and online discussions. Course content includes: vital signs, documentation, body mechanics, and goniometry, and utilizes the Guide to Physical Therapist Practice. This course serves as a foundation to all Physical Therapy Practice courses in the curriculum. Prerequisite: Successful completion of prior coursework.

PTH531A Intro to PT Exam 3.0 Credits

This course develops students' foundational physical therapy clinical competencies. Principles of patient interview, examination, evaluation, and evidence-based interventions are taught through lectures, laboratory sessions, and online discussions. Course content includes: vital signs, documentation, body mechanics, strength testing, goniometry, patient handling skills including: bed mobility, transfers, use of assistive devices, functional testing, bariatrics, architectural barriers and utilizes the Guide to Physical Therapist Practice. Prerequisite: Successful completion of prior coursework.

PTH532 Fndtns Of Physical Therapy Prac II 2.0 Credits

This New Hampshire based course further develops students' basic physical therapy clinical competencies. Principles of examination and evidence-based interventions are taught through lectures, laboratory sessions, and online discussions. Course content includes goniometry, bed mobility, transfers, use of assistive devices, functional testing, bariatrics and architectural barriers. This course serves as a foundation to all Physical Therapy Practice courses in the curriculum. Prerequisite: Successful completion of prior coursework.

PTH534 Cardiovascular & Pulmonary Pt 3.0 Credits

This New Hampshire based course is designed to build on the knowledge attained in Anatomy and Pathophysiology and apply this to physical therapy assessments and interventions for cardiac, pulmonary, and vascular disorders. This will include primary and secondary medical dysfunctions as well as post-surgical evaluations and treatments. Critical care, acute, subacute, outpatient and community settings will be addressed, as well as health promotion and primary prevention. Exercise testing, exercise prescription, cardiopulmonary tests and interventions and their evidence will also be covered. Prerequisite: Successful completion of prior coursework.

PTH534A CV and Pulm PT I 4.0 Credits

This course is designed to build on the knowledge attained in anatomy, physiology, and pathophysiology and apply this to physical therapy assessments and interventions for cardiac, pulmonary, vascular disorders. This will include primary and secondary medical dysfunctions as well as post-surgical evaluations and treatments. Exercise testing, exercise prescription, cardiopulmonary tests and interventions and their evidence will also be covered. Prerequisite: Successful completion of prior coursework.

PTH537 Musculoskeletal 1 -Upper Extremity 4.0 Credits

This New Hampshire based course is a primary course in the Physical Therapy management of patient/client with musculoskeletal conditions. The course of study includes the processes of examination, diagnosis, prognosis, interventions and outcomes as they relate to patients/clients with musculoskeletal conditions relating to the upper extremity. Prerequisite: Successful completion of all prior Physical Therapy courses.

PTH537A Musculoskeletal System I – Upper Ex 4.0 Credits

This course is a primary course in the physical therapy management of patient/client with musculoskeletal conditions. The course of study includes the processes of examination, evaluation, diagnosis, prognosis, intervention, and outcomes as they relate to patients/clients with musculoskeletal conditions relating to the upper extremity. Prerequisite: Successful completion of all prior Physical Therapy courses.

PTH538 Musculoskeletal 2 - Lower Extremity 4.0 Credits

This New Hampshire based course is a primary course in the physical therapy management of patient/client musculoskeletal conditions. The course of study includes the process of examination, evaluation, diagnosis, prognosis, intervention and outcomes as they relate to patients/clients with musculoskeletal conditions relating to lower extremity. Prerequisite: Successful completion of all prior physical therapy courses.

PTH538A Musculoskeletal System II – Lower E 4.0 Credits

This course is a primary course in the physical therapy management of patient/client with musculoskeletal conditions. The course of study includes the processes of examination, evaluation, diagnosis, prognosis, intervention, and outcomes as they relate to patients/clients with musculoskeletal conditions relating to the lower extremity. Prerequisite: Successful completion of all prior Physical Therapy courses.

PTH539 Musculoskeletal 3 - Spine 5.0 Credits

This New Hampshire based course is a primary course in the physical therapy management of patients/clients with musculoskeletal conditions. The course of study includes the processes of examination, evaluation, diagnosis, prognosis, interventions and outcomes as they relate to patients/ clients with musculoskeletal conditions relating to the spine. Students apply the principles and techniques of therapeutic exercise to various orthopedic disorders. Prerequisites: Successful completion of all prior Physical Therapy courses.

PTH539A Musculoskeletal System III – Spine 4.0 Credits

This course is a primary course in the physical therapy management of patient/client with musculoskeletal conditions. The course of study includes the processes of examination, evaluation, diagnosis, prognosis, intervention, and outcomes as they relate to patients/clients with musculoskeletal conditions relating to the spine. Students apply the principles and techniques of therapeutic exercise to various orthopedic disorders. Prerequisite: Successful completion of all prior Physical Therapy courses.

PTH540 Foundations of Neuro 3.0 Credits

This New Hampshire based course focuses of plasticity of the nervous system as a basis for development, learning, and recovery of function. Changes in the nervous system and their interaction with pathology are examined. Current evidence-based research in neurological rehabilitation will be presented. Students will be provided with a foundation for examining and evaluating individuals with neurological deficits (acquired/ progressive/developmental). Prerequisite: Successful completion of prior coursework.

PTH540A Neurological Clinical Management I 4.0 Credits

This course is the first within a series of two neurological courses specific to PT management of patients with neurological deficits. The students will develop skills in examination, evaluation, and interventions for individuals with movement dysfunction due to neurological

deficits (acquired/progressive/developmental). Each course will emphasize the selection of appropriate examination components, formulating an evaluation, and determining appropriate interventions, including assessment and modification of treatment plans based on patient response. The two Neuro Clinical Management courses will utilize a top-down approach through representative case studies of upper motor neuron to lower motor neuron conditions, exploring PT care of the patient with neurological involvement. Emphasis will be placed on synthesis of information gathered from use of the ICF to develop an appropriate plan of care for each condition covered. Students will utilize current evidence to inform their decisions. Prerequisite: Successful completion of prior coursework.

PTH543 Neurological Clinical Management II 5.0 Credits

This New Hampshire based course is specific to PT management of patients with neurological deficits. The students will develop skills in examination, evaluation, and interventions for individuals with movement dysfunction due to neurological deficits (acquired/progressive/developmental). Emphasis will be placed on development of appropriate evaluation and intervention skills, including assessment and modification of treatment plans based on patient response. Prerequisite: Successful completion of prior coursework.

PTH543A Neurological Clinical Management II 4.0 Credits

This course is the second within a series of two neurological courses specific to PT management of patients with neurological deficits. It is a direct extension of PTH 540A (Neuro Clinical Management I), continuing with diagnoses along the neural axis, progressing from the central nervous system and moving to more of a focus on peripheral nervous system dysfunction. Students will continue to develop skills in examination, evaluation, and interventions for individuals with movement dysfunction due to neurological deficits. Emphasis will be placed on synthesis of information gathered from use of the ICF to develop an appropriate plan of care for each condition covered. Students will continue to utilize current evidence to inform their decisions. Prerequisite: Successful completion of prior coursework.

PTH544 Integumentary System 2.0 Credits

This New Hampshire based course provides a comprehensive exploration of the integumentary system, normal and abnormal physiology, recognition of dermatological conditions requiring referral to other health care providers, patient's individual contributing factors in the causes of wounds, and the clinical management of wounds in the context of current physical therapy practice. Prerequisite: Successful completion of prior coursework.

PTH544A Integumentary System 2.0 Credits

This course provides a comprehensive exploration of the integumentary system, normal and abnormal physiology, recognition of dermatological conditions requiring referral to other healthcare providers, patient's individual contributing factors in the causes of wounds, and the clinical management of wounds in the context of current physical therapy practice. Prerequisite: Successful completion of prior coursework.

PTH545 Ther Exer & Soft Tiss Mobilization 3.0 Credits

This New Hampshire based course develops students' basic physical therapy competencies in prescription, and implementation of therapeutic exercise and the use of soft tissue mobilization. Principles of evidence-based interventions are taught through lectures, laboratory sessions, and online discussions. Course content includes: documentation, soft tissue mobilization, theory, and practice of therapeutic exercise, and utilizes the Guide to Physical Therapy Practice. Prerequisite: Successful completion of all prior coursework.

PTH545A Intro to Therapeutic Exercise 3.0 Credits

The Therapeutic Exercise course is a fundamental component of the Doctor of Physical Therapy program, designed to equip students with advanced knowledge and practical skills in the application of therapeutic exercise techniques for the management and rehabilitation of musculoskeletal and neuromuscular conditions. Through a comprehensive blend of theoretical concepts, evidence-based practices, and hands-on experiences, students will develop the proficiency required to design, implement, and modify exercise programs tailored to individual patient needs. Prerequisite: Successful completion of prior coursework.

PTH546 Physical Agents 1.0 Credit

This course develops students' basic physical therapy competencies in the use of physical agents. Course content includes: cryotherapy, hydrotherapy, thermal therapy, ultrasound, electric stimulation, light agents, mechanical agents and documentation utilizing the Guide to Physical Therapist Practice. Principles of evidence-based interventions are taught through lectures, laboratory sessions, and online discussions Prerequisite: Successful completion of prior coursework.

PTH546A Physical Agents 1.0 Credit

This course develops students' basic physical therapy competencies in the use of physical agents. Course content includes: cryotherapy, hydrotherapy, thermal therapy, ultrasound, electric stimulation, light agents, mechanical agents and documentation utilizing the Guide to Physical Therapist Practice. Principles of evidence-based interventions are taught through lectures, laboratory sessions, and online discussions. Prerequisite: Enrollment in the Doctor of Physical Therapy program

- PTH547 Physical Agent Modalities 2.0 Credits**
 This New Hampshire based course develops students' basic physical therapy competencies in the use of physical agents. Course content includes: cryotherapy, hydrotherapy, thermal therapy, ultrasound, electric stimulation, light agents, mechanical agents and documentation utilizing the Guide to Physical Therapist Practice. Principles of evidence-based interventions are taught through lectures, laboratory sessions, and online discussions. Prerequisite: Successful completion of prior coursework.
- PTH550 Research Methods in PT I 2.0 Credits**
 This course covers the basic principles of research in physical therapy; it is the first of a four course research methods sequence. Topics include research methodology and study design, hypothesis generation and testing, principles of data collection and outcome assessment. In addition, students will select a research project from ideas presented by faculty, complete a thorough literature review of the topic, and work in small groups to complete the forms necessary for institutional review board project approval. Prerequisite: Successful completion of prior coursework.
- PTH550A EBP I 1.0 Credit**
 This course covers the basic principles of research in physical therapy; it is the first of a three course research methods sequence. Topics include research methodology and study design, hypothesis generation and testing, principles of data collection and outcome assessment. In addition, students will select a research project from ideas presented by faculty, complete a thorough literature review of the topic, and work in small groups to complete the forms necessary for institutional review board project approval. Prerequisite: Enrollment in the Doctor of Physical Therapy program
- PTH560 Research Methods in PT II 2.0 Credits**
 The purpose of this course is to educate the student in the methods of critical inquiry and analysis of the literature. To effectively utilize evidence-based practice it is essential for clinicians to develop the skills necessary to critically evaluate the literature. Determining the strength of the available evidence will be crucial in selecting clinical examination techniques, determining a diagnosis, determining a prognosis, and selecting intervention strategies. Building on the knowledge acquired in Research Methods I, students will gather and analyze data related to their faculty-sponsored project. This effort culminates at the end of the term in submission of a scholarly abstract for conference presentation.
- PTH560A EBP II 2.0 Credits**
 This course covers methods of critical inquiry and analysis of literature in the context of evidence-based practice. Building on this knowledge, students will gather and analyze data related to their faculty-sponsored project initiated in Research Methods I culminating in the submission of a scholarly abstract for conference presentation. Prerequisite: Successful completion of prior coursework.
- PTH599 Independent Study 0.0 Credits**
 This New Hampshire based course develops students' basic physical therapy competencies in the use of physical agents. Course content includes: cryotherapy, hydrotherapy, thermal therapy, ultrasound, electric stimulation, light agents, mechanical agents and documentation utilizing the Guide to Physical Therapist Practice. Principles of evidence-based interventions are taught through lectures, laboratory sessions, and online discussions. Prerequisite: Successful completion of prior coursework.
- PTH599A Independent Study 1.0 Credit**
 Independent study offers an opportunity to explore an area of study not included in the Catalog listing of approved courses. The topic should be selected and carefully designed by the student and faculty sponsor, and must meet with the approval of the Program Director at least one week before the term in which the Independent Study is to occur.
- PTH601 Clinical Experience I 6.0 Credits**
 This is the first full time clinical experience (8 weeks) under the supervision and guidance of licensed physical therapists in facilities throughout the U.S. Students practice skills and knowledge acquired during the first year of the curriculum in a wide variety of clinical settings and begin to develop entry-level competence in essential physical therapy practice skills. Prerequisites: All Physical Therapy course work in professional year I must be successfully completed.
- PTH602 Clinical Experience II 6.0 Credits**
 This is the second full time clinical experience (11 weeks) under the supervision and guidance of licensed physical therapists in facilities throughout the U.S. Students apply skills and knowledge acquired during the didactic phase of the curriculum and in previous clinical experiences in a wide variety of clinical settings and approach entry-level competence in many essential physical therapy practice skills. Prerequisites: All Physical Therapy course work in professional year I and II must be successfully completed.

PTH603 Clinical Experience III 6.0 Credits
This is the third and final full time clinical experience (11 weeks) under the supervision and guidance of licensed physical therapists in facilities throughout the U.S. Students apply skills and knowledge acquired during the didactic phase of the curriculum and in previous clinical experiences in a wide variety of clinical settings and achieve entry-level competence in essential physical therapy practice skills. Prerequisites: Successful completion of all physical therapy coursework including PTH 601 and 602.

PTH604 Clinical Experience IV 6.0 Credits
This is the final full-time clinical experience (11 weeks) under the supervision and guidance of licensed physical therapists in facilities throughout the US. Students will refine skills and knowledge acquired in all coursework and clinical experiences to date and will demonstrate entry-level or near entry-level competence. Prerequisites: Successful completion of all physical therapy coursework including PTH601, 602 and 603.

PTH605 Advanced Clinical Affiliation I 3.0 Credits
This is the first full time clinical experience for students with significant prior health care clinical experience (e.g., PTAs). Students are challenged to progress toward entry-level competence in essential physical therapy practice skills, at an accelerated pace. They elect six weeks full time or ten to twelve weeks of half days in clinical sites throughout the U.S. Prerequisites: All Physical Therapy course work in professional year I and II must be successfully completed, and all PT practice courses with at least a 3.00 GPA.

PTH606 Integrated Clinical Experience (PY1) 0.0 Credits
This course is an integrated clinical experience that will occur throughout the didactic curriculum. It is a weekly clinical experience with Franklin Pierce's pro bono clinic that coincides with a classroom requirement devoted to preparation for terminal full-time experiences. Similar to the didactic curriculum, this is a hybrid experience with both live- and virtual patient encounters. It provides each student with an opportunity to work with skilled clinicians evaluating and treating patients/clients with varied diagnoses and disabilities. Prerequisite: Successful completion of prior coursework.

PTH606A Integrated Clinical Exp I 1.0 Credit
This course is an integrated clinical experience that will occur throughout the didactic curriculum. It is a weekly clinical experience with Franklin Pierce's pro bono clinic that coincides with a classroom requirement devoted to preparation for terminal full-time experiences. Similar to the didactic curriculum, this is a hybrid experience with both live- and virtual patient encounters. It provides each student with an opportunity to work with skilled clinicians evaluating and treating patients/clients with varied diagnoses and disabilities. This course continues into PTH 607. Taken twice in Terms 1 and 3. Prerequisite: Successful completion of prior coursework.

PTH607 Integrated Clinical Experience (PY1) 1.0 Credit
This course is an integrated clinical experience that will occur throughout the didactic curriculum. It is a weekly clinical experience with Franklin Pierce's pro bono clinic that coincides with a classroom requirement devoted to preparation for terminal full-time experiences. Similar to the didactic curriculum, this is a hybrid experience with both live- and virtual patient encounters. It provides each student with an opportunity to work with skilled clinicians evaluating and treating patients/clients with varied diagnoses and disabilities. Prerequisite: Successful completion of prior coursework.

PTH607A Integrated Clinical Experience II 1.0 Credit
This course is an integrated clinical experience that will occur throughout the didactic curriculum. It is a weekly clinical experience with Franklin Pierce's pro bono clinic that coincides with a classroom requirement devoted to preparation for terminal full-time experiences. Similar to the didactic curriculum, this is a hybrid experience with both live- and virtual patient encounters. It provides each student with an opportunity to work with skilled clinicians evaluating and treating patients/clients with varied diagnoses and disabilities. This course is a continuation of PTH 606. Taken twice in Terms 2 and 4. Prerequisite: Successful completion of prior coursework.

PTH608 Clinical Education Experience I 4.0 Credits
This is the first full-time clinical experience (8 weeks) for the New Hampshire DPT Program under the supervision and guidance of licensed physical therapists in facilities throughout the U.S. Students practice skills and knowledge acquired during the first year of the curriculum in a wide variety of clinical settings and begin to develop entry-level competence in essential physical therapy practice skills. Prerequisite: Successful completion of prior coursework.

PTH610 Professional Seminar 1.0 Credit
This New Hampshire based course prepares students for entry into the workforce by developing leadership skills, ethical decision-making, and professional communication while emphasizing career planning and development. It reinforces prior coursework to enhance skills for addressing healthcare disparities through culturally humble, socially responsible practice, integrating social determinants of health and Justice, Equity, Diversity, and Inclusion (JEDI) principles for informed, patient-centered care.

PTH610A Professional Sem/Lic Exam Prep 2.0 Credits

This seminar course focuses on issues relevant to students entering the internship phase of the curriculum. Areas covered include professional development, social responsibility, job search skills, preparation for the NPTE, and licensure. Prerequisite: Successful completion of prior coursework.

PTH611 Pain Science 2.0 Credits

This New Hampshire based course is designed to enhance students' knowledge of the advances in the pain sciences and to provide them with the biopsychosocial assessment and management tools necessary to treat various pain types and conditions across the lifespan and continuum of care. The main topics explored in this course include: 1) pain neuroscience—the main mechanisms underlying the pain experience (including anatomy and physiology) 2) pain assessment utilizing a translational understanding of the main pain mechanisms and standardized assessment tools, 3) individualized management of pain across the lifespan and continuums of care, 4) interprofessional/interdisciplinary management of pain, and 5) the management of various complex pain conditions frequently encountered by physical therapists. Prerequisite: Successful completion of prior coursework.

PTH615 DPT Student Clinic 2.0 Credits

This New Hampshire based course is an elective integrated clinical experience prior to the terminal clinical internships. Under the supervision of licensed physical therapists, students will work directly with patients/clients with complex diagnoses and disabilities, providing pro-bono services while honing their evaluation and treatment skills. Prerequisite: Successful completion of all prior Physical Therapy courses.

PTH616 Integrated Clinical Experience (PY2) 0.0 Credits

This course is an integrated clinical experience that will occur throughout the didactic curriculum. It is a weekly clinical experience with Franklin Pierce's pro bono clinic that coincides with a classroom requirement devoted to preparation for terminal full-time experiences. Similar to the didactic curriculum, this is a hybrid experience with both live- and virtual patient encounters. It provides each student with an opportunity to work with skilled clinicians evaluating and treating patients/clients with varied diagnoses and disabilities. Prerequisite: Successful completion of prior coursework.

PTH616A Integrated Clinical Exp III 1.0 Credit

This course is an integrated clinical experience that will occur throughout the didactic curriculum. It is a weekly clinical experience with Franklin Pierce's pro bono clinic that coincides with a classroom requirement devoted to preparation for terminal full-time experiences. Similar to the didactic curriculum, this is a hybrid experience with both live- and virtual patient encounters. It provides each student with an opportunity to work with skilled clinicians evaluating and treating patients/clients with varied diagnoses and disabilities. Prerequisite: Successful completion of prior coursework.

PTH617 Integrated Clinical Experience (PY) 1.0 Credit

This course is an integrated clinical experience that will occur throughout the didactic curriculum. It is a weekly clinical experience with Franklin Pierce's pro bono clinic that coincides with a classroom requirement devoted to preparation for terminal full-time experiences. Similar to the didactic curriculum, this is a hybrid experience with both live- and virtual patient encounters. It provides each student with an opportunity to work with skilled clinicians evaluating and treating patients/clients with varied diagnoses and disabilities. Prerequisite: Successful completion of prior coursework.

PTH617A Integrated Clinical Experience IIV 1.0 Credit

This course is an integrated clinical experience that will occur throughout the didactic curriculum. It is a weekly clinical experience with Franklin Pierce's pro bono clinic that coincides with a classroom requirement devoted to preparation for terminal full-time experiences. Similar to the didactic curriculum, this is a hybrid experience with both live- and virtual patient encounters. It provides each student with an opportunity to work with skilled clinicians evaluating and treating patients/clients with varied diagnoses and disabilities. Prerequisite: Successful completion of prior coursework.

PTH620 Imaging & Diagnostics 2.0 Credits

Students in the New Hampshire DPT program will be introduced to various radiographic imaging techniques, electrodiagnostic procedures used to evaluate a variety of neuromusculoskeletal pathologies commonly treated by physical therapists. They will learn the indications for these studies, their appropriate uses and limitations, and how to interpret them.

PTH620A Imaging & Diagnostics 2.0 Credits

Students will be introduced to various radiographic imaging techniques and electro-diagnostic procedures used to evaluate a variety of neuro-musculo-skeletal pathologies commonly treated by physical therapists. They will learn the indications for these studies, their appropriate uses and limitations, and how to interpret them. Prerequisite: Successful completion of prior coursework

PTH623 Mgmt:Patients W/Multi-Sys Involve 3.0 Credits
In this New Hampshire case-based course facilitating integration and application of prior coursework to manage patients with multi-system impairments and increasingly complex clinical problems. Evidence-based principles will be applied to evaluation methods and interventions. Appropriate modifications of plan of care and prognosis will be discussed and applied when appropriate to accommodate changes in patient condition or to adjust for age, race or gender. Prerequisite: Successful completion of prior coursework.

PTH623A CV and Pulm PT II 4.0 Credits
This course is a continuation of PTH 534A and designed to prepare students to manage dysfunctions that involve more than one system and patients with multiple dysfunctions. Applying evidence-based principles physical therapy diagnoses, prognoses, interventions, and expected outcomes will be determined based on pathology, etiology, and disease progression, and modified as appropriate to accommodate changes in patient condition or to adjust for age, race, or gender. This course introduces students to the unique aspects of the critical care environment, and will include medical equipment, effects of prolonged hospitalization, and the physical therapist's role in multidisciplinary care. Prerequisite: Successful completion of prior coursework.

PTH624 Mgmt Multi-Sys Involmnt 2 4.0 Credits
In this New Hampshire case-based, capstone practice course designed to integrate information learned in all previous physical therapy courses and apply this knowledge to management of increasingly complex clinical problems involving multi-systems impairments (cardiovascular/ pulmonary, integumentary, musculoskeletal, neuromuscular, as well as gastrointestinal/genitourinary). Evidence-based principles will be applied to evaluation methods and interventions. Critical thinking skills and clinical decision making will be emphasized. Prerequisite: Successful completion of prior coursework.

PTH624A Man PT with Multi-System Impairment 3.0 Credits
This is a case-based, capstone practice course designed to integrate information learned in all previous physical therapy courses and apply this knowledge to management of increasingly complex clinical problems involving multi-systems impairments (cardiovascular/ pulmonary, integumentary, musculoskeletal, neuromuscular, as well as gastrointestinal/genitourinary). Evidence-based principles will be applied to evaluation methods and interventions. Critical thinking skills and clinical decision making will be emphasized. Prerequisite: Successful completion of prior coursework

PTH627 PYII Intdg Clncl Education Exp-Ext 2.0 Credits
This New Hampshire based course is an elective integrated clinical experience prior to the terminal clinical internships. It provides each student with additional opportunities to work with skilled clinicians evaluating and treating patients/clients with varied diagnoses and disabilities. This is a 1- day per week clinical experience. Prerequisite: Successful completion of all prior Physical Therapy courses.

PTH628 Special Topics 2.0 Credits
This course is designed to introduce the students to a variety of special interest topics within the field of physical therapy practice. Topics may vary, and can include: McKenzie approach, aquatic therapy, yoga, canine physical therapy, dry needling, as well as soft tissue techniques including Graston and Mulligan. The course will include lectures and hands on lab experience. Prerequisite: Successful completion of prior coursework.

PTH630 Sports Injury Mgmt & Prevention 2.0 Credits
This New Hampshire based course provides students information and knowledge concerning prevention, mechanisms, treatment and rehabilitation of sports injury. Emphasis will be on sports evaluations, treatments and prevention of injury by incorporating principles related to cardiovascular endurance, flexibility, strength training, muscular endurance, plyometrics, speed and agility training. Topics include neurology, orthopedics, sports physical therapy and alternative medicine/complimentary therapies. Prerequisite: Successful completion of prior coursework.

PTH635 Advanced Orthopedic Interventions 2.0 Credits
This course explores a variety of Advanced Orthopedic Interventions within the field of physical therapy practice. Topics may vary based on student interest. Modules of advanced treatment techniques are practiced and presented. This course includes lectures and hands on lab experience. Prerequisite: successful completion of prior coursework.

PTH635A Advanced Interventions 3.0 Credits
This course explores a variety of advanced orthopedic interventions within the field of physical therapy practice. Topics may vary based upon student interest. Modules of advanced treatment techniques are presented and practiced. The course includes lectures and hands on lab experience. Prerequisite: Successful completion of prior coursework. Prerequisites: Successful completion of all prior Physical Therapy courses.

commonly employed in the field of public health for understanding health behaviors. These theories will be discussed using examples of their applications to numerous public health problems including, but not limited to, tobacco use, diet, exercise, obesity, HIV/AIDS, violence, cancer, cardiovascular diseases, diabetes, environmental hazards, and global health. This course is writing intensive.

PUBH414 Senior Capstone Course 3.0 Credits

The Senior Capstone course is an opportunity for students to work on public health practice projects that are of particular interest to them. The goal is for students to synthesize, integrate and apply the skills and competencies they have acquired to a public health problem that approximates a professional practice experience. Completion of the senior capstone course requires both written and oral components. This course is restricted to all public health majors enrolled in the BS degree program and requires senior level standing. Students may opt to enroll in the course in either the fall or spring semester of their senior year only with approval of the capstone instructor. The course is done under the direction of a faculty member, the capstone instructor.

SF502 Media Relations/Techn Sprt Industry 3.0 Credits

This course helps students develop the ability to communicate effectively in media relations as it pertains to the Sports Industry. It uses communication theories, media techniques and technology to develop an effective communication strategy.

SF508 Facilities Management 3.0 Credits

This course examines and enhances key skills and abilities regarding the leadership and management of large and complex sports facilities. These skills include Program Evaluation Review Technique and other quantitative programs to respond to the specific needs of quality sports facilities and permit profit maximizing operations.

SF512 Analytics in Sports Management 3.0 Credits

Catalog Description (including prerequisites, credits, course rotation and other information): Analytics in Sports Management addresses analysis and data visualization across all levels of sports administration (amateur, collegiate, professional). Students will examine, address, and evaluate various approaches to develop data into information in a sports organization. Through assignments, case studies, readings, and discussions, students will examine various analytical tools, techniques, and software to develop information and effective decision making. This course will also address predictive analytics, data science, modeling, probability theory, and statistics.

SF582 Internship In Sports Management 3.0 Credits

Students will be partnered with an internship site that matches student career goals. This internship is intended to provide career path advancement and the establishment of key skills in sports management. Prior to the beginning of the internship, each student will submit a provisional action-based research project design for their advisor's approval.

SO101 Introduction To Sociology 3.0 Credits

An introduction to the major concepts, theories, methods, and perspectives in sociology as well as a survey of some areas of sociological investigation such as the social nature of personal identity as mediated through the influences of race, class, gender, national culture, and the forces of social change. Addresses GLE Learning Outcomes Social Sciences (SS), Inquiry & Analysis (IA) and Information Literacy (IL).

SO203 Community Organization and Advocacy 3.0 Credits

An examination of the theory and practice of grassroots community organizing for progressive social change and the development of skills in community-building and social activism. Students will study historical, contemporary, and cross-cultural case studies of community organizing and learn from their own efforts to bring about societal change. Prerequisite: SO101.

SO205 Racial Inequality 3.0 Credits

An analysis of the problems and possibilities created by racial and ethnic diversity in American society with emphasis given to structural and ideological factors underlying racial and ethnic inequalities. Prerequisite: SO101.

SO220 Families in Society 3.0 Credits

Examination of the current state of the American family and its symbolic importance in American culture. Investigation of the impact of social diversity on variations in family structure, mate selection and the formation of families, relationships among family members, and the interaction between family and society. Addresses GLE Learning Outcomes Social Sciences (SS), Information Literacy (IL) and Critical Reading (CR).

- SO223 Power, Privilege and Justice 3.0 Credits**
An examination of the way groups, or categories of persons, have different access to economic resources, status, and power in society, and the resulting consequences. Prerequisite: SO101
- SO227 Research Workshop 1.0 Credit**
An introduction to computer applications and resources that support research and writing in the social sciences. Students will practice data file management, data graphing and charting, citation and reference management, and techniques of procuring social science research and data.
- SO230 Sport in Society 3.0 Credits**
There is more to sport than that which occupies our attention viewing or participating in competition, training alone or training and bonding with teammates, pouring over team stats, building fantasy teams or watching SportsCenter. The organization of sport reflects, and contributes to, the organization of society. This course will apply the sociological imagination to the study of sport to enable us to better understand the significance of sport and the nature of contemporary U.S. society. Addresses GLE Learning Outcomes Social Sciences (SS), Critical Thinking (CT), and Ethical Reasoning (ER).
- SO240 Religion in Society 3.0 Credits**
This course is an introduction to the sociological study of religion. Religion is one of the most powerful, deeply felt, and influential forces in human society. The course examines the meanings that religious practice and values have for individual believers, and studies the dynamic interplay of religion with other aspects of society. Using examples primarily from America, Europe and the Middle East with emphasis on Judaism, Christianity and Islam, the course focuses on the how religion is constituted and politically managed in the context of secular, modern societies and how people are remaking religion in new ways to meet their needs for meaning. Addresses GLE Learning Outcomes Social Sciences (SS), Inquiry and Analysis (IA) and Critical Reading (CR).
- SO299 Independent Study In Sociology 3.0 Credits**
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 Dean or their designee. Normally, the student will be expected to have a cumulative grade point average of 3.00 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 Registrar's website. Independent Study courses are assigned numbers of 299, 399 or 499, depending on the level of the course.
- SO318 Social Science Research Methods 3.0 Credits**
An introduction to the social science research procedures that collect data which are easily subject to statistical handling. It is designed to provide instruction and practice in methodological skills that include research design, techniques of data gathering, procedures for data analysis, and strategies for writing up of research findings. Prerequisite: SO227. Note: Extensive statistical analysis and writing course.
- SO335 Introduction To Social Theory 3.0 Credits**
An introduction to the major theorists whose writings and conceptual frameworks inform sociological thinking, this course will enable you to appreciate the plurality of perspectives within sociological theory and to apply these ideas to many sociological topics and to think analytically about the many occurrences in daily life beyond the classroom.
- SO350 Law in Society 3.0 Credits**
Examines social scientific understanding of how law is structured, how law functions as a social institution, and how legal institutions interact with other institutions such as the economy, family, and criminal justice system as well as with issues of race, class, and gender. The course also explores how legal institutions use social scientific knowledge. Additionally, attention is aimed at fostering an appreciation of how legal institutions and their functions vary historically and cross-culturally. Prerequisite: CJ212.
- SO400 Readings in Sociology 0.0 Credits**
Readings in Sociology (1-5 credits). An opportunity for scholarly and professionally focused independent reading and discussion with a faculty member. Prerequisites: SO101 or permission of instructor.
- SO450 Special Topics in Sociology 3.0 Credits**
Seminars are offered which encourage in-depth exploration of a limited or specialized area within sociology beyond the competency of an introductory level. Prerequisites: SO101, and one additional 200 level or higher Sociology course.

- SOE501 Foundations in Education 3.0 Credits**
Examines the historical, philosophical, and sociological foundations of education in K-12 public and private schools, higher education and corporate / non-profit agencies. Explores the role of innovative practices, including technology to expand access to education. Introduces the legal and ethics boundaries for professional practices.
- SOE505 Learning and Educational Practices 3.0 Credits**
The course provides a broad overview of some of the influential learning theories and the implications of these theories for educational practice. This course will distinguish pedagogy from andragogy, allowing students to demonstrate knowledge through design of learning activities designed for an appropriate audience.
- SOE511 Action Research I 3.0 Credits**
This course is designed to assist educators to explore a significant issue in a specific educational setting. The course introduces the principles and methodology of Action Research. Students will develop the introduction and literature sections of their Action Research proposal and will review the IRB request form for the Action Research capstone project.
- SOE512 Action Research II 3.0 Credits**
This course is designed to assist educators to develop an action research proposal and the IRB request form for the Action Research capstone project. Students will complete the research methodology, informed consent forms and data collection tools for use in a personalized action research project. Prerequisite: ED511.
- SOE521 Legal Issues in K-12 Schools 3.0 Credits**
This course explores legal, ethical and politics issues governing K-12 education (K-12, and up to age 22) in America. Students will examine the powers of state and local governing bodies and the rights and responsibilities of teachers, staff, administration, and families in elementary and secondary schools. This course allows educators to learn about law and legal research.
- SOE525 Foundations Curriculum Instruction 3.0 Credits**
This course will explore the national, state, and local standards for student learning as they relate to the curriculum development process. Participants will design meaningful curriculum models and contextualized learning activities in the context of these standards. The course will pay particular attention to the theoretical and conceptual foundations of curriculum and development and instructional design for the elementary grades, secondary grades, and special education K-12.
- SOE532 Foundations Technology Ed Leaders 3.0 Credits**
This course is an innovative educational technology course which focuses on techniques, strategies, resources, and tools for designing, developing, implementing, and evaluating aspects of technology use in a variety of education settings. It examines the latest research-based approaches to technology use as it also explores the ethical, social, and scientific ramifications of technological developments in education. The course will provide a foundation in educational technology to help navigate and lead in the rapidly changing educational environment.
- SOE541 Legal Issues in Higher Education 3.0 Credits**
This course explores the legal issues affecting higher education. While the course will explore a broad array of legal areas, it will focus primarily on student affairs profession. The course allows educators to learn about law and legal research.
- SOE545 Foundations in Higher Education 3.0 Credits**
This course will explore the philosophical perspectives that shape higher education. Particular attention will be paid to the history of higher education and the shifting focus on who is served, what is instructed and how success is measured.
- SOE555 Diversity Multicultural Views Ed 3.0 Credits**
The course will examine how students in the school setting are impacted by issues related to race, diversity, and equity in modern society. This course encourages sensitivity to help learners take an unbiased look at many different cultural groups, and how using both culture and student experiences in the learning environment will help students achieve at the highest level. It will explore cultural assumptions, attitudes, and values that shape our perceptions and predicate our actions. Learners will gain an appreciation and understanding of diversity and how to identify effective practices and teaching styles to use to foster learning. Those who participate in this course will come to appreciate the importance of an equitable education for all children.

- SOE599 Independent Study 3.0 Credits**
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 Director and the Dean or their designee 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 Registrar's website.
- SOE601 Authentic Leadership 3.0 Credits**
This course prepared students to become leaders in educational settings by examining one's personal leadership development. Students will explore leadership theory through a series of self-reflective activities that will be applicable to their proposed educational settings.
- SOE611 Action Research III 3.0 Credits**
This course is designed to assist educators to implement a comprehensive action research process in the context of a specific educational setting. Students will utilize the tools developed in Action Research II to collect data. Prerequisite: SOE512 and IRB proposal approved.
- SOE612 Action Research IV 3.0 Credits**
This course is designed to assist educators to complete the Action Research project, including data analysis, documentation, and presentation. Can be retaken one time to complete the project.
- SOE621 Universal Design for Learning 3.0 Credits**
This course focuses on the application of Universal Design for Learning (UDL) principles, which emphasize the use of multiple means of representation, expression, and engagement during lesson development in order to effectively reach the widest possible number of students from the outset, rather than through individual "retrofits" of instruction and assessment. Participants will learn to transform assessments and instruction using tools and strategies that make curricular access for all students a reality.
- SOE625 Data Driven Decision Making 3.0 Credits**
This course examines the impact of current trends of data driven decision making as a national and state level movement. Students will critically analyze the strengths and limitations of standardized testing and of competency/performance-based assessments. Students will examine, explore, analyze, and utilize student's/learner's data to guide decision making and reform efforts in an educational setting.
- SOE627 Educational Leadership 3.0 Credits**
This course provides educators with an exploration of the systems and structures in a K-12 school system. Students will examine the purpose of mission, vision and core values, the role of responsive leadership, and the diversity and complexity of stakeholders. Educators will ultimately identify a critical systemic concern and develop a detailed strategic plan.
- SOE641 Princ & Pract Student Affairs 3.0 Credits**
This course provides an introduction to student affairs in higher education. It examines the student affairs professions in the effects these roles have on the development of diverse student populations.
- SOE699 Practicum in Educational Leadership 0.0 Credits**
Practicum in Educational Leadership (1-3 credits). The practicum creates an opportunity for a student to immerse oneself into an authentic situation in which to gain valuable career experience. Each credit is approximately 40 hours. Can be taken multiple terms.
- SPME101 Foundations of Sports Media 3.0 Credits**
This course covers the relationships between sports industries, athletes, media, and audiences. After a brief study of the earliest "coverage" of sports during the ancient Olympic games, we will look at the evolution of sports communication from early sports writers, through early sports broadcast announcers, to the current age, where athletes create their own sports media via Twitter and other social media.
- SPME215 Sports Reporting 3.0 Credits**
This hands-on course teaches high standards, ethical behavior and professional conduct in fact gathering, interviewing and writing about sports. Students will practice jargon-free, unbiased reporting as they cover campus sports, at times using new forms of digital coverage. Prerequisite: COMM110

SPME250 Sports Media Production 3.0 Credits

This course will give students hands-on experience producing various short form sports programs, such as feature stories, highlights, and news packages. Students will also produce a weekly sports news program focusing on coverage of university sports games and events. Prerequisites: SPME101, COMM120. Offered: Fall, Spring.

SPME255 Internship in Sports Media 0.0 Credits

Internship in Sports Media (1-6 credits). These field-based experiences allow students to work with media specialists in a professional setting to enhance their employment potential upon graduation. An agreement is drawn up and approved by the student, the on-site supervisor, the Sports Media faculty internship advisor, and the Dean or their designee. Students should consult with the faculty internship advisor on the academic requirements before starting the internship. The course grade is assigned by the Mass Communication faculty internship advisor in consultation with the on-site supervisor. Credits are based upon the work hours completed (minimum of 40 hours per credit); a maximum of 6 credits may be earned per term. A student may take up to 15 credits towards graduation credit. Prerequisite: COMM120.

SPME260 Special Topics in Sports Media 3.0 Credits

This course focuses on in-depth exploration of either a timely or historical topic related to the intersection of sports and media. Students may repeat the course, once, for additional credit if the topic is different. Prerequisite for SPME260: SPME101.

SPME300 International Sports Culture 3.0 Credits

In less than a hundred years sports have become an essential part of world culture. Sports events are our passions and sports athletes are our heroes. Sports have become a source of national identities and have often been a focal point for international geopolitics. In this course, we first develop an understanding of sports that are popular abroad, but not well understood at home (e.g., cricket, football, hurling). Then we will explore the ways that sports are understood and appreciated in other nations. We will also explore situations in recent history when sports events became important in geopolitical tensions (e.g., 1936 Berlin Olympics, 1974 heavyweight boxing title fight in Zaire, 2008 Beijing Olympics). The course includes an optional study abroad component at the end of the semester, when we will travel internationally to both view live sporting events and study the media coverage of sports in the places we visit. Prerequisite: SPME101: Foundations of Sports Media. Offered every spring semester.

SPME351 Sports Broadcasting 3.0 Credits

Students will be exposed to the theories and practices of reporting sports for both radio and television. Provides an historical perspective of the field, and emphasizes the development of skills and techniques to develop and deliver a sports broadcast. Prerequisites: COMM120.

SPME355 Internship in Sports Media 0.0 Credits

Internship in Sports Media (1-6 credits). These field-based experiences allow students to work with media specialists in a professional setting to enhance their employment potential upon graduation. An agreement is drawn up and approved by the student, the on-site supervisor, the Sports Media faculty internship advisor, and the Dean or their designee. Students should consult with the faculty internship advisor on the academic requirements before starting the internship. The course grade is assigned by the Mass Communication faculty internship advisor in consultation with the on-site supervisor. Credits are based upon the work hours completed (minimum of 40 hours per credit); a maximum of 6 credits may be earned per term. A student may take up to 15 credits towards graduation credit. Prerequisite: COMM120.

SPME360 Special Topics in Sports Media 3.0 Credits

This course focuses on in-depth exploration of either a timely or historical topic related to the intersection of sports and media. Students may repeat the course, once, for additional credit if the topic is different. Prerequisite for SPME360: SPME260 and different topic.

SPME400 Capstone in Sports Media 3.0 Credits

The capstone is an issues-based topics course. We will study a contemporary situation in sports media (e.g., Title IX, domestic abuse by athletes, substance abuse, etc.) to understand the ways in which media coverage of the subject has been more or less effective, how that coverage has influenced public opinion, and how sports media professionals might handle the topic more effectively. The course, therefore, will also involve ethical considerations, so we will explore the subject of communication ethics. Prereqs: SPME Major & Senior Standing.

SPME455 Internship in Sports Media 0.0 Credits

Internship in Sports Media (1-6 credits). These field-based experiences allow students to work with media specialists in a professional setting to enhance their employment potential upon graduation. An agreement is drawn up and approved by the student, the on-site supervisor, the Sports Media faculty internship advisor, and the Dean or their designee. Students should consult with the faculty internship advisor on the academic requirements before starting the internship. The course grade is assigned by the Mass Communication

faculty intern-ship advisor in consultation with the on-site supervisor. Credits are based upon the work hours completed (minimum of 40 hours per credit); a maximum of 6 credits may be earned per term. A student may take up to 15 credits towards graduation credit. Prerequisite: COMM120.

SR115 Fnds of Adventure Sports & Rec 3.0 Credits

Designed to develop in students the skills and competencies needed for group facilitation within a broad range of adventure sport and recreation settings. Emphasis will be given to risk-management, leadership, and planning strategies. Experiential education methods will be the focus of much of the material. Fall Semester, even years, or as needed

SR202 Prin of Sport and Recreation Mgmt 3.0 Credits

The business of sports and recreation is interdisciplinary, and as such, this course will provide instruction and opportunity for hands-on learning of several business principles that are active in, and relevant to, topics pertinent within the sports and recreation industry. Accordingly, the topics to be examined throughout this course include, but are not limited to, sports and recreation leadership, teams, leagues, ownership, revenue sharing, facility operation, media, compensation, franchise valuation, Olympic sports, gender equity, ethical dilemma analysis, amateurism and reform.

SR210 Role of Leisure 3.0 Credits

Participation in leisure, recreation, and sporting activities is examined in the context of the international community, culture, history, and ethnic origins, major industries, trade policy, social stratification, political life, and economic and commercial activities. In addition, this course includes travel and extensive preparation to study the relationships between leisure, recreation, and sports and economic and cultural development. Spring/Summer odd years

SR238 Training & Treatment Of Athletics 3.0 Credits

Identifies the role of an athletics trainer, including the responsibilities, liabilities and proper sequencing of emergency procedures for the treatment of athletic injuries. Proper techniques for strapping, wrapping and taping various body parts for treatment of injury or for preventative reasons will also be practiced.

SR243 Programming Sports/Recreation Mgmt 3.0 Credits

Program design and leadership techniques employed through hands-on activities. The realistic, ethical, and technical skills that a recreation manager should have in order to be successful in programming for various populations and in facilitating a variety of activities.

SR295 Sports & Rec Tourism & Hospitality 3.0 Credits

An overview of the tourism and hospitality industry. The Sports and recreation area exemplified by hotels, motels, camps, spas, resorts, clubs, health and fitness centers. Study of economic and marketing trends, planning, procedures, and management issues. Tourism aspects include organization and development sustainable practice, research, and promotions both nationally and globally. Career and professional development opportunities will be explored. Prerequisite: SR243 (May be taken in conjunction with SR243) or permission of instructor. Course offered as needed.

SR299 Independent Study Sports & Rec Mgmt 0.0 Credits

Independent Study in Sports & Recreation Management (2-3 credits). Each 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 Dean or Dean's designee. Normally, the student will be expected to have a cumulative grade point average of 3.00 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 Registrar or from the College of Business. Independent Study courses are assigned numbers of 299, 399 or 499, depending on the level of the course.

SR310 Sports & Recreation Marketing 3.0 Credits

This course will direct students to a better understanding of the theoretical backbone that makes marketing such a distinctive and vibrant component of the sports and recreation profession. Through the examination of real-world examples and practical application exercises, students will learn how to understand the tools and skills involved in marketing, evaluate marketing efforts, and use the strategies necessary for successful marketing campaigns in sports and recreation. Prerequisites: Declaration of marketing major or marketing minor Spring, odd years, or as needed.

- SR338 Fitness Management 3.0 Credits**
A hands-on course studying and experiencing the relationships between chronological functional ages and physiological functioning lifestyle health status. Emphasis is placed on laboratory inventories of the students, establishing baseline health information and writing goals for positive health lifestyle. Topics are often supported by guest lecturers, who are practitioners in specialized fields.
- SR346 Park & Natural Resource Mgmt 3.0 Credits**
An overview of the management of natural resources and visitors to those resources. Relates the process and application of management principles in the outdoor recreation setting. Prerequisite: SR243 Fall, even years, or as needed
- SR357 Inclusive Sports & Recreation 3.0 Credits**
Inclusive Sports and Recreation provides the knowledge and skills that students will need to deliver programs and services to individuals with disabilities in their entry-level careers and also the ability to ensure that people of both sexes and all abilities, ages, cultures, ethnicities, races, and religions will be able to participate in the sports and recreation programs they provide. Prerequisite: SR243. May be taken concurrently. Spring, or as needed
- SR368 Sports & Recreation Facilities Mgmt 3.0 Credits**
General principles and common problems associated with the management of local park systems, recreation areas, and other recreation-based facilities. Overview of general and low-level technical information which is valuable to recreation professionals.
- SR390 Internship Sports/Recreation Mgmt 0.0 Credits**
The opportunity to gain experience in the administration of profit or non-profit organizations. The internship typically is completed during the junior or senior year but can be completed earlier with the approval of the academic advisor. The internship should be arranged with the assistance of the major internship advisor. An agreement is drawn up and approved by the student, the proposed employer, and the major internship advisor. Internships require a minimum of 55 hours of on-the-job work for each hour of credit. Evaluation is made by the major internship advisor and in consultation with the employer. Prerequisites: junior class standing, permission of the academic advisor and the Dean or Dean's designee.
- SR391 Internship In Sports & Rec Mgmt 0.0 Credits**
May be taken when an unusual level of job responsibility, such as being in sole control of a business for an extended time, or other unique learning opportunity is encountered which would warrant additional credit above that granted for SR390. The granting of more than 3 credits for one internship will be a rare occurrence. In some instances, when deemed appropriate by the academic advisor and the Dean or Dean's designee, a second internship, which is entirely different than that pursued under SR390, may be taken. Prerequisite: SR390.
- SR395 Adv Internship Sport & Rec Mgmt 4.0 Credits**
The Advanced Internship follows the same guidelines as the 390 Internship. However, research criteria (applicable to each internship situation) provided by the Internship Advisor are also included for one additional credit. Students who elect the Advanced Internship must also meet College Honors requirements.
- SR399 Independent Study: Sports & Rec Mgt 0.0 Credits**
Independent Study in Sports & Recreation Management (2-3 credits). Each 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 Dean or Dean's designee. Normally, the student will be expected to have a cumulative grade point average of 3.00 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 Registrar or from the College of Business. Independent Study courses are assigned numbers of 299, 399 or 499, depending on the level of the course.
- SR419 Law & Liability In Sports & Rec 3.0 Credits**
Informs and educates managers within the recreation industry about legal risks associated with parks, recreation centers, sports and related programs and facilities. Statutory changes and court decisions that affect programs and facilities are studied in depth.
- SR420 Trends & Issues Sports & Rec Mgmt 3.0 Credits**
This course is an examination of a broad array of the global trends and the varied impacts that these trends will have on sports, recreation, and leisure services. The processes of change, reinvention, re-conceptualization, and adjustment will also be examined in light of categorical changes in the environment, technology, transportation, values, demography, economy, health, work and free time, and governance. Prerequisites: SR243, SR368

- SR439 Snow Sport Facility Management 3.0 Credits**
For this course snow sport is skiing (Nordic and alpine), snowboarding, snowshoeing, and fat biking at commercial facilities. An overview of snow sports facility management will be presented that includes programming, staffing, maintenance, equipment, financial, legal, emergency, and hospitality. On-site observations will be used to highlight management best practices. Prerequisites: SR243, SR368, SR419, or permission of instructor. As needed Winter Term.
- SR495 Sr Indep Proj: Sport & Rec Mgmt 4.0 Credits**
The student will develop a project arranged with the assistance of the major advisor and the approval of the Dean or Dean's designee. Projects include a thesis, business plan, or other significant research project. Prerequisites: senior class standing; declared major in the College of Business or permission of the Dean or Dean's designee.
- SR499 Independent Study Sports & Rec Mgmt 0.0 Credits**
Independent Study in Sports & Recreation Management (2-3 credits). Each 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 academic advisor and the Dean or Dean's designee. Normally, the student will be expected to have a cumulative grade point average of 3.00 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 Registrar or from the College of Business. Independent Study courses are assigned numbers of 299, 399 or 499, depending on the level of the course.
- TH101 Introduction to Theatre Arts 3.0 Credits**
An introduction and exploration of the various principles and elements which comprise the art of theatre. Addresses GLE Learning Outcomes Arts & Design (AD), Creative Thinking (CV) and Problem Solving (PS).
- TH131 Dance Movement I 3.0 Credits**
Introduction to contemporary dance based on classical and modern forms, with beginning improvisational work leading to dance composition. Addresses GLE Learning Outcomes Arts & Design (AD), Creative Thinking (CV) and Problem Solving (PS).
- TH132 Dance Movement II 3.0 Credits**
A studio course emphasizing modern dance technique, improvisation and dance composition, leading to performance of student-choreographed work. Prerequisite: TH131 or substantial dance training.
- TH133 Dance Movement III 3.0 Credits**
A studio course emphasizing modern dance technique, improvisation and dance composition, leading to performance of student-choreographed work. Prerequisite: TH131 or substantial dance training.
- TH134 Dance Movement IV 3.0 Credits**
A studio course emphasizing modern dance technique, improvisation and dance composition, leading to performance of student-choreographed work. Prerequisite: TH131 or substantial dance training.
- TH141 Production/Dance Performance I 1.0 Credit**
Participation in annual student dance concert either by performing as a dancer on the stage or by choreographing and staging a dance for other dancers. Prerequisite: audition.
- TH142 Production/Dance Performance II 1.0 Credit**
Participation in annual student dance concert either by performing as a dancer on the stage or by choreographing and staging a dance for other dancers. Prerequisite: audition.
- TH143 Production/Dance Performance III 1.0 Credit**
Participation in annual student dance concert either by performing as a dancer on the stage or by choreographing and staging a dance for other dancers. Prerequisite: audition.
- TH144 Production/Dance Performance IV 1.0 Credit**
Participation in annual student dance concert either by performing as a dancer on the stage or by choreographing and staging a dance for other dancers. Prerequisite: audition.

- TH145 Production/Dance Performance V 1.0 Credit**
Participation in annual student dance concert either by performing as a dancer on the stage or by choreographing and staging a dance for other dancers. Prerequisite: audition.
- TH146 Production/Dance Performance VI 1.0 Credit**
Participation in annual student dance concert either by performing as a dancer on the stage or by choreographing and staging a dance for other dancers. Prerequisite: audition.
- TH147 Production/Dance Performance VII 1.0 Credit**
Participation in annual student dance concert either by performing as a dancer on the stage or by choreographing and staging a dance for other dancers. Prerequisite: audition.
- TH148 Production/Dance Performance VIII 1.0 Credit**
Participation in annual student dance concert either by performing as a dancer on the stage or by choreographing and staging a dance for other dancers. Prerequisite: audition.
- TH161 Production/Performance I 1.0 Credit**
Students enrolled in these courses will participate in the performance of a full-length faculty directed major production. Prerequisite: audition.
- TH162 Production/Performance II 1.0 Credit**
Students enrolled in these courses will participate in the performance of a full-length faculty directed major production. Prerequisite: audition.
- TH163 Production/Performance III 1.0 Credit**
Students enrolled in these courses will participate in the performance of a full-length faculty directed major production. Prerequisite: audition.
- TH164 Production/Performance IV 1.0 Credit**
Students enrolled in these courses will participate in the performance of a full-length faculty directed major production. Prerequisite: audition.
- TH165 Production/Performance V 1.0 Credit**
Students enrolled in these courses will participate in the performance of a full-length faculty directed major production. Prerequisite: audition.
- TH166 Production/Performance VI 1.0 Credit**
Students enrolled in these courses will participate in the performance of a full-length faculty directed major production. Prerequisite: audition.
- TH167 Production/Performance VII 1.0 Credit**
Students enrolled in these courses will participate in the performance of a full-length faculty directed major production. Prerequisite: audition.
- TH168 Production/Performance VIII 1.0 Credit**
Students enrolled in these courses will participate in the performance of a full-length faculty directed major production. Prerequisite: audition.
- TH171 Production/Design&Tech Theatre I 1.0 Credit**
The opportunity to participate in the preparation and execution of a major faculty-directed stage production. Opportunities include building, painting, installation of scenery and lighting, operation of stage lighting, and stage management.
- TH172 Production/Design&Tech Theatre II 1.0 Credit**
The opportunity to participate in the preparation and execution of a major faculty-directed stage production. Opportunities include building, painting, installation of scenery and lighting, operation of stage lighting, and stage management.

- TH173 Production/Design&Tech Theatre III 1.0 Credit**
The opportunity to participate in the preparation and execution of a major faculty-directed stage production. Opportunities include building, painting, installation of scenery and lighting, operation of stage lighting, and stage management.
- TH174 Production/Design&Tech Theatre IV 1.0 Credit**
The opportunity to participate in the preparation and execution of a major faculty-directed stage production. Opportunities include building, painting, installation of scenery and lighting, operation of stage lighting, and stage management.
- TH175 Production/Design&Tech Theatre V 1.0 Credit**
The opportunity to participate in the preparation and execution of a major faculty-directed stage production. Opportunities include building, painting, installation of scenery and lighting, operation of stage lighting, and stage management.
- TH176 Production/Design&Tech Theatre VI 1.0 Credit**
TH171–178 Production/Design and Technical Theatre I–VIII 1 credit each The opportunity to participate in the preparation and execution of a major faculty-directed stage production. Opportunities include building, painting, installation of scenery and lighting, operation of stage lighting, and stage management.
- TH177 Production/Design&Tech Theatre VII 1.0 Credit**
The opportunity to participate in the preparation and execution of a major faculty-directed stage production. Opportunities include building, painting, installation of scenery and lighting, operation of stage lighting, and stage management.
- TH178 Production/Design&Tech Theatre VIII 1.0 Credit**
The opportunity to participate in the preparation and execution of a major faculty-directed stage production. Opportunities include building, painting, installation of scenery and lighting, operation of stage lighting, and stage management.
- WL115 Intro Women, Gender, Leadership 3.0 Credits**
Focuses on the interdisciplinary analysis of women, culture, and society. Topics include: cultural images, socialization, media, sexuality, sexual orientation, work, family, politics, violence, inequality, and racial diversity. The course also examines feminist viewpoints, interdisciplinary studies, and the relationship of feminist concepts, methods, and modes of analysis to traditional academic disciplines.
- WL490 Women, Gender, Leadership Seminar 1.0 Credit**
Provides a forum for students who have recently engaged in, or are currently enrolled in, a Women, Gender, and Leadership internship. During the seminar they will complete readings on various kinds of leadership, give presentations about their leadership experiences, and write about ways in which their leadership experiences will enrich their futures. Taught on a rotational basis by various program faculty, the focus is on students having the opportunity to synthesize their academic and hands-on leadership experience. Prerequisites: declared candidacy for the Women, Gender, and Leadership Certificate, plus either completion or current enrollment in a leadership internship approved by the Women, Gender, and Leadership Certificate Steering Committee.
- WL491 Internship Women, Gender, Leader 3.0 Credits**
Internship designed to facilitate leadership opportunities for students in the Women, Gender, and Leadership program. WL491 is arranged in consultation with an evaluating WL faculty member and/or the supervising Dean or their designee and a selected agency supervisor within the student's targeted work-area. 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.

University Directory

Below is a listing of faculty and staff.

Office of the President

Peter Eden *President*, B.S., UMASS Amherst, Ph.D., University of New Hampshire

Mary O'Friel, *Executive Assistant to the President*

Academic Affairs

Catherine M. Paden, *Provost and Vice President for Academic Affairs*, B.A., Vassar College, Ph.D., Northwestern University

Sarah T. Dangelantonio, *Associate Provost, Professor of English*, B.A., Spring Hill College, M.A., Saint Louis University, Ph.D., University of Georgia

Ann K. Hayashi, *Executive Assistant to the Provost*, B.A., Denison University, M.A., The Ohio State University, Ph.D., The Ohio State University

Center for Teaching and Learning

Stephani B. Cuddie, *Executive Director*, B.S. St. Leo University, M.S., Florida Institute of Technology, Ed.D., Regent University

Dawn Needham, *Assistant Director*, B.S., Columbia Southern University, M.B.A./P.M.P., University of Wisconsin

Savhanna Holsclaw, *Program Assistant*

Frank S. DiPietro Library

Paul O. Jenkins, *University Librarian, Professor*, B.A., Lawrence University, M.L.I.S., University of Wisconsin

Mary Anne Blauert, *Reference Librarian*, B.S., Shippensburg State College, M.S., Villanova University, M.S., Drexel University

Holly Garlock, *Library Assistant-Circulation*, B.A., Potsdam State University

Barrett Golay, *Student Success Librarian, Assistant Professor*, B.S., Tufts University, M.S., Simmons University

Amy Horton, *Library Assistant – Circulation*, B.A., Keene State College, M.L.S., Simmons College

Leslie Inglis, *Electronic Resources Librarian, Associate Professor*, B.A., University of New Hampshire, M.S.L.I.S., Simmons College

Todd Niemi, *Library Technical Services Assistant*, B.A., Atlantic Union College

Brantley Palmer, *Technical Services Librarian, Assistant Professor*, B.A., Keene State College, MLS, Simmons College.

Barbara Jill Wixom, *Access Services Manager*, B.A., Michigan State University, M.A., University of Wisconsin

Marlin Fitzwater Center for Communication

Kristen D. Nevious, *Director, Marlin Fitzwater Center for Communication and Franklin Pierce Polling; Affiliated Faculty: Communication, Digital Media Design, Public Relations; Steering Committee: Women in Leadership*, B.S., Valparaiso University, M.S., Ph.D., Southern Illinois University at Carbondale

Kevin Bazan, *Associate Producer Audio/WFPC, Marlin Fitzwater Center for Communication*, A.A. Dean College, B.A. Emerson College

Dustin Hennessey, *Associate Producer Video/RSN, Marlin Fitzwater Center for Communication*, B.A. Emerson College

Office of the Registrar

Jill L. Megredy, *University Registrar*, B.S. Kansas State University, M.Ed., Southwestern College, M.S., Emporia University, Ed.D. Southwestern College

Mathew J. Kittredge, *University Degree Analyst/Scheduling Coordinator*, B.A., Ithaca College

Carol Ruggles '08, *Assistant Registrar* B.S., Franklin Pierce University

Caitlin M. Swiger, *Veterans Coordinator/School Certifying Official & Record Specialist*, B.A., Keene State College

Student Success Center

Derek M. Scalia '05, *Director of Student Success Center*, B.A., Franklin Pierce University, Province One School for Deacons, Episcopal Church

Hope Driscoll, *Coordinator of International & Athletic Student Support*, B.A. University of Arizona, J.D. George Mason University

Ann N. Goodrich-Bazan, *Associate Director of Career Education*, B.A., Smith College, M.Ed., Keene State College

Kyle LaTulippe, *Coordinator of Student Accessibility Services*, M.P.A. Bellevue University

George Robinson, *Navigator*, B.A., Keene State College, M.A., University of Massachusetts

Helene Rogers '16, *Visting Lecturer of Health Sciences, Navigator*, B.S., Franklin Pierce University, B.S. Queens College, M.S., University of Iowa, M.A., University of Iowa, M.S., Worcester State University

College of Health and Natural Sciences

Administration

Mable Smith, *Dean, College of Health & Natural Sciences*, B.S.N., Florida State University, M.N., Emory University, Ph.D. Florida State University, J.D. Florida State University

Becky Dunn, *Associate Dean, College of Health & Natural Sciences*, B.S., Keene State College, M.A., Immaculata University, Ph.D., University of New Hampshire

Mercedes N. Alfafriz, *Clinical Placement Coordinator*, DPT AZ, BS, Anthem College, MBA Western Governors University, CST

Misty Braunbeck, *Program Coordinator*, MPAS Hybrid-AZ, CST, CLSO, CECEI, BS-S

Salome Brooks, *Program Director*, DPT NH, BS PT Quinnipiac University, MBA Sacred Heart University, MA Columbia University, EdD Southern Connecticut State University

Janine Chancey, *Administrative Assistant Manchester NH Academic Center*

Catherine Cuchetti, *Program Director/Associate Professor, School of Nursing*, PhD., Boston College, MSN-Ed., BSN, Rivier University, ADN, NHTI, RN, CNE

Melanie DeSoto, *Clinical Placement Coordinator*, MPAS Hybrid-AZ

Patrick Francis, *Medical Director*, MPAS Lebanon, BA, Dartmouth College, MD, University of Rochester School of Medicine

Julie Grengs, *Administrative Assistant*, MPAS Hybrid-AZ; DPT, AZ

Madison Hawkins, *Director of Didactic Education, Assistant Professor*, MPAS-Lebanon, B.S., Colby Sawyer, M.S., Northeastern University, MPAS, Franklin Pierce University, PA-C

Megan Harborth, *Clinical Placement Coordinator*, MPAS-Hybrid-TX

Joseph Hlavin, *Program Director*, MPAS. Hybrid-Texas, A.A.S Physician Assistant, Cuyahoga Community College, B.S. Bowling Green State University, M.S. Texas A&M University, PhD Texas A&M University.

Chantelle Lessard-Chaudoin, *Principal Faculty, Director of Didactic Education/Associate Professor* MPAS-Hybrid AZ, B.S Health and Physical Education-West Chester University, M.P.H. Community Health, California State University of Long Beach, M.M.S. Physician Assistant Studies-Arcadia University, DMSc Healthcare Leadership, A.T. Still University

Cynthia Laux, *Director of Clinical Education Program-MPAS Hybrid- TX*, B.S., University of Tennessee-Martin, M.S., Kansas State University, M.S. PA, Bethel University

Casey Maidon, *Director of Didactic Education* MPAS-Hybrid-TX, B.S. Xavier University, M.M.S. Wake Forest University School of Medicine

Tammy Marrama, *Administrative Assistant* College of Health and Natural Sciences, B.A., Cambridge College, M.Ed., Cambridge College

Olga L. M. McSorley, *Director of Clinical Education*, DPT NH, Assistant Professor of Doctor of Physical Therapy Program-N.H., B.S., M.S.P.T., D.P.T., Boston University

Noelle Nunes, *Clinical Year Coordinator* MPAS Lebanon

David Olson, *Medical Director* MPAS-Hybrid-TX, B.S. Hastings College, M.D., University of Nebraska

Jeannie Perry, *Program Coordinator II*, DPT NH, BA, University of New Hampshire

Betsy Piburn, *Director of Clinical Education*, Assistant Professor MPAS Lebanon, BS Plymouth State University, MPAS University of New England, DMS Lincoln Memorial University, PA-C, CAQ-EM

Dale Robertson, *Program Director/Director of Program Assessment, Associate Professor, MPAS-Hybrid AZ, DMSc, MCHS PA-C, PA/BCHS University of Washington, MCHS University of Washington, DMSc Rocky Mountain University of Health Professions*

Alyson Rosendale, *Director of Clinical Education, Assistant Professor MPAS-Hybrid AZ, B.A. Arcadia University, MPAS Thomas Jefferson University, DMSc, University of Lynchburg*

Kenia Selva, *Program Coordinator, MPAS- Hybrid-TX, A.A. Business Administrative/Computer Software, American Career College*

Jes Tarmey, *Program Coordinator, MPAS-Lebanon*

Jeffrey Waldron, *Program Director, MPAS Lebanon, BA University of Vermont, MS University of Medicine and Dentistry of NJ/ Seton Hall University, PA-C*

Joseph Weber, *Director of Program Assessment MPAS-Hybrid -TX, PA-C, AAB Lakeland Community College, MBA, Case Western Reserve University, MPAS Gannon University, DHSc A.T., Still University, Arizona School of Health Sciences*

Tara White, *Director of Clinical Education, DPT, NH, Assistant Professor Doctor of Physical Therapy Program, NH., Keene State University, DPT, Franklin Pierce University*

Letha B. Zook, *Program Director DPT AZ, Chair DPT Department, B.S. PT University of Pennsylvania, M.S. New York University, Ed.D. Columbia University, GCS*

Faculty

Caitlin Anderson, *Instructor, School of Nursing, MSN-Ed, Salem State University, BSN, University of Vermont, B.A., RN*

Daniel Anderson, *Director of Didactic Education, Assistant Professor*

Shane Ryan Apperley, *Associate Professor MPAS-Hybrid AZ, PA-R, BSc The University of Birmingham, MSc. The University of Birmingham, DMS Lincoln Memorial University*

Susan Arruda, *Associate Professor of Biology, B.A., College of the Holy Cross, Ph.D., Dartmouth College*

Rudra P. Aryal, *Associate Professor of Physics, B.S., M.S., Tribhuvan University, M.S., Ph.D., University of Miami*

Jodi Behm, *Adjunct Professor MPAS-Hybrid AZ, MMS, PA-C*

Thomas E. Bennett, *Assistant Professor of Health Sciences, B.S., Ball State University, M.D., East Carolina University*

Lisa Bomba, *Lab Technologist, B.A., Smith College, M.S. Antioch University – New England*

Jack Bott, *Assistant Professor of Doctor of Physical Therapy Program-Goodyear, A.Z., B.S. Slippery Rock University, D.P.T. Slippery Rock University*

Salome Brooks, *Program Director, Associate Professor, Doctor of Physical Therapy Program, Manchester, N.H., B.S. PT Quinnipiac University, M.B.A., Sacred Heart University, M.A. Columbia University, EdD Southern Connecticut State University*

Krysten Carlson, *Assistant Professor MPAS-Hybrid-AZ, MPAS, Saint Francis University, DMSc, University of Lynchburg*

Lisa Chicko, *Assistant Professor, School of Nursing, MSN-Ed, Franklin Pierce University, B.A., University of New Hampshire, ADN, Manchester Community College., RN, ONS*

Roswell Childs, *Assistant Professor of Doctor of Physical Therapy Program, Manchester, N.H., B.S., Salem State, D.P.T, Franklin Pierce University, DSc (Candidate), Berlin College*

Verna G. DeLauer, *Associate Professor of Environmental, Sciences, B.A., Ohio State University, M.S., Antioch University, Ph.D., University of New Hampshire*

Kayla Gallagher, *Instructor, School of Nursing, MSN-Ed, Rivier University, BSN, Colby Sawyer College, RN*

Sudarshan Erramilli, *Professor of Computer Information Technology, M.S., Osmania University, M.S., University of North Texas, Ph.D., Sri Venkateswara University*

Shaina Ettinger, *Assistant Professor of Doctor of Physical Therapy Program-A.Z., B.S., Indiana University, MS Arizona School of Health Sciences, DHA, University of Phoenix*

Victor Feofilaktov, *Assistant Professor of Health Sciences/Exercise Sciences, B.S. Russian State University, M.S. Russian State University, Ph.D., Springfield College*

Judi Freidman, *Assistant Professor of MPAS-NH, PA-C, MPAP, University of Southern California Los Angeles*

Nancy Fey-Yensan, *Professor of Health Sciences/Nutrition, B.S., M.S., Ph.D., University of Connecticut*

Patrick Francis, *Medical Director of Master of Physician Assistant Studies, A.B., Dartmouth College, M.D., University of Rochester School of Medicine and Dentistry, Board Certified in Internal Medicine*

Kanchana Gamlath, *Assistant Professor, B.S. University of Peradeniya, Sri Lanka, M.S., University of Mississippi, Ph.D., University of Mississippi*

Sarah Gerber, *Adjunct Professor MPAS-Hybrid AZ, MMS, PA-C, CPAAPA*

Robert G. Goodby, *Professor of Anthropology, B.A., University of New Hampshire, M.A., Ph.D., Brown University*

Cory Hall, *Assistant Professor of Doctor of Physical Therapy Program, Manchester, N.H., B.S., ATC, Alfred University, D.P.T., Virginia Commonwealth University, EdD, (Candidate), University of the Cumberlands*

Elise Harris, *Assistant Professor of Doctor of Physical Therapy Program-Goodyear, A.Z. B.A. Denison University, D.P.T. Duke University*

Madison Hawkins, *Assistant Professor MPAS Lebanon, BS Colby Sawyer, MS Northeastern University, MPAS Franklin Pierce University, PA-C*

Christine Holland, Associate Professor of Clinical Education MPAS-Hybrid AZ, B.S. University of Wisconsin-Madison, MMS/PA Midwestern University, Ph.D. Rosalind Franklin University of Medicine and Science

Morris E. Jones, Assistant Professor of Chemistry, B.Sc., University of South Carolina-Aiken, M.Sc., University of South Carolina, Ph.D., Georgia Institute of Technology

Allison Kellish, Associate Professor of Doctor of Physical Therapy Program-Manchester, NH., B.S., University of New England, M.P.A, Seton Hall University, D.P.T., Seton Hall University, Ph.D., Seton Hall University

Angela Kenney, Principal Faculty, Assistant Professor, MPAS-Hybrid AZ, B.Sc., PA, Butler University, M.S. Touro University

Christi Kobald, Director of Program Evaluation, Assistant Professor

Catherine O. Koning, Professor of Environmental Science, B.A., Bowdoin College, M.S., University of California, Davis, Ph.D., University of Wisconsin at Madison

Cynthia Laux, Director of Clinical Education Program-MPAS Hybrid- TX, B.S., University of Tennessee-Martin, M.S., Kansas State University, M.S. PA, Bethel University

David Lorello, Associate Professor of Doctor of Physical Therapy Program-Goodyear, A.Z., B.A., State University of New York at Oswego, D.P.T., University of Minnesota

Jennifer Mayer, Adjunct Professor MPAS-Hybrid AZ, DMSc, MPAS, PA-C

Olga L. M. McSorley, Director of Clinical Education, DPT NH, Assistant Professor of Doctor of Physical Therapy Program-N.H., B.S., M.S.P.T., D.P.T., Boston University

Cassandra Nelson, Assistant Professor MPAS Lebanon, B.S. Marquette University, M.S. Indiana University School of Medicine, Ph.D. Marquette University

Theresa O'Neil, Assistant Professor of Doctor of Physical Therapy Program-Manchester, N.H., BSPT University of Massachusetts Lowell, MSPT University of Massachusetts Lowell, DPT University of Massachusetts Lowell, Ed.D. University of New England

Shallee T. Page, Professor of Chemistry and Biology, A.B., Bowdoin College, M.A., Fairleigh Dickinson University, Ph.D., Cornell University

Robert S. Phillips, Associate Professor of Doctor of Physical Therapy Program-Goodyear, A.Z., B.S., Baldwin-Wallace College, D.P.T. Wheeling Jesuit University, Ph.D. Kent State University

Betsy Piburn, Assistant Professor Master of Physician Assistant Studies Program, B.S. Plymouth State University, MPAS University of New England, D.M.S. Lincoln Memorial University

Sergio Ramos, Assistant Professor of Doctor of Physical Therapy Program-Goodyear, A.Z.

Scott R. Richard, Associate Professor of Doctor of Physical Therapy Program-Goodyear, A.Z., B.S., Brigham Young University, M.P.T., Hahnemann University, Ph.D., Rocky Mountain University

Jennifer Rodriguez, Assistant Professor, MPAS-Hybrid-TX, PA-C, Paramedic, Blinn College, B.S., Texas A&M University, MSPAS, University of Texas Medical Branch

Frederick S. Rogers, Professor of Geology and Environmental Science, B.A., M.S., University of Massachusetts, Ph.D., University of Iowa

Helene Rogers, Visiting Instructor, Health Sciences, B.S., Franklin Pierce University, B.S. Queens College, M.S., University of Iowa,, M.A., University of Iowa, M.S., Worcester State University

Colleen Sands, Assistant Professor Biology and Health Sciences, B.S., M.S., Ph.D., University of Massachusetts, Amherst

Kaitlyn Schaeffer Associate Professor MPAS-Hybrid- TX, PA-C, B.S. Pennsylvania State University, MSPAS University of the Sciences

Keith Schuchardt, Adjunct Professor DPT-AZ, DPT, OCS, MS, NASM-CES

Carla Shamblen Professor of Clinical Education MPAS Hybrid-AZ, DMSc, PA-C, DFAAPA, B.S. Grand Canyon University, M.S. A.T. Still University, DMSc University of Lynchburg

Rhine Singleton, Professor of Environmental Science and Biology, B.A., University of Virginia, M.S., University of Oregon, Ph.D., Cornell University

Shannon Stroble, Assistant Professor of Chemistry, B.S., Trinity College, Ph.D., Tufts University

Brad Turney, Assistant Professor MPAS-Hybrid AZ, BS University of Alabama, Birmingham, MPAS University of Alabama, Birmingham

Lindsay Vago G'06, Assistant Professor of Health Sciences, B.S., M.P.T., Notre Dame College, D.P.T., Franklin Pierce University

Jacques P. Veilleux, Professor of Biology and Environmental Science, B.S., Fitchburg State College, Ph.D., Indiana State University

Saniya Waghmare, Assistant Professor Doctor of Physical Therapy Program-Manchester, NH., BPT Pravara Institute of Medical Science, MPT Dr. D.Y. Patil Vidyapeeth, Deemed University, Ph.D. University of Kansas Medical Center

Jeffrey Waldron, Program Director, Assistant Professor, MPAS-Lebanon, B.A., University of Vermont, M.S., University of Medicine and Dentistry of NJ/Seton Hall University, PA-C

Tara White, Assistant Professor, Doctor of Physical Therapy Program-Manchester, NH, B.A. Keene State University, D.P.T., Franklin Pierce University

Kristina Wolff, Assistant Professor, Doctor of Physical Therapy Program-AZ, PT, DPT, OCS

Ruiping Xia, Associate Professor of Physical Therapy Program, A.Z., B.S., Tianjin University, M.S., Tianjin University, China, Ph.D., University of Bristol, U.K., Post-doc, Rehabilitation Institute of Chicago

Letha B. Zook, Academic Program Director of Doctor of Physical Therapy Program-A.Z., Associate Professor, B.S., University of Pennsylvania, M.S., New York University, Ed.D., Teachers College- Columbia University

School of Nursing

Administration

Catherine Cuchetti, *Academic Program Director of School of Nursing*, ASN - NH Technical Institute, BSN - Rivier University, MSN-Ed - Rivier University, PhD - Boston College

Faculty

Caitlin Anderson, *Instructor of Nursing*, B.A., University of Vermont, M.S.N., Salem State University

Lisa R. Chicko G'17, *Assistant Professor of School of Nursing*, A. S., Manchester Community College, B. A., University of New Hampshire, M.S.N., Franklin Pierce University

Catherine Cuchetti, *Associate Professor of Nursing*, ASN - NH Technical Institute, BSN - Rivier University, MSN-Ed - Rivier University, PhD - Boston College

Kayla Gallagher, *Instructor of Nursing*, BSN, Colby Sawyer College, MSN-Ed, Rivier University

Mandy June, *Instructor of Nursing*, ASN, Nashua Community College, BA, Providence College, MSN-Ed, Franklin Pierce University

Institute for Climate Action

Catherine O. Koning, *Professor of Environmental Science*, B.A., Bowdoin College, M.S., University of California, Davis, Ph.D., University of Wisconsin at Madison

College of Liberal Arts, Business, Social Sciences and Education

Administration

James (Jed) E. Donelan, *Dean, Professor of Philosophy and Humanities*, B.A., Boston College, Ph.D., State University of New York at Stony Brook

Christina Cliff, *College Coordinator, Associate Professor of Political Science and Security Studies*, B.A., Washington State University, M.A., M.A., American Military Institution, Ph.D., University of Idaho

Hannah Bland, *Program Director Clinical Mental Health Counseling*, B.S., Fairmont State University, M.A., Ph.D., Waynesburg University

Todd Herrmann, *Assistant Dean and Program Director School of Business*, A.B., Dartmouth College, M.B.A., The Wharton School, University of Pennsylvania

Hannah Robinson, *Clinical Coordinator, Assistant Professor of Clinical Mental Health Counseling*, B.A., University of Florida, M.S., Southern Methodist University, Ph.D., University of North Texas

Joan Swanson, *Director of the School of Education and Associate Professor of Education*, B.S. Indiana Wesleyan University, M.S. Western Maryland College, Ph.D. State University of New York at Albany

Carrie A. Desrosiers, *Administrative Assistant*, B.A., Middlebury College

Rebecca Weidner, *Administrative Assistant for School of Business*, B.A., Keene State College

Colleen Day G'16, *Field Placement Coordinator*, B.A., University of Scranton, M.Ed., Franklin Pierce University

Faculty

Richard Barrett, *Lecturer, Paralegal*, B.A., Drake University, LL.M. University of Missouri-Kansas City, M.S., University of St. Francis, J.D., Whittier College School of Law

Hannah Bland, *Program Director, Master's in Clinical Mental Health Counseling*, B.S., Fairmont State University, M.A., Ph.D., Waynesburg University

Donald L. Blaszk, *Lecturer, Paralegal*, B.A. Lehigh University, J.D. Suffolk University Law School

Morgan Bothwell, *Lecturer, Music*, B.M., Millikin University, M.M., Wichita State University

Jennie R. Brown, *Associate Professor of Psychology*, B.A., M.A., Ph.D., New Mexico State University

Leslie E. Buddington, *Associate Professor of Social & Developmental Psychology*, B.S., Fitchburg State University, M.S., Ph.D., Tufts University

Lou R. Bunk, *Professor of Music and Music Technology*, B.A., Central Connecticut State University, M.A., Washington University, Ph.D., Brandeis University

Ryan Burns, *Lecturer, General Education*, B.S., M.B.A., Franklin Pierce University

Douglas F. Challenger, *Professor of Sociology and Human Services*, B.A., High Point College, M.A., Ph.D., Syracuse University

Christina K. Cliff, *Associate Professor of Political Science*, B.A., Washington State University, M.A., M.A., American Military Institution, Ph.D., University of Idaho

Frank S. Cohen, *Associate Professor of Political Science*, B.S., Bradley University, Ph.D., State University of New York at Binghamton

James Couch, *Lecturer, Philosophy*, B.A., Miami University, M.L.A., Oklahoma City University, Ph.D., Southern Illinois University

Leonard Crossman, *Assistant Professor of Criminal Justice*, B.S., M.A., University of Massachusetts at Lowell, J.D., Massachusetts School of Law

Sarah T. Dangelantonio, *Associate Provost, Professor of English*, B.A., Spring Hill College, M.A., Saint Louis University, Ph.D., University of Georgia

Jean Dawson, *Associate Professor of Sociology and Criminal Justice*, B.S., M.A., University of Massachusetts at Lowell, Ph.D., University of New Hampshire

James (Jed) E. Donelan, *Dean of CLASS, Professor of Philosophy and Humanities*, B.A., Boston College, Ph.D., State University of New York at Stony Brook

Dierdre Estes, *Lecturer, Psychology*, B.S., M.S. New England College, Ph.D. Northcentral University

MaryBeth Failla, *Lecturer, General Education*, B.S., University of Hartford, M.A., Stony Brook University

Rosemary Hastings, *Lecturer, Fine Arts*, B.A. Keene State College, M.F.A.I.A. Goddard College

Amanda Horrocks, *Lecturer, History*, B.A. Franklin Pierce University, M.A. Simmons University

Lara Ingram, *Assistant Professor of Psychology*, B.S., M.S., Ph.D., Tufts University

Melinda Marie Jetté, *Professor of History*, B.A., Catholic University of America, M.A., Université Laval, Ph.D., University of British Columbia

Cathy Joaquim, *Lecturer, General Education*, A.A., Mount Wachusett Community College, B.S., M.Ed., Franklin Pierce University

Mary C. Kelly, *Professor of History*, B.A., M.A., University College Galway, Ph.D., Syracuse University

Jessica Landis, *Associate Professor of English and Composition and First Year Experience*, B.A., University of Delaware, M.A., Boston College, Ph.D., University of Massachusetts at Amherst

John J. LaRivee, *Lecturer, Paralegal*, B.A., University of Massachusetts at Lowell, J.D., New England School of Law

Grant Love, *Lecturer, Composition*, B.A., University of Maine at Machias, M.S., Thomas College

John Lund, *Lecturer, History*, B.A., University of Maine at Machias, M.S., Thomas College

Vladimir Odinkikh, *Lecturer, Music*, B.M., M.M., Gnesin Institute of Music

Floyd Oster, *Lecturer, Music*, A.A. Keene State College

Richard Page, *Lecturer, Music*, B.A., Westfield State College

Séamus Pender, *Senior Lecturer of Humanities*, B.S., M.Ed., Fitchburg State College

Xiaojia Peng, *Lecturer, Fine Arts*, B.A., Central Institute of Fine Arts, M.A. University of Tulsa, M.F.A., University of Maryland

Johnna Pike, *Assistant Professor of Criminal Justice*, B.S., University of New Hampshire, Ph.D., J.D., M.S., State University of New York at Buffalo

Allan Rachlin, *Associate Professor of Sociology and Human Services*, B.A., State University of New York at Cortland, M.A., Arizona State University, Ph.D., State University of New York at Buffalo

Rebecca Rice, *Lecturer, Dance*, B.F.A., University of Utah, M.Ed., University of Pittsburgh

Hannah Robinson, *Clinical Coordinator, Assistant Professor of Clinical Mental Health Counseling*, B.A., University of Florida, M.S., Southern Methodist University, Ph.D., University of North Texas

Richard D. Roth, *Associate Professor of Communication*, B.S., The College of Brockport, State University of New York, M.S., Syracuse University, M.A., Ph.D., University of Pittsburgh

Scott Sanchez, *Lecturer, Music*, B.M., University of Denver, M.M., Yale University

Alan B. Schulte, *Associate Professor of English and Composition, Coordinator, Wensberg Writing Center*, B.A., M.F.A., University of New Hampshire

Cornelia Schwartz, *Lecturer, Music*, B.M., M.M., The Julliard School

Patti Scully-Lane, *Visiting Instructor of Digital Media Design*, BFA University of Connecticut, BA Fairfield University.

Susan S. Silverman, *Associate Professor of Fine Arts*, B.S., Smith College, M.F.A., University of Massachusetts at Amherst

Nathan Sullivan, *Associate Professor of Fine Arts*, B.F.A., University of Massachusetts at Amherst, M.F.A., Syracuse University

Zan M. Walker-Goncalves, *Associate Professor of Composition, Coordinator, Writing Program*, B.A., M.A., California State College at Chico, Ph.D., University of Massachusetts at Amherst

David Whelan, *Assistant Professor of English and Composition*, B.A. University College London, MFA University of Massachusetts Amherst, Ph.D., University of Denver

Steve Wilson, *Lecturer, General Education*, B.A., University of Rhode Island, M.A., School of African and Oriental Studies, University of London

Michael Yellin, *Lecturer, Composition*, B.A., Haverford College, M.A., University of Pittsburgh, Ph.D., Lehigh University

Phyllis S. Zrzavy, *Professor of Communication*, B.S., B.Phil., M.Ed., Miami University, Ph.D., Bowling Green State University

School of Business

Administration

Todd Herrmann, *Assistant Dean and Program Director*, A.B., Dartmouth College, M.B.A., The Wharton School, University of Pennsylvania

Rebecca R. Weidner, *Administrative Assistant*, B.A., Keene State College

Faculty

Mack A. Bean G'00, *Associate Professor of Finance*, B.S., Greenville College, M.B.A., Franklin Pierce College, Ed.D., Nova Southeastern University

Doug Carty, '06, *Lecturer Sports and Recreation Management*, A.A., Garrett Community College, B.S., Franklin Pierce University

Kenneth Clarke, *Assistant Professor of Management*, A.B., Bowdoin College, J.D., Vermont Law School, M.Div., Harvard Divinity School

Jeff Eisenberg, *Lecturer Management and Marketing*, B.S., Vanderbilt University, M.S., University of Massachusetts

David Genest, *Lecturer Management and Marketing*, B.S., University of Massachusetts-Amherst, M.S.E., University of Massachusetts-Amherst

Martin S. Green, *Associate Professor of Business Administration*, B.S., University of Maine, M.P.A., George Washington University, D.P.A. Ph.D., Virginia Commonwealth University

Tiffany Lane, *Assistant Professor of Accounting*, B.S., University of Massachusetts, J.D., New England School of Law, LL.M., Boston University School of Law

Jerry Lettre, *Lecturer Management*, B.A., University of South Florida, M.B.A., Rivier College

Marc Lewis, *Associate Professor of Accounting*, B.S., Albertus Magnus College, M.B.A., Albertus Magnus College, D.B.A., Wilmington University

Andrea McGill-O'Rourke, *Associate Professor of Business Administration*, B.A. Ithaca College, M.S.W. University of Pennsylvania, Ph.D. University of Maine

Jeffrey Murphy, CPA, *Lecturer Accounting*, B.S.B.A., Merrimack College, M.B.A., New Hampshire College, M.S.T., Bentley University

Rebecca O'Berry, MSM-HCA, *Lecturer Health Care Administration*

Kate Reed, RN, *Visiting Assistant Professor, Management and Marketing*, B.A., Boston College, M.B.A., The Wharton School, University of Pennsylvania

Andrew Rudd, *Associate Professor Sports & Recreation Management*, B.S., Lewis-Clark State College, M.S., Ph.D., University of Idaho

Michael Mooiman, *Professor of Business Administration*, B.S.c., M.S.c., University of Witwatersrand, M.B.A., Northeastern University, Ph.D., University of Utah

Lara Shea, MSM, *Lecturer Health Care Administration*

Mark Sheehan, *Visiting Assistant Professor, Economics and Management*, B.A. University of Massachusetts-Amherst, MIM Arizona State University

Jennifer Targett, MBA, *Lecturer Accounting*

School of Education

Administration

Joan Swanson, *Director of the School of Education and Associate Professor of Education*, B.S. Indiana Wesleyan University, M.S. Western Maryland College, Ph.D. State University of New York at Albany

Colleen Day G'16, *Field Placement Coordinator*, B.A., University of Scranton, M.Ed., Franklin Pierce University

Faculty

Dale Boyle, *Instructor, Education*, B.S., Bridgewater State College, M.Ed., Providence College, Ed.D., Capella University

Barbara Cohen, *Instructor, Education*, B.S. Ball State University, M.Ed. Keene State College, Ed.D. University of Sarasota

David Dustin, *Instructor*, B.S. Champlain College, M.Ed. Keene State College

Andra Hall, *Instructor, Education*, B.A. Rivier College, M.Ed. Antioch New England University, Ph.D. New England College
Tobias Iselin, *Instructor, Education*, B.A., M.A., Keene State College
Liz Lapon, *Assistant Professor of Education*, B.A., M.P.A. Syracuse University, Ed.D. Northeastern University
Kelly Marcotte, *Instructor*, B.S. Coastal Carolina University, MA, Vermont Law School, C.A.G.S. Plymouth State University, Ed.D. Plymouth State University
Meagan Martin, *Instructor*, B.S. Fitchburg State University, M.Ed. University of Arkansas
Deborah Nary, *Instructor, Education*, B.S. Keene State College, M.Ed. University of New Hampshire
Lisa Thompson-Sousa, *Assistant Professor of Education*, B.A., M.A., California State College at Northridge, Ph.D., Texas Woman's University

New England Center for Civic Life (NECCL)

James (Jed) E. Donelan, *Dean of CLASS, Professor of Philosophy and Humanities*, B.A., Boston College, Ph.D., State University of New York at Stony Brook

Wensberg Writing Center

Alan B. Schulte, *Writing Center Director, Associate Professor of English and Composition*, B.A., M.F.A., University of New Hampshire

University Advancement

Patty Farmer, *Vice President for University Advancement*, B.A., Keene State College, M.B.A., Plymouth State University, CFRE
Paul Allen-Webber, *Director of Advancement - Major and Planned Giving*
Ellen Callahan, *Director of Advancement - Data and Analytics*, B.S., Suffolk University
Gina Hinckley '21, G'22, *Director of Development*, B.S., M.B.A., Franklin Pierce University
Amanda Nardini, *Director of Annual Giving*, B.A., Framingham State University

Athletics

Administration

Matthew D. Johnson, *Director of Athletics, Head Coach Women's Soccer*, B.S., Merrimack College, M.Ed., Springfield College
Ben Rosenfeld G'11, *Senior Associate Athletic Director for Marketing, Outreach and Operations*, B.S., UMass Amherst, M.B.A., Franklin Pierce University
Steve Hennessey G '15, *Associate Athletic Director/Compliance*, B.S., Western New England, M.B.A., Franklin Pierce University
Danielle McCarthy, *Director of Athletic Communications*, B.S. Western New England
Lou Bunk, *Professor of Music, Faculty Athletic Representative*, B.A. Central
Doug Carty '06, *Director of Raven Recreation, Lecturer Sports and Recreation Management*, A.A., Garrett Community College, B.S., Franklin Pierce University
Zachary McBride, *Community Service Coordinator, Offensive Coordinator-Quarterbacks*,
Liz Coll, *Business Manager*

Coaches, Directors, and Trainers

Alejandro Andres, *Head Coach Men's and Women's Tennis*, B.S., Northeastern State University
Travis Brent, *Head Coach Men's Soccer*, B.A., Marshall University, M.S., University of Charleston
Jeffrey Brodeur, *Head Coach Strength and Conditioning*, B.S., Springfield College, M.A. Northeastern University
Marissa Butler, *Head Coach Field Hockey*, B.S., University of Maine, M.S. Springfield College
Devin Callahan '23, *Head Coach-Men's Lacrosse*, B.S., Eastern Connecticut State University, M.B.A., Franklin Pierce University
Nick Carter, *Assistant Athletic Trainer*, B.S., University of Delaware, M.S., Plymouth State

Michael Chambers '06, *Head Coach Men's Baseball*, B.A., Franklin Pierce University
Gracie Ducker, *Assistant Athletic Trainer*, B.S., Northern Vermont State, M.S., Plymouth State
Alexis Felt, *Head Coach Women's Lacrosse*, B.S., M.S., Southern New Hampshire University
Jada Fuentes '24, *Head Coach Rowing*, B.S., Franklin Pierce University
Russell Gaskamp, *Head Coach Men's Football*, B.S. University of Texas, M.Ed., Sam Houston State University
Ken Gernander, *Head Coach Men's Ice Hockey*, B.A., University of Minnesota
Makina Itchkavich-Levasseur, *Assistant Athletic Trainer*, B.S., Springfield College, M.S., Ithaca College
John Jackson, *Head Coach Mens and Women's Golf*
Breanna Kender, *Assistant Athletic Trainer*, B.S., M.S., Plymouth State
Andrew D. Klaus, *Head Coach Women's Softball*, B.S., Oklahoma Panhandle State University, M.Ed., East Central University
Benjamin Kosteva, *Associate Athletic Trainer*, B.S. Merrimack College
Jill Markley, *Director of Spirit Squads/Head Coach*, B.A., Becker College, M.B.A., Carson-Newman University
Liam Murphy, *Director of Cross-Country and Track and Field*, B.A., M.Ed., Springfield College
Kayla Nolette, *Assistant Strength and Conditioning Coach*
George Robinson, *Director of Athletic Bands*, B.A., Keene State, M.A., UMass Amherst
Michael Ruane, *Head Coach Men's Basketball*, B.A. Alvernia University, M.Ed., Temple University
Daniela Stake, *Head Coach Women's Volleyball*, B.S. Brigham Young University-Hawaii
David Stockdale, *Head Coach Women's Ice Hockey*, B.A., University of New Hampshire, M.A., California University of Pennsylvania
Mark Swasey, *Head Coach Women's Basketball*, B.A., Lyndon State College, M.Ed., Keene State College

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Cynthia G. Martin, *Manager*

Campus Safety

Sharon Kennedy, *Director*

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Lynn Dodge, *Copy Center Coordinator*

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Linda P. Quimby, *Vice President for Enrollment*, B.S., University of Massachusetts
Kelly Paine, *Administrative Assistant*, Nashua Community College, Nashua, NH, Associate of Science, Business Management
Michelle Barbeau '11, G'13, *Associate Director of Enrollment and Retention*, B.A., M.B.A., Franklin Pierce University
Erin Baronas '17, *Associate Director of Enrollment, DPT Admissions Coordinator*, B.S., Franklin Pierce University
Brianna Draeger, *Assistant Director of Admissions*, B.A., Worcester State University
Brian Ego G'12, *Associate Director of Enrollment and Retention*, B.A., Southern New Hampshire University, M.B.A., Franklin Pierce University
Richard Hart, *Associate Director of Admissions*, B.A. English University of Connecticut
Paul Lambert '22, *Assistant Director of Admissions*, B.A., Franklin Pierce University
Kharryunna Mccloud G'25, *Associate Director of Application Management*, B.S., Florida Agricultural and Mechanical University, MA., University of Phoenix, M.B.A, Franklin Pierce University
Jordyn T. Moss '18, *Associate Director of Enrollment Operations*, B.A., Franklin Pierce University
Brianne Rafford-Varley, *Associate Director of Admissions, Visitation and Event Coordinator*, B.A., Keene State College, M.Ed., Plymouth State University
Michael Rossi, *Assistant Director of Admissions*, B.A., Rhode Island College

Facilities and Transportation

Sandra Kibbee, *Director of Facilities*, MSFN, Massachusetts Maritime Academy

Joanne Cote, *Administrative Assistant*

Brian Newton, *Assistant Facilities Director*

Grounds:

Frank A. Angier, *Grounds Supervisor*

Kevin Barrett, *Grounds Worker*

Daniel Leblanc, *Grounds Worker*

Jason Martin, *Grounds Worker*

Nathan Moore, *Grounds Worker*

Environmental Services

Lisa McGee, *EVS Supervisor*, B.S., Franklin Pierce University

Claire Alix, *EVS Technician*

Macaylia Brady, *EVS Technician*

Eric Cone, *EVS Technician*

Sarah Davis, *EVS Technician*

Patrick Mahoney, *EVS Technician*

Dennis Pedersen, *EVS Technician*

Shawn Peterson, *EVS Technician-3rd Shift*

Nancy Ringland, *EVS Technician*

Madison White, *EVS Technician*

Janie Wilson, *EVS Technician*

Kevin Wheeler Jr., *EVS Specialist Technician*

Maintenance:

Jennifer Bean, *General Maintenance*

Jake Dickinson, *Locksmith/General Maintenance*

Robert Chamberlian, *General Maintenance*

Robert Hannings, *Electrician*

Christopher Moore, *Vehicle Mechanic*

Roland Pillsbury, *General Maintenance*

Kyle Smith, *HVAC Technician/Air Frame Maintenance Specialist*

Marketing & Communications

Mark DiPietro, *Vice President, Marketing & Communications*, B.A. Northeastern University

Marissa Colcord, *Assistant Vice President, Marketing & Communications*, B.S., Fitchburg State University

Michael Cole, *Web Content Manager*, B.A., Edinboro University of Pennsylvania

Myra Fontaine, *Associate Director of Marketing and Communications*, B.A. Bryant University

Lisa Landry, *Director of Marketing*, B.A. Bridgewater State University.

Financial Services

Alex Mowatt, *Vice President for Finance and Administration and Chief Financial Officer*

Kerry Bergeron '20, *Payroll Administrator*, A.A., B.S., Franklin Pierce University

Tauna Calise, *Accounts Payable and Cash Receipts Specialist*

Amy A. Fournier, *Staff Accountant*, A.A., Mount Wachusett Community College, B.S., Fitchburg State University

Annie Gordon, *Controller*, B.A., Stonehill College

Kristen Femino, *Accounts Payable and Cash Receipts Specialist*, A.S., Mount Wachusett Community College

Peggy S. Noddin, *Sr. Accountant/Financial Analyst*, A.S., Husson College, B.S., University of Maine, M.S.A., Franklin Pierce University

Food Services (Sodexo)

Kyle Rao-Catering and Conference Manager

Holly Gladu-Operations Manager

Charlie Salmond-Executive Chef

Mariah Holt-Raven's Nest Supervisor

Jen Fogg-Library Café Supervisor

Val MacArthur-Dining Hall Supervisor

Human Resources

Janie Jenkins-Evans, *Senior Director of Human Resources and Chief Human Resources Officer*, shRM-CP, PHR.B.A., Castleton State College

Sarah Tatro, *Assistant Director Human Resources*, A.S., Champlain College, B.S., Southern New Hampshire University

Kim Brackett, *HR Generalist*, SHRM-CP

Information Services

Thomas Tolbert, *Director of Information Technology*, B.S., Illinois State University

Jim Bingham G'16, *Assistant Director of IT*, B.S., Lafayette College, M.B.A., Franklin Pierce University

Sheryl L. Blevins '99, *Manager of Technical Support Services*, B.S., Franklin Pierce University

Benito Caisse, *Technical Support Specialist*, IT Certificate, Mount Wachusett Community College

Brett Gonzales, *IT Infrastructure Manager*, A.A. Hesser College

Kristin M. Kean, *Application Analyst*

Courtney J. Mackinnon, *Technical Support Specialist*

Erik Salmonson, *IT Infrastructure Specialist*, A.S., Mount Wachusett Community College, B.A., Keene State College

William P. Venne, *Technical Support Specialist*

Institutional Research

Kelly Ingerson, *Executive Director Institutional Research*, B.S. Rivier University, M.B.A. Rivier University

Post Office

Roxanne L. Monteverde, *Postal Services Coordinator*, A.A., Mount Wachusett Community College

Andrew Preisig, *Postal and Warehouse Coordinator*, B.S. Nichols College

Purchasing

Kristine A. Nolan, *Director of Procurement and Campus Services*

Diana Johnson, *Purchasing Agent/Buyer*

Student Affairs

Zaayah Waite, *Vice President for Student Affairs and Dean of Students*, B.A. & Educ Diploma, Science University of Malaysia, M.A., Educational Specialist Reading Education, Educational Specialist Urban Leadership & Policy Studies in Education, Ph.D., University of Missouri-Kansas City

Campus Safety

Sharon Kennedy, *Director*

Diversity and Inclusion

Florisbeth Joseph, UG '22, G'24, *Associate Director of Diversity and Inclusion*, B.S., Franklin Pierce University, M.B.A., Franklin Pierce University

Residential Life & Community Standards

Kris "knp" Nolan-Parker, *Assistant Dean of Student Affairs, Residential Life and Community Standards* B.A., Vermont State University, M.Ed., Salem State University

TBD, *Associate Director of Residential Life and Community Standards-Housing Operations*

Cassidy Peters '21, *Assistant Director of Residential Life and Student Engagement*, B.A. Franklin Pierce University

Juli-Anne Atwood, *Residence Director*

Gene Brown '22, *Residence Director*, B.S. Franklin Pierce University

TBD, *Residence Director*

Student Engagement & Raven Recreation

Doug Carty, '06, *Director*, A.A., Garrett Community College, B.S., Franklin Pierce College

Laura Harding, *Assistant Director*, B.S. Syracuse University, Teacher Certification Franklin Pierce University

Student Wellness and Outreach Education

Nicole Newell, *Senior Director of Student Wellness and Outreach Education*, B.A., Keene State College, M.A., CMHC, Antioch University

Counseling Services

Kalyn DaSilva '18, *Assistant Director of Clinical Counseling*, B.A., Franklin Pierce University, M.S.W., Simmons University

Molly Hoekman, *Mental Health Counselor, Art Therapist*, B.A., Plymouth State University, CMHC, Lesley University

Stefanie Worcester '00, *OVW Grant Director*, B.A. Franklin Pierce University, M.S., New England College

Alicia Patenaude, *Clinical Intern of Counseling Services*, BS Springfield College, 2023

Health Services

Barbara A. Domingue, *Administrative Assistant*

Rebecca (Becky) Philbrick, *ARPN, ASN, BSN* Excelsior College, *APRN(MSN)* Columbus State University

Kaitlyn M. Prescott, *RN*, BA Keene State College

Student Financial Services

Sigrun Olafsdottir, *Vice President of Student Financial Services*, B.S., University of Phoenix, M.B.A., Stetson University

Shannon Coffin, *Senior Assistant Director*, B.A., Assumption College

Cynthia Freda '07, *Senior Assistant Director*, A.A., Franklin Pierce University

Amy Briggs, *Director of Student Accounts & Bursar*, B.A., State University of New York at Albany

Kerriane P. Conforti, *Assistant Director*, B.A., University of New Hampshire

Lily O'Neill, *Student Financial Services Specialist*

Ava Rogenski, *Assistant Director*, B.S., Brigham University, M.B.A., Franklin Pierce University

Deirdre A. Wilson, *Student Financial Services Associate*, B.A., Wheaton College

Professors Emeriti

Jefferson K. Allen, *Professor Emeritus of Criminal Justice*, B.S., Saint Anselm College, M.S., Boston University, J.D., New England School of Law

Bonnie C. Black, *Professor Emeritus of Sports and Recreation Management*, B.S.P.E., University of Florida, M.A., Ed.D., University of Northern Colorado

Paul Bush, *Professor Emeritus of Communication*, B.A. Bucknell University, M.A., Vermont College of Norwich University, M.F.A., Goddard College

David E. Brandes, *Professor Emeritus of Music*, B.Mus., New England Conservatory, M.Mus., Boston University

Carl T. Brezovec, *Professor Emeritus of Mathematics*, B.A., Saint Vincent College, M.S., Ph.D., Carnegie Mellon University

Davina Brown, *Professor Emeritus of Psychology*, B.A., M.A., Ph.D., University of Toledo

Gerald T. Burns, *Professor Emeritus of English*, B.A., University of Notre Dame, Ph.D., Yale University

Richard L. Burns, *Professor Emeritus of Biology*, B.A., M.S., University of Massachusetts, Ph.D., University of New Hampshire

Paul Bush, *Professor Emeritus of Communication*, B.A. Bucknell University, M.A., Vermont College of Norwich University, M.F.A., Goddard College

Nancy L. Carlson, *Professor Emeritus of Business Administration*, B.A., M.Ed., Keene State College, M.B.A., Plymouth State College, Ph.D., Vanderbilt University

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Ann Coventry, *Professor Emeritus of Physical Therapy*, B.S., Boston University, M.S., New England College, Ed.D., Nova Southeastern University

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