2007 | 2008

ACADEMIC CATALOGUE

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Franklin Pierce
UNIVERSITY

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UNIVERSITY

Academic Catalogue
2007–2008

A Message from the President



Welcome to Franklin Pierce University. Whether you are an undergraduate student looking to make Franklin Pierce your academic home for four years, or you are an adult student hoping to advance your education and career, we are committed to your success.

Franklin Pierce is proud to be welcomed into the ranks of our nation's universities as we commence the 2007-2008 academic year. This advanced status reflects our growth in international and graduate-level programs and the reputation we have gained for academic excellence and relevance to 21st century higher learning.

The word "College" in our title has been changed to "University." But you can be assured that our students will continue to benefit from small classes, a close community, effective teaching, and a commitment to individual success. We will function as a small university where students gain the best of both worlds – a university-quality education with the personal attention and flavor of a liberal arts college.

What sets a Franklin Pierce education apart is the expectation that students make contributions far larger than they could have imagined when they began their studies. We provide dynamic teaching and support; our students provide the motivation. Together we work toward achieving your goals, whether your aspirations are global or local.

The impressive record of growth and success experienced by Franklin Pierce graduates is a testament to the programs we offer at our beautiful undergraduate campus in Rindge, our centers for Graduate and Professional Studies, and online. Employers in both the public and private sectors have affirmed the quality of our degrees. In my travels around the world, I continue to be impressed by Franklin Pierce alumni who are making significant contributions professionally and in their communities.

On behalf of the entire Franklin Pierce community, I welcome you and encourage you to discover more about an academic home where you will receive the advantages of a small college along with the opportunities of a university.

Dr. George J. Hagerty, President, Franklin Pierce University

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Notice of Nondiscrimination Policy as to Students

Franklin Pierce University, in recognition of its obligations under Title VII of the Civil Rights Act of 1964, as amended, Title VI of the Civil Rights Act of 1984, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities 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, 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 in the administration of its educational policies, admissions policies, scholarship or loan programs, and/or athletic and other University-administered programs or activities.

It is further guaranteed by the University that student records containing personally identifiable information will not be released except as permitted by the Family Educational Rights and Privacy Act.

Franklin Pierce University
40 University Drive, Rindge, New Hampshire 03461
Phone Number: 1-800-437-0048 or 1-603-899-4000
Web Site: <http://www.franklinpierce.edu>

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Mission Statement

Franklin Pierce University prepares its students to become active, engaged citizens and leaders of conscience. Whether at the undergraduate, graduate, or professional level, its academic programs are grounded in a liberal arts tradition and are unified by the theme of the Individual and Community.

To fulfill this mission Franklin Pierce commits its energies and resources to:

- Cultivating an ethos of academic excellence characterized by a community of scholars dedicated to their students and the furthering of knowledge;
- Promoting an expectation of civic engagement, environmental responsibility and global awareness;
- Encouraging respect for human diversity and celebrating its enrichment of our common experience;
- Developing habits of mind and being that promote lifelong learning and service to others;
- Providing the knowledge and skills required to lead a responsible professional life; and
- Serving as an educational, intellectual and cultural resource for the State of New Hampshire and the global community.

Institutional Overview

Franklin Pierce is a coeducational, nonsectarian, comprehensive liberal arts university located in New Hampshire. There are approximately 1700 students enrolled at the traditional undergraduate College at Rindge, which is situated on more than 1,200 acres of woodland, fields, and waterfront, near the base of Mt. Monadnock. The University offers graduate and professional degree programs at its university centers in Concord, Keene, Lebanon, Manchester,and Portsmouth, New Hampshire, at its university center in Goodyear, Arizona, and in partnership with Luhansk National Pedagogical University, Luhansk, Ukraine.

The College at Rindge

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

Outdoor recreation on the College's 1,200 acres includes the Pearly Pond beach facility which is ideal for fishing, swimming and boating, and miles of trails for hiking, mountain biking and cross country skiing. The Monadnock Region's numerous lakes, streams, mountains and recreational facilities offer four-season enjoyment.

Majors and Minors (The College at Rindge)

The College at Rindge offers the Degrees of Bachelor of Arts and Bachelor of Science.

Students may major in any of 23 subject areas: Accounting-Finance, American Studies, Anthropology, Arts Management, Biology, Computer Information Technology, Criminal Justice, Education, English, Environmental Science, Fine Arts, Graphic Communications, History, Management, Marketing, Mass Communication, Mathematics, Music, Political Science, Psychology, Social Work and Counseling, Sports and Recreation Management, and Theatre Arts. Major requirements generally range from 30 to 54 credits.

Students also have the option of creating a Student-designed (interdisciplinary) major with the help of faculty advisors. See page 162, Student-Designed Major.

To supplement the major field of study, and often to provide additional coursework

which has direct career relevance, students also have the opportunity to choose from among 29 minor programs: Advertising, American Studies, Anthropology, Art History, Biology, Business Administration, Chemistry, Computer Applications, Computer Information Technology, Creative Writing, Criminal Justice, Dance, Applied Economics, English, Environmental Studies, Fine Arts, General Science, Graphic Communications, History, Mass Communication, Mathematics, Music, Philosophy, Political Science, Psychology, Sociology, Spanish, Sports and Recreation Management and Theatre Arts. Students are also able (and are encouraged) to propose interdisciplinary minors built around particular themes of interest.

Several of the majors offer concentrations which provide a specialized track designed to meet particular interests and career objectives. They are as follows:

Anthropology	Archaeology, Applied Anthropology, and Cultural Anthropology
Arts Management	Art History, Dance, Fine Arts, Graphic Communications, Mass Communication, Music, and Theatre
English	Creative Writing, Literature
Mass Communication	Media Production, Media Studies, and Journalism
Theatre Arts	Acting/Directing, Dance, Design/Technical

The College of Graduate and Professional Studies (GPS)

The College is comprised of five university centers located in Concord, Keene, Lebanon, Manchester and Portsmouth, New Hampshire, Goodyear, Arizona, and Lunhansk, Ukraine, offering programs designed for the adult student. The College offers accelerated and on-line degree programs for those students who wish to gain their Doctorate, Master's, Bachelor's or Associate's degree. These accelerated and on-line degree programs can be completed in one, two, or three years, depending upon the number of credits awarded through advanced standing (see below). Undergraduate programs are scheduled in eight-week terms; Graduate programs, twelve-week terms. Enrollments: Undergraduate – 915 Graduate – 455

Undergraduate Studies (GPS)

Offerings include a Bachelor of Arts Degree with majors in American Studies, Computer Information Technology with tracks in Criminal Justice and Business, Criminal Justice, and Human Services. A Bachelor of Science degree is offered in Accounting/Finance, Computer Information Technology, General Studies, Management, Marketing, and Nursing. An Associates of Arts degree is offered in Accounting, Criminal Justice, General Studies, Human Services, Management, and Marketing. The basic requirement for a degree is the successful completion of 60 semester hours for an Associate's degree or 120 semester hours for a Bachelor's degree. These must include the requirements of the College Core, Divisional Core, and of an approved major. A cumulative grade point average of 2.0 is required.

Graduate Studies (GPS)

The Graduate Studies Program offers a Master of Business Administration in Leadership, an M.B.A. in Human Resource Management, an M.B.A. in Health Practice Management, a Master of Science in Information Technology Management, an MS in Sports Facilities Management, and a Master in Education. A Doctor of Physical Therapy (D.P.T.) and a Doctor of Arts in Transformational Leadership are also offered. The D.P.T. is designed as a traditional day program and is focused primarily at our Concord center. Graduate Studies also offers Teacher Certification.

Certificate Programs (GPS)

Certificate programs are designed to meet the needs of students who want to achieve a limited specialty in a particular area of study. Certificate programs offered in GPS include: Accounting, Human Services, Health Practice Management, Human Resource Management, and Paralegal. These certificates have been designed to give a maximum amount of specialized training with a limited amount of time and course work. Four of the courses required for a certificate must be taken at Franklin Pierce University.

Teacher Certification

Undergraduate teacher certification programs are offered in Art Education, Elementary Education, Biology Education, English Education, and Social Science Education.

An M.Ed. degree and a graduate certificate program are offered for students who possess appropriate Bachelor's degrees in Elementary Education (grades K-8), Middle/Secondary English (grades 5-12), Middle/Secondary Social Studies (grades 5-12), Secondary Biology (grades 7-12), and Programs for Students with Disabilities which include K-12 certification in General Special Education, Learning Disabilities (LD) and Emotional/Behavioral Disabilities (EBD).

Certification is not synonymous with "highly qualified." For this reason, the Education Department works closely with students to respond in a timely manner to changes in dictates from the federal government and the NH Department of Education.

Advanced Standing

Transfer from Other Accredited Institutions

Students may receive credit for courses previously taken at other accredited institutions. Students from professionally accredited Associate-level colleges will receive transfer credit of up to 75 semester hours for grades of "C" or better in appropriate coursework.

Life Experience Advancement Program (LEAP)

LEAP is designed to help students analyze the knowledge they have accumulated through non-credit classroom experience, work-related experience, and informal experience, such as community service or self-study skills. It is important to note that credit is not granted for the life experience itself, but rather for the learning that has resulted.

When college-level learning is demonstrated, credits may be applied toward graduation. Students prepare a Life Experience Portfolio which is evaluated by an interdisciplinary Life Experience Advancement Program Review Board. The portfolio must be submitted within the first 12 months of a student's enrollment at the University. Rindge students should contact the Registrar for information about application procedures and GPS students should contact a Center Director for assistance. (See page 177 regarding the maximum number of credits allowed through LEAP.)

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 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 the New England Association 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 the New England Association 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.

Franklin Pierce University is a member of the Association of American Colleges and the Council of Independent Colleges.

Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff of the University. Individuals may also contact the New England Association of Schools and Colleges, The Sanborn House, 15 High

Street, Winchester, Massachusetts 01890, (617) 729-6762.

The University is approved by the New Hampshire Postsecondary Education Commission, 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 MPT Program on April 24, 2002 with permission to advance the curriculum to the DPT as soon as all state and regional college accrediting agencies approved the move. This occurred in April 2005. Inquiries regarding the status of an institution's accreditation by CAPTE should be directed to: CAPTE, 111 N. Fairfax Street, Alexandria, VA 22314, (703) 684-2782 or (703) 706-3245 or e-mail accreditation@apta.org.

Certification in elementary and secondary teacher education is approved by the New Hampshire State Department of Education.

The New Hampshire State Approving Agency (New Hampshire Post-Secondary Education Commission) approves the University's programs for veterans and other eligible personnel.

The University holds membership in the following organizations: American Association of Collegiate Registrars and Admissions Officers, American Council of Education, American Library Association, American Personnel and Guidance Association, Association for Continuing Higher Education, Association for Innovation in Higher Education, Association of American Colleges and Universities, College and University Personnel Association, Council for the Advancement of Experiential Learning, Council of Independent Colleges, 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, New England Consortium of Academic Coordinators of Clinical Educators, Northeast 10 Conference and New Hampshire College and University Council.

Marlin Fitzwater Center for Communication

To prepare students for the responsibilities of inspired leadership and service in the vibrant public discourse that is essential to the health of our nation's democracy, the Fitzwater Center provides students with unparalleled opportunities. The Center also is a resource to external constituencies for the study of the relationship between the presidency and the media, and the role of that relationship in the public discourse.

The 12,000 square foot comprehensive, state-of-the-art communications facility allows students to master their craft, preparing them to enter a broad range of the communications job markets. The Center includes the Patterson Television Studio, a smaller interview studio, six video non-linear editing suites, an audio production editing suite, and an interactive journalism lab. The Fitzwater Center is home also to the Pierce Media Group, the campus' student-run media entities: the campus radio station (WFPU-LP 105.3 FM), television station (FPTV 25), newspaper (Pierce Arrow), online newspaper (Pierce Arrow Online), the News Center (with Associated Press wire service), Connections (political reporting unit), the Sports Center, and a promotion/marketing agency (Four Corners Marketing Group). For further information regarding the Marlin Fitzwater Center for Communication, contact Dr. Kristen Nevious, Director, at 603.899.1039 or neviousk@franklinpierce.edu.

Franklin Pierce Polling

Franklin Pierce Polling was established in 1998 to enable Franklin Pierce University students to take advantage of New Hampshire's unique position as first-in-the-nation presidential primary. Since that time, it has led Franklin Pierce University to national polling prominence—continuously being sought for comment by national and international media outlets.

In addition to experiencing the New Hampshire Primary at a grassroots level, students across the University have been able to administer surveys for every major elected office and pressing issue in the State of New Hampshire. Franklin Pierce Polling also conducts civic polls for municipalities and non-profit organizations to assist them

in better identifying and serving the needs of their constituents. As Franklin Pierce Polling continues to grow, students will be able to gain additional experience in the design, construction and analysis of these important barometers of public opinion.

The 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 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 a cumulative grade point average of 2.50 or higher. Recent Franklin Pierce University interns have worked in the White House, on Capitol Hill, in the office of a congressional lobbyist, for a private television news station, for a non-profit organization specializing in the Middle East, in the Office of the Curator for the Supreme Court of the United States of America, and on the Senate Finance Committee. For further information regarding the Washington Center, contact Dr. Frank Cohen, Political Science Department, at 603.899.4289 or cohenf@franklinpierce.edu.

Monadnock Institute of Nature, Place, and Culture

Founded in 1996, and comprised of faculty and staff at Franklin Pierce, with a board of advisors from across New England, the Monadnock Institute of Nature, Place and Culture seeks to foster the creation of a place-grounded existence for individuals and communities in the Monadnock Region of New Hampshire and beyond. Through research and interdisciplinary programs in education, community development, environmental stewardship, and regional heritage, the Monadnock Institute promotes intellectual understanding of and direct experience in the values of place. The word "place" denotes a geographical area and a complex dynamic natural environment; it also signifies a cultural construct created and sustained over time by individuals and communities who live there. The goal of the Monadnock Institute is to help reawaken intellectual curiosity and renew the commitments between nature and culture, and people and their environment. The principal activities of the Monadnock Institute include education, research, and community outreach. We also sponsor workshops focused on interdisciplinary study of place for middle, high school and college teachers. In addition, we host conferences and symposia on place-related topics of regional and national significance, and conduct formal and informal research in place studies by collecting survey data and gathering regional stories for Web and print publication. For further information regarding the Monadnock Institute of Nature, Place, and Culture, contact Dr. John Harris, Director, at 603.899.4010 or harrisjr@franklinpierce.edu.

New England Center for Civic Life

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

and current ethical and social issues, many begin to see closer connections between their own lives and public life. The Center works collaboratively with communities, civic groups, and institutions of higher education to develop initiatives and provide resources needed to achieve these goals.

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

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

For further information regarding the New England Center for Civic Life, contact Joni Doherty, Director, at 603.899.1150 or neccl@franklinpierce.edu.

Career Planning and Placement

The Career Planning and Placement Office offers a variety of comprehensive services to students and alumni concerning career decision-making and job search issues. These include individual counseling, workshops, career assessment tests, career panels, job and internship listings, on-campus recruiting, career fairs, and graduate school information. A career resource library provides a variety of materials to help students research career options and identify potential employers and job opportunities.

As a vital part of the Student Affairs Division, the Career Planning and Placement Office works closely with the 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.

Library

In support of its educational mission, the Franklin Pierce University Library provides a comfortable open stack environment for study and research. Open ninety hours a week during the academic year, the Library offers a variety of services including research guidance, web resources, individual and group study rooms, network ports, wireless access points, and interlibrary loan. To develop students' proficiency in the use of information resources, formal library instruction is integrated into the University's core curriculum and is delivered in a wireless laptop lab environment. Library faculty provide program-specific instruction sessions and one-on-one assistance.

The 178,204 volume collection includes books, periodicals, audio and video cassettes, DVDs, CDs, microform, slides and software. Over thirty licensed web-based databases, including EBSCOhost, JSTOR, and Lexis-Nexis, provide full-text access to more than 19,000 periodicals, thus extending the physical collection. Through the University's membership in the New Hampshire College and University Council, students are accorded borrowing privileges at eleven other college libraries throughout the state of New Hampshire.The online catalogue and other library resources and services are available on the web at <http://library.franklinpierce.edu>.

FranklinPierce
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THE COLLEGE AT RINDGE

Academic Calendar 2007-2008*

Fall Semester 2007

Residence Halls Open/New Students Arrive	Saturday, September 1
Orientation for New Students	Sat.-Tues., September 1-4
Returning Students Arrive	Monday, September 3
Registration for Returning Students	Tuesday, September 4
Registration for New Students	Tuesday, September 4
Classes Begin	Wednesday, September 5
Family Weekend	Fri.-Sun., Sept. 28-30
Fall Break Day	Monday, October 8
Alumni and Reunion Weekend	Fri.-Sun., October 12-4
Admissions Open House	Saturday, November 10
Last Day of Classes Before Thanksgiving Break	Tuesday, November 20
Residence Halls Re-Open	Sunday, November 25
Classes Resume	Monday, November 26
Last Day of Classes	Friday, December 14
Reading Day (end of classes until 7pm the next day)	Fri.-Sat, Dec. 14-15 @ 7pm
Final Examinations (Begin Friday at 7pm)	Sat-Wed., December 15-19
Residence Halls Close / Winter Break Begins	Wednesday, December 19

Spring Semester 2008

Orientation for New Students	Monday, January 21
Residence Halls Open for Returning Students	Tuesday, January 22
Registration for New and Returning Students	Tuesday, January 22
Classes Begin	Wednesday, January 23
Presidents' Holiday	Monday, February 18
Last Day of Classes Before Spring Break	Friday, March 14
Residence Halls Re-Open	Sunday, March 23
Classes Resume	Monday, March 24
Admissions Open House	Saturday, April 12
Awards Convocation	Wednesday, May 7
Last Day of Classes	Wednesday, May 7
Reading Day (end of classes until 7pm the next day)	Wed.-Thurs., May 7-8 @ 7pm
Final Examinations (begin Thursday at 7pm)	Thurs.-Tues., May 8-13
Senior Breakfast	Friday, May 16
Baccalaureate Program	Friday, May 16
Commencement	Saturday, May 17

Summer Sessions 2008

Summer Session I Begins	Monday, June 2
Summer Session I Ends	Friday, June 27
Summer Session II Begins	Monday, June 30
Summer Session II Ends	Friday, July 25

* Details of the calendar are subject to change. Students should consult official class schedules published by the Registrar.

Activities

Campus activities include a variety of academic and special interest clubs such as the Campus Activities Board, Student Government Association, Pierce Arrow (newspaper), Raven (Yearbook), WFPU-LP FM Radio Station, and twenty-five social clubs. Special events and bus trips are offered on weekends and there is a weekly movie series. Athletic programs meet the needs and interests of many students. They include many recreational and intramural sports. At the intercollegiate level, men compete in baseball, basketball, crew, golf, lacrosse, soccer, tennis, and ice hockey. For women, basketball, cross country, crew, field hockey, lacrosse, soccer, softball, tennis, and volleyball are available.

NOLS -- National Outdoor Leadership School

Franklin Pierce University awards academic credit to students who participate in National Outdoor Leadership School programs, provided that those credits meet all standard transfer credit guidelines as published in this catalogue. A National Outdoor Leadership School education is an important credential in the field of outdoor education as well as a valuable way to learn outdoor skills and develop leadership abilities which are valuable regardless of major or career path.

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. Recent years at Franklin Pierce University have seen a growing interest in opportunities for academic programs abroad and international studies on campus. The creation of the Global Citizenship Certificate program (page 93), and development of Franklin Pierce's own program in Vienna, Austria (see description below) are two significant additions to Franklin Pierce's curriculum that give students the chance to engage in studies with a global focus. In addition to its own programs abroad, Franklin Pierce University has formed affiliations with a variety of institutions that allow students from any academic discipline to fulfill some of their program requirements while studying at an affiliated university or program abroad. In recent years, students have taken part in programs in Italy, Costa Rica, Australia, New Zealand, France, Spain, England, Scotland and Ireland. 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 the program. Students should discuss planning for a study abroad program with their academic advisor and contact the Study Abroad Office to get information on programs that are approved by the University.

Pierce in Vienna

Study in Vienna is available to students as a semester program. Students live and study at the Theresianum Academy, in the heart of beautiful Vienna, Austria. The program offers a full semester of Franklin Pierce University credits and is designed to take advantage of the historic and artistic heritage of this city. There are numerous excursions to sites within Vienna, and students are encouraged to pursue independent projects that further connect them with the people, art and business organizations of Vienna. Excursions may include trips to Budapest, Paris, Berlin, Prague, Florence, Venice, and Rome, and are designed to complement and enrich the curriculum. Courses may include 20th Century, Experiencing the Arts, Reason and Romanticism, German language, International Business, Anthropology, History, and independent study courses. Students are encouraged to submit applications for the fall program by March 15 and for spring by November 15. For information on specific prerequisites and deadlines, contact Stella Walling (603.899.4147 or stella@franklinpierce.edu).

Walk in Europe

The Walk in Europe is an educational experience unique to Franklin Pierce University and has been part of the curriculum since 1969. Typically, 25 students participate in the semester-long, 1000 mile trek through several European countries. The Walk is designed to engage students with Europe, with its historic and contemporary cultures, with their fellow walkers and with the land itself. Above all, the Walk is an academic and experiential pilgrimage, an intentional challenge to students to reflect seriously on their strengths, interests and talents as they hike across Europe. For information on specific prerequisites and deadlines, contact the Chair of the Humanities Division.

Academic Programs and Services

Liberal Education Requirements: The Individual and Community Integrated Curriculum

Although the major is an important component of the university experience, in recent years the general education curriculum has taken on new importance. Employers and graduate schools seek students whose knowledge and background beyond the major give them an edge in the highly competitive world beyond college.

No theme has more power or relevance in twenty-first century America than that of the individual and community. What are the claims of community in our increasingly individualistic society? How can we reassert our responsibility to the human community while protecting and reaffirming the dignity of each individual? How shall we conduct ourselves as citizens in a democracy in circumstances in which "looking after number one" often seems the norm? The Individual and Community theme works its way through Franklin Pierce University's innovative, 38-credit general education curriculum. Most of its courses are interdisciplinary and some are team-taught. All emphasize the active participation of students in the learning experience.

Students will take the following courses to complete liberal arts education requirements (course descriptions are on pages 108-111).

Freshman Year

Fall		*Spring*	
IC101	Individual & Community (3)	IC106	College Writing II (3)
IC105	College Writing I (3)	IC111	Integrated Science II (4)
IC110	Integrated Science I (4) *or*		
	BI101, 102 Biology I & II (8), *or*		
	BI101 Biology I and AN102 Human Origins (8) *or*		
	CH101, 102 General Chemistry I &II (8), *or*		
	GL101, 102 Geology I & II, *or*		
	PH101, 102 General Physics I &II		

Sophomore Year

IC205	Experiencing the Arts (3) *or*	IC201	Foundations of Mathematics (3)*
IC206	Music in Our World (3)	IC212	The Challenge of Business in Society (3)
IC210	The American Experience (3)	IC260	The Twentieth Century (3)

* Although most students will not enroll in the Integrated Curriculum Mathematics course until their sophomore year, those students who wish to continue their high school sequence of courses may choose to enroll during their first semester in one of the alternative courses listed below.

MT151 Algebra and Trigonometry I (3)
MT211 Discrete Mathematics (3)
MT221 Calculus I (4)
MT321 Calculus III (4)

See pages 126-129 for further information on the above courses.

Junior Year

Fall		*Spring*	
IC305	Science of Society (3)		
IC310	Ancient & Medieval Worlds (3) *-or-*	IC360	Reason & Romanticism (3)

The College Year

The academic year at the College at Rindge campus consists of two fourteen-week semesters (each of which is followed by a final examination period), and summer sessions. During the fall and spring semesters, students typically enroll in five courses while working toward the graduation requirement of 120 semester hours of academic credit. By attending summer sessions and/or taking an extra course during any semester, students may accelerate their degree programs and thereby save time and finances. It should also be noted, however, that, depending on the major chosen and whether or not a minor is added, the student may need more than the usual four academic years to complete requirements for graduation. Other students opt to move at a more leisurely pace, taking five years to complete degree requirements.

Honors Program

The Honors Program was established to help provide challenge and intellectual community 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. Students will be invited to participate in the freshman honors program based on their high school academic records. Continuation or entry into the program beyond the freshman year will be based on academic performance at Franklin Pierce University. During their years at Franklin Pierce University, students in the program will be required to take five honors courses (15 or more credits), of which two (6 or more credits) must be at the 300 or 400 level. Students are required to maintain a 3.40 cumulative grade point average beyond the freshman year. For further information regarding the Honors Program, contact Dr. Donna Decker at 603.899.4296 or deckerd@franklinpierce.edu.

Majors

All degree candidates must complete an approved major program. The principal purpose of a major is to help students prepare for a career or graduate school through concentration in a particular discipline; this focused academic training will also help students think critically and solve problems efficiently. Additionally, because the choice of a major influences many decisions within a student's academic career, students are required to declare their major prior to pre-registering for classes for the junior year. Choice of a major is an important decision and should be made only after careful consideration. A student may choose to major in more than one academic area; however, all requirements for each major must be met. Major requirements generally range from 30 to 54 credits (See page 5 for a complete list of majors and pages 23-175 for descriptions of them). Students also have the option of designing their own interdisciplinary major (see Student-designed major, page 162). All majors must be completed in conjunction with the 38-credit Individual and Community Integrated Curriculum. (See Liberal Education Requirements, page 14.)

Minors and Interdisciplinary Thematic Minors

Students will be encouraged, but not required, to complete a minor. The purpose of the minor is to achieve a second area of competence through an in-depth exploration of a particular subject area or theme. Students may choose a minor from an approved list of disciplinary or thematic minors, or develop their own proposal for a thematic minor with the approval of a faculty advisor and the Curriculum Committee. All minors must consist of at least 18 credits and should include both lower-division and upper-division courses.

TeaCH Goals of the Student Experience at Franklin Pierce University

The acronym "TeaCH" is taken from the first letter of each goal category. It was selected not only to provide a convenient means of remembering the goals, but also because it exemplifies an important and central focus of the student experience here at Franklin Pierce University—we are, at our heart, a teaching institution that prides itself on the quality of its faculty and its instruction. The theme of *Individual and Community* is reflected in every aspect of the educational experience at Franklin Pierce University—both inside and outside the classroom, in the *Individual and Community Integrated Curriculum*, in major fields of study, in student activities and residential life—the programs of the University are designed to help students achieve the following goals:

1. Tolerance & Community

Students who graduate will be able to articulate their own attitudes and values and recognize the persistent tensions between self and community; demonstrate understanding and respect for views and cultures differing from their own by working collaboratively and participating in community affairs.

2. Content Literacy and Integration with Critical Analysis

Students who graduate will be effective writers and speakers, combine a mastery of pertinent mathematics with knowledge of the methods and aims of modern science, and be adept at using modern information resources. Students should have a substantive understanding of the way artistic expression, historical, natural and cultural contexts in a global setting shape and enrich our communities and our individual lives. Students should become active participants and leaders in their communities, with a developed sense of ethics that encourages civility, tolerance for differences, and a commitment to a life of collaborative work and learning.

3. Holistic Preparation for Leadership and Lifelong Learning

Students who graduate will be able to seek and apply knowledge in a holistic manner for the rest of their lives and to serve as responsible citizens and leaders in local, regional and global communities.

Electives

Students may choose elective courses from any area to broaden their academic experience. Electives may also be combined to form a minor or teacher-certification program in certain disciplines.

Internships

Learning through a supervised work experience for credit is an available option for qualified upperclass students in several academic departments. Internships are available during January and the summer, or they may be arranged during the regular semester. Internships allow students to explore career applications of their academic programs and often provide entry-level job experience in their chosen field.

NHCUC Student Exchange

Franklin Pierce University is one of 13 member institutions 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. Students may take courses at both Franklin Pierce University and another institution during the same semester, if transportation is not a problem, or may spend up to two semesters in residence at another NHCUC member institution. In either case, students continue to pay normal tuition to Franklin Pierce University. Students in residence at another institution must make their own room and board arrangements directly with the other institution. All student exchanges are on a space-available basis only. Interested students should see the Franklin Pierce University Registrar for information. Members of the NHCUC are: Chester College, Chester, Colby-Sawyer College, New London; Daniel Webster College, Nashua; Dartmouth College, Hanover; Franklin Pierce University, Rindge; Keene State College, Keene; New England College, Henniker; Plymouth State University, Plymouth; Rivier College, Nashua; St. Anselm College, Manchester; Granite State University, Manchester; Southern New Hampshire University, Manchester; and the University of New Hampshire, Durham.

Summer Sessions

Students may enroll in the summer sessions to accelerate their graduation plans or to make up courses. Most courses in the Integrated Curriculum, along with a selection of elective courses, are offered in the summer. Some specialized courses, such as Field Experiences in Archaeology or Local Flora, are offered only in the summer. Students should be aware of the fact that some services are limited during the summer sessions: Health and Outreach Education Services are closed; Academic Services are limited; and social, cultural, and recreational activities are not planned.

Reserve Officer Training Corps (ROTC) Programs

Students attending Franklin Pierce University may enroll in the Air Force Reserve Officer Training Corps (AFROTC) or in the Army Reserve Officer Training Corps (AROTC) at the University of New Hampshire (UNH).

The Army ROTC and Air Force ROTC offer programs leading to a commission as a second lieutenant in their respective services. Students in either ROTC program may pursue any curriculum that leads to a baccalaureate or higher degree.

Two-and four-year programs are available. The four-year program is open to freshman, sophomore and transfer students. The two-year program is open to students who have at least two academic years remaining within their college/university degree program. In addition to on-campus course requirements, students must attend an officer preparatory training session for a part of one summer.

ROTC scholarships are offered on a competitive basis by both the Army ROTC and Air Force ROTC. Entering freshman students may compete for four-year scholarships during their last year of high school. Additionally, incoming students may compete for scholarships while already in college if they meet specific ROTC requirements. Scholarships may pay up to full

tuition, mandatory fees and required textbooks for college courses. In addition, all scholarship recipients receive a tax-free monthly subsistence allowance. Non-scholarship students in the last two years of the ROTC program also receive the tax-free monthly subsistence allowance.

Both ROTC programs have administrative and medical requirements which must be met to qualify for a scholarship and a commission.

More specific information about ROTC programs may be obtained by contacting Army ROTC at (603) 862-1078 or Air Force ROTC at (603) 862-1480.

Academic Advising

The faculty advising system is coordinated by the Assistant Registrar/Coordinator of Advising, housed in the Office of the Registrar. Advisors assist students in the decision-making process and in making the most of the opportunities offered at the College at Rindge. They help students plan their program, set goals, and use College at Rindge resources.

Entering freshmen are assigned an academic advisor who is also their instructor for the required Individual and Community Freshman Seminar. This structure facilitates interaction between the student and advisor and allows the advisor to be aware of individual needs. Academic and Student Services Staff work closely with advisors in response to these needs. Once the student has declared a major, a faculty advisor from the major area is chosen by the student to work with the student until graduation. A student may request to change his or her advisor at any time. The Coordinator of Advising is available to assist Freshman Seminar students with special academic decisions and concerns.

Academic Support Services

A variety of services are available at no cost to all The College at Rindge students. The Academic Services Center, located on the first floor of the library, is staffed by a team of professionals dedicated to assisting all students with their academic successes. For new students, the Center provides placement determinations for writing and mathematics courses and developmental courses for those needing additional instruction. For continuing students, the Center provides ongoing student-led small group tutoring for a variety of classes, individual assistance with reading and comprehension, and regular discussions on issues such as time and stress management, test-taking strategies, academic planning, reading loads, and research papers. Students who find themselves in academic difficulty will be referred to the Center to create a learning contract with the student and his or her academic advisor.

The Academic Services Center also assists students who qualify for academic accommodations with a range of services, from providing note-takers, to an alternative setting for tests, to advocacy skills instruction. All students are encouraged to stop by or call and make appointments for help to determine which services could be most helpful.

The Writing Center, located in Edgewood Hall, is operated in conjunction with the College Writing Program and is readily accessible to all students. Teachers and trained student tutors work one-on-one with students on a drop-in basis. Students are assisted in producing their best writing in a collaborative setting.

Skills Courses

Occasionally, students are admitted to Franklin Pierce who have SAT/ACT scores in Math or Writing that do not meet the criteria for college-level work. In order to ensure that students are adequately prepared for college work, Franklin Pierce requires those students to pass the appropriate skills course or courses before they are allowed to take IC105 College Writing or fulfill their math requirement. Grades for these courses do appear on the transcript and count in the calculation of the grade point average; credits for these courses do not count towards the 120 credits required for graduation.

GS002 Writing Skills

Writing Skills is a course designed to improve writing; however, the course also includes reading and listening skills since they are important to proficiency in college writing. The course includes review and practice in grammar, usage, reading comprehension, editing, research, and revising.

GS003 Math Skills

Math Skills is a developmental course offered through the office of Academic Services. It is not considered to be at college level, but is rather a preparatory course designed to provide students with a review and refresher of the mathematics necessary to be successful in subsequent college math and science courses. The subjects covered include fractions, decimals, percents, ratios, proportions, and a preliminary introduction to statistics and algebra. The course does not satisfy any degree requirements at Franklin Pierce University, but does appear on transcripts and is figured into grade point average calculations

English as a Second Language (ESOL): College Transition Program

The College at Rindge Transition Program prepares international students of university age for full-time study at an English speaking institution. Transition students take a combination of English as a Second Language classes along with regular college courses. The program also offers support in adjusting to the academic and social demands of an American institution of higher learning. A minimum TOEFL score of 450 is required for entrance into the College Transition Program. A minimum TOEFL score of 500 is required for matriculation at the University.

ESOL Curriculum

The following courses were designed for non-native speakers of English who need extra support in order to reach the competency levels necessary for full matriculation. The students receive developmental credit for these courses (grades are figured into the GPA but not counted as credit toward graduation). The number of ESOL credits a student is required to take each semester is decided according to the student's score on an initial placement test and his or her subsequent progress within the program.

TR020 Speaking and Listening **3 credits**

ESOL students practice patterns of formal and informal speech. Attention is given to vocabulary, phrasing, and idiomatic expressions. Communication skills are developed through in-class discussion, group work, field trips, note-taking and short presentations.

TR030 Written English **3 credits**

ESOL students are introduced to the fundamentals of paragraph and essay writing. Emphasis is placed on drafting and organizing, on using varied sentence structure, and developing topics with concrete examples and details.

TR040 Readings in Academic English **3 credits**

ESOL students develop reading strategies and critical thinking skills through work with ESOL and academic texts, and independent reading. Understanding and analysis of text are emphasized through reading logs, summary writing, and class discussion.

TR050 ESOL Lab **2 credits**

The lab class continues the work of TR020 Speaking and Listening. Students engage in conversations and presentations, skits and role-playing, and conduct outside projects to further develop oral communication skills.

TR060 Critical Writing **3 credits**

ESOL students develop writing proficiency through focus on the essay. Approaches to be explored include descriptive, narrative, persuasive, and compare/contrast styles. Students practice revising and editing through peer evaluation and discussion.

TR070 American Culture and Community **3 credits**

ESOL students refine their skills in listening, speaking, reading, and writing as they explore American culture, literature, issues, and humor. Readings, field trips, lectures, and students' own experiences and observations are used for discussion and writing assignments.

Students with Disabilities

Students requesting accommodations based on specific disabilities should meet with the appropriate contact person early in the semester.

Students with physical disabilities should meet with the Director of Health Services. Individuals with mobility problems should be advised that the College at Rindge is on hilly terrain and that winters can be severe.

Students with psychoeducational disabilities should meet with the Coordinator of Academic Accomodations, who can be reached in the Academic Services Center. In order to access academic accommodations, results of a psychoeducational evaluation administered within the last three years must be on file in the Academic Services Center.

We encourage the use of self-advocacy skills, and work with disabled students on the development of these skills.

The Franklin Pierce Student Computer Network

The College at Rindge student computer network links all the computers on campus to shared resources and Internet access. The student computer network connects to the Internet by way of four T-1 lines for high-speed connectivity. All computer labs and residence hall rooms have access to the College at Rindge student computer network, allowing students to access the World Wide Web, email, research material, and recreational activities. Each student has access to an individual network folder and email address.

Computer Labs

There are four computer labs located at the College at Rindge, including one Macintosh graphics lab and three PC labs. There are also seven additional computer labs at the Graduate and Professional Studies centers. The software installed in the PC labs includes Windows, Visual Studio Suite, Office, and specific classroom studies software. All PCs in the labs have access to shared network printers.

Pre-Health Program: Dentistry, Medicine, Physical Therapy, Veterinary Medicine

This program exists for students who desire to enter one of the health services fields. Periodic pre-professional meetings are held to inform students of various career options; some of them may include field trips to health care facilities. The Biology faculty orients individual students to the general requirements for admission to medical schools.

The Pre-Physical Therapy program at the College at Rindge prepares graduates for admission to a doctoral program in physical therapy.

Requirements for Admission into Doctoral degree program in Physical Therapy (D.P.T.): We recommend the B.A. in Biology or Psychology for students planning to enter graduate school in Physical Therapy. Students who earn a degree in Psychology (or any field other than Biology) must also meet all of our pre-requisite science requirements (see College of Graduate and Professional Studies section of catalogue). To fulfill their math requirement, these students should take MT152 or MT221 and MT260. In addition, these students must take Physics I and II, two semesters of Psychology (at least one psychology course must be at the 200 level or above), Human Anatomy and Physiology I and II, Chemistry I and II, and maintain a GPA of 3.00 or higher in the science and mathematics courses.

Basic computer literacy including file management, word processing and spreadsheet programs are also necessary for the program.

Extensive resources, including computer software and videotapes, are available for preparation for the MCAT and DAT examinations.

While specific requirements for admission to professional schools vary considerably, all schools expect applicants to have a demonstrated ability in the physical and life sciences. Biology is often the major chosen, but individual students are urged to choose one consistent with their own interests and aptitudes.

To be adequately prepared to apply for admission to a professional school, the student should complete those courses which qualify him or her as "pre-medical", "pre-dental" or "pre-physical therapy" by the end of the junior year. Those courses are:

Biology I & II	Chemistry I & II
Algebra and Trigonometry I & II *or*	Organic Chemistry I & II
Calculus I & II	Physics I & II

Additional information is available from Professor Susan Arruda at 603.899.1046.

Pre-Law Advising Program

The College recognizes that most law schools prefer a broad undergraduate curriculum with demonstrated competence in one area of study. The Pre-Law Advisor will help pre-law students develop a program which will prepare them for strong applications to law school. Law school candidates should take a rigorous undergraduate curriculum and achieve a high level of academic performance in college.

There is an active Law Club through which speakers and field trips provide interested students with insights regarding the field of law. Club members gain practical experience through participation in the campus judicial system and by participating in the Intercollegiate Mock Trial Tournament.

The College at Rindge . . . at a glance

Type: Four year, coeducational, liberal arts, residential, independent, non-sectarian

Accreditation: New England Association of Schools and Colleges

Enrollment: 1,710 (Fall, 2006)

Geographical Distribution: 34 states, 15 countries (Fall, 2006)

Degrees: Bachelor of Arts, Bachelor of Science

Academic Programs:

Individual and Community Integrated Curriculum

An innovative, thematic approach to a liberal arts education

Areas of Study

Accounting-Finance
Advertising
American Studies
Anthropology
Archaeology
Arts Management
Biology
Business Administration
Computer Information Technology
Creative Writing
Criminal Justice
Dance
Drama
Economic Theory
Education: elementary, secondary, and art
English
Environmental Science
Fine Arts
Global Citizenship Certificate
Graphic Communications
History
Journalism
Management
Marketing
Mass Communication
Mathematics
Media Studies
Music
Political Science
Pre-Health
Pre-Law
Pre-Physical Therapy
Psychology
Social Work and Counseling
Sociology
Sports and Recreation Management
Theatre Arts
Women in Leadership Certificate

Students also have the option of designing an interdisciplinary major program with the help of faculty members and the approval of the Curriculum Committee.

Highlights:

Teacher Certification: Elementary, secondary, and art

Pre-Professional: Medicine, dentistry, physical therapy, veterinary medicine, law

Study Abroad Programs: Australia, Austria, England, Ireland, New Zealand, Scotland, Serbia-Montenegro, Spain, Vienna and Walk in Europe

Outdoor Leadership: Franklin Pierce University offers academic credit to students who participate in the National Outdoor Leadership School (NOLS).

Calendar: Two 14-week semesters and two 4-week summer sessions

Faculty-Student Ratio: 1 to 15

Average Class Size: 19

Library: 178,204 volumes, 19,414 print and electronic periodical titles

Cost: Yearly tuition and fees (including room and board) 2007-2008 - $35,546

Financial Aid: FAFSA (Free Application for Federal Student Aid)
Federal School Code for Franklin Pierce – 002575

Intercollegiate Sports:

Men: Baseball, Basketball, Golf, Ice Hockey, Lacrosse, Rowing, Soccer, and Tennis.
Women: Basketball, Cross Country, Field Hockey, Lacrosse, Rowing, Soccer, Softball, Tennis, and Volleyball

Location: Southwestern New Hampshire. Rindge is 65 miles from Boston, 112 miles from Hartford, and 236 miles from New York City.

Courses of Instruction

Accounting–Finance (AC–FM)

PROFESSORS: Benjamin G. Gardiner, Frederick J. Walsh
ASSOCIATE PROFESSOR: Bryan O'Neil
ASSISTANT PROFESSOR: Jeanne Gerard

A Bachelor of Science degree is offered in Accounting-Finance.

A major is offered in Accounting–Finance. A minor is offered in either Accounting or Finance to students majoring in one of the other areas within the Division of Business Administration.

In order to fulfill graduation requirements, students must maintain a minimum cumulative grade point average of 2.0, a minimum grade point average of 2.0 in an academic major, and complete 120 credits. In addition, in order to complete minor or certificate programs, students must maintain a minimum grade point average of 2.0 in those programs.

The major in Acounting/Finance combines a basic liberal arts education with a strong preparation for a career in either accounting or finance. During the first two years of study, emphasis is placed on the College and Division core course requirements. During the junior and senior years, emphasis is placed on those areas most necessary for entry into the accounting–finance fields.

Major Requirements

In addition to the Individual and Community Integrated Curriculum (page 106) and the Division of Business Administration core course requirements (page 55), students must pass the following courses with a grade point average of at least 2.0 to fulfill the Accounting-Finance major requirements:

Accounting Track		Finance Track	
AC102	Principles of Accounting II	AC102	Principles of Accounting II
AC213	Intermediate Accounting I	ET102	Principles of Economics II
AC214	Intermediate Accounting II2	ET223	Money and Banking
AC314	Cost Accounting I	FM311	Managerial Finance
AC323	Auditing	FM257	Real Estate Investments
AC354	Individual Income Taxes	FM454	Problems in Finance
AC474	Advanced Accounting I	FM423	Investment Analysis
FM423	Investment Analysis		

Division of Business Administration core courses applicable to major:

AC101 Principles of Accounting I
FM224 Principles of Financial Management

Divisional Honors

An Honors candidate for any major in the Business Division must have a 3.0 cumulative grade point average and a 3.25 grade point average in all major courses with no grade lower than a C-. A High Honors candidate for any major in the Business Division must have a 3.0 cumulative grade point average and a 3.5 grade point average in all major courses with no grade lower than a C-. Candidates for Honors/High Honors must have completed an advanced internship or a Senior Independent Project that includes either a thesis, business plan, or a significant research project in their major area.

Minor Requirements—Accounting

In addition to the Division of Business Administration core requirements:

AC102 Principles of Accounting II
AC213, 214 Intermediate Accounting I & II

Any two of the upper level Accounting courses and one upper level course from Management or Finance.

Minor Requirements—Finance

In addition to the Division of Business Administration core requirements:

FM257	Real Estate Investments	FM311	Managerial Finance
FM454	Problems in Finance	FM423	Investment Analysis

Any two upper-level Accounting or Finance courses.

Required for Graduation

120 semester hours, including the 38-credit Individual and Community Integrated Curriculum. The normal course load is 15–16 credits per semester. Transfer students should refer to the residency requirement section of the catalogue.

Recommended Curriculum Guide

Freshman Year

Fall Semester		*Spring Semester*	
IC101	Individual and Community	IC106	College Writing II
IC105	College Writing I	IC201	Foundations of Math
_____	Laboratory Science I	_____	Laboratory Science II
AC101	Principles of Accounting I	AC102	Principles of Accounting II
_____	Elective (CIT101 suggested)	_____	Elective

Sophomore Year

Fall Semester		*Spring Semester*	
IC205	Experiencing the Arts*	IC206	Music in Our World*
IC210	American Experience	IC260	Twentieth Century
IC212	Challenge of Business in Society**	AC214	Intermediate Accounting II†
AC213	Intermediate Accounting I†	FM257	Real Estate Investments‡
ET223	Money and Banking ‡	FM224	Principles of Financial Management
ET101	Principles of Economics I	MK201	Principles of Marketing
MN201	Principles of Management	_____	Elective

** One of these two courses may be taken in the fall or spring semester*

*** May be taken in the fall or the spring*

Junior Year

Fall Semester		Spring Semester	
IC305	Science of Society *	IC360	Reason & Romanticism**
IC310	Ancient & Medieval Worlds**	MT260	Statistics
BA258	The Legal & Social Environment of Business	AC323	Auditing Theory†
		_____	Elective‡
AC314	Cost Accounting†	AC354	Individual Income Taxes†
FM311	Managerial Finance‡	_____	Elective (if IC360 not selected)
_____	Elective		
_____	Elective (if IC310 not selected)		

** May be taken in the fall or spring semester*

*** One of these two courses must be taken*

Senior Year

Fall Semester		*Spring Semester*	
AC474	Advanced Accounting†	BA471	Senior Business Seminar
IB364	The Global Economy	AC-FM495	Senior Independent Project*
AC-FM391	Internship*	FM454	Problems in Finance‡
_____	Elective	_____	Elective
FM423	Investment Analysis	_____	Elective
_____	Elective	_____	Elective
_____	Elective		

* Only one of these courses is required † Accounting Track ‡ Finance Track

Accounting–Finance Curriculum

AC101 Principles of Accounting I **3 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 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)*

AC213 Intermediate Accounting I **3 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 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.*

AC314 Cost Accounting I **3 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.*

AC315 Cost Accounting II ***(offered only as a directed study)*** **3 credits**
Builds on the knowledge gained in Cost Accounting I, but develops those areas most useful to accountants and managers in a non-public accounting career. Covers various decision-making tools: budgets, cost/volume/profit analysis, and other quantitative techniques for decision-making and performance evaluation. *Prerequisite: AC314 or permission of instructor.*

AC323 Auditing **3 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.*

AC324 Audit Ethics and Practice ***(offered only as a directed study)*** **3 credits**
This accounting capstone course will discuss various case studies involving ethical issues in accounting. A complete audit case will be performed by the student. *Prerequisite: AC323.*

AC354 Individual Income Taxes **3 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 of Partnerships and Corporations ***(offered only as a directed study)*** **3 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.*

FM224 Principles of Financial Management **3 credits**
Provides an overview of the three major financial areas involving the financial system, investments, and business finance. Students gain an integrated perspective of the interrelationships between financial markets, institutions and management.

FM257 Real Estate Investments **3 credits**
Extensive look at broad classes of investments in real estate. Appraisal techniques, investment analysis, financing, and real estate law.

FM311 Managerial Finance **3 credits**
Financial policies and problems of modern business enterprise including new business promotion, expansion financing, failure and reorganization, mergers, types of securities, and government regulations. *Prerequisites: AC101, ET101.*

FM423 Investment Analysis **3 credits**
Development of goals and strategies for investing in securities: markets for stocks and bonds, selecting, timing, and performance of measurement techniques. *Prerequisite: FM224 or permission of instructor.*

FM454 Problems in Finance **3 credits**
Uses accounting information in the financial decision-making process. Traditional areas of financial statement analysis, budgeting, the development of criteria for investing, and the rationale of planning and decision-making in the management of a business enterprise. *Prerequisite: FM311, FM423, or permission of instructor.*

AC390 Internship in Accounting **2–3 credits**
FM390 Internship in Financial Management **2–3 credits**
The opportunity to gain experience in the administration of profit or non-profit organizations. The internship is taken after most of the major or minor requirements have been met, and in no case before the second semester of the junior year. The internship may be arranged with the assistance of the major internship advisor and/or the Chair of the Division of Business Administration. An agreement is drawn up and approved by the student, the proposed employer, the major internship advisor and Division Chair. 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 the Division Chair in consultation with the employer. This internship must be completed before the commencement of the student's senior year, unless otherwise approved by the Division Chair. *Prerequisites: AC102, ET102, MN201, MK201, junior class standing, a CGPA of at least 2.9 and permission of Division Chair.*

AC391 Internship in Accounting **2–3 credits**
FM391 Internship in Financial Management **2–3 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 department head and the Division Chair, a second internship, which is entirely different than that pursued under AC390 or FM390, may be taken.This internship must be completed before the commencement of the student's senior year, unless otherwise approved by the Division Chair. *Prerequisite: AC390 or FM390.*

AC395 Advanced Internship **4 credits**
FM395 Advanced Internship **4 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 an additional 1 credit. Students who elect the Advanced Internship must also meet Divisional Honors requirements.

AC474 Advanced Accounting I **3 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.*

AC475 Advanced Accounting II **3 credits**
Required for the Public Accounting Track of the Accounting Curriculum. Available as an elective to all Accounting majors. Topics covered are: troubled debt restructuring, not-for-profit entities, partnerships and trusts. *Prerequisite: AC474.*

AC299, 399, 499 Independent Study in Accounting **2–3 credits each**
FM299, 399, 499 Independent Study in Financial Management **2–3 credits each**
Offers an opportunity to explore an area of study not included in the catalogue 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 Division Chair. Normally, the student will be expected to have a cumulative grade point average of 3.0 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 Division Chair. Independent Study courses are assigned numbers of 299, 399 or 499, depending on the level of the course.

AC495 Senior Independent Research Project **4 credits**
FM495 Senior Independent Research Project **4 credits**
The student will develop a project arranged with the assistance of the major advisor and the approval of the Chair of the Division of Business Administration. Projects include a thesis, business plan, or other significant research project. *Prerequisites: senior class standing; declared major in the Division of Business Administration or permission of Division Chair.*

BA280, 380, 480 Small Business Advisory Groups **1 credit each**
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 analysis, 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.

Advertising (AD)

ASSOCIATE PROFESSORS: Kelly Kilcrease, Jason Little
AFFILIATED FACULTY: Richard Block (Graphic Communications), Robert Diercks (Graphic Communications), Richard Roth (Mass Communication)

A minor is offered in Advertising.

In order to fulfill graduation requirements, students must maintain a minimum cumulative grade point average of 2.0, a minimum grade point average of 2.0 in an academic major, and complete 120 credits. In addition, in order to complete minor or certificate programs, students must maintain a minimum grade point average of 2.0 in those programs.

Minor Requirements

Award of the minor in Advertising requires successful completion of the following courses:

MK201	Principles of Marketing	GC201	Graphic Design I
MK314	Consumer Behavior	GC251	Graphic Production
AD304	Advertising	MC230	Introduction to Media Production

Advertising Curriculum

AD304 Advertising **3 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

AD370 Advertising in America: A Cultural and Historical Perspective **3 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. *Prerequisite: IC210.*
As Needed

American Studies (AS)

COORDINATOR: Gerald T. Burns (English and American Studies)
AFFILIATED FACULTY: Douglas F. Challenger (Sociology), Frank Cohen (Political Science), Kelli A. Costa (Anthropology), Sarah T. Dangelantonio (English), Donna Decker (English), Joan Dion (English), Joni Doherty (American Studies) Robert G. Goodby (Anthropology), John R. Harris (American Studies), Melinda M. Jette (History), Mary C. Kelly (History), Douglas A. Ley (History), Robin F. Marra (Political Science), Alana J. Mosley (Elementary Education), Debra S. Picchi (Anthropology), Allan Rachlin (Sociology), Paul E. Scharfenberger (Music), Phyllis S. Zrzavy (Mass Communication)

A Bachelor of Arts degree is offered in American Studies.

A major and a minor are offered in American Studies.

In order to fulfill graduation requirements, students must maintain a minimum cumulative grade point average of 2.0, a minimum grade point average of 2.0 in an academic major, and complete 120 credits. In addition, in order to complete minor or certificate programs, students must maintain a minimum grade point average of 2.0 in those programs.

American Studies offers the opportunity to explore American life and culture through a variety of disciplinary perspectives. This interdivisional program consists of courses dealing with American history, literature, society, government, media, the arts and music, thought and belief, education, and economics.

Students pursuing an American Studies major or minor are allowed and encouraged to make creative use of a large degree of flexibility in their choice of individual courses. Academic coherence within the program is promoted by a carefully designed overall curricular structure, by the requirement of a thematic concentration (e.g., American communities, popular culture, politics and justice, minority experience, etc.) to be fashioned from at least three elective courses, and by an integrative senior project, which might take the form of a research essay, a documentary or creative work in a variety of possible media, a curriculum unit or an internship.

Major Requirements

In addition to the Individual and Community Integrated Curriculum (page 106), a total of 33 credits in American Studies must be completed with a grade point average of at least 2.0 in order to fulfill the major requirements. These credits must include at least three introductory courses, one of which must be AS101 Introduction to American Studies, one methods course, six electives, and the American Studies Senior Project Seminar. In accordance with College regulations, at least four of the courses taken within the major must be at or above the 300 level. In addition, it should be understood that IC210, The American Experience, serves as a basic prerequisite for study in the program. Transfer students who have not taken a comparable interdisciplinary course dealing with American materials will be required to take The American Experience as a part of their degree requirements.

Note: *Students majoring in American Studies who are also pursuing Elementary Education Certification must, in order to satisfy New Hampshire certification requirements, take at least five courses within a single disciplinary field, e.g., history, literature, sociology. Ordinarily, this disciplinary concentration would be achieved by taking one introductory course, the methods course, and three (of six) electives in the chosen field. In order to be certified as "highly qualified," in accordance with new state standards mandated by federal legislation, students will need to work closely with both their American Studies and Education advisors.*

Introductory Courses

AS101 Introduction to American Studies

And any two of the following:

HS201, 202, 203, or 204 U.S. History Surveys (any one of these)

MC100 Communication, Media and Society

HS301 Historical Methods

EN210 Introduction to Literary Studies

Methods Courses

Any one of the following:

SO218 or 219 Quantitative or Qualitative Research Methods

MC301 Media Criticism

PO201 U.S. Government

SO101 Introduction to Sociology

WL115 Introduction to Women's Studies

Note: *A double major whose other program requires one of these courses must take another course from the list in order to fulfill American Studies degree requirements.*

Integrative Capstone Course:

AS401 American Studies Senior Project Seminar

Elective Courses

Select six of the courses below using the following guidelines: no more than three should be from the same department; no more than two should be 100-level courses; three courses must go toward a thematic concentration approved by your faculty advisor.

AD370 Advertising in America
AN210 Contemporary Native America
AN221 Prehistoric Indians of North America
AN225 Women Around the World
AN331 Violence and Aggression
AN350 Prehistory of New England
AS103 Fielder's Choice: American Culture and Baseball
AS301 Place, Community, and American Culture
ED112 Foundations and Issues in Education
ED260 Childhood and Adolescent Literature
EN110 American Mosaic: Multicultural Literature in the U.S.
EN342 19th Century American Novel
EN343 American Short Story
EN344 American Poetry to 1900
EN351 20th Century American Poetry
EN352 20th Century American Fiction
ES210 Evolution of Environmental Thought
FA285 Modern Art
HS111 Protest in America
HS112 Boomers to Yuppies: American Society Since 1945
HS201, 202, 203, 204 U.S. History Surveys (choose a course or courses not taken to satisfy the introductory requirements)
HS313 U.S. Labor History
HS314 Alien Nation: The History of American Immigration & Ethnicity
HS319 History of New England
HS320 African-American History
HS322 Comparative American and European Gender History Since 1650
HS323 Topics in American Cultural and Intellectual History
HS341 American Women's History
HS370 U.S. Foreign Relations to 1914
HS371 20th Century U.S. Foreign Policy
MC281 Understanding Film
MC341 Media and Culture
MC382 Women in Media Representation
MK314 Consumer Behavior
MU212 Jazz History
MU213 Popular Musical Culture Since Bill Haley
PO312 American Political Thought
PO344 Environmental Politics
PO351 American Presidency
PO352 Constitutional Law I
PO353 Constitutional Law II
WL115 Introduction to Women's Studies
SO205 Race and Ethnic Relations
SO220 The Family
SO400 Readings in Sociology
SO421 Poverty and Wealth
TH343 Modern American Drama

Minor Requirements

AS101 Introduction to American Studies

One of the methods courses listed for the major, other than a course required by the student's other department(s).

Four of the electives listed for the major. No more than two of these courses should come from the other department(s), and no more than two should be 100-level courses.

Honors

Honors in American Studies will be granted to students whose grade point average at graduation is at least 3.33 in all courses that count toward major requirements, and who receive a grade of B+ or higher in the American Studies Senior Project Seminar. High Honors will be accorded those who attain a grade point average of at least 3.67 in all courses that count toward major requirements and a grade of A– or higher in the Senior Project Seminar.

Required for Graduation

120 semester hours, including the 38-credit Individual and Community Integrated Curriculum. The normal course load is 15–16 credits per semester. Transfer students should refer to residency requirement section of catalogue.

Recommended Curriculum Guide

Freshman Year

Fall Semester		*Spring Semester*	
IC101	Individual and Community	IC106	College Writing II
IC105	College Writing I	_____	Laboratory Science II
_____	Laboratory Science I	_____	Elective
_____	Elective	_____	Elective
AS101	Introduction to American Studies*	_____	Elective

Sophomore Year

Fall Semester		*Spring Semester*	
IC205	Experiencing the Arts*	IC206	Music in Our World*
IC210	American Experience	IC260	Twentieth Century
_____	Mathematics Requirement	IC212	Challenge of Business in Society**
AS___	Introductory Course	AS___	Introductory Course
_____	Elective	AS___	Introductory Course
_____	Elective	_____	Elective

** May be taken in the fall or spring semester*

*** May be taken in the fall or the spring*

Junior Year

Fall Semester		*Spring Semester*	
IC305	Science of Society *	IC360	Reason & Romanticism**
IC310	Ancient & Medieval Worlds**	AS___	Elective
AS___	Methods Course	AS___	Elective
_____	Elective	_____	Elective
_____	Elective	_____	Elective

** May be taken in the fall or spring semester*

*** One of these two courses must be taken*

Senior Year

Fall Semester		*Spring Semester*	
_____	Senior Capstone	AS___	Elective
AS401	Senior Project Seminar	_____	Elective
AS___	Elective	_____	Elective
_____	Elective	_____	Elective
_____	Elective	_____	Elective

AS101 Introduction to American Studies **3 credits**
An introduction to the characteristic subject matter, methods, and questions of the interdisciplinary field of American Studies. Individual versions of the course will explore a particular topic, problem or theme, through an interdisciplinary perspective and in relation to larger contours of American Experience.

AS103 Fielder's Choice: American Culture and Baseball **3 credits**
An exploration of the history of baseball with emphasis on its influences in American literature, art, film, music and language. Major social issues (e.g., the Civil Rights Movement) will be examined using baseball's own experiences in grappling with these dilemmas.

AS301 Place, Community, and American Culture **3 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 and national patterns, examine contemporary community issues, and understand the importance of sense of place.

AS401 Senior Project Seminar **3 credits**
A seminar featuring readings in the field of American Studies and culminating in an independent research and/or creative project on a particular aspect of American life and/or culture.

AS490/491 Internship in American Studies **3 credits**
Field experience in a learning situation for students who have demonstrated the ability to work independently and present themselves in a professional manner. Students may work with museums, research institutes, community groups, governmental organizations, nonprofit foundations, or other appropriate entities. Placement is arranged by a student in consultation with an American Studies advisor. *Prerequisites: junior or senior standing, cumulative 3.0 grade point average, and permission of instructor.*

Anthropology (AN)

PROFESSOR: Debra S. Picchi
ASSOCIATE PROFESSORS: Kelli A. Costa, Robert G. Goodby

A Bachelor of Arts degree is offered in Anthropology.

A major and a minor are offered in Anthropology.

In order to fulfill graduation requirements, students must maintain a minimum cumulative grade point average of 2.0, a minimum grade point average of 2.0 in an academic major, and complete 120 credits. In addition, in order to complete minor or certificate programs, students must maintain a minimum grade point average of 2.0 in those programs.

The curriculum for College at Rindge students interested in pursuing degrees in Biology and Anthropology requires a combination of courses that may result in 17 or 18 credits during the first semester of the freshman year. The College awards scholarships to cover the cost of the 17th or 18th credit required by these curricula for the first semester of the freshman year. These scholarships are awarded automatically to students enrolled in the combination of required courses described in the University catalogue and are not transferable to other semesters or courses.

The human species is unique among all life forms because ours is at once a biological and a cultural form. A major objective of the Anthropology program is to guide the student to an appreciation of the complexity of our heritage and to an awareness that we stand at but one point in the vast continuum of human experience.

Patterns of course development chosen by students who wish to major in Anthropology may build general competency or a more specialized competency in one of the following areas: Archaeology, Applied Anthropology, or Cultural Anthropology. Course selection is guided by a major professor in light of specific student needs and may include course work in other disciplines.

A faculty advisor will assist those Anthropology majors interested in preparing for graduate school to develop a program at the Honors level. This is a different program from the Col-

lege at Rindge Honors Program. Anthropology Honors programs are designed for students oriented toward graduate study in a number of fields, such as urban studies, law, medicine, public archaeology, community resource development, national and international development agencies, and any of the social service professions.

An Honors candidate must have a 3.0 overall grade point average with a 3.25 in Anthropology and no grade lower than "C" in Anthropology. For High Honors a student must have an overall 3.0 average with a 3.5 in Anthropology. Both Honors and High Honors students are required to successfully defend a thesis.

Students who intend to teach Anthropology (Social Science) in high school should refer to page 70 for information on the secondary teacher certification program.

Major Requirements

In addition to the Individual and Community Curriculum, (page 106), students must complete sections I through IV listed below.

I Basic Course Work

AN101 Introduction to Cultural Anthropology
AN102 Human Origins
AN113 Introduction to Archaeology
AN201 Introduction to Applied Anthropology
AN482 Anthropology Theory and Ethics
AN485 Anthropology e-Portfolio Review

II A Methodology Course (one of two)

AN218 Quantitative Research Methods *or*
AN219 Qualitative Research Methods

III A Practicum (practical experience - one of three)Taken during the academic year, January or the Summer between the sophomore/junior or junior/senior years.

AN495 Internship
AN213 Field Archaeology or AN232 Field Experience in Anthropology or Cultural/Archaeological field experience from another college.

IV Elective Course Work: seven of the courses listed below - three from the 100-200 list and four from the 300-400 list.

100-200 Level Courses

AN105 Culture Through Film
AN210 Contemporary Native America
AN216 Human Sexuality
AN217 Archaeology of the Unknown
AN220 Global Problems
AN221 North American Archaeology
AN224 Archaeology of Ireland
AN225 Women Around the World
AN230 Celtic Europe
AN252 World Archaeology

300-400 Level Courses

Cultural Anthropology Courses

AN311 Museum Studies
AN320 Sex, Gender, and Archaeology
AN331 Violence and Aggression
AN350 The Archaeology of New England
AN399, 499 Independent Study in Anthropology
AN412 Peoples and Cultures of Europe
AN424 Advanced Archaeological Lab
AN490 Senior Thesis

First Semester Freshman Science Scholarship Policy

The curriculum for College at Rindge students interested in pursuing degrees in Biology and Anthropology requires a combination of courses that may result in 17 or 18 credits during the first semester of the freshman year. The College awards scholarships to cover the cost of the 17th or 18th credit required by these curricula for the first semester of the freshman year. These scholarships are awarded automatically to students enrolled in the combination of required courses described in the University catalogue and are not transferable to other semesters or courses.

Minor Requirements

Students who wish to minor in Anthropology may do so by working with an Anthropology faculty member to complete specified course work. The minor program enriches an undergraduate's program of study by means of cross-cultural and historical perspectives.

Requirements for the minor include a minimum of five courses, including either AN101, AN201 or AN113 and at least one course at the 300 level or above.

Required for Graduation:

120 semester hours, including the 38-credit Individual and Community Integrated Curriculum. The normal course load is 15–16 credits per semester. Transfer students should refer to residency requirement section of catalogue.

Recommended Curriculum Guide

Freshman Year

Fall Semester		*Spring Semester*	
IC101	Individual and Community	IC106	College Writing II
BI101	Biology I	AN102	Human Origins
IC105	College Writing I	AN201	Intro. to Applied Anthropology
AN101 or AN113	Introductory Course	AN___	Anthro. Elective 1 (100-200 level)
_____	Elective	_____	Elective

Sophomore Year

Fall Semester		*Spring Semester*	
IC205	Experiencing the Arts*	IC206	Music in Our World*
IC210	American Experience	IC260	Twentieth Century
IC212	Challenge of Business in Society**	_____	Mathematics Requirement
AN101 *or* AN113	Introductory Course	AN___	Anthro. Elective 2 (100-200 level)
AN218 *or* AN219	Methodology Req.	_____	Elective

* *One of these two courses may be taken in the fall or spring semester*

** *May be taken in the fall or the spring*

Junior Year

Fall Semester		*Spring Semester*	
IC305	Science of Society *	IC360	Reason & Romanticism**
IC310	Ancient & Medieval Worlds**	AN ___	Anthro. Elective 4 (300-400 level)
AN ___	Anthro. Elective 3 (200-300 level)	AN ___	Anthro. Elective 5 (300-400 level)
_____	Elective	_____	Elective
_____	Elective	_____	Elective

* *May be taken in the fall or spring semester* ** *One of these two courses must be taken*

Senior Year

Fall Semester			*Spring Semester*		
AN___	Anthro. Elective 6 (300-400 level)	*or*	AN___	Anthro. Elective 7 (300-400 level)	*or*
AN400	Readings in Anthropology		AN490	Senior Thesis (if Honors Student)	
AN482	Anthropology Theory & Ethics†		AN485	Anthropology e-Portfolio Review	
_____	Elective		_____	Elective	
_____	Elective		_____	Elective	
_____	Elective		_____	Elective	
			_____	Elective	

† *This course is offered every other fall in odd years.*

Anthropology Curriculum

AN101 Introduction to Cultural Anthropology **3 credits**

Introduces the four subfields of anthropology: archaeology, cultural anthropology, linguistics, and physical anthropology. Presents key concepts, terminology, principles, and methods used in each.

AN102 Human Origins (laboratory) **4 credits**
Investigates the processes by which humans have evolved biologically by the examination of the fossil record over the course of five million years. *Course fee.*

AN105 Culture Through Film **3 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, multi-culturalism, and discourse.

AN113 Introduction to Archaeology (laboratory) **4 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.

AN201 Introduction to Applied Anthropology **3 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 as well as analyze readings and case studies.

AN210 Contemporary Native America **3 credits**
Covers the history of Native America beginning with a brief review of archaeological evidence and culminating with present day issues of concern to Native Peoples. Will discuss issues such as spirituality, social issues, government relations, Native art, and education.

AN211 International Business Cultures **3 credits**
Relates the theories and methods of cultural anthropology to business and management. Enhances students' sensitivity to cultural differences so that they more successfully relate to business in international and interethnic contexts.

Spring, odd-numbered years

AN213 Field Archaeology I (laboratory) **4 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. Course fee.*

Summer—even years, option for required practicum

AN214 Field Archaeology II (laboratory) **2 credits**
Additional training and experience in archaeological survey, excavation and laboratory processing experience. *Prerequisite: AN 213 or permission of instructor. Course fee.*

Summer—even years, option for required practicum

AN216 Human Sexuality **3 credits**
Examines the subject from biological and behavioral perspectives in an evolutionary framework. 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 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.

AN218 Quantitative Research Methods **3 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 method-

ological skills that include research design, techniques of data gathering, procedures for data analysis, and strategies for writing up of research findings. *Prerequisite: AN101 or SO101.*

AN219 Qualitative Research Methods **3 credits**
An introduction to the theoretical foundations and techniques of the qualitative research tradition in the social sciences. It is designed to give students a general background in procedures that include participant observation, life history analysis, intensive interviewing, note-taking, and audio and visual recording. Intensive writing course. *Prerequisite: AN 101 or SO101.*

AN220 Global Problems **3 credits**
Examines social, political, environmental, and economic issues within historical and cultural contexts. Focus will be on Asian, Latin American, and Islamic societies.

AN221 North American Archaeology **3 credits**
Surveys historical and contemporary Native American origins and adaptations. The Indian's position in American society is reviewed. Prerequisite: *AN113 or permission of instructor.*

AN224 Archaeology of Ireland **3 credits**
Examines the cultural and historical trajectory of the Archaeology of Ireland through a series of lectures organized chronologically, that trace cultural, social and technological developments from the Mesolithic through the Viking periods. Some issues to be discussed include: the early peopling of Ireland (the Mesolithic), agrarian and megalithic developments of the Neolithic, conflict and warfare between Bronze Age communities, the "Celtic question" of the Iron Age and the development of advanced metallurgical techniques, mortuary practices and ritual, ring forts and hill forts, the influence of the Vikings on Irish culture in the early medieval period.

AN225 Women Around the World **3 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.

AN230 Celtic Europe **3 credits**
An introduction to Celtic Europe: what it is, what it means, and what it has meant in the past. We will discuss the archaeology of Celtic Europe, Celtic social structure, and its peculiar influence in today's social structure in the west, Celtic mythology, law, revivalism, and the Celtic diaspora.

AN232 Field Experience in Anthropology **3 credits**
An opportunity to carry out anthropological fieldwork in settings either on or outside of the campus of the College at Rindge. The Field Experience in Anthropology will engage students in a dynamic experiential learning environment normally unavailable to them at the undergraduate level. *Prerequisites: AN101, AN113 or AN201 and permission of instructor.*
Summer—odd years, option for required practicum

AN252 World Archaeology **3 credits**
Traces the emergence of civilization in the Old and New Worlds. The circumstances that gave rise to the shift from hunting and gathering to farming, and in the last 5000 years to the origin of urbanism and civilization. *Prerequisites: AN102 and AN113 or permission of instructor.*

AN/BI260 Human Anatomy and Physiology (laboratory) **4 credits**
The structural and functional coordination of human cells, tissues, organs, and organ systems in the context of the overall life of humans. The workings of the human body in health and disease. *Prerequisite: BI102.*

AN302 Sex, Gender, and Archaeology **3 credits**
A comprehensive feminist theoretical synthesis of the history of archaeological research on gender. Students examine the roles of women and men in such areas as human origins, the sexual division of labor, kinship and other social formations, state development, and ideology. *Prerequisite: AN113 or permission of instructor.*

AN311 Museum Studies **3 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. *Course fee.*

AN/BI312 Vertebrate Zoology (laboratory) **4 credits**
The vertebrates, with consideration of classification, adaptive radiation, functional morphology, and natural history of each class. Laboratory work will stress identification and field studies of local vertebrate fauna. *Prerequisite: BI102.*

AN331 Violence and Aggression **3 credits**
Investigates theories that account for violence. Biological and cultural factors which affect how aggression is expressed. Types of violence discussed. *Prerequisite: AN101, PS101, or SO101.*

AN350 The Archaeology of New England **3 credits**
Surveys the archaeological record of 11,000 years of Native American occupation in New England. Students will develop a familiarity with material culture, the technical literature and the complexity of Native American societies. *Prerequisite: AN113 or permission of instructor.*

AN400 Readings in Anthropology **1–5 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.*

AN412 Peoples and Cultures of Europe **3 credits**
Draws on anthropological research in Europe to examine the ways in which European societies have managed to preserve much that is unique even as they adapt to new circumstances. Students read several ethnographic accounts of European culture to define social contours of greater Europe. *Prerequisite: AN101, AN113 or AN230 or permission of instructor.*

AN413-414 Advanced Field Archaeology I and II **1–2 credits each**
For students who have successfully completed an acceptable program of independent or supervised field study. *Prerequisites: Anthropology major and permission of instructor.*
Summer
AN/BI420 Evolution Seminar **1 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 Anthropology, or permission of instructor.*

AN424 Advanced Archaeology Laboratory **3 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 and Ethics **3 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 e-Portfolio Review **1 credit**
Independent program of Anthropology e-portfolio review and study, culminating in an oral presentation of portfolio to the full-time permanent Anthropology faculty. *Prerequisites: senior standing, completion of seven Anthropology major requirements.*

AN490 Senior Thesis in Anthropology **3 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. Theses 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: AN 400 and senior Honors in the Anthropology major.*

AN495–497 Senior Internship in Anthropology **3–15 credits each**
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.

AN299, 399, 499 Independent Study in Anthropology **3 credits each**
Offers an opportunity to explore an area of study not included in the catalogue 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 Division Chair. Normally, the student will be expected to have a cumulative grade point average of 3.0 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 Division Chair. Independent Study courses are assigned numbers of 299, 399 or 499, depending on the level of the course. *Prerequisite: 3.0 cumulative grade point average.*

Art – Arts Management (AM)

ASSOCIATE PROFESSORS: Kelly Kilcrease, Jason Little

AFFILIATED FACULTY: Richard Block (Graphic Communications), Katherine Coker-Cronin (Fine Arts), Lorettann Devlin-Gascard (Art History), Wendy Dwyer (Dance), Robert Lawson (Theatre Arts), Paul Scharfenberger (Music), Nancy Stone (Theatre Arts), Phyllis Zrzavy (Mass Communication)

A Bachelor of Science degree is offered in Arts Management.

The Division of Business Administration offers a major in Arts Management with concentrations in Art History, Dance, Fine Arts, Graphic Communications, Mass Communication, Music, and Theatre Arts.

In order to fulfill graduation requirements, students must maintain a minimum cumulative grade point average of 2.0, a minimum grade point average of 2.0 in an academic major, and complete 120 credits. In addition, in order to complete minor or certificate programs, students must maintain a minimum grade point average of 2.0 in those programs.

The Arts Management program of study combines a liberal arts core curriculum and an interdisciplinary blend of artistic and managerial courses. This framework will provide the student with the necessary theory and practice to begin a career as an artist, work in managerial settings of theatres, music organizations, art museums, dance groups and other arts organizations, or gain acceptance into a graduate program.

Major Requirements

In addition to the Individual and Community Curriculum (page 106) and required courses in a chosen Arts Management concentration, the following courses must be completed successfully with a grade point average of at least 2.0 to fulfill the major requirements. Divisional core requirements (page 55) do not apply to the Arts Management Major. Arts Management majors are required to take the general business and major comprehensive exams.

AC101	Principles of Accounting I
BA471	Senior Business Seminar
ET101	Principles of Economics I
MN201	Principles of Management
MK201	Principles of Marketing
AM201	Principles of Arts Management
BA213	Business Law I
AM301	Arts Management Seminar
FM224	Principles of Financial Management
AM390	Internship in Arts Management *or*
AM495	Senior Independent Project
Choose one of the following:	
MN371	Small Business Management *or*
MN314	Human Resource Management *or*
AN311	Museum Studies *or*
MK350	Electronic Commerce

Divisional Honors

An Honors candidate for any major in the Business Division must have a 3.0 cumulative grade point average and a 3.25 grade point average in all major courses with no grade lower than a C-. A High Honors candidate for any major in the Business Division must have a 3.0 cumulative grade point average and a 3.5 grade point average in all major courses with no grade lower than a C-. Candidates for Honors/High Honors must have completed an advanced internship or a Senior Independent Project that includes either a thesis, business plan, or a significant research project in their major area.

Required for Graduation

120 semester hours, including the 38-credit Individual and Community Integrated Curriculum. The normal course load is 15-16 credits per semester. Transfer students should refer to Residency Requirement section of catalogue.

Arts Management Concentration in Art History

Two 100-level courses are required for Art History concentration:

FA180 Foundations of Art
FA183 History of Art

Three 200-level courses are required for Art History concentration:

FA281 Oriental Art
FA283 Greek and Roman Art
FA286 19th & 20th Century Art

One 300-level course is required for Art History concentration:

FA380 History & Techniques of Art Criticism

Arts Management Concentration in Dance

TH132 Dance Movement II
TH205 Dance Technique & Composition I
TH215 Dance Technique & Composition II
TH141 Production Performance Dance I
TH142 Production Performance Dance II
TH344 Dance History

Two courses from the following for a minimum of eighteen total credits:

TH133 Dance Movement III
TH136 Theatre Dance and Jazz
TH137 Ballet I
TH143 Production Performance Dance III
TH144 Production Performance Dance IV
TH151 Costume Design & Construction
TH261 Lighting Design I
TH305 Dance Technique & Composition III
ID241 Production Performance Musical

Arts Management Concentration in Fine Arts (Minimum of 6 courses)

Three required courses:

FA101 Two-Dimensional Design
FA201 Drawing I
FA180 Foundations of Art *or*
FA183 History of Art

Two to four studio electives from the following:

FA102 Three-Dimensional Design
FA205 Oriental Brush Painting
FA211 Creative Photography I
FA221 Ceramics I
FA231 Painting I
FA241 Stained Glass I
FA251 Glassblowing I

One to three studio electives from the following:

FA302, 303, 304 Drawing II, III, IV
FA312, 313, 314 Creative Photography II, III, IV
FA322, 323, 324 Ceramics II, III, IV
FA332, 333, 334 Painting II, III, IV
FA342, 343, 344 Stained Glass II, III, IV
FA352, 353, 354 Glassblowing II, III, IV
FA261, 362 Sculpture I, II
GC261, 362 Color Photography Workshop I, II

Arts Management Concentration in Graphic Communications

A minimum of 7 courses is required for the concentration.

Two Fine Arts courses:

FA101 Two-Dimensional Design
and either:
FA102 Three-Dimensional Design *or*
FA201 Drawing I *or*
FA211 Creative Photography I

At least one Graphic Communications elective:

GC367 Commercial Photography
GC341 Illustration
GC227 Calligraphy
GC371 Computer Graphic Design I
GC472 Computer Graphic Design II

Four Graphic Communications courses:

GC201 Graphic Design I
GC302 Graphic Design II
GC321 Typography
GC251 Graphic Production

Arts Management Concentration in Mass Communication

I. Department Core

Mass Communication Concentration Core *(12 credits)*

MC100 Communication, Media & Society
MC200 Rhetoric and Society
MC301 Media Criticism
MC304 Media Law

II. Focus Area

Students concentrating in Mass Communication typically specialize in one of the following areas by completing course work in:

Journalism Focus Area *(9 credits)*:

MC211 Journalism I
MC212 Broadcast Journalism
MC311 Advanced Broadcast Journalism

Media Studies Focus Area *(9 credits)*:

MC242 Principles of Media Literacy
MC341 Media and Culture
MC342 Mass Communication Theory

Media Production Focus *(9 credits)*:

MC230 Introduction to Media Production
MC331 Single-Camera Production
MC332 Multi-Camera Production

Arts Management Concentration in Music

MU151 Theory of Music I
MU152 Theory of Music II
Three semesters of private instruction on the same instrument
Three semesters of ensemble
Three credits of music electives 200 level or higher

Choose one of the following sequences:

MU201, 202 History of Western Music I and II *or*
MU212, 213 Jazz History and Popular Musical Culture Since Bill Haley

Arts Management Concentration in Theatre

TH101 Introduction to the Theatre Arts
TH272 Theatre History Survey
TH211 Techniques of Acting I
TH111 Stagecraft I *or*
TH112 Stagecraft II

One course from the following group:

TH131 Dance Movement I
TH251 Scenography (Scenic Design) I
TH261 Lighting Design I
TH151 Costume Design & Construction

One Dramatic Literature course from the following:

EN310 Shakespeare Comedies & History
TH342 Modern European Drama
TH343 Modern American Drama

Two production courses from the following:

TH161 Production Performance I
TH162 Production Performance II
TH171 Production Design/Technical I
TH172 Production Design/Technical II
ID241 Musical Production I
ID242 Musical Production II

Recommended Courses for General Electives for Arts Management major

TH180 Public Speaking
CIT101 Introduction to Computers *or* other CIT Elective
MT260 Statistics
AD304 Advertising
AD 370 Advertising in America: A Cultural and Historical Perspective
AM 299, 399, 499 Independent Study in Arts Management
IB 211 International Business Cultures
_____ Courses from other Arts Management Concentrations

Recommended Curriculum Guide

Freshman Year

Fall Semester		*Spring Semester*	
IC101	Individual and Community	IC106	College Writing II
IC105	College Writing I	_____	Laboratory Science II
_____	Laboratory Science I	ET101	Principles of Economics I
AC101	Principles of Accounting I	MN201	Principles of Management
_____	Elective	_____	Elective

Sophomore Year

Fall Semester		*Spring Semester*	
IC205	Experiencing the Arts*	IC206	Music in Our World*
IC210	American Experience	IC260	Twentieth Century
IC212	Challenge of Business in Society**	_____	Mathematics Requirement
MK201	Principles of Marketing	_____	Elective
AM201	Principles of Arts Management	_____	Elective
_____	Elective	_____	Elective

* *One of these two courses may be taken in the fall or spring semester*
** *May be taken in the fall or the spring*

Junior Year

Fall Semester		*Spring Semester*	
IC305	Science of Society *	IC360	Reason & Romanticism**
IC310	Ancient & Medieval Worlds**	MN___	Elective *or* AN311 Museum Studies
FM224	Principles of Financial Management	AM301	Arts Management Seminar
BA213	Business Law I	_____	Elective
_____	Elective	_____	Elective

* *May be taken in the fall or spring semester*
** *One of these two courses must be taken*

Senior Year

Fall Semester		*Spring Semester*	
AM390	Internship in Arts Management**	_____	Senior Capstone
_____	Elective	_____	Elective
_____	Elective	_____	Elective
_____	Elective	_____	Elective
_____	Elective	_____	Elective

**or AM495 Senior Independent Project

Arts Management Curriculum

AM201 Principles of Arts Management **3 credits**
The study of non-profit and for-profit arts organizations including organizational structure, the board of trustees, marketing, fund-raising, human resources, planning and evaluation. The course also addresses major trends taking place in the field and career opportunities.
Fall

AM301 Arts Management Seminar **3 credits**

Examines problems and issues that face arts administrators of theatres, music organizations, art centers, dance groups and other arts organizations. Special attention will be given to grant writing, financial planning, marketing research, and a service-based problem. Students will apply the principles and business tools necessary to make sound decisions for arts organizations. *Prerequisites: junior class standing, business or related background courses, or permission of instructor.*

Spring, even years

AM390 Internship in Arts Management **3 credits**

The opportunity to gain experience in the administration of non-profit or for-profit arts organizations. The internship is taken after most of the major or concentration requirements have been met, and in no case before the second semester of the junior year. The internship will be arranged with the assistance of a business division faculty member and/or the Chair of the Division of Business Administration. An agreement is drawn up and approved by the student, the proposed employer, the major internship advisor and the Division Chair. Internships require a minimum of 165 hours of on-the-job work. Evaluation is made by the major internship advisor and the Division Chair in consultation with the employer. This internship must be completed before the commencement of the student's senior year, unless otherwise approved by the Division Chair. *Prerequisites: AC101, AM 201, BA213, ET101, MK 201, MN201, junior class standing, a CGPA of at least 2.0 and permission of Division Chair.*

AM395 Advanced Internship **4 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 an additional 1 credit. Students who elect the Advanced Internship must also meet Divisional Honors requirements.

AM495 Senior Independent Project **4 credits**

The student will develop a project arranged with the assistance of the major advisor and the approval of the Chair of the Division of Business Administration. Projects include a thesis, business plan, or other significant research project. *Prerequisites: declared major in the Business-Division, senior class standing and permission of Division Chair.*

AM299, 399, 499 Independent Study in Arts Management **2-3 credits each**

Offers an opportunity to explore an area of study not included in the catalogue 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 Division Chair. Normally, the student will be expected to have a cumulative grade point average of 3.0 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 Division Chair. Independent Study courses are assigned numbers 299, 399, or 499 depending on the level of the course.

BA280, 380, 480 Small Business Advisory Groups **1 credit each**

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 analysis, 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.

Art – Fine Arts (FA)

ASSOCIATE PROFESSOR: Lorettann Devlin-Gascard
ASSISTANT PROFESSOR: Jim Quinn
VISITING INSTRUCTOR: Susan Silverman
SENIOR LECTURERS: Katherine Coker-Cronin, Elsa Voelcker
LECTURERS: Eva Goodman, Jordana D. Korsen, Leandre Poisson

A Bachelor of Arts degree is offered in Fine Arts

A major is offered in Fine Arts. Minors are offered in Fine Arts and Art History.

In order to fulfill graduation requirements, students must maintain a minimum cumulative grade point average of 2.0, a minimum grade point average of 2.0 in an academic major, and complete 120 credits. In addition, in order to complete minor or certificate programs, students must maintain a minimum grade point average of 2.0 in those programs.

A student majoring in Fine Arts is offered historical, critical, and practical instruction. Courses in Art History consider the forms, traditions, developments, and historical context of particular works. Studio courses provide instruction in the skills required by various methods and mediums to create art.

A major and a minor are also offered in Graphic Communications (see Graphic Communications, page 95).

Required courses:

(In addition to the Individual and Community Curriculum, page 106)

FA101	Two-Dimensional Design	FA201	Drawing I
FA102	Three-Dimensional Design	FA302	Drawing II

Two 100-level courses are required:

FA180	Foundations of Art *(Fall only)*	FA183	History of Art *(Spring only)*

One 200-level period course is required:

FA281	Oriental Art *or*	FA283	Greek and Roman Art
FA286	19th and 20th Century Art *or*		*(Spring only)*

One 300-level Art History course is required:

FA380 History and Techniques of Art Criticism *(Fall only)*

Ten studio art courses from the following: (In addition to the studio courses listed above.) Three different disciplines must be taken from the 200 and the 300-level (six courses). An additional discipline must be taken for four semesters (the concentration-four courses). This means that a minimum ten studio courses at the 200 and 300 level or above are required to complete the Fine Arts major:

FA303, 304 Drawing III, IV
FA211, 312, 313, 314 Creative Photography I, II, III, IV
FA221, 322, 323, 324 Ceramics I, II, III, IV
FA231, 332, 333, 334 Painting I, II, III, IV
FA235 Printmaking I
FA241, 342, 343, 344 Stained Glass I, II, III, IV
FA251, 352, 353, 354 Glassblowing I, II, III, IV
FA261, 362 Sculpture I, II
GC261, 362 Color Photography Workshop I, II

FA450 Senior Capstone: Preparation of the Art Professional

Requirements for a minor in Art History

Art History minors are required to take six art history courses from the following three levels:

Two 100-level courses are required for an Art History minor:

FA180	Foundations of Art *(Fall only)*	FA183	History of Art *(Spring only)*

Three 200-level courses are required for Art History minors: *(offered in rotation - Spring only)*

FA281 Oriental Art
FA283 Greek and Roman Art
FA286 19th and 20th Century Art

One 300-level course is required for Art History minors:

FA380 History and Techniques of Art Criticism *(Fall only)*

Requirements for a minor in Fine Arts (Minimum of six courses)

Three required courses:

FA101 Two-Dimensional Design
FA201 Drawing I
FA180 Foundations of Art *or*
FA183 History of Art

Two to four studio electives from the following:

FA102 Three-Dimensional Design
FA205 Oriental Brush Painting
FA211 Creative Photography I
FA221 Ceramics I
FA231 Painting I
FA241 Stained Glass I
FA251 Glassblowing I
FA261 Sculpture I

One to three studio electives from the following:

FA302, 303, 304 Drawing II, III, IV
FA312, 313, 314 Creative Photography II, III, IV
FA322, 323, 324 Ceramics II, III, IV
FA332, 333, 334 Painting II, III, IV
FA342, 343, 344 Stained Glass II, III, IV
FA352, 353, 354 Glassblowing II, III, IV
FA362 Sculpture II
GC261, 362 Color Photography Workshop I, II

Certification Program in Art

Certification in Art is for the levels kindergarten through twelfth grade (K–12). To complete the program, a student must complete the following major in Art designed for certification candidates:

FA180 Foundations of Art
FA183 History of Art
FA2__ 200-level Art History course
FA380 History and Techniques of Art Criticism
FA101 Two-Dimensional Design
FA102 Three-Dimensional Design
FA201 Drawing I
FA302 Drawing II
FA211 Creative Photography I
FA221 Ceramics I
FA231 Painting I
FA261 Sculpture I
FA235 Printmaking I
_____ 300-level Studio Elective
_____ 300-level Studio Elective
_____ 300-level Studio Elective
_____ Level IV in drawing, painting, or ceramics

For more information on teacher certification in art, and education requirements, refer to Education (ED). See page 70 of catalogue.

Required for Graduation:

120 semester hours, including the 38-credit Individual and Community Integrated Curriculum. The normal course load is 15–16 credits per semester. Transfer students should refer to residency requirement section of catalogue.

Recommended Curriculum Guide

Freshman Year

Fall Semester

IC101 Individual and Community
IC105 College Writing I
_____ Laboratory Science I
FA101 Two-Dimensional Design
FA180 Foundations of Art

Spring Semester

IC106 College Writing II
_____ Laboratory Science II
FA102 Three-Dimensional Design
FA183 History of Art
FA201 Drawing I

Sophomore Year

Fall Semester

IC205 Experiencing the Arts*
IC210 American Experience

Spring Semester

IC206 Music in Our World*
IC260 Twentieth Century

IC212	Challenge of Business in Society**	_____	Mathematics Requirement
FA302	Drawing II	FA28_	Art Period Course
FA___	Art Elective	FA___	Art Elective
_____	Elective	_____	Elective

** One of these two courses may be taken in the fall or spring semester*

*** May be taken in the fall or the spring*

Junior Year

Fall Semester		*Spring Semester*	
IC305	Science of Society*	IC360	Reason & Romanticism**
IC310	Ancient & Medieval Worlds**	FA___	Art Elective
FA___	Art Elective	FA___	Art Elective
FA___	Art Elective	_____	Elective
_____	Elective	_____	Elective

** May be taken in the fall or spring semester* *** One of these two courses must be taken*

Senior Year

Fall Semester		*Spring Semester*	
FA450	Fine Arts Senior Capstone: Preparation of the Art Professional	FA___	Art Elective
FA380	History and Techniques of Art Criticism	FA___	Art Elective
FA____	Art Elective	_____	Elective
_____	Elective	_____	Elective
_____	Elective	_____	Elective

Fine Arts Curriculum

FA101 Two-Dimensional Design **3 credits**

An investigation of the fundamentals of design on a two-dimensional surface and within a rectilinear format. Emphasis will be given to the Elements of Art and Principles of Design and will include the study of line, qualities of value, texture, shape/form, space, and color. The concepts of balance, movement, unity/harmony, rhythm/repetition, variety/contrast, emphasis, and proportion will be studied and applied to the compositional arrangement of the elements of art. *Materials fee.*

FA102 Three-Dimensional Design **3 credits**

An investigation of the fundamentals of designing in three dimensions. Emphasis on clay modeling, figure studies and non-figurative exploration of form and space relationships. *Materials fee.*

FA180 Foundations of Art **3 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. *Materials fee.*
Fall

FA183 History of Art **3 credits**

Surveys architecture, sculpture, and painting from prehistoric times to the present. How did one style of art grow from another? Which cultures influenced one another? Which cultures have most strongly influenced our culture? *Materials fee.*
Spring

FA201 Drawing I **3 credits**

An introduction to the methods of rendering forms and spaces according to the principles of observational representation. Emphasis will be given to methods of investigating linear structure and tonal values in black and white media. Students will primarily employ tools and materials including graphite, charcoal, and specialized papers. Subjects will include one point and two point perspective, minimalized geometric still life environments, the traditional still life genre, and the human figure. *Materials fee. Prerequisite: FA101 or permission of instructor.*

FA204 Watercolor Painting **3 credits**
An introduction to painting with transparent watercolor. Emphasis is placed on rendering forms, objects, and figures in space, along with the methods of doing so. Subjects will include still life, landscape, human figure and some work from photographs. Study and analysis of past and present masters is included. *Materials fee.*

FA205 Oriental Brush Painting **3 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. *Materials fee.*

FA211–312 Creative Photography I and II **3 credits each**
Introduction to the techniques of black and white photography, including exposing and developing film, making contact prints and enlargements. Emphasis on technical proficiency and creative potential of the image. A survey of the history of photography is undertaken as well in Photography II. *Prerequisite: Manually adjustable 35mm camera. Materials fee.*

FA221–322 Ceramics I and II **3 credits each**
Introduction to wheel-throwing and hand-building techniques, glaze preparation, and the process of firing. Ceramics II includes advanced study of wheel-built and hand-built forms, glaze preparation, and kiln operation. *Materials fee.*

FA231 Painting I **3 credits**
An introduction to painting in oil paints on panels and stretched canvas. Emphasis will be given to basic color theory, the medium's individual characteristics as applied to the craft of painting, and methods and techniques concerning the rendering of forms and space according to the principles of observational representation. Work executed in class will consist of the still life genre. *Materials fee. Prerequisite: FA201 or permission of instructor.*

FA235 Printmaking I **3 credits**
An introduction to the methods and materials of printmaking techniques including relief, collograph, drypoint, and computer-generated images for the development of unique multiples. The course will include the use of scanned and electronically altered images as a means for creating intaglio prints. Some knowledge of Photoshop helpful. *Materials fee. Prerequisite: FA201 or permission of instructor.*

FA241–342 Stained Glass I and II **3 credits each**
The art and discipline of traditional and contemporary stained glass. This involves the making of drawings and cartoons, pattern cutting, the cutting of the various glasses to size, subsequent leading or foiling into panels or Tiffany-style lamps, and glazing. Elements of color and design are explored, and progresses from simple to more complex work. *Materials fee.*

FA251–352 Glassblowing I and II **3 credits each**
The art of free hand-blown glass. Traditional tools and techniques are used to transform molten glass into utilitarian and decorative objects. *Materials fee.*

FA261–362 Sculpture I and II **3 credits each**
Exploration in three-dimensional creative relationships of form and space, with emphasis on one medium: clay modeling, stone carving, wood carving or welded steel. *Materials fee. Prerequisite: FA102 or permission of instructor.*

FA281 Oriental Art **3 credits**
The art of India, Japan, China, and their peripheries. The objective of the course is threefold: to acquaint the Western student with a new artistic language; to examine historically the stylistic changes of Eastern art (Bronze, Sculpture, Calligraphy, Painting); and to interpret art as manifestations of cultural and historical ideas.
Spring in rotation.

FA283 Greek and Roman Art **3 credits**
The objects and architecture of ancient Greece and Rome from the Aegean and Etruscan cultures to very early Christian art, circa 300 A.D. Particular emphasis is placed on the ways in which artistic styles and vocabularies of these ancient cultures evolved independently in relation to one another.
Spring in rotation

FA286 Nineteenth and Twentieth Century Art **3 credits**
During the first half of the nineteenth century, visual expression was strained between the precision and logic of neoclassicism and the passion and brooding of romanticism. This controversy between styles marked the beginnings of radical changes in the forms and functions of art. Artistic styles emerged prolifically and in rapid succession. This course is designed to examine these issues.
Spring in rotation

FA302 Drawing II **3 credits**
A sequential continuation from Drawing I, FA201, to further explore the rendering of forms and space within the still life genre with the introduction to methods of rendering the human figure employing the elements of line and value. Emphasis will be given to the understanding and mastering of foreshortening as it applies to the still life and the human figure. Work will be executed in a variety of black and white and colored media including pencil, charcoal, colored pencil, and pastel. Subjects will include still life, clothed model, and nude model environments. *Materials fee. Prerequisite: FA201*

FA303–304 Drawing III and IV **3 credits each**
Further developmental and sequential applications of mastering the methods and materials studied in Drawing I and II. Emphasis will be given to composition development through the study of art history and embedded lectures concerning anatomy and biomechanics. Work executed in class will be of human models, clothed and nude. *Materials fee. Prerequisite: FA302.*

FA313–314 Creative Photography III and IV **3 credits each**
An extension of Creative Photography I and II with emphasis placed on the meaning and quality of images. *Materials fee. Prerequisite: permission of instructor.*

FA323–324 Ceramics III and IV **3 credits each**
Advanced study of wheel-throwing and hand-built forms, clay formation, glaze calculation and testing, and kiln design. *Materials fee. Prerequisite: permission of instructor.*

FA332 Painting II **3 credits**
Sequential continuation of the study of basic painting, using oils and/or acrylics. Emphasis will be given to the genre of portraiture and the human figure. Subjects will include self-portrait, portrait models, and clothed and nude models. *Materials fee. Prerequisite: FA231.*

FA333–334 Painting III and IV **3 credits each**
Further continuation of the study of easel painting with emphasis given to the human figure and to the development of one's personal vision. Students will be encouraged to begin to explore their individual areas of interest and will be guided to allow them to successfully visually communicate personal concepts, belief-systems, and expression. *Materials fee. Prerequisite: permission of instructor.*

FA343–344 Stained Glass III and IV **3 credits each**
Continuation of Stained Glass II with increased emphasis on technique and imagery. May include glass painting, staining, and etching. *Materials fee. Prerequisite: permission of instructor.*

FA353–354 Glassblowing III and IV **3 credits each**
Continuation of Glassblowing II with more emphasis on sophistication of design and technique. *Materials fee. Prerequisite: permission of instructor.*

FA380 History and Techniques of Art Criticism **3 credits**
Traces the history of art criticism from antiquity to the present, and investigates methods of criticism used to interpret and evaluate works of art.
Fall

FA450 Fine Arts Senior Capstone: Preparation of the Art Professional **3 credits**
This course will allow seniors to complete the major in a formal manner as well as to prepare for careers beyond the undergraduate level. Taken in the fall semester of senior year, it will provide the skills needed to successfully prepare for an exhibition of work that will take place at the end of the senior year. The preparation will take the form of self-assessment and critique of work, and documentation. Documentation will include presentation of work for a gallery setting, preparing artist's statements and resumes, web presence and digitally documenting a portfolio of work. Required for all Fine Arts and Art Education majors. *Prerequisite: senior Fine Arts major.*

FA299, 399, 499 Independent Study in Art **2–6 credits each**
Offers an opportunity to explore an area of study not included in the catalogue 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 Division Chair. Normally, the student will be expected to have a cumulative grade point average of 3.0 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 Division Chair. Independent Study courses are assigned numbers of 299, 399 or 499, depending on the level of the course.

Biology (BI)

PROFESSORS: Harry G. Davis, Paul M. Kotila, Linda A. Malmgren
ASSOCIATE PROFESSOR: Rhine Singleton
ASSISTANT PROFESSORS: Susan E. Arruda, Jacques Veilleux

A Bachelor of Arts and a Bachelor of Science degree are offered in Biology.

A major is offered in Biology. Minors are offered in Biology and in General Science.

In order to fulfill graduation requirements, students must maintain a minimum cumulative grade point average of 2.0, a minimum grade point average of 2.0 in an academic major, and complete 120 credits. In addition, in order to complete minor or certificate programs, students must maintain a minimum grade point average of 2.0 in those programs.

The Department of Biology offers a program of studies 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's 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.

Departmental Honors in Biology are awarded to students achieving a 3.25 grade point average in Biology courses and a 3.00 grade point average in related science and mathematics courses. High Honors requires a 3.50 grade point average in Biology courses and a 3.25 grade point average in related science and mathematics courses.

Students who intend to teach Biology in high school should refer to page 70 for information on the secondary teacher certification program.

Students interested in pre-health programs (Medicine, Dentistry, Physical Therapy, Veterinary Medicine): please refer to page 20 for a list of courses necessary for adequate preparation for professional school.

Major Requirements

In addition to the Individual and Community Curriculum (page 106), a minimum of 48 credits (Bachelor of Arts) or 56 credits (Bachelor of Science) in the major must be completed successfully, with a gradepoint average of at least 2.00.

First Semester Freshman Science Scholarship Policy

The curriculum for College at Rindge students interested in pursuing degrees in Biology and Anthropology requires a combination of courses that may result in 17 or 18 credits during the first semester of the freshman year. The College awards scholarships to cover the cost of the 17th or 18th credit required by these curricula for the first semester of the freshman year. These scholarships are awarded automatically to students enrolled in the combination of required courses described in the University catalogue and are not transferable to other semesters or courses.

All Biology majors take the following major requirements (28-29 credits)

BI101-102	Biology I & II (counts toward core)	8 credits
BI211	Genetics	4 credits
BI218	Ecology	4 credits
BI212	Cellular Biology *or*	4 credits
BI325	Microbiology	4 credits
CH101	Chemistry I	4 credits
CH102	Chemistry II	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)		
BI480	Biology Seminar	2 credits
BI481	Senior Thesis *or*	
BI460	Internship in Biology *(option for BA only)**	3 credits

For the B.S., students must take the following additional 16 credits:

CH211-212	Organic Chemistry I & II	8 credits
PH101-102	Physics I & II	8 credits

*Students wishing to complete the Secondary Teacher Certification should consult with a faculty advisor in the Education Department. These students may substitute ED487 Teaching Seminar (1 credit), and ED492 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 below. 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 wishing to focus on a particular area within Biology, we recommend choosing electives from the Ecology and Evolution, Health Sciences, or Physical Therapy categories. For students interested in the field of Biotechnology, we recommend a minor in Chemistry.

BIOLOGY ADVISING GUIDE

Course	Biology Electives B.A. or B.S.	Ecology & Evolution B.A. or B.S.	Health Sciences B.A. or B.S.	Physical Therapy† B.A.
BI212 Cellular Biology	x*	x*	x*	x*
BI217 Tropical Forest Ecology	x	x		
BI221 Entomology	x	x		
BI223 Local Flora	x	x		
BI231 Animal Behavior	x	x		
BI235 Human Health & Nutrition	x		x	x
BI250 Introduction to Plant Biology	x	x		
BI260 Human Anat. & Physiology I	x		x	x
BI261 Human Anat. & Physiology II	x		x	x
BI312 Vertebrate Zoology	x	x		
BI320 Wetland Ecology	x	x		

BI325 Microbiology	x*	x*	x*	x*
BI326 Parasitology	x	x	x	x
BI342 Wildlife Conservation	x	x		
BI351 Endocrinology	x		x	x
BI355 Ecophysiology	x	x	x	
BI365 Limnology	x	x		
BI375 Mammalogy	x	x		
BI430 Forest Ecology	x	x		

*Students must take *either* Cellular Biology or Microbiology; the course not taken as a Major Requirement is available as a Biology Elective

† For admission to the Doctoral program in Physical Therapy, students must include BI260 and BI261 in their choice of electives. For full set of requirements see description below.

Requirements for Admission into the graduate Doctor of Physical Therapy Program (DPT)

We recommend the B.A. in Biology or Psychology for students planning to enter graduate school in Physical Therapy. Students who earn a degree in Psychology (or any field other than Biology) must also meet all of our prerequisite science requirements (see the College of Graduate and Professional Studies section of the catalogue). To fulfill their math requirements, these students should take MT152 or MT221 and MT260. In addition, these students must take PH101 and PH102, Physics I and II, two semesters of Psychology (at least one psychology course must be at the 200 level or above), BI260 and BI261 Human Anatomy and Physiology I and II, and maintain a GPA of 3.00 or higher in the science and mathematics courses.

Minor in Biology

Requirements:

BI101-102 Biology I & II	8 credits
Two elective courses in Biology at the 200 level or above (excluding Biophotography, BI233)	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

Required for Graduation:

120 semester hours, including the 38-credit Individual and Community Integrated Curriculum. The normal course load is 15–16 credits per semester. Transfer students should refer to residency requirement section of catalogue.

Recommended Curriculum Guide – Bachelor of Arts

Freshman Year

Fall Semester		*Spring Semester*	
IC101	Individual and Community	IC106	College Writing II
IC105	College Writing I	BI102	Biology II
BI101	Biology I	CH102	General Chemistry II
CH101	General Chemistry I	MT___	Mathematics Requirement
MT___	Mathematics Requirement		

Sophomore Year

Fall Semester		*Spring Semester*	
IC205	Experiencing the Arts*	IC206	Music in Our World*
IC210	American Experience	IC260	Twentieth Century
IC212	Challenge of Business in Society**	BI211	Genetics
BI218	Ecology	BI___	Biology Elective
BI___	Biology Elective	BI___	Biology Elective

** One of these two courses may be taken in the fall or spring semester*

*** May be taken in the fall or spring semester*

Junior Year

Fall Semester		*Spring Semester*	
IC305	Science of Society *	IC360	Reason & Romanticism**
IC310	Ancient & Medieval Worlds**	BI212	Cellular Biology *or*
BI___	Biology Elective	BI325	Microbiology
_____	Elective	BI480	Biology Seminar
_____	Elective	_____	Elective

* *May be taken in the fall or spring semester* ** *One of these two courses must be taken*

Senior Year

Fall Semester		*Spring Semester*	
BI___	Biology Elective	BI481	Senior Thesis *or*
_____	Senior Capstone	BI460-462	Internship in Biology
_____	Elective	BI___	Biology Elective
_____	Elective	_____	Elective
_____	Elective	_____	Elective
		_____	Elective

Recommended Curriculum Guide - Bachelor of Science

Freshman Year

Fall Semester		*Spring Semester*	
IC101	Individual and Community	IC106	College Writing II
IC105	College Writing I	BI102	Biology II
BI101	Biology I	CH102	General Chemistry II
CH101	General Chemistry I	MT152	Algebra and Trigonometry II *or*
MT151	Algebra & Trigonometry I *or*	MT222	Calculus II
MT221	Calculus I	_____	Elective

Sophomore Year

Fall Semester		*Spring Semester*	
IC205	Experiencing the Arts*	IC206	Music in Our World*
IC210	American Experience	IC260	Twentieth Century
IC212	Challenge of Business in Society**	CH212	Organic Chemistry II
CH211	Organic Chemistry I	BI211	Genetics
BI218	Ecology	BI___	Biology Elective

* *One of these two courses may be taken in the fall or spring semester*

** *May be taken in the fall or the spring*

Junior Year

Fall Semester		*Spring Semester*	
IC305	Science of Society*	IC360	Reason & Romanticism**
IC310	Ancient & Medieval Worlds**	BI325	Microbiology
BI___	Biology Elective	BI212	Cellular Biology *or*
PH101	Physics I	BI480	Biology Seminar
_____	Elective	PH102	Physics II

* *May be taken in the fall or spring semester*

** *One of these courses must be taken*

Senior Year

Fall Semester		*Spring Semester*	
BI___	Biology Elective	BI481	Senior Thesis
_____	Senior Capstone	BI___	Biology Elective
_____	Elective	_____	Elective
_____	Elective	_____	Elective
_____	Elective	_____	Elective

Biology Curriculum

BI101 and 102 Biology I and II (laboratory) **4 credits each**
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 II studies the evolutionary process, the diversity of living things, ecological relationships, and the impact of the human species on the biosphere.
Fall, Spring

BI211 Genetics (laboratory) **4 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*
Spring

BI212 Cellular Biology (laboratory) **4 credits**
Cell chemistry, structure, replication, and physiology. Bacterial, plant, and animal cells are considered with the objective of developing a conceptual model of the cell adequate to explain its operation. *Prerequisite: BI211.*
Spring, alternate years

BI/ES217 Tropical Forest Ecology **4 credits**
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. 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. *Prerequisite: BI102.*
Fall-January, alternate years

BI/ES218 Ecology (laboratory) **4 credits**
The interactions of individual organisms, populations, and communities with their environments. Lectures and laboratories emphasize principles and techniques of ecological investigations. *Prerequisite: BI102 or IC111.*
Fall

BI221 Entomology (laboratory) **4 credits**
Field course which covers insect morphology, physiology, and behavior. Frequent field collecting trips to different habitats will aid students in preparing a properly identified and curated insect collection. *Prerequisite: BI102.*
Summer

BI223 Local Flora **3 credits**
Identification of local flowering plants. The use of keys and herbarium specimens in identification and knowledge of characteristics of a number of common plant families. Each student is required to collect a personal herbarium. *Prerequisite: BI102.*
Summer

BI231 Animal Behavior (laboratory) **4 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

BI233 Biophotography (laboratory) **4 credits**
The techniques involved in photographing biological specimens of all types. Students learn about the physical properties of light, the principles of photomicrography and macrophotography, nature photography, medical portrait photography, and slide production techniques.
Spring, alternate years

BI235 Human Health and Nutrition **3 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.
Spring, alternate years

BI250 Introduction to Plant Biology (laboratory) **4 credits**
The evolutionary history of the plant kingdom. Cytology, anatomy, physiology, and reproduction of land plants.
Spring, alternate years

BI/AN260-261 Human Anatomy and Physiology I & II (laboratory) **4 credits each**
The structural and functional coordination of human cells, tissues, organs, and organ systems in the context of the overall life of humans. BI260 begins at the molecular level and progresses through cells, tissues, integumentary, skeletal, and muscular systems. BI 261 begins with the nervous system and progresses through the remaining organ systems of the human body. It is recommended that the two courses be taken in sequence with BI260 coming first. *Prerequisite: BI102 or permission of the instructor.*
Fall and spring, alternate years

BI/AN312 Vertebrate Zoology (laboratory) **4 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.*
Spring, alternate years

BI/ES320 Wetland Ecology and Protection (laboratory) **4 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 BI218*
Fall, even years

BI325 Microbiology (laboratory) **4 credits**
Morphology, physiology, genetics and cultural characteristics of microorganisms with emphasis on their impact on humans in disease, food production and pollution. *Prerequisite: BI102.*
Spring, alternate years

BI326 Parasitology (laboratory) **4 credits**
Host-parasite relationships. The medically important protozoan and metazoan parasites of humans and domestic animals. *Prerequisite: BI102; CH102 recommended.*
Fall, alternate years

BI/ES342 Wildlife Conservation and Management **3 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: BI102 and ES101, or BI218.*
Spring, alternate years

BI351 Endocrinology (laboratory) **4 credits**
Structure and physiology of endocrine glands and associated hormones. Basic physiological and specific endocrinological laboratory techniques will be practiced. *Prerequisites: BI211, CH211.*
Spring, alternate years

BI355 Ecophysiology (laboratory) **4 credits**
Introduces students to some of the different evolutionary adaptations that allow animals and plants to function in their natural environments. It will examine physiological diversity across taxonomic groups, as well as a range of environments. *Prerequisite: BI102.*
Fall, alternate years

BI365 Limnology (laboratory) **4 credits**
Examines the physical, chemical and biological characteristics of inland lakes and streams. The laboratory emphasizes field and bench techniques for measuring qualitative and quantitative characteristics of these systems. *Prerequisite: BI102; CH102 recommended.*
Fall, alternate years

BI375 Mammalogy (laboratory) **4 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*
Fall, alternate years

BI/AN420 Evolution Seminar **1 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 Anthropology or permission of instructor.*

BI/ES430 Forest Ecology (laboratory) **4 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.*

BI460-462 Internship in Biology **2-6 credits each**
An on-site field experience with a public or private agency or institution such as a biological 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 Division Chair. Evaluation is made by the internship advisor, in consultation with the supervisor. *Prerequisites: Biology major, junior or senior standing, and permission of the instructor.*

BI480 Seminar in Biology **2 credits**
Reading and discussions of selected topics. Consideration of the goals and methods of biological research. Required of all Biology majors. *Prerequisite: junior standing.*
Spring

BI481 Senior Thesis **3 credits**
A student is required to define a problem or objective in consultation with a departmental advisor, conduct the necessary research, and then write a thesis or execute a project of corresponding value. Required of all B.S. Biology majors. *Prerequisites: senior standing, permission of instructor and BI480.*

BI299, 399, 499 Independent Study in Biology **2-6 credits each**
Offers an opportunity to explore an area of study not included in the catalogue 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 Division Chair. 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 Division Chair. Independent Study courses are assigned numbers of 299, 399 or 499, depending on the level of the course.

Business Program

PROFESSORS: Bonnie C. Black, Benjamin G. Gardiner, Frederick J. Walsh
ASSOCIATE PROFESSORS: Kelly Kilcrease, Jason Little, Bryan O'Neil
ASSISTANT PROFESSORS: Mack Bean, Jeanne Gerard, Minghua Li
SENIOR LECTURER: William Costa

Majors in the Business Program are offered in Accounting-Finance, Arts Management, Management, Marketing, and Sports and Recreation Management.

In order to fulfill graduation requirements, students must maintain a minimum cumulative grade point average of 2.0, a minimum grade point average of 2.0 in an academic major, and complete 120 credits. In addition, in order to complete minor or certificate programs, students must maintain a minimum grade point average of 2.0 in those programs.

Students wishing to major in other specific areas such as Entrepreneurship/Small Business may follow the procedures outlined under Student-Designed Majors (page 162), and design an appropriate program tailored to their goals through electives, independent studies and internships.

Minors in Accounting, Applied Economics, Finance, Marketing, and Management are offered for students who are majoring in areas of study within the Business Program.

Minors in Advertising, Business Administration, Applied Economics and Sports and Recreation Management are available to any student.

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

To complete degree requirements for the Bachelor of Science degree, the student must successfully complete the Individual and Community Curriculum, the core course requirements of the Division of Business Administration, and the course requirements of the major. Course requirements of the major must be completed with a minimum grade point average of 2.0. Comprehensive examinations in the Business Administration core and in the chosen major must be passed. A student will be allowed to take Business Administration core and major comprehensive examinations no more than twice in any academic year. A student may not major in more than one area within the Division of Business Administration. Students wishing to graduate with a Bachelor of Science degree must complete two semesters of a foreign language, at least one of those semesters at the intermediate or higher level, in addition to all other requirements for the Bachelor of Science degree.

Students majoring in the Division of Business Administration may pursue a minor in an additional area within the Division. The requirements for minors are three additional courses which are applicable to the area of minor study and are approved by the appropriate department and the Division Chair. A minimum of three of these courses cannot be double-counted.

Requirements and course descriptions may be found on the following pages:

Accounting-Finance – page 23, Advertising – page 27, Applied Economics – page 69, International Business – page 112, Management – page 112, Marketing – page 116 and Sports and Recreation Management – page 157.

Division Core Requirements

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

AC101	Principles of Accounting I	BA258	Legal and Social Environment of Business
MN201	Principles of Management	IB364	The Global Economy
MK201	Principles of Marketing	MT260	Statistics
ET101	Principles of Economics I	BA471	Senior Business Seminar
FM224	Principles of Financial Management		

Each student must also complete an internship or Senior Independent Project that includes either a thesis, business plan, or other significant research project.

Divisional Honors

An Honors candidate for any major in the Business Division must have a 3.0 cumulative grade point average and a 3.25 grade point average in all major courses with no grade lower than a C-. A High Honors candidate for any major in the Business Division must have a 3.0 cumulative grade point average and a 3.5 grade point average in all major courses with no grade lower than a C-. Candidates for Honors/High Honors must have completed an advanced internship or a Senior Independent Project that includes either a thesis, business plan, or a significant research project in their major area.

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.

Business Administration (BA)

A minor is offered in Business Administration

In order to fulfill graduation requirements, students must maintain a minimum cumulative grade point average of 2.0, a minimum grade point average of 2.0 in an academic major, and complete 120 credits. In addition, in order to complete minor or certificate programs, students must maintain a minimum grade point average of 2.0 in those programs.

Minor Requirements

The minor in Business Administration requires successful completion of the following courses:

MN201	Principles of Management	FM224	Principles of Financial Management
AC101	Principles of Accounting I	MK201	Principles of Marketing
ET101	Principles of Economics I	BA258	Legal & Social Environment of Business
IB364	The Global Economy		

Business Administration Curriculum

BA210 Business Executive Conferences **2 credits**

A series of discussions and seminars with business executives in several industries in the New York Metropolitan area. Students travel to various places of business and are exposed to a variety of experts with differing points of view. Oriented toward large corporate cultures. *Prerequisite: permission of course coordinator; junior class standing suggested.*

BA213 Business Law I **3 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. *Prerequisites: AC101 and MN 201, or permission of instructor.*

BA214 Business Law II **3 credits**

The law of commercial paper, partnerships, corporations, real property, personal property, and bailments. *Prerequisite: BA213.*

BA229 Report Writing for Business **2 credits**

Research methods, data presentation, and idea organizing in formal and informal reports prepared in an organizational context. *Prerequisites: IC106, MN 201.*

BA245 International Business Law and Its Environment **3 credits**

Emphasizes the law as it affects international business transactions whether in the area of trade, licensing, or investment. Particular emphasis focuses on comparison of laws of different countries. The cultural, political, and economic forces which impact management decision-making for the business person are examined. *Prerequisite: BA213.*

BA258 Legal and Social Environment of Business **3 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.

BA265 Law and the Environment **3 credits**
Provides an overview of administrative law, and federal and state environmental statutes and regulatory policy affecting the environment. Emphasis will be on constitutional issues as well as on specific substantive laws arising out of the basic concepts of the common law, contract law and property law. Criminal law and the environment, and international environmental law will also be covered. *Prerequisites: ES101, BI101, and BI102 or by permission of the instructor.*

BA/CIT301 Cyber Ethics and Law **3 credits**
Information technology has become an essential part of the economy of any nation. This course is 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 online contracting and taxation, social issues such as privacy, defamation, and computer crime, international issues in cyberspace, and constitutional issues. *Prerequisite: junior class standing.*

BA390 Internship in Business Administration **2–3 credits**
The opportunity to gain experience in the administration of profit or non-profit organizations. The internship is taken after most of the major or minor requirements have been met, and in no case before the junior year. The internship may be arranged with the assistance of the major internship advisor and/or the Chair of the Division of Business Administration. An agreement is drawn up and approved by the student, the proposed employer, the major internship advisor and Division Chair. Internships require a minimum of 55 hours of on-the-job work for each hour of credit. Evaluation is made by the internship advisor and the Division Chair in consultation with the employer. *Prerequisites: AC102, ET102, MN201, MK201, junior class standing, a CGPA of at least 2.0 and permission of Division Chair.*

BA391 Internship in Business Administration **2–3 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 BA390. The granting of more than 3 credits for one internship will be a rare occurrence. This internship must be completed before the commencement of the student's senior year, unless otherwise approved by the Division Chair. *Prerequisite: BA390.*

BA410 World Business and Finance **3 or 4 credits**
Allows the student to learn from a variety of business and government decision-makers overseas. The course allows the student to personally experience a variety of environments (economic, cultural, legal, and political) and international institutions such as the Organization for Economic Cooperation and Development. *Prerequisite: permission of course coordinator.*

BA420 World Business and Finance **3 or 4 credits**
Same as BA410. Allows the student to repeat the experience of BA410 in a different world area.

BA471 Senior Business Seminar **3 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. *Prerequisites: IB364, second-semester senior standing.*

BA280, 380, 480 Small Business Advisory Groups **1 credit each**
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 analysis, 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.

Chemistry (CH)

PROFESSORS: Frank Hubacz, Jr., Linda Malmgren

A minor is offered in Chemistry.

In order to fulfill graduation requirements, students must maintain a minimum cumulative grade point average of 2.0, a minimum grade point average of 2.0 in an academic major, and complete 120 credits. In addition, in order to complete minor or certificate programs, students must maintain a minimum grade point average of 2.0 in those programs.

Minor Requirements

The Chemistry minor is made up of five required courses plus one elective in Chemistry:

CH101–102	General Chemistry I and II	CH312	Quantitative Analysis
CH211–212	Organic Chemistry I and II	CH___	Elective

Chemistry Curriculum

CH101–102 General Chemistry I and II (laboratory) **4 credits each**
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 Algebra II.*

CH211–212 Organic Chemistry I and II (laboratory) **4 credits each**
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.*

CH/ES221 Environmental Chemistry (laboratory) **4 credits**
A survey of environmental problems. Topics include air, ground, and water pollution, waste water treatment, and solid waste management. *Prerequisite: CH102.*
Spring of alternate years

CH312 Quantitative Analysis (laboratory) **4 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 (laboratory) **4 credits**
A basic course in biochemistry concerned with the structure, synthesis and metabolism of carbohydrates, proteins, and lipids. *Prerequisites: BI212, CH211.*
Alternate years

CH299, 399, 499 Independent Study in Chemistry **2–3 credits each**
Offers an opportunity to explore an area of study not included in the catalogue 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 Division Chair. 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 Division Chair. Independent Study courses are assigned numbers of 299, 399 or 499, depending on the level of the course.

CH460-462 Internship in Chemistry **2-6 credits each**

An on-site field experience with a public or private agency or institution such as an analytical laboratory, hospital, or environmental firm. 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 Division Chair. Evaluation is made by the internship advisor in consultation with the employer. *Prerequisites: Chemistry minor, junior or senior standing, permission of instructor.*

Computer Information Technology (CIT)

PROFESSOR: Sudarshan Erramilli
ASSISTANT PROFESSORS: Gary A. Heald, Sunil Samanta

Bachelor of Science (B.S.) and Bachelor of Arts (B.A.) degrees are offered in Computer Information Technology (CIT).

A major and a minor in CIT and a minor in Computer Applications (CA) are offered.

In order to fulfill graduation requirements, students must maintain a minimum cumulative grade point average of 2.0, a minimum grade point average of 2.0 in an academic major, and complete 120 credits. In addition, in order to complete minor or certificate programs, students must maintain a minimum grade point average of 2.0 in those programs.

Information technology represents the continuing convergence of technology in the communications and computing fields. The growth of the World Wide Web and the use of the internet and intranets in business has resulted in the need for technically competent professionals. The B.S. degree prepares the student to seek meaningful employment in the areas of programming, web design and maintenance, systems analysis, database and networking technologies, while the B.A. degree prepares the student to seek jobs that require the application of critical information technology skills in a chosen area of interest.

Both the B.S. and B.A. programs have a common foundation of ten CIT courses. While the B.S. requires an additional eight CIT courses, the B.A. provides a choice of four Areas of Concentration (AoC): Business, Multimedia Applications, Criminal Justice, and Environmental Science/Geographic Information Systems. It is recommended that the student declare the major during the freshman year and seek advising from the CIT faculty.

Honors

Departmental Honors are awarded to students achieving a 3.25 grade point average in major courses. High Honors are awarded for a 3.50 grade point average in major courses.

Major Requirements

In addition to the Individual and Community Curriculum, (page 106) a total of 54 credits in the major must be completed successfully with a GPA of 2.00 to fulfill the major requirements.

Foundation CIT courses (30 credits): Common to both the B.S. and B.A. degrees

CIT102	Intro. to Information Technology	CIT344	Database Management
CIT211	Introduction to Programming	CIT354	Data Communications
CIT220	Programming for Windows	CIT380	Computer Networking
CIT310	Concepts of Computer Hardware	CIT423	Systems Analysis and Design
CIT343	Principles of Database Design	CIT474	IT Project Management

Required Math Course

IC201: Foundations of Mathematics (to be completed as part of the I&C requirement)

In addition, for the B.S.: Required CIT courses

MT211 Discrete Math
CIT244 Object Oriented Programming I
CIT245 Object Oriented Programming II
CIT360 Overview of Operating Systems

Electives (4)

CIT232 Web Design and Development
CIT234 Web Programming
CIT301 Cyber Ethics and Law
CIT325 Advanced VBA & VBS Programming
CIT334 Advanced Web Programming
CIT362 Advanced Object Oriented Programming
CIT391 Internet Technologies
CIT444 Advanced Database with Oracle
CIT450 Advanced Server Techniques
CIT480 Advanced Computer Networking
MN360 Communication Skills for Managers

In addition, for the B.A., *choose one AoC*:

Business AoC:

AC101 Principles of Accounting I
BA258 Legal & Social Environment of Business
ET101 Principles of Economics I
FM224 Principles of Financial Management
MK201 Principles of Marketing
MN201 Principles of Management
MN360 Communication Skills for Managers

Choose one of the following:

MK304 Advertising
MK350 e-Commerce
MN314 Human Resource Management

Criminal Justice AoC:

CJ101 Introduction to Criminal Justice
CJ201 Police Work
CJ301 Criminal Investigation & Evidence
CJ302 Courts and Criminal Procedure
SO101 Introduction to Sociology
SO210 Deviance and Social Control
SO410 Criminology

Choose one of the following:

SO218 Quantitative Research
SO219 Qualitative Research
PS261 Research Methods in Psychology

Multimedia Applications AoC:

GC201 Graphic Design I
GC302 Graphic Design II
GC371 Computer Graphic Design I
MC230 Introduction to Media Production
MC376 Animation Fundamentals
MC331 Single-Camera Production *or*
MC374 Audio Production

Choose one of the following:

GC251 Graphic Production
GC321 Typography
GC472 Computer Graphic Design II
MC100 Communication, Media and Society

Environmental Science/Geographic Information Systems AoC:

Note: It is recommended that BI101-102 be taken as the required I&C laboratory requirement courses.

ES101 Environmental Science
BI218 Ecology (Laboratory)
ES222 Introduction to Geographic Information Systems
ES230 Intermediate Geographic Information Systems
ES310 Environmental Impact Assessment

Choose two of the following::

ES320 Wetland Ecology and Protection
ES340 Sustainable Communities
BI/ES342 Wildlife Conservation and Management
BA265 Law and the Environment

Minor Requirements

A total of 21 credits are required for a minor.

Minor in CIT:

CIT102 Introduction to IT
CIT220 Programming for Windows
CIT310 Concepts of Computer Hardware
CIT360 Overview of Operating Systems
CIT343 Principles of Database Design
CIT354 Data Communications

Choose one of the following:

CIT301 Cyber Ethics & Law
CIT344 Database Management
CIT380 Computer Networking

Minor in Computer Applications:
CIT102 Introduction to IT
CIT130 Database Applications
CIT140 Electronic Spreadsheets
CIT220 Programming for Windows *or*
CIT232 Web Design and Development
ES222 Introduction to GIS *or*
GC201 Graphic Design I
Choose two of the following:
CIT301 Cyber Ethics & Law
CIT343 Principles of Database Design
CIT354 Data Communications

Recommended Curriculum Guide: B.S. in CIT

Freshman Year

Fall Semester
IC101 Individual and Community
_____ Laboratory Science I
IC105 College Writing I
CIT102 Introduction to IT *or*
CIT101 Microcomputer Applications
_____ Elective *or*
_____ IC201 Foundations of Math

Spring Semester
_____ Laboratory Science II
IC106 College Writing II
CIT101 Microcomputer Applications *or*
CIT102 Introduction to IT
CIT211 Introduction to Programming
IC201 Foundations of Math *or*
_____ Elective

Sophomore Year

Fall Semester
IC205 Experiencing the Arts*
IC210 American Experience
IC212 Challenge of Business in Society**
CIT220 Programming for Windows *or*
MT211 Discrete Math
CIT244 Object Oriented Prog I
_____ Elective

Spring Semester
IC206 Music in Our World*
IC260 Twentieth Century
MT211 Discrete Math *or*
CIT220 Programming for Windows
CIT245 Object Oriented Prog II
_____ Elective

* *One of these two courses may be taken in the fall or spring semester*
** *May be taken in the fall or the spring*

Junior Year

Fall Semester
IC305 Science of Society *
IC310 Ancient and Medieval Worlds **
CIT310 Concepts of Hardware
CIT343 Principles of Database Design
CIT354 Data Communications
* *May be taken in the fall or spring semester*

Spring Semester
IC360 Reason and Romanticism **
CIT360 Overview of Operating Systems
CIT344 Database Management
CIT380 Computer Networking
_____ Elective
** *One of these two courses must be taken*

Senior Year

Fall Semester
CIT423 Systems Analysis and Design
_____ CIT Elective
_____ CIT Elective
_____ Elective
_____ Senior Capstone

Spring Semester
CIT474 IT Project Management
_____ CIT Elective
_____ CIT Elective
_____ Elective
_____ Elective

Recommended Curriculum Guide: B.A. in CIT

Freshman Year

Fall Semester
IC101 Individual and Community
_____ Laboratory Science I
IC105 College Writing I
CIT102 Introduction to IT *or*
CIT101 Microcomputer Applications
_____ Elective *or*
IC201 Foundations of Math

Spring Semester
_____ Laboratory Science II
IC106 College Writing II
CIT101 Microcomputer Applications *or*
CIT102 Introduction to IT
CIT211 Introduction to Programming
IC201 Foundations of Math *or*
_____ Elective

Sophomore Year

Fall Semester		*Spring Semester*	
IC205	Experiencing the Arts*	IC206	Music in Our World*
IC210	American Experience	IC260	Twentieth Century
IC212	Challenge of Business in Society**	CIT220	Programming for Windows *or*
CIT220	Programming for Windows or	_____	Elective
_____	Elective	_____	AoC 3
_____	AoC 1	_____	AoC 4
_____	AoC 2		

* *One of these two courses may be taken in the fall or spring semester*
** *May be taken in the fall or the spring*

Junior Year

Fall Semester		*Spring Semester*	
IC305	Science of Society *	IC360	Reason and Romanticism **
IC310	Ancient and Medieval Worlds **	CIT360	Overview of Operating Systems
CIT310	Concepts of Hardware	CIT344	Database Management
CIT343	Principles of Database Design	CIT380	Computer Networking
CIT354	Data Communications	_____	Elective

* *May be taken in the fall or spring semester*
** *One of these two courses must be taken*

Senior Year

Fall Semester		*Spring Semester*	
CIT423	Systems Analysis and Design	CIT474	IT Project Management
_____	AoC 5	_____	AoC 7
_____	AoC 6	_____	AoC 8
_____	Elective	_____	Elective
_____	Senior Capstone	_____	Elective

Computer Information Technology Curriculum

CIT101 Microcomputer Applications **3 credits**
Covers the fundamentals of application skills with emphasis on hands-on learning, including word-processing, spreadsheets, databases and communications, including Internet and World Wide Web. An overview of computers and related social issues may also be covered as time permits.

CIT102 Introduction to Information Technology **3 credits**
Covers technologies in the communication and computing fields, including databases, the Internet and World Wide Web, information technology tools and formats, multimedia, non-linear audio and video editing, graphic animation, and product evaluation.

CIT130 Database Applications **3 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 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 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.

CIT220 Programming for Windows **3 credits**
Explores the concepts of object/event-oriented applications, and basic programming principles and techniques for Windows programming using Visual Basic or another appropriate language. Program design and development will be emphasized. *Prerequisite: IC201, CIT211, or permission of instructor*

CIT/ES222 Introduction to Geographic Information Systems: ArcView® **3 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.
Spring, even years

CIT/ES230 Intermediate Geographic Information Systems: Arc/Info® **3 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: CIT/ES222*
Spring, odd years

CIT232 Web Design and Development **3 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. *Prerequisite: IC201 or permission of instructor*

CIT234 Web Programming **3 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*

CIT244 Object Oriented Programming I **3 credits**
A first programming course in object oriented program design and specification. Some of the topics discussed are data abstraction, operators and functions, inheritance and operator overloading. An appropriate language such as C++ or Java will be used. *Prerequisite: IC201*

CIT245 Object Oriented Programming II **3 credits**
An advanced programming course building on the foundation of CIT244. It will explore data structures such as stacks, queues and trees. Students will continue to design and write more sophisticated programs and incorporate Windows functionality. *Prerequisite: CIT244*

CIT/BA301 Cyber Ethics and Law **3 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 online contracting and taxation, social issues such as privacy, defamation, computer crime, international issues in cyberspace and constitutional issues. *Prerequisite: junior class standing*

CIT310 Concepts of Computer Hardware **3 credits**
Principles of computer architecture are introduced from a layered perspective, beginning with data representation and progressing through memory organization, input/output, operating systems, CPU structure and multiprocessing. Some machine and assembly language programming may be used to demonstrate processing behavior. *Prerequisite: CIT220*

CIT325 Advanced Visual Basics and VBS Programming **3 credits**
Provides instruction and experience in VBA and VBS as used in many of Microsoft's products, especially the Office family (Word, Access, Excel and the rest of the Office Suite) and Windows. *Prerequisite: CIT220*

CIT334 Advanced Web Programming **3 credits**
Takes the student further along the World Wide Web. Student moves on to more complex Web pages where the content is active, either on the client or the server. *Prerequisites: CIT234 and CIT245*

CIT343 Principles of Database Design **3 credits**
Presents data modeling and database design with emphasis both on theory and practice. Along with comprehensive coverage of database concepts and design, the student will have an opportunity to implement real-world database applications. The practical component of the course involves learning a database environment such as MS Access or SQL. *Prerequisite: CIT220 or permission of instructor*

CIT344 Database Management **3 credits**
Covers database management and requires skills in database installation, general maintenance of the database software, and the actual databases, performance monitoring and tuning, and backup/restore techniques. Current trends in database technology will also be covered. *Prerequisite: CIT343*

CIT354 Data Communication **3 credits**
Explores the many faces of communication, from telephone switching to optical fiber to satellite transmission. Topics covered include physical and electrical standards, protocols and characteristics, circuit and packet switching, frame relay and routing. ATM and TCP/IP are covered, as are networking design and implementation. *Prerequisite: CIT220 or permission of instructor*

CIT360 Overview of Operating Systems **3 credits**
Explores batch systems, time-sharing systems, and real-time systems. Topics studied include scheduling, memory management, processor/process management, file management, and device management. Issues such as multi-processing, mutual exclusion, synchronization, protection, deadlocks, etc., are also discussed. Also studied is the application of these principles to several modern operating systems. *Prerequisite: CIT310*

CIT362 Advanced Object Oriented Programming **3 credits**
Continues to build on the skills developed in CIT244 and CIT245. In this course students will design and write programs that run in the Windows environment and have several advanced features. Some projects may require work in programming teams. *Prerequisite: CIT245*

CIT380 Computer Networking **3 credits**
This introductory course in computer networking provides an overview of major networking topics. Topics will include an overview of common bus topologies, the OSI reference model, network connection technologies, packet transmission methods, networking hardware and major LAN/WAN technologies. This course will provide the foundation for further advanced studies in computer networking. *Prerequisite: CIT354*

CIT385 Network Administration and Security **3 credits**
Covers the design and implementation of a physical network, including, but not necessarily limited to, server specification and selection, protocols, operation system choice, infrastructure design, topology and general hardware specification. Also covered will be the operation

procedures such as user policies, backup strategies, security, firewalls and standard operating procedures. *Prerequisite: CIT380*

CIT391 Internet Technologies **3 credits**
Covers the history, advances and political use of the Internet. Major topics will include infrastructure design, topology, intranets, Virtual Private Networks, multimedia, encryption, Web and proxy servers, traffic analysis, firewalls and routers. Also covered will be security, available troubleshooting tools and techniques, and standard protocols. *Prerequisite: CIT380*

CIT423 Systems Analysis and Design **3 credits**
Includes data collection, software choice and employment, communication specifications, personnel and social impact. The course is project-oriented, and students will study real-life organizations in their pursuit of an understanding of the field. *Prerequisites: CIT343 and CIT354*

CIT 444 Advanced Database with Oracle **3 credits**
Deals with database administration and with advanced database programming. Advanced database topics can be divided into two areas: management and usage. Management calls for skills in product installation, maintenance, performance and backup/restore techniques. General usage and program/power users will be covered. *Prerequisite: CIT344*

CIT450 Advanced Server Techniques **3 credits**
Covers many of the smaller parts of the server installation. Included are installation, configuration and maintenance of a number of component servers (often called services in Windows) that virtually all server-based systems must include. These services include DHCP, DNS, SMTP, and POP 3 and other services specific to operating systems and networking. *Prerequisite: CIT380*

CIT 474 Information Technology Project Management **3 credits**
Capstone course required of all majors. Students will explore the complex, multi-faceted organizational process that business, systems and information professionals use to develop computer-based systems. Design, specification, planning, communication and execution, as well as business and social impact will be discussed. The student will undertake the management of a project using a software product such as Microsoft Project. Also includes research, planning and a presentation, and a portfolio of relevant materials. This course may also include panel discussions or presentations from industry professionals. *Prerequisite: CIT423*

CIT480 Advanced Computer Networking **3 credits**
Provides an overview of major networking topics. Topics will include internetworking, IP addressing, Address Resolution Protocol, IP Data grams and Encapsulation, Internet Control Message Protocol, TCP, Client-Server paradigm, communication sockets, applications (E-mail, FTP, HTTP and RPC), CGI technology, network management and network security. *Prerequisite: CIT380*

CIT390, 490 Internship in Computer Science **2–6 credits each**
The opportunity to gain experience in the administration of profit or non-profit organizations. The Internship is taken after most of the minor requirements have been met, and in no case before the second semester of the junior year. The internship may be arranged with the assistance of the major internship advisor and/or the Chair of the Division offering the major. An agreement is drawn up and approved by the student, the proposed employer, the major internship advisor and Division Chair. 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 the Division Chair in consultation with the employer. *Prerequisites: junior or senior class standing and permission of the instructor.*

CIT299, 399, 499 Independent Study **2–6 credits each**
Offers an opportunity to explore an area of study not included in the catalogue 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 Division Chair. 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 Division Chair. Independent Study courses are assigned numbers of 299, 399 or 499, depending on the level of the course.

Criminal Justice (CJ)

PROFESSORS: Davina Brown, Douglas Challenger, J Forbes Farmer, Debra S. Picchi
ASSOCIATE PROFESSORS: Jefferson Allen, Kelli Ann Costa, Jerome D. Levine, Allan Rachlin
VISITING INSTRUCTOR: Jean Dawson

A Bachelor of Arts degree is offered in Criminal Justice

A major and a minor are offered in Criminal Justice.

In order to fulfill graduation requirements, students must maintain a minimum cumulative grade point average of 2.0, a minimum grade point average of 2.0 in an academic major, and complete 120 credits. In addition, in order to complete minor or certificate programs, students must maintain a minimum grade point average of 2.0 in those programs. 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.

A cumulative grade point average of 2.0 must be maintained in required Criminal Justice courses in order to remain in the major.

Honors are accorded the major who has a 3.0 overall grade point average and a 3.25 grade point average in Criminal Justice. High Honors are accorded the major who has a 3.0 overall grade point average and a 3.5 grade point average in Criminal Justice.

Note: Prerequisite requirements for all courses must be observed for both the major and minor programs.

Major Requirements

In addition to the Individual and Community Curriculum (page 106)

SO101	Introduction to Sociology	SO205	Race and Ethnic Relations
CJ101	Introduction to Criminal Justice	SO/PA209	Ethics
CJ201	Police Work	SO210	Deviance and Social Control
CJ203	Juvenile Justice	SO218	Quantitative Research *or*
CJ301	Criminal Investigation & Evidence	SO219	Qualitative Research
CJ302	Courts and Criminal Procedure	SO410	Criminology
CJ470	Senior Criminal Justice Seminar	SO460	Corrections

Three of the following electives:

AN331	Violence and Aggression	SO350	Law and Society
PO201	U.S. Government	PS300	Theories of Domestic Violence
CJ495	Criminal Justice Internship	PS323	Seminar on Addiction
SO220	The Family	PS330	Child Abuse and Neglect

Minor Requirements *(the following seven courses)*

CJ101	Introduction to Criminal Justice	CJ302	Courts and Criminal Procedures
CJ201	Police Work	SO101	Introduction to Sociology
SO210	Deviance and Social Control	CJ301	Criminal Investigation & Evidence
SO410	Criminology		

And one of the following research courses:

PS261 Research Methods in Psychology *or*
SO218 Quantitative Research *or*
SO219 Qualitative Research

Required for graduation:

120 semester hours, including the 38-credit Individual and Community Integrated Curriculum. The normal course load is 15–16 credits per semester. Transfer students should refer to residency requirement section of catalogue.

Recommended Curriculum Guide

Freshman Year

Fall Semester		*Spring Semester*	
IC101	Individual and Community	IC106	College Writing II
IC105	College Writing I	_____	Laboratory Science II
_____	Laboratory Science I	_____	Elective
CJ101	Introduction to Criminal Justice	SO210	Deviance and Social Control
SO101	Introduction to Sociology	SO205	Race and Ethnic Relations

Sophomore Year

Fall Semester		*Spring Semester*	
IC205	Experiencing the Arts*	IC206	Music in Our World*
IC210	American Experience	IC260	Twentieth Century
IC212	Challenge of Business in Society**	_____	Mathematics Requirement
SO209	Ethics	CJ201	Police Work
SO218	Quantitative Research Methods *or*	_____	Elective
SO219	Qualitative Research Methods	_____	Elective
CJ203	Juvenile Justice		

* *One of these two courses may be taken in the fall or spring semester*

** *May be taken in the fall or the spring*

Junior Year

Fall Semester		*Spring Semester*	
IC305	Science of Society *	IC360	Reason & Romanticism**
IC310	Ancient & Medieval Worlds**	CJ302	Courts and Criminal Procedure
CJ301	Criminal Investigation & Evidence	CJ___	Criminal Justice Elective
CJ___	Criminal Justice Elective	_____	Elective
_____	Elective	_____	Elective

* *May be taken in the fall or spring semester*

** *One of these two courses must be taken*

Senior Year

Fall Semester		*Spring Semester*	
SO410	Criminology	CJ470	Senior Criminal Justice Seminar
CJ___	Criminal Justice Elective	SO460	Corrections
_____	Elective	CJ___	Criminal Justice Elective
_____	Elective	_____	Elective
_____	Elective	_____	Elective

Criminal Justice Curriculum

CJ101 Introduction to Criminal Justice **3 Credits**

An overview of the various facets of the criminal justice system, points of harmony and conflict with society, processing of offenders, punishment and its alternatives, current issues in criminal justice, and the future of the criminal justice system. *Note: CJ101 must be completed with a grade of C or higher before other CJ courses may be taken.*

SO101 Introduction to Sociology **3 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.

CJ201 Police Work **3 Credits**
The nature and techniques of police work in a changing society. Historical perspectives, consideration of major contemporary issues including race and ethnicity, disorder and community relations, and the impact of cultural diversity on law enforcement. Personnel systems, organization and management, police operations and discretion, police culture and behavior, ethics and deviance, civil liability and the future of policing. *Prerequisite: CJ101. Note: CJ201 must be completed with a grade of C or higher before other CJ courses may be taken.*

CJ203 Juvenile Justice **3 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. *Prerequisite: CJ101 must be completed with a grade of C or higher.*

SO/PA209 Ethics **3 Credits**
Provides a critical study of the standards for evaluating right and wrong by applying traditional ethical theories to contemporary ethical problems. Among the theories to be considered are Kantianism, Utilitarianism, and Feminist ethics. Among the topics to be considered are lying, the right to punish, and racism.

SO210 Deviance and Social Control **3 Credits**
Focuses on the ways society defines institutional and non-institutional deviance and the deviant. Included is an investigation into why socially prohibited behavior occurs and why/what society does to control or prevent it. Various sociological theories (i.e., structural functionalism, culture conflict, cultural transmission, anomie, radical-conflict, control, interactionism) are studied. Also examined are the qualitative and quantitative approaches used to study deviance. *Prerequisite: SO101.*

SO218 Quantitative Research Methods **3 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: Either SO101 or AN101. Note: Extensive statistical analysis and writing course.*

SO219 Qualitative Research Methods **3 Credits**
An introduction to the theoretical foundations and techniques of the qualitative research tradition in the social sciences. It is designed to give students a general background in procedures that include participant observation, life history analysis, intensive interviewing, note taking, and audio and visual recording. *Prerequisite: Either SO101 or AN101. Note: Extensive writing course.*

CJ301 Criminal Investigation and Evidence **3 Credits**
The art and science of criminal investigation, including arrest techniques and the detection and documentation of crime, crime scene procedures, collection and preservation of evidence, interviews and interrogations, techniques of surveillance, and presentation of evidence in court. Covers ethics, the basic concepts of criminal law and the rules of evidence, principles of criminal responsibility, elements of major crimes, burden of proof and presumptions. Includes the implications of the Amendments to the U.S. Constitution on such matters as police practices, the investigator's role in court, illegal search and seizure, and right to counsel. Also covers the politics of race relations by examining key court decisions. *Prerequisites: CJ101 and CJ201 must have been completed with a grade of C or higher.*

CJ302 Courts and Criminal Procedure **3 Credits**
Jurisdiction, policies, and procedures of state and federal trial and appellate courts in the administration of criminal justice. An examination of the guiding principles of criminal law and procedures. The politics of judicial selection and judicial decision making, ethnic relations that affect the law. Extensive consideration of past and current constitutional issues through review of relevant U.S. Supreme Court decisions. *Prerequisites: CJ101, CJ201, and CJ301 must be completed with a grade of C or higher.*

SO350 Law and Society **3 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: SO101.*

SO410 Criminology **3 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: SO101, SO210 and either SO218 or SO219.*

SO460 Corrections **3 Credits**
An application of 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. *Prerequisites: SO101, SO210, and either SO218 or SO219.*

CJ470 Senior Criminal Justice Seminar **3 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, CJ101, CJ201, CJ203, CJ301, CJ302.*

CJ295, 395, 495 Internship in Criminal Justice **1-3 credits**
Qualified 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. Students must obtain approval from a full-time Criminal Justice faculty member and carefully design the program prior to enrolling for the course.

CJ 499 Independent Study in Criminal Justice **3 credits**
Offers the student an opportunity to explore an area of study not included in the catalogue 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 Division Chair. The student must have attained junior or senior standing, have earned 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 Division Chair. Students are permitted to take this course one time only, and the course will count as an elective in the Criminal Justice major.

Other Criminal Justice Courses:

Please refer to appropriate pages in Anthropology, Psychology and Sociology for descriptions of courses listed above as Criminal Justice electives.

Applied Economics (ET)

ASSOCIATE PROFESSOR: Kelly Kilcrease
ASSISTANT PROFESSORS: Mack Bean, Minghua Li

In order to fulfill graduation requirements, students must maintain a minimum cumulative grade point average of 2.0, a minimum grade point average of 2.0 in an academic major, and complete 120 credits. In addition, in order to complete minor or certificate programs, students must maintain a minimum grade point average of 2.0 in those programs.

A Minor is offered in Applied Economics.

Minor Requirements (Business majors)

Seven courses in Applied Economics must be completed successfully with a grade point average of at least 2.0. Students who minor in Applied Economics should ask the Business Division Chair about doing directed study for courses that are not on the current schedule.

Accounting-Finance majors who are concentrating in Finance are recommended to take ET101 and ET102 in their first year, and ET223 in their second year, and in any case, in that sequence.

Applied Economics Curriculum

ET101 Principles of Economics I **3 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. *Note: ET101 must be completed with a grade of C– or higher before other ET courses may be taken.*
Fall, Spring

ET102 Principles of Economics II **3 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 thoughout the course. *Prerequisite: ET101.*
Fall, Spring

ET223 Money and Banking **3 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

ET323 Comparative Economic Systems **3 credits**
Past and current planned (socialist), unplanned (market) and "mixed" economies of Europe, Asia and North America in theory and practice. International trade and finance, foreign investment, NAFTA, EU, WTO and GATT and other steps toward international economic cooperation and integration. *Prerequisite: ET102.*

ET338 Urban Economics **3 credits**
American cities and their problems, particularly the economic concerns of cities of the Northeast. *Prerequisite: ET102.*

ET357 Economic Development **3 credits**
The process of economic growth and development is investigated, with a particular focus on developing economies. The role of institutional change in economic development will be particularly highlighted. *Prerequisite: ET102.*

ET374 History of Economic Thought **3 credits**
Political, philosophical, and social transitions in the development of economic ideas. Contributions of the Greeks, the Church, the Mercantilists, the Classical (such as Adam Smith) and Socialist writers, (such as Karl Marx) J.M. Keynes, M. Friedman, J.K. Galbraith are all considered in their historical contexts.

Education (ED)

PROFESSOR: Alana J. Mosley
ASSOCIATE PROFESSOR: John Villemaire
ASSISTANT PROFESSOR: Lynn A. Chandler

A second major in Education is offered with certification programs in three areas.

Certification Programs:

Teacher Certification in Elementary Education is offered for Kindergarten through Grade 8.
Teacher Certification in Art Education is offered for Kindergarten through Grade 12.

Secondary Teacher Certification Programs are offered in
Biology Education (grades 7-12),
English Education (grades 5-12), and
Social Science Education (grades 5-12).

Major Requirements

In order to fulfill graduation requirements, students must maintain a minimum cumulative grade point average of 2.0, a minimum grade point average of 2.0 in an academic major, and complete 120 credits. In addition, in order to complete minor or certification programs, students must maintain a minimum grade point average of 2.0 in those programs.

Education can only be chosen as a second major. In order to fulfill graduation requirements, students must maintain an additional major in an academic area other than Education. Appropriate additional majors are listed with program requirements. Failure to complete the Education course sequence, including student teaching, will result in the dropping of Education as a second major. Students must also meet grade point average requirements described below. Students must complete a minimum of 120 credits for graduation.

Admittance to an Education Certification Program

Majoring in Education requires students to apply for admittance to a certification program. The Education Department has programs leading to teacher certification in art, biology, elementary, English, and social science education. All programs are approved by the New Hampshire State Department of Education.

Certification Program Overview

In addition to completing the College's Declaration of Major form, admittance to an Education certification program requires a separate application process. Students may apply for admission to a program upon completing one semester at the College. Applications may be obtained from the Education Department. Acceptance into an Education program does not guarantee certification. Students must satisfactorily complete the program requirements as well as pass national tests in order to obtain their teacher certification. The program and certification requirements are outlined in the Education Program Handbook, which is available at the Education Department.

ED112 Foundations and Issues in Education and ED105 Educational Psychology are required of all Education students, regardless of their education program. Students who want to apply to an Education program should take one of these courses in their first semester at the College.

Admittance to the program also requires students to pass the national PRAXIS I exams in reading, writing, and mathematics. The College will generally administer these exams on campus once during the school year. Since the exams are national, they are usually administered at several sites in each state. Students may be able to take the computer based exams at a location near their home.

Students electing to have a second major in Education may need more than the 120 credits

normally required for graduation. To ensure completion of all requirements within a four-year period, a student should meet with an Education faculty member during his or her first semester at the College in order to obtain program counseling in preparation for application to the program.

For students who enter a certification program during their sophomore year or beyond the College offers an Extended Education Program (EEP). This program is designed for students who complete all of their course requirements in four years but are unable to complete student teaching. EEP is designed to allow an additional semester for completion of student teaching at a reduced tuition rate. Information on this program is available from the Education Department.

Several of the courses offered by the Education Department involve field assignments in elementary, middle and secondary school settings. Students are responsible for transportation to and from a field site (carpooling is usually available). Each of the Education programs requires a semester-long, full-time student teaching experience in the fall or spring semester of the senior year. Students should expect to travel as much as 45 minutes each way for field experiences, though most placements are significantly closer. *Additional fees are required for the State mandated background check, and for State required proficiency tests (Praxis I and Praxis II).*

Several noteworthy requirements that students must meet in order to be in good standing through a certification program are: (1) formal acceptance into an Education program; (2) no grade lower than C in Education courses; (3) cumulative GPA 2.5 or better; (4) successful completion of PRAXIS II exams (required for teaching certification in Elementary; Secondary social science, biology, and English); (5) completion of a certification E-Portfolio.

By virtue of membership in the Interstate Certification Compact, certification is reciprocal in all 50 states. (Additional areas of certification: American Samoa, District of Columbia, Federated States of Micronesia, Guam, Northern Marianas, Puerto Rico, and Virgin Islands.) Certification in one state, however, does not mean that certification will be automatic in another state. Certification requirements vary by state. Students certified in one state are encouraged to contact the Department of Education in other states to identify what additional requirements, if any, they may have.

Certification is not synonymous with "highly qualified." For this reason, the Education Department works closely with students to respond in a timely manner to changes in dictates from the federal government and the State of New Hampshire Department of Education.

Elementary Education Certification Program

The New Hampshire Department of Education standards specify that in addition to the professional training in Education, teacher certification candidates in elementary education must have an appropriate major with a minimum of 10 courses above the College's introductory level. Appropriate majors may be in the fields of humanities, fine arts, social sciences, or sciences. An interdisciplinary major in these fields may also be acceptable if it contains no fewer than 10 courses with at least 5 from the same field and the majority of the courses are above the introductory level.

Under the federal "No Child Left Behind" legislation, every teacher must meet specific criteria to be deemed "highly qualified." For classrooms that are not self-contained, as in middle schools and some upper elementary grades, teachers are expected to have completed a major in science, mathematics, social studies, or English/language arts. For this reason, some of the Franklin Pierce guidelines for acceptable majors are currently in revision. It is recommended that students seeking elementary certification speak to an education advisor during their first semester at the College.

Elementary Education Certification Requirements

Certification in elementary education is for the levels kindergarten through eighth grade (K-8). In addition to completing the Individual and Community Integrated Curriculum (page 106) and an appropriate major as outlined above, students seeking certification must also complete the following education courses with a grade of C or higher:

Required Education Courses

ED105	Educational Psychology	ED255	Field Experience I
ED112	Foundations & Issues in Education	ED256	Field Experience II
ED224	Curriculum I	ED257	Field Experience III
ED225	Curriculum II	ED312	Teaching Students with Special Needs
ED231	Primary Literacy	ED314	Challenges in Mathematics & Science
ED250	Content Area Literacy	ED316	Integration Through Social Studies
ED363	Primary Discovery	ED483	Student Teaching Seminar
		ED490	Student Teaching

Electives

Though not required, students may also select one or more of the following Education courses:

ED100	Recorder for the Classroom Teacher	ED300	Historical Perspectives on Education
ED195	World of the Public School	ED310	Current Topics in American Education
ED260	Child and Adolescent Literature		

Recommended Curriculum Guide

Freshman Year

Fall Semester		*Spring Semester*	
IC101	Individual and Community	IC106	College Writing II
_____	Laboratory Science I	_____	Laboratory Science II
IC105	College Writing I	ED112	Foundations & Issues in Education
ED112	Foundations & Issues in Education		*or*
	or	ED105	Educational Psychology
ED105	Educational Psychology	_____	Academic Major Course
_____	Academic Major Course	_____	Academic Major Course

Sophomore Year

Fall Semester		*Spring Semester*	
IC205	Experiencing the Arts*	IC206	Music in Our World*
IC210	American Experience	IC260	Twentieth Century
IC212	Challenge of Business in Society**	ED231	Primary Literacy *or*
ED224	Curriculum I	ED263	Primary Discovery
ED255	Field Experience I	ED256	Field Experience II
ED263	Primary Discovery *or*	ED312	Teaching Students w/ Special Needs
ED231	Primary Literacy	_____	Academic Major Course
_____	Academic Major Course	_____	Academic Major Course

** One of these two courses may be taken in the fall or spring semester*

*** May be taken in the fall or the spring*

Junior Year

Fall Semester		*Spring Semester*	
IC305	Science of Society *	IC360	Reason & Romanticism**
IC310	Ancient & Medieval Worlds**		*or*
	or	_____	Mathematics Requirement
_____	Mathematics Requirement	ED316	Integration Through Social Studies
ED314	Challenges in Math and Science	ED225	Curriculum II
ED350	Content Area Literacy	ED257	Field Experience III
_____	Academic Major Course	_____	Academic Major Course
		_____	Academic Major Course

** May be taken in the fall or spring semester*

*** One of these two courses must be taken*

Senior Year

Fall Semester

ED483 Student Teaching Seminar
ED490 Student Teaching

Spring Semester

*_____ Academic Major Capstone
_____ Academic Major Course
_____ Academic Major Course
_____ Academic Major Course
_____ Academic Major Course

* *Students may student teach in the fall or spring semester*

HEA - Title II 2001-2002 Academic Year **Public Disclosure of Pass-Rate Data**			
Type of Assessment	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate
Basic Skills	53	53	100%
Academic Content Areas (Math, English, Biology, and Social Science)	14	14	100%

Secondary Education Certification Program

The College offers certification programs at the secondary level in biology, English, and social science. In addition to completing the Individual and Community Integrated Curriculum (page 106), students in this program must complete a major in their field and the required education courses listed below. Potential biology teachers may major in biology or environmental science, and social science teachers may major in history, political science, (history is highly recommended). In order to satisfy certification requirements in a field, students may have additional requirements that non-certification students do not have. Some majors match certification requirements more closely than others. Students are advised to carefully consider majors and to monitor the total credits needed to satisfy certification requirements. Detailed program guides for the certification programs in secondary education are available from an appropriate Education advisor and from faculty members in the liberal arts disciplines conducting such programs.

Required Education Courses

ED105 Educational Psychology
ED112 Foundations and Issues in Education
ED221 Classroom Organization and Management
ED224 Curriculum I
ED255 Field Experience I
ED256 Field Experience II
ED257 Field Experience III
ED312 Teaching Students with Special Needs
ED316 Integration Through Social Studies (Social Science Certification only)
ED350 Content Area Literacy (English Certification only)
ED360 Principles of Secondary School Teaching
ED487 Student Teaching Seminar
ED492 Student Teaching

Biology Education Certification Program

Certification in Biology Education is for grades 7-12. In addition to completing the Individual and Community Integrated Curriculum, students in this program complete a major in either Biology or Environmental Science designed for certification candidates, and complete

the required education courses. A specific list for both pathways is available from either a science advisor or an education advisor. In order to satisfy certification requirements, students in this certification program may have requirements that non-certification students do not have. Program completion could require overloads, summer school, or a fifth year because of the total number of credits.

English Education Certification Program

Certification in English Education is for grades 5-12. In addition to completing the Individual and Community Integrated Curriculum, students in this program complete a major in English (the student must be enrolled in the Literature Track) designed for certification candidates, and complete the required education courses (see above) and required English courses listed below. In order to satisfy certification requirements, students in this certification program may have requirements that non-certification students do not have.

EN203	Introduction to British Literature	EN303-336	British Literature (3 courses)
EN204	Introduction to American Literature	EN342-352	American Literature (3 courses)
EN2 10	Introduction to Literary Studies	EN215	Beyond Britain and America: Other Literatures in English
EN310	Shakespeare I *or*	EN410	Teaching of Writing
EN311	Shakespeare II	EN492	Senior Seminar
		EN010	English Comprehensive Exam

Of the courses listed above, there should be one each that cover the following genres:

Drama Course EN_____
Poetry Course EN_____
Fiction Course EN_____

Social Science Education Certification Program

Certification in Social Science Education is for grades 5-12. In addition to completing the Individual and Community Integrated Curriculum, it is recommended that students in this program complete a major in History (American History Track) designed for certification candidates and complete the required education courses (page 70). In order to satisfy certification requirements, students in this certification program may have requirements that non-certification students do not have. While it is possible for Social Science Certification students to major in areas other than History, choice of majors outside of History will likely require overloads, summer school, or a fifth year because of the total number of credits required.

HS201 U.S. History to the War of 1812 *or*
HS202 American History in the Age of Slavery and the Civil War
HS203 Emergence of Modern America, 1877-1945 *or*
HS204 U.S. History Since 1945
HS201-204 American History elective not previously selected
HS323 Topics in American Cultural and Intellectual History* *or*
HS324 Modern European Intellectual History**
HS224 Renaissance to Napoleon
HS313 U.S. Labor History *or*
HS314 Alien Nation: The History of American Immigration and Ethnicity *or*
HS320 African-American History
HS322 Comparative American and European Women's History Since1650 *or*
HS341 American Women's History: Beyond Sisterhood
HS370 U.S. Foreign Relations to 1914 *or*
HS371 Twentieth Century U.S. Foreign Policy *or*
P0360 American Foreign Policy Process (with Department permission) *or*
P0362 Nuclear Weapons and World Politics (with Department permission)

HS319 History of New England
HS301 Historical Methods
HS410 Senior Research Seminar
HS001 History Competency Exam
P0201 U.S. Government

One of the following non-western history electives: HS233, HS325, HS326, HS362, or HS364
**If you have taken HS323, choice of:* HS229, HS327, HS333; HS337 or HS340
***If you have taken HS324, choice of:* HS313, HS314, HS320, HS341, HS370 or HS371

Recommended Curriculum Guide

Freshman Year

Fall Semester		*Spring Semester*	
IC101	Individual and Community	IC106	College Writing II
_____	Laboratory Science I	_____	Laboratory Science II
IC105	College Writing I	ED112	Foundations and Issues in Education
ED112	Foundations and Issues in Education		*or*
	or	ED105	Educational Psychology
ED105	Educational Psychology	_____	Academic Major Course
_____	Academic Major Course	_____	Academic Major Course

Sophomore Year

Fall Semester		*Spring Semester*	
IC205	Experiencing the Arts*	IC206	Music in Our World*
IC210	American Experience	IC260	Twentieth Century
IC212	Challenge of Business in Society**	ED221	Classroom Organization and Management
ED224	Curriculum I	_____	Math Requirement
ED255	Field Experience I	_____	Academic Major Course
_____	Academic Major Course		

* *One of these two courses may be taken in the fall or spring semester*
** *May be taken in the fall or the spring*

Junior Year

Fall Semester		*Spring Semester*	
IC305	Science of Society *	IC360	Reason & Romanticism**
IC310	Ancient & Medieval Worlds**	ED312	Teaching Students w/ Special Needs
ED350	Content Area Literacy (English Certification only)	ED316	Integration Through Social Studies (Social Science Certification only)
_____	Academic Major Course	ED256	Field Experience II
_____	Academic Major Course	_____	Academic Major Course
_____	Academic Major Course	_____	Academic Major Course

* *May be taken in the fall or spring semester*
** *One of these two courses must be taken*

Senior Year

Fall Semester		*Spring Semester*	
_____	Academic Major Capstone	ED487	Student Teaching Seminar
ED360	Principles of Sec. School Teaching	ED492	Student Teaching
ED257	Field Experience III		
_____	Academic Major Course		
_____	Academic Major Course		
_____	Academic Major Course		

Art Education Certification Program

Certification in Art Education is for grades K-12. In addition to completing the Individual

and Community Integrated Curriculum, students in this program complete a major in art designed for certification candidates and complete the required education courses listed below. In order to satisfy certification requirements, students in this certification program may have requirements that non-certification students do not have. Following a current revision, a detailed program guide for Art Education is available from an appropriate Education advisor and from faculty in the Art Department. Incoming freshman students are advised to bring a portfolio of high school work.

Required Education Courses

ED105 Educational Psychology
ED112 Foundations and Issues in Education
ED221 Classroom Organization and Management
ED224 Curriculum I
ED255 Field Experience I
ED256 Field Experience II
ED257 Field Experience III
ED312 Teaching Students with Special Needs
ED351 Elementary Art Methods
ED352 Secondary Art Methods
ED487 Student Teaching Seminar
ED492 Student Teaching

Recommended Curriculum Guide

Freshman Year

Fall Semester		*Spring Semester*	
IC101	Individual and Community	IC106	College Writing II
_____	Laboratory Science I	_____	Laboratory Science II
IC105	College Writing I	ED112	Foundations and Issues in Education
ED112	Foundations and Issues in Education		*or*
	or	ED105	Educational Psychology
ED105	Educational Psychology	_____	Academic Major Course
_____	Academic Major Course	_____	Academic Major Course

Sophomore Year

Fall Semester		*Spring Semester*	
IC205	Experiencing the Arts*	IC206	Music in Our World*
IC210	American Experience	IC260	Twentieth Century
IC212	Challenge of Business in Society**	ED221	Classroom Organization and Management
ED224	Curriculum I	_____	Mathematics Requirement
ED255	Field Experience I	_____	Academic Major Course
_____	Academic Major Course	_____	Academic Major Course
_____	Academic Major Course		

* *One of these two courses may be taken in the fall or spring semester*
** *May be taken in the fall or the spring*

Junior Year

Fall Semester		*Spring Semester*	
IC305	Science of Society *	IC360	Reason & Romanticism**
IC310	Ancient & Medieval Worlds**	ED312	Teaching Students with Special Needs
ED351	Elementary Art Methods	_____	Academic Major Course
ED256	Field Experience II	_____	Academic Major Course
_____	Academic Major Course	_____	Academic Major Course
_____	Academic Major Course		

* *May be taken in the fall or spring semester*
** *One of these two courses must be taken*

Senior Year

Fall Semester		*Spring Semester*	
_____	Academic Major Capstone	ED487	Student Teaching Seminar
ED352	Secondary Art Methods	ED492	Student Teaching
ED257	Field Experience III		
_____	Academic Major Course		
_____	Academic Major Course		
_____	Academic Major Course		

Education Curriculum

ED100 Recorder for the Classroom Teacher **1 credit**
Teaches the basics of recorder playing while simultaneously exploring the instrument as a pedagogical tool. Discussion of methods and instruments is included. *Pass/Fail. Elective.*
Spring

ED105 Educational Psychology **3 credits**
Application of psychological research to the processes of teaching and learning in the elementary, middle and secondary school classroom. Topics include human development, learning, cognition, motivation, individual differences, and group processes. This course should be taken in the freshman year by students intending to apply to an education program.
Fall/Spring

ED112 Foundations and Issues in Education **3 credits**
Initiates the study of American and international education. Issues in contemporary education are examined from numerous perspectives including the social, historical, and philosophical arenas in education. This course should be taken in the freshman year by students intending to apply to an education program.
Fall/Spring

ED195 The World of the Public School **1 credit**
An opportunity for sophomores and juniors to experience a school environment during the January vacation period as a supervised volunteer teacher-helper in a public or private school. *Pass/Fail. Elective.*
January

ED221 Classroom Organization and Management **3 credits**
Focuses on various middle school and secondary classroom organization structures; management techniques of instruction, students, space, time, and resources; models to deal with discipline in the classroom; and ways in which issues in content literacy will impact classroom management. Theory-based effective application of a variety of approaches will be emphasized. *Prerequisites: ED105 and ED112.*
Spring

ED224 Curriculum I **2 credits**
Focuses on teaching models and theories, school classroom organization structures, and management techniques. Students will design assessable objectives and a variety of types of lesson plans. Reflective journaling will be introduced and practiced.
Must be taken concurrently with ED255 Field Experience I. Prerequisite: ED105 and ED112.
Fall

ED225 Curriculum II **2 credits**
Continues to develop topics introduced in ED224 Curriculum I. Students will also become familiar with management techniques of instruction, time, space, and various types of learners, as well as theories of classroom discipline and models of cooperative learning. *Must be taken concurrently with ED257. Prerequisites: ED224 and either ED231 or ED263.*
Spring

ED231 Primary Literacy **3 Credits**
Emphasizes developmental characteristics of children as they learn to read and write. Students will become familiar with basal readers and the appropriate literature for grades K-3. They will focus on teaching decoding strategies, including phonics and the use of context clues, as well as spelling and handwriting. Involves intensive tutoring experience. *Prerequisite: ED105 or ED112. Students need to allow for morning tutoring time (5-6 hours/week) in their schedules.*
Fall/Spring

ED255 Field Experience I **1 credit**
Includes supervised experiences in teaching students in school settings; observation and implementation of curricula, methods, and materials; scheduled seminars and conferences for discussing and critiquing practicum experiences. *Professional attire and travel to local schools is required for this experience. Must be taken concurrently with ED224.*
Fall

ED256 Field Experience II **1 credit**
The content and activities of this seminar include supervised experiences teaching special needs students in school settings; observation and implementation of curricula, methods and materials; and scheduled seminars for discussing and critiquing practicum experiences. *Professional attire and travel to local schools is required for this experience. Must be taken concurrently with ED312 (except art students).*
Fall/Spring

ED257 Field Experience III **1 credit**
The content and activities of this seminar include supervised experiences in teaching students in school settings; observation and implementation of curricula, methods, and materials; scheduled seminars and conferences for discussing and critiquing practicum experiences. *Professional attire and travel to local schools is required for this experience. Students in the Secondary Education program must take this concurrently with ED360. Students in Art Education take this concurrently with ED352. Students in Elementary Education take this concurrently with ED225.*
Fall/Spring

ED260 Child and Adolescent Literature **3 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.
Fall/Spring

ED263 Primary Discovery **3 credits**
New programs, hands-on curriculum projects, and children's literature are emphasized. Students will focus on child development as it relates to movement, mathematics and scientific conceptual development in grades K-3. The inquiry/discovery methods of instruction are practiced. In the design of lesson and unit plans, attention is given to state (NH) frameworks and national (NCTM, NSTA, AAAS, and others) standards. *Prerequisite: ED105 or ED112.*
Fall/Spring

ED300 Historical Perspectives on American Education **3 credits**
Students will follow topics from historic roots through present times. Focus of the course will vary with the assignment of individual faculty members. Topics may include the transformation from junior high schools to middle schools, immigrant education and the role of language, and curricula evolution. 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.
Fall

ED310 Current Topics in American Education **3 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.
Spring

ED312 Teaching Students with Special Needs **3 credits**
Focuses on program models, inclusionary techniques, curricula and evaluation for special needs students, including learning disabled, emotionally disturbed, physically disabled, gifted, as well as linguistically and culturally different. *Prerequisites: ED105 and ED112. Students in Elementary and Secondary Education programs must take this concurrently with ED256.*
Fall/Spring

ED314 Challenges in Mathematics and Science **3 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: ED263.*
Fall

ED316 Integration through Social Studies **3 credits**
Students will explore curriculum models and topics for social studies in grades K-12. 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.*
Spring

ED350 Content Area Literacy **3 credits**
Focuses strategies for developing reading and writing across the curriculum as well as enhancing listening and study skills in grades 4-8. Students will be required to design an interdisciplinary thematic unit. A study of quantitative assessment will include discussion of state and national accountability initiatives. *Prerequisite: ED224.*

ED351 Elementary Art Methods **2 credits**
Includes methods, curricula, materials, and classroom management for grades K-8. The course may be taught in a local school, in which case travel will be required. *Prerequisites: junior status and permission of the instructor. Must be taken concurrently with ED256.*
Fall

ED352 Secondary Art Methods **2 credits**
Includes methods, curricula materials, and review of art state guidelines for teaching secondary art students. Numerous art skills will be reviewed including painting, sculpture, drawing, printmaking and photography as they relate to teaching in a secondary art classroom. *Prerequisites: senior status and permission of the instructor. Must be taken concurrently with ED257.*
Fall

ED360 Principles of Secondary School Teaching **3 credits**
Principles of Secondary School Teaching is composed of two parts, encompassing the following:

Part I:
One credit-hour of interdisciplinary in-class instruction hours at Franklin Pierce. This interdisciplinary methods component is developed to meet the certification requirements of Biology, English, and Social Studies certification students.

Part II:

Two credit-hours at either a middle school or a high school. Teaching methods taught by master teacher in each of the certification fields, focusing on specific content specialty areas.

Note: Students will take ED257 (1 credit), the last component of their Field Experience, concurrent with this course, which will encompass 30 hours of observations.

ED483 Elementary Student Teaching Seminar **1 credit**
Taken concurrently with ED490 Elementary Student Teaching. It is comprised of weekly student teaching debriefing sessions focusing on ongoing issues during the 16-week student teaching

experience. In addition to completing the certification portfolio, students will create a cover letter and resume. Job search strategies and interview skills will be developed.
Fall/Spring

ED487 Secondary/K–12 Art Student Teaching Seminar **1 credit**
Taken concurrently with ED492 Secondary/K-12 Art Student Teaching. It is comprised of weekly student teaching debriefing sessions focusing on ongoing issues during the 16-week student teaching experience. In addition to completing the certification portfolio, students will create a cover letter and resume. Job search strategies and interview skills will be developed.

ED490 Elementary Student Teaching **14 credits**
A 16-week sequentially developed program of 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. Eight weeks will be in a K-3 classroom and eight weeks will be in a grade 4-8 classroom. Classroom management and discipline skills are strengthened. Daily travel is required. *Prerequisites: "Good Standing" in the program, permission of the Program Director, completion of all required Education courses, cumulative GPA of at least 2.5, and a passing score on all three sections of the Praxis I exams.*
Fall/Spring

ED492 Secondary/K-12 Art Student Teaching **14 credits**
Students experience two 8-week sequentially developed placements. Secondary students will work in a middle school and a high school. K-12 Art students will work in a K-8 classroom and a high school 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. *Prerequisites: "Good Standing" in the program, permission of the Program Director, completion of all required Education courses, cumulative GPA of at least 2.5, and a passing score on all three sections of the Praxis I exams.*
Spring

English (EN)

PROFESSORS: Gerald T. Burns, Sarah Dangelantonio, James F. Maybury
ASSOCIATE PROFESSOR: Donna Decker
ASSISTANT PROFESSOR: Joan Dion
SENIOR LECTURER: MaryBeth Failla
LECTURER: Michael Barrett

A Bachelor of Arts degree is offered in English.
A major and a minor are offered in English.

In order to fulfill graduation requirements, students must maintain a minimum cumulative grade point average of 2.0, a minimum grade point average of 2.0 in an academic major, and complete 120 credits. In addition, in order to complete minor or certificate programs, students must maintain a minimum grade point average of 2.0 in those programs.

The English Department seeks to develop the student's ability to write effectively, to read intelligently and to appreciate the forms of literature. Faculty regard the teaching of writing and the teaching of literature as equally important, and regularly assign outside reading and a considerable amount of writing, in and out of class.

Creative Writing is offered as a concentration within the major or as a minor for non-majors.

The Department affirms the value of history and philosophy to the student of literature and encourages the study of foreign languages.

Honors in English are granted those whose grade point average at graduation is 3.33 in English courses. High Honors are accorded those who attain a grade point average of at least 3.67 in English.

A major in English provides valuable preparation for careers in professional areas such as law, government, business, banking, teaching, advertising, and public relations as well as those fields usually considered "literary" in nature: editing, publishing, journalism, or librarianship.

The Writing Center, staffed by members of the English Department and peer tutors, is a resource to which any student with writing composition difficulties may turn for assistance at any time. Students may be required to attend the Writing Center for work on specific writing problems.

Students who intend to teach English in high school should refer to page 70 for information on the Secondary Teacher Certification Program.

English Curriculum: Degree Requirements

For a Bachelor of Arts degree with a major in English students must complete the Individual and Community Integrated Curriculum requirements (page 106), the English core requirements, plus appropriate electives for their track.

The English Major offers a choice of three tracks: Literature, Writing and Graduate Studies.

English Core--18 credits

EN203 Introduction to British Literature .....3 credits
EN204 Introduction to American Literature .....3 credits
EN210 Introduction to Literary Studies .....3 credits
EN225 Sophomore Assessment Seminar .....1 credit
EN310 Shakespeare: Comedies and Histories *or*
EN311 Shakespeare: Tragedies and Poems .....3 credits
EN485 Senior Assessment Seminar .....2 credits
EN492 Senior Seminar .....3 credits
EN010 English Competency Oral Exam - Literature Track ... Fall Semester
EN020 English Competency Exam - Writing Track ..... Spring Semester

Literature Track--24 credits

At least eight electives (24 credits) in literature, only one of which may be at the 100 level; at least three British Literature and three American Literature, varied in historical period, including at least one course each from British Literature before the 18th century and British Literature from the 18th century or later.

EN110 American Mosaic .....3 credits
EN112 Villains, Vengeance, and Violence .....3 credits
EN115 Banned Books .....3 credits
EN215 Beyond Britain and America .....3 credits
EN270 Women Writers .....3 credits
EN304 Chaucer .....3 credits
EN305 Epic and Romance .....3 credits
EN318 The Eighteenth Century Novel .....3 credits
EN321 English Romanticism .....3 credits
EN324 Victorian Prose and Poetry .....3 credits
EN326 The Nineteenth Century British Novel .....3 credits
EN335 Twentieth Century British and Irish Poetry .....3 credits
EN336 Twentieth Century British and Irish Novel .....3 credits
EN342 American Novel to 1900 .....3 credits
EN343 Masters of the American Short Story .....3 credits
EN344 American Poetry to 1900 .....3 credits
EN351 Twentieth Century American Poetry .....3 credits
EN352 Twentieth Century American Fiction .....3 credits
EN405 Theories of Fiction .....3 credits
EN489 Senior Thesis .....3 credits
EN491 Senior Internship .....2-6 credits
EN492 Senior Seminar .....3 credits

Writing Track - 21 credits

At least six courses from the following, no more than two from outside of the English Department**

EN209 Introduction to Creative Nonfiction ..... 3 credits
EN220 Introduction to Creative Writing ..... 3 credits
EN235 Fiction Workshop ..... 3 credits
EN237 Poetry Workshop ..... 3 credits
EN241 Editing and Publishing (Laboratory) ..... 4 credits
EN405 Theories of Fiction ..... 3 credits
EN417 Advanced Fiction Workshop ..... 3 credits
EN421 Advanced Poetry Workshop ..... 3 credits

At least one elective in literature ..... 3 credits

TH401 Playwriting I ..... 3 credits
TH402 Playwriting II ..... 3 credits
MC211 Journalism I ..... 3 credits
MC212 Broadcast Journalism ..... 3 credits
MC252 Journalism II ..... 3 credits
MC273 Writing for the Electronic Media ..... 3 credits
MC352 Feature Newswriting ..... 3 credits

**Courses from other disciplines which may be used toward the Writing Track

Graduate Studies Track -- 27 credits

EN489 Senior Thesis ..... 3 credits

At least eight electives (24 credits) in literature, at least three British Literature and three American Literature, varied in historical period, including at least one course each from British Literature before the eighteenth century and British Literature from the eighteenth century or later, only one of which may be at the 100 level.

Four semesters of a foreign language are strongly recommended.

Major Fields Test– The MFT in English will be given to a select sample of Senior English majors.

Minor Requirements

Minor in English -- 18 credits

EN203 Introduction to British Literature ..... 3 credits
EN204 Introduction to American Literature ..... 3 credits
EN210 Introduction to Literary Studies ..... 3 credits

At least three electives in literature, one at the 300 level or above, no more than one at the 100 level ..... 9 credits

Requirements for the Minor in Creative Writing or the Creative Writing Concentration for English Majors (Literature Track) - 19 credits

EN220 Introduction to Creative Writing ..... 3 credits
EN241 Editing and Publishing (Laboratory) ..... 4 credits
Four Electives in Writing ..... 12 credits

Students must take at least three writing electives selected from the list under Writing Track. A minor in Creative Writing may include no more than one course from outside the English Department offerings. A Creative Writing Concentration for English majors may include no more than two courses from outside the English Department offerings.

Required for Graduation:

120 semester hours, including the 38-credit Individual and Community Integrated Curriculum. The normal course load is 15-16 credits per semester. Transfer students should refer to the residency requirement section of the catalogue.

Recommended English Curriculum Guide

Freshman Year

Fall Semester		*Spring Semester*	
IC101	Individual and Community	IC106	College Writing II
IC105	College Writing I	_____	Laboratory Science II
_____	Laboratory Science I	EN204	Intro to American Literature
_____	Elective	_____	Elective
_____	Elective	_____	Elective

Sophomore Year

Fall Semester		*Spring Semester*	
IC205	Experiencing the Arts*	IC206	Music in Our World*
IC210	American Experience	IC260	Twentieth Century
_____	Mathematics Requirement	IC212	Challenge of Business in Society**
EN203	Introduction to British Literature	EN__	English Elective
EN210	Introduction to Literary Studies	EN__	English Elective
EN225	Sophomore Assessment Seminar	_____	Elective
_____	Elective		

* *One of these two courses may be taken in the fall or spring semester*

** *May be taken in the fall or the spring*

Junior Year

Fall Semester		*Spring Semester*	
IC305	Science of Society *	IC360	Reason & Romanticism**
IC310	Ancient & Medieval Worlds**	EN___	English Elective
EN___	English Elective	EN___	English Elective
EN___	English Elective	_____	Elective
_____	Elective	_____	Elective
_____	Elective		

* *May be taken in the fall or spring semester*

** *One of these two courses must be taken*

Senior Year

Fall Semester		*Spring Semester*	
EN492	Senior Seminar	EN020	English Competency Exam/ Writing Track
EN010	English Competency Exam/ Literature Track	EN___	English Elective
EN485	Senior Assessment Seminar	EN___	English Elective
EN___	English Elective	EN___	English Elective
_____	Elective	_____	Elective
_____	Elective		

English Curriculum

Courses in Literature

EN010 English Competency Oral Exam - Literature Track Fall semester
EN020 English Competency Exam - Writing Track Spring Semester
Taken in the fall or spring semester of the senior year. In the Literature and Graduate Tracks, an oral defense based on one critical paper written by the student on a work selected by the English faculty, oral analysis of a work selected by the student, and explication of a poem chosen by the English faculty. For the Writing Track, presentation of a body of the student's original creative work, a literacy autobiography, and a written and oral analysis of a text chosen by the English faculty.

EN110 American Mosaic: Multicultural Literature in the United States **3 credits**
A survey of minority literatures, including African-American, Chinese-American, Native American, and others.

EN112 Villains, Vengeance, and Violence **3 credits**
Explores the Gothic genre as both a literary mode and cultural phenomenon. Beginning with a detailed analysis of the cultural context in which the gothic novel was first produced in Britain, the course will then investigate selected texts from other historical moments which might also be construed as "gothic," including American appropriations of the gothic in both the 19th and 20th centuries.

EN115 Banned Books **3 credits**
Explores the phenomenon of book banning. It will take a critical look at historical/cultural circumstances surrounding specific instances of book banning thoughout the world. Several banned books will be read.

EN203 Introduction to British Literature **3 credits**
A survey course that treats major authors and works of English literature from the beginning to the present day. *Prerequisite: IC105 or permission of the instructor.*

EN204 Introduction to American Literature **3 credits**
A survey course that examines the historical development and diversity of American literature. *Prerequisite: IC105 or permission of the instructor.*

EN210 Introduction to Literary Studies **3 credits**
An introduction to major critical concepts from Aristotle to modern feminist theory and their application in describing, analyzing, and classifying works of literature. *Prerequisite: IC105 or permission of the instructor.*

EN215 Beyond Britain and America: Other Literatures in English **3 credits**
Selected literary works originally written in English from Australia, Asia, Africa, Canada, and the Caribbean. *Prerequisite: IC105 or permission of the instructor.*

EN225 Sophomore Assessment Seminar **1 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 and the TeaCH Goals of the Student Experience. *Prerequisites: IC105, IC106 or permission of instructor.*

EN270 Women Writers **3 credits**
A study of selected works by significant female writers, including at least one work outside the British and American tradition. *Prerequisite: IC105 or permission of the instructor.*

EN303 Epic and Romance **3 credits**
The primary texts are *Beowulf* and *Sir Gawain and the Green Knight.* Other works will be included at the instructor's discretion. *Prerequisites: EN203 and EN210.*

EN304 Chaucer **3 credits**
A sampling of the *Canterbury Tales,* with attention to the remainder of the works as time permits. *Prerequisites: EN203 and EN210.*

EN310 Shakespeare: Comedies and Histories **3 credits**
A study of the major comedies and histories. *Prerequisites: EN203 and EN210.*

EN311 Shakespeare: Tragedies and Poems **3 credits**
A study of the major tragedies, and poems including the sonnets. *Prerequisites: EN203 and EN210.*

EN318 The Eighteenth Century Novel **3 credits**
A study of selected works of Smollett, Sterne, Defoe, Fielding and their contemporaries. *Prerequisites: EN203 and EN210.*

EN321 English Romanticism **3 credits**
A study of selected works of Wordsworth, Coleridge, Byron, Keats, Shelley, Lamb, Hazlitt, and DeQuincey. *Prerequisites: EN203 and EN210.*

EN324 Victorian Prose and Poetry **3 credits**
A study of selected works of Carlyle, Arnold, Ruskin, Pater, Tennyson, the Brownings, the Pre-Raphaelites, and Hopkins. *Prerequisites: EN203 and EN210.*

EN326 The Nineteenth Century British Novel **3 credits**
Selected novels from such authors as Austen, Scott, Dickens, Thackeray, Trollope, George Eliot, Hardy, the Brontes and Mary Shelley. *Prerequisites: EN203 and EN210.*

EN335 Twentieth Century British and Irish Poetry **3 credits**
A study of important modern British poets from Hardy and Hopkins to the present including Yeats, Owen, Housman and Auden. *Prerequisites: EN203 and EN210.*

EN336 Twentieth Century British and Irish Novel **3 credits**
A study of the art and thought of British prose writers since the end of the Victorian period. Detailed study of the works of such authors as Hardy, Conrad, Orwell, Joyce, Woolf, Waugh, Lawrence, Greene and Drabble. *Prerequisites: EN203 and EN210.*

EN342 American Novel to 1900 **3 credits**
Detailed study of the works of such authors as Cooper, Hawthorne, Melville, Twain, Stowe, James, Crane and Howells. *Prerequisites: EN204 and EN210.*

EN343 Masters of the American Short Story **3 credits**
A study of the American short story from its origin to the present day. *Prerequisites: EN204 and EN210.*

EN344 American Poetry to 1900 **3 credits**
An overview of American poetry and its development with in-depth study of poetry of such authors as Bradstreet, Taylor, Freneau, Whittier, Bryant, Poe, Emerson, Whitman, Dickinson and Dunbar. *Prerequisite: EN204 .*

EN351 Twentieth Century American Poetry **3 credits**
A study of major American poets from E.A. Robinson to the present including Frost, Eliot, poets of the Harlem Renaissance, Cummings, Plath and the Beat generation. *Prerequisites: EN204 and EN210.*

EN352 Twentieth Century American Fiction **3 credits**
A study of major American novelists and short story writers from Naturalism to Post Modernism. Detailed study of the works of such authors as Norris, Wharton, Dreiser, Lewis, Hemingway, Faulkner, Baldwin and Morrison. *Prerequisites: EN204 and EN210.*

EN405 Theories of Fiction **3 credits**
A study of the theoretical bases of the works of selected major writers as expressed by the writers themselves. *Prerequisite: EN203 or EN204.*

EN422 Writing for Publication **3 credits**
An advanced seminar intended to prepare students for a professional writing career. Students will further develop expertise in their writing as well as marketing and publishing their work. *Prerequisites: IC105, IC106 and EN220 or EN235.*

EN450 Special Topics in Literature **3 credits**
A seminar on subject chosen by instructor. *Prerequisites: EN203, EN204, and EN210.*

EN485 Senior Assessment Seminar **2 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 an completion of competency exam in English, and reflection broadly 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.*

EN489 Senior Thesis **3 credits**
A written work on a topic chosen in consultation with the major advisor. *Prerequisites: EN203, EN204, EN210 and permission of English major advisor.*

EN491 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 The Senior Seminar **3 credits**
Required of all English majors. The seminar will be oriented around a particular literary figure or figures, topics, or genres. *Prerequisites: EN203, EN204 and EN210.*

Courses in Creative Writing

EN209 Introduction to Creative Nonfiction **3 credits**
Writing and reading in selected creative nonfiction genres.

EN220 Introduction to Creative Writing **3 credits**
Introduction to writing in the creative genres of fiction, nonfiction, poetry and drama. Through the study and the composition of texts in these genres, students will acquire a working knowledge of fundamental aspects of literary form and craft, and an understanding of literature as an interactive enterprise involving both writing and reading, critical and creative endeavor.

EN235 Fiction Workshop **3 credits**
A course in the basic techniques of fiction writing. Readings from major works selected for their relevance. *Prerequisites: IC105 and IC106.*

EN237 Poetry Workshop **3 credits**
A course in the basic techniques of writing poetry. Readings from major works selected for their relevance. *Prerequisites: IC105 and IC106.*

EN241 Editing and Publishing (laboratory) **4 credits**
A workshop in preparing, editing, publishing, and distributing a literary magazine. Students produce and circulate an issue of *Northern New England Review. Prerequisites: IC105 and IC106.*

EN410 The Teaching of Writing **3 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. *Prerequisites: IC105, IC106 and EN210.*

EN417 Advanced Fiction Workshop **3 credits**
Advances the skills learned in EN235 and to add the skills for preparing a manuscript for submission to a publisher. *Prerequisites: IC105, IC106 and EN235 or permission of instructor.*

EN421 Advanced Poetry Workshop **3 credits**
A course in techniques including poetic forms, meter and free verse. Readings selected for their relevance to writing poetry. *Prerequisites: IC105, IC106 and EN237, or permission of instructor.*

EN299, 399, 499 Independent Study in English **3 credits each**
Offers the opportunity to explore an area of study not listed in the catalogue. The topic should be jointly selected and carefully designed by the student and faculty sponsor, and be approved by the Division Chair. 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 or from the office of the Division Chair. Independent Study courses are assigned numbers of 299, 399 or 499, depending on the level of the course.

Environmental Science/Studies (ES)

PROFESSORS: Catherine R.O. Koning, Paul M. Kotila
ASSOCIATE PROFESSOR: Rhine Singleton
ASSISTANT PROFESSOR: Jacques Veilleux
AFFILIATED FACULTY: Frank Cohen (Political Science), Harry G. Davis (Biology), James Donelan (Philosophy), John Harris (American Studies), Peter Hipson (Computer Information Technology), Frank Hubacz, Jr. (Chemistry), Linda Malmgren (Biology), Frederick S. Rogers (Geology)

Bachelor of Arts and Bachelor of Science degrees are offered in Environmental Science.

A minor is offered in Environmental Studies.

In order to fulfill graduation requirements, students must maintain a minimum cumulative grade point average of 2.0, a minimum grade point average of 2.0 in an academic major, and complete 120 credits. In addition, in order to complete minor or certificate programs, students must maintain a minimum grade point average of 2.0 in those programs.

This interdisciplinary program is designed to provide the broad perspective and technical expertise required to understand and address environmental problems. The Environmental Science major consists of three components: **(1) major core requirements, (2) major electives, and (3) an area of emphasis.** Major core requirements build the basic scientific background required to understand the fundamentals of environmental science. Major electives are designed to provide greater depth in the sciences and provide breadth in non-science areas important to environmental issues. An area of emphasis enables a student to develop a specialization in a particular area relating to environmental science. Courses in the area of emphasis must be at the upper level and constitute a cohesive whole.

The Bachelor of Arts (B.A.) degree is appropriate for the student who is seeking a strong background in environmental science as preparation for a career that does not require graduate training in science. The Bachelor of Science (B.S.) degree provides necessary coursework for a student who seeks to build a career as a scientist, and who therefore will need to consider attending graduate school in a scientific field.

Honors in Environmental Science are awarded to students achieving a 3.25 grade point average in major courses. High Honors require a 3.50 grade point average in major courses.

The Environmental Science program is teacher certifiable in Secondary School Biology. Students who intend to teach Biology in high school should refer to page 70 for information on the Secondary Teacher Certification Program.

B.A. in Environmental Science

Major Core Requirements*

In addition to the Individual and Community Curriculum (page 106), the following courses selected for the major must be completed successfully, with a grade point average of at least 2.00:

BI101–102 Biology I and II
ES101 Environmental Science
CH101–102 Chemistry I and II *or*
GL101-102 Geology I and II

One semester of Mathematics at the MT151 level or above
BI/ES218 Ecology
ES480 Junior Seminar
ES481 Senior Thesis *or*
ES460 Internship

Major Electives (see next page) **Area of Emphasis (see see next page)**

B.S. in Environmental Science

Major Core Requirements*

In addition to the Individual and Community Curriculum (page 106), the following

courses selected for the major must be completed successfully, with a grade point average of at least 2.00:

BI101–102 Biology I and II
ES101 Environmental Science
CH101–102 Chemistry I and II
CH211–212 Organic Chemistry I and II
One year of Mathematics at the MT151 level or above including MT221 Calculus
or MT260 Statistics
BI/ES218 Ecology
ES480 Junior Seminar
ES481 Senior Thesis
Major Electives (see below)
Area of Emphasis (see below)

* Recommended for Graduate School: Calculus I, II; Physics I, II

Major Electives

Same for both B.A. and B.S. Cannot double count with Major Core Requirements or Areas of Emphasis.

ONE of the following: (3-4 credits)

Natural History: BI221 Entomology*, BI223 Local Flora, BI250 Plant Biology*, BI312 Vertebrate Zoology*, ES/BI217 Tropical Forest Ecology, ES/BI320 Wetland Ecology and Protection, ES/BI430 Forest Ecology, BI365 Limnology, ES/BI342 Wildlife Conservation and Management, BI231 Animal Behavior, BI375 Mammalogy, GL101-102 Geology I-II

TWO of the following: (6 credits)

Policy/Social Major Elective: AN220 Global Problems, ES310 Environmental Impact Assessment, AS301 Place, Community and American Culture, ES/PO344 Environmental Politics, ES/PA306 Philosophy of Science and Nature, BA265 Law and Environment, ES210 Evolution of Environmental Thought, ES340 Sustainable Communities

ONE of the following: (3-4 credits)

Quantitative Major Elective: CH312 Quantitative Analysis, BI365 Limnology, ES/CH221 Environmental Chemistry, ES222 Introduction to GIS, ES230 Intermediate GIS, ES/BI430 Forest Ecology, BI355 Ecophysiology*, BI351 Endocrinology*

* Must be taken by students seeking Secondary Education Certification

Areas of Emphasis

Choose any four courses from one group for B.A., any three courses for B.S. Cannot double count with Major Core Requirements or Major Electives.

1. **Conservation Science/Ecology**
   BI211 Genetics
   BI221 Entomology
   BI223 Local Flora
   BI250 Plant Biology
   BI312 Vertebrate Zoology
   ES/BI217 Tropical Forest Ecology
   ES/BI320 Wetland Ecology and Protection
   BI231 Animal Behavior
   ES/BI 430 Forest Ecology
   BI365 Limnology
   ES/BI342 Wildlife Conservation and Management
   BI375 Mammalogy
   GL101 or 102 Geology I-II
   ES222 Introduction to GIS
   ES230 Intermediate GIS
2. **Chemistry/Water Resources**
   CH211-212 Organic Chemistry I & II
   CH312 Quantitative Analysis
   BI365 Limnology
   ES/CH 221 Environmental Chemistry
   ES/BI320 Wetland Ecology and Protection
3. **Education (for Secondary School State Certification in Biology**)**
   BI211 Genetics
   BI212 Cellular Biology
   BI231 Animal Behavior *or*
   ES/BI342 Wildlife Conservation and Management
   PH101-102 Physics I & II

4. **Education (non-certification)**
   - ED105 Educational Psychology
   - ED224 Curriculum II
   - ED263 Primary Discovery
   - ED314 Challenges in Math and Science
   - AS301 Place, Community and American Culture
   - ES210 Evolution of Environmental Thought

5. **Ethics/Community**
   - ES/PA306 Philosophy of Science and Nature
   - ES434 Environmental Anthropology
   - AS301 Place, Community and American Culture
   - ES210 Evolution of Environmental Thought
   - ES340 Sustainable Communities
   - PA214 Modern Philosphy
   - SO203 Community Organization

6. **Law/Policy and Enforcement**
   - ES310 Environmental Impact Assessment
   - ES/BI320 Wetland Ecology and Protection
   - ES/PO344 Environmental Politics
   - BA265 Law and Environment
   - ET101 Principles of Economics I
   - CJ101 Intro. to Criminal Justice
   - CJ201 Police Work
   - PO201 U.S. Government
   - PO205 Contemporary World Affairs
   - PO352 Constitutional Law

7. **Parks & Natural Resource Management**
   - SR243 Programming in Sports and Recreation Management
   - SR346 Parks & Natural Resource Management
   - ES/BI342 Wildlife Conservation and Management
   - ES222 Introduction to GIS
   - ES230 Intermediate GIS
   - ES310 Environmental Impact Assessment
   - ES/BI320 Wetland Ecology and Protection

8. **Physical/Geographic Resources**
   - PH101-102 Physics I & II
   - GL101-102 Geology I-II
   - ES/CH 221 Environmental Chemistry
   - ES222 Introduction to GIS
   - ES230 Intermediate GIS

Secondary Education Certification requires completion of ALL courses listed in the Education Area of Emphasis as well as courses in the Secondary Education Program. Student needs an education advisor and approval through the Education Department. Refer to Education Department Teacher Handbook.

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 listed below.

- ES101 Environmental Science *or*
- IC110/111 Integrated Science–Environment Track
- BI218 Ecology

Two of the following:

- AS301 Place, Community and American Culture
- ES210 Evolution of Environmental Thought
- BA265 Environmental Law
- ES340 Creating Sustainable Communities
- ES310 Environmental Impact Assessment
- ES/PO344 Environmental Politics
- ES/PA306 Philosophy of Science and Nature

Two of the following:

- BI223 Local Flora
- BI231 Animal Behavior
- BI250 Plant Biology
- BI355 Ecophysiology
- BI375 Mammalogy
- ES/BI217 Tropical Forest Ecology
- ES/CH221 Environmental Chemistry
- ES/BI320 Wetland Ecology
- ES/BI430 Forest Ecology
- BI365 Limnology
- ES/BI342 Wildlife Conservation
- GL101 or 102 Geology I or Geology II

Required for Graduation:

120 semester hours, including the 38-credit Individual and Community Integrated Curriculum. The normal course load is 15–16 credits per semester. Transfer students should refer to the residency requirement section of the catalogue.

Recommended Curriculum Guide for Environmental Science

Note: Physics I-II, Calculus I-II, and Organic Chemistry I-II are also recommended for students considering graduate study in the natural sciences.

Freshman Year

Fall Semester		*Spring Semester*	
IC101	Individual and Community	IC106	College Writing II
IC105	College Writing I	BI102	Biology II
BI101	Biology I	ES101	Environmental Science
MT___	Mathematics Requirement	_____	Elective
_____	Elective		

Suggested freshman electives: Introduction to CIT102 Computer Information Technology, GL101, 102 Geology I-II, PH 101, 102 Physics I-II, ES340 Sustainable Communities.

Sophomore Year

Fall Semester		*Spring Semester*	
IC205	Experiencing the Arts*	IC206	Music in Our World*
IC210	American Experience	IC260	Twentieth Century
IC212	Challenge of Business in Society**	CH102	General Chemistry II
CH101	General Chemistry I	ES/BI342	Wildlife Conservation and Management
ES/BI218	Ecology	_____	Elective
MT260	Statistics, *or*	_____	Elective
MT221	Calculus		

* *One of these two courses may be taken in the fall or spring semester*

** *May be taken in the fall or the spring*

Junior Year

Fall Semester		*Spring Semester*	
IC305	Science of Society *	IC360	Reason & Romanticism**
IC310	Ancient & Medieval Worlds**	ES480	Junior Seminar in Environmental Science
_____	Area of Emphasis #1	_____	Area of Emphasis #2
_____	Major Elective #1	_____	Major Elective #2
_____	Elective		

* *May be taken in the fall or spring semester*

** *One of these two courses must be taken*

Senior Year

Fall Semester		*Spring Semester*	
_____	Senior Capstone	ES481	Senior Thesis
_____	Area of Emphasis #3	_____	Major Elective #4
_____	Major Elective #3	_____	Elective
_____	Elective	_____	Elective
_____	Elective	_____	Elective

Environmental Science Curriculum

ES101 Environmental Science (laboratory) **4 credits**

A general introductory course on the range of interactions humans have with the environment, the problems these interactions cause, and the solutions which are being implemented or proposed. Laboratory focuses on the qualitative and quantitative evaluation of environmental problems and the development of solutions. Required of all Environmental Science majors.

ES210 Evolution of Environmental Thought **3 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.*

ES/BI217 Tropical Forest Ecology **4 credits**
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. 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. *Prerequisite: BI102*
Fall-January, alternate years

ES/BI218 Ecology (laboratory) **4 credits**
The interactions of individual organisms, populations, and communities with their environments. Lectures and laboratories emphasize principles and techniques of ecological investigations. *Prerequisite: BI102 or IC111*
Fall

ES/CH221 Environmental Chemistry (laboratory) **4 credits**
Survey of the chemistry of environmental problems. Topics include air, ground and water pollution, waste water treatment, and solid waste management. *Prerequisite: CH102*
Spring, even years

ES/CIT222 Introduction to Geographic Information Systems: ArcView® **3 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.
Spring, even years

ES/CIT230 Intermediate Geographic Information Systems: Arc/Info® **3 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: ES/CIT222*
Spring, odd years

ES/PA306 Philosophy of Science and Nature **3 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).
Spring, even years

ES310 Environmental Impact Assessment **3 credits**
Demonstrates how biological, social, economic and legal issues interact as humans alter their environment. Students will learn the basic methods used to assess the impacts of a development project on the social, economic and natural environments. *Prerequisites: BI102, and ES101 or BI218; junior or senior standing.*
Spring, odd years

ES/BI320 Wetland Ecology and Protection (laboratory) **4 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 BI218.*
Fall, even years

ES340 Creating Sustainable Communities **3 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.

ES/BI342 Wildlife Conservation and Management **3 credits**
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: BI102 and ES1O1, or BI218.*
Spring, alternate years

ES/P0344 Environmental Politics **3 credits**
Develops in students the understanding of the political components of environmental policy-making. Students will study the interactions between the political process and the environment as public affairs realm. The United States will be one of many countries examined in comparative perspective. Significant attention will also be given to international environmental politics under the assumption that international factors, as well as domestic ones, affect the formation of winning policy. *Prerequisites: Any PO200 or PO300 level class, or permission of instructor.*
Spring, even years

ES/BI430 Forest Ecology (laboratory) **4 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 lab 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.*
Fall, odd years

ES434 Environmental Anthropology **3 credits**
Considers the interaction between culture and the environment. Analysis will focus on cultural adaptations to energy sources. *Prerequisite: AN101 or BI101*

ES460–462 Internship in Environmental Science **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 Division Chair. Evaluation is made by the internship advisor in consultation with the employer. *Prerequisites: Environmental Science major; junior or senior standing; permission of instructor.*

ES480 Junior Seminar in Environmental Science **2 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.*

ES481 Senior Thesis **3 credits**
A student-defined work of original research conducted under the supervision of one or more faculty. Required of all Environmental Science majors. *Prerequisites: ES480, senior standing, and permission of instructor.*

ES299, 399, 499 Independent Study in Environmental Science **2-6 credits**
Independent study offers an opportunity to explore an area of study not included in the catalogue 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 Division Chair. 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 Division Chair. Independent Study courses are assigned numbers of 299, 399 or 499, depending on the level of the course.

Geology (GL)

ASSOCIATE PROFESSOR: Frederick S. Rogers

Geology Curriculum

GL101–102 General Geology I and II (laboratory) **4 credits each**
Provides insight into the composition, structure, and origin of the earth as revealed by rocks, minerals, land forms, and the fossil record. Special attention is paid to the tectonic and biological history of the planet.

GL205 Environmental Geology (laboratory) **4 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.*

Global Citizenship Certificate (GCC)

STEERING COMMITTEE AND CORE FACULTY: Gerald Burns (English), Minghua Li (Economics), Robin Marra (Political Science), Susan Oehlschlaeger (International Student Services), Debra Picchi (Anthropology), Benjamin Treat (Library Services)

A certificate is offered in Global Citizenship.

In order to fulfill graduation requirements, students must maintain a minimum cumulative grade point average of 2.0, a minimum grade point average of 2.0 in an academic major, and complete 120 credits. In addition, in order to complete minor or certificate programs, students must maintain a minimum grade point average of 2.0 in those programs.

The Global Citizenship Certificate is an interdisciplinary program that offers an integrative approach to learning about the interconnections among societies. The program builds on the premise that in spite of many new connections, the world remains fragmented. It aims to give students support and opportunity to make the effort to build a global community that involves human interdependence, equality, and justice. It provides a supportive environment for students which assists 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 or study abroad.

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 politics.

Requirements

Students intending to earn the Global Citizenship Certificate are required to complete 13 credits of course and internship work. Of these credits, AN220 Global Problems (3 credits), GCC490 The Global Citizenship Seminar (1 credit), and a three credit internship in the student's major area or The Walk or a semester's study abroad are required. A Franklin Pierce student from outside the United States may use his/her experience at Franklin Pierce in lieu of an internship for completion of requirements for the Global Citizenship Certificate program. Two additional courses (6 credits) must be chosen from the courses listed in this section. Students are advised to link the courses they take with the internship work they choose to do.

Global Citizenship Certificate Curriculum

AN101 Introduction to Cultural Anthropology **3 credits**
Introduces the four subfields of anthropology: archaeology, cultural anthropology, linguistics, and physical anthropology. Presents key concepts, terminology, principles, and methods used in each.

PO205 Contemporary World Affairs **3 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.

PO206 Comparative Politics **3 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.

AN211 International Business Cultures **3 credits**
Relates the theories and methods of cultural anthropology to business and management. Enhances students' sensitivity to cultural differences so that they more successfully relate to business in international and interethnic contexts.
Spring, odd-numbered years

MU214 World Music **3 credits**
A survey of the music of the world other than western and popular music. The place of music in societies and its connections with other arts. Music of primitive cultures, the music of the high cultures of Asia, and the folk music of western cultures.

EN215 Beyond Britain and America: Other Literatures in English **3 credits**
Selected literary works originally written in English from Australia, Asia, Africa, Canada, and the Caribbean. *Prerequisite: IC105 or permission of the instructor.*

BI/ES217 Tropical Forest Ecology **4 credits**
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. 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. *Prerequisite: BI102.*
Fall-January, alternate years

AN220 Global Problems **3 credits**
Examines social, political, and economic issues within historical and cultural contexts. Focus will be on Asian, Latin American, and Islamic societies.

AN225 Women Around the World **3 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.

HS233 Modern Middle East **3 credits**
A study of the decline of the Ottoman and Persian empires in the 19th century under the impact of modernization and Western imperialism followed by the attempt of their newly created successor states in the 20th century to establish their independence, political stability, economic viability and cultural identity. Designed to help the student develop an understanding of an area of critical importance to world peace and of major national interest to the United States.

HS362 China and the Modern World **3 credits**
A study of the events leading up to the collapse of the Manchu Dynasty and the Revolution of 1911; consideration of the events that followed leading to the Nationalist Republic, the war against Japan, the Communist Revolution, Mao and the People's Republic, developments of Mao to the present time. *Prerequisite: IC260 or one HS200-level course.*

HS364 Modern Japan **3 credits**
A study of the rise of Japan from an isolated, feudalistic nation in the latter part of the 19th century to a major military power in the first half of the 20th century and an economic superpower today. *Prerequisite: IC260 or one HS200-level course.*

IB364 The Global Economy **3 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 and FM224.*
Fall

MK365 International Marketing **3 credits**
The structure of foreign and home-based marketing and the financial features of international marketing. *Prerequisites: ET101, ET102, MK201 and MN201.*
Fall

GCC490 Global Citizenship Seminar **1 credit**
Provides a forum for students who have recently engaged in, or are currently enrolled in, a Global Citizenship internship or who have completed an approved study abroad. During the semester they will complete readings on various kinds of leadership and on global issues, give presentations about their internship experiences, and write about the ways in which their leadership and global experiences will enrich their futures. The focus is on students having the opportunity to synthesize their academic and hands-on leadership experiences. *Prerequisites: declared candidacy for the Global Citizenship Certificate program, plus either completion of, or current enrollment in, an approved leadership internship, or completion of an approved study abroad.*

Graphic Communications (GC)

PROFESSORS: Richard Block, Robert E. Diercks
ASSISTANT PROFESSOR: Jay Hill
LECTURERS: Al Karevy, Coni Porter, Marcia Press

A Bachelor of Arts degree is offered in Graphic Communications.

A major and a minor are offered in Graphic Communications.

In order to fulfill graduation requirements, students must maintain a minimum cumulative grade point average of 2.0, a minimum grade point average of 2.0 in an academic major, and complete 120 credits. In addition, in order to complete minor or certificate programs, students must maintain a minimum grade point average of 2.0 in those programs.

The major in Graphic Communications combines a basic liberal arts education with specialized preparation for a career in the field. Emphasis is placed on fine arts, graphic design, and production throughout the four-year program, areas necessary for entry into the profession of graphic communications.

Departmental Honors in Graphic Communications are awarded students achieving a 3.25 grade point average in required major courses. High Honors are awarded those achieving a grade point average of 3.50 or above in required major courses.

Major Requirements

The following 16 courses are required for a major in Graphic Communications (in addition to the Individual and Community Curriculum page 106):

FA101	Two-Dimensional Design
FA102	Three-Dimensional Design
FA286	19th & 20th Century Art (or Art History Period Course)
GC201	Graphic Design I
GC302	Graphic Design II
GC403	Graphic Design III
GC251	Graphic Production
GC371	Computer Graphic Design I
FA201	Drawing I
FA302	Drawing II
GC321	Typography
FA211	Creative Photography I
GC367	Commercial Photography I
GC341	Illustration
GC491	Internship I
GC492	Internship II

Recommended Electives:

GC227	Calligraphy
GC261, GC 362	Color Photo. Workshop I, Color Photo. Workshop II
GC320	Book Design
GC 368	Commercial Photography II
FA303	Drawing III
FA304	Drawing IV
FA_____	Art Studio Course
FA_____	Art History Period Course
GC372	Computer Graphic Design II
FA312	Creative Photography II
FA313	Creative Photography III
FA314	Creative Photography IV
CIT102	Intro. to Information Technology
MC100	Communication, Media and Society
MK201	Principles of Marketing

Required for Graduation:

120 semester hours, including the 38-credit Individual and Community Integrated Curriculum. The normal course load is 15–16 credits per semester. Transfer students should refer to the residency requirement section of the catalogue.

Recommended Curriculum Guide

Freshman Year

Fall Semester		*Spring Semester*	
IC101	Individual and Community	IC106	College Writing II
_____	Laboratory Science I	_____	Laboratory Science II
IC105	College Writing I	GC371	Computer Graphic Design I
FA101	Two-Dimensional Design	FA201	Drawing I
GC201	Graphic Design I	FA102	Three-Dimensional Design

Sophomore Year

Fall Semester		*Spring Semester*	
IC205	Experiencing the Arts*	IC206	Music in Our World*
IC210	American Experience	IC260	Twentieth Century
IC212	Challenge of Business in Society**	_____	Mathematics Requirement
GC302	Graphic Design II	FA281-285	Art History Period Course
FA211	Creative Photography	GC321	Typography
_____	Elective	_____	Elective

* *One of these two courses may be taken in the fall or spring semester*
** *May be taken in the fall or the spring*

Junior Year

Fall Semester		*Spring Semester*	
IC305	Science of Society *	IC360	Reason & Romanticism**
IC310	Ancient & Medieval Worlds**	GC251	Graphic Production
FA302	Drawing II	GC367	Commercial Photography I
GC491	Internship I	_____	Elective
_____	Elective	_____	Elective

* *May be taken in the fall or spring semester*
** *One of these two courses must be taken.*

Senior Year

Fall Semester

GC341 Illustration
GC492 Internship II
_____ Elective
_____ Elective
_____ Elective

Spring Semester

GC403 Graphic Design III
_____ Elective
_____ Elective
_____ Elective
_____ Elective

Minor Requirements

A minimum of seven courses is required for the minor.

Two Fine Arts courses

FA101 Two-Dimensional Design and either:
FA102 Three-Dimensional Design, FA201 Drawing I, *or* FA211 Creative Photography I

Four Graphic Communications courses

GC201 Graphic Design I
GC302 Graphic Design II
GC321 Typography
GC251 Graphic Production

At least one Graphic Communications elective

GC367 Commercial Photography I
GC341 Illustration
GC227 Calligraphy
GC371 Computer Graphic Design I
GC472 Computer Graphic Design II

Graphic Communications Curriculum

GC201 Graphic Design I **3 credits**
An introduction to the basic concepts of graphic communications, with emphasis on the creative process and use of tools and techniques. *Materials fee.*

GC227 Calligraphy **3 credits**
An introductory study of the history and practice of letters. Four basic styles: Roman Capitals, Carolingian, Gothic Manuscript, and Italic are covered. The emphasis is on well drawn, well proportioned letters, page design, and proper spacing. *Materials fee.*

GC251 Graphic Production **3 credits**
Introduces students to all steps of the production process, from initial design concept through the printed page. Macintosh-based software, including Quark XPress, is used in preparing art for reproduction, and students will gain hands-on experience in color, file, and font management. Paper varieties and various methods of print reproduction are examined along with their characteristics and requirements. On-site visits to print shops and a paper mill give students an in-depth look at the entire process. *Materials fee. Prerequisite: FA101, GC201, or permission of instructor.*

GC261 Color Photography Workshop I **3 credits**
Students learn to expose color film in the field, develop it in the darkroom, and make contact and enlargement prints. Color negative and color reversal processes. *Materials fee. Prerequisite: FA211 suggested.*

GC302 Graphic Design II **3 credits**
Development of students planning to be designers. Application of design principles to reflect the range of assignments in a studio, agency or in-house design situation. *Materials fee. Prerequisite: GC201.*

GC320 Book Design **3 credits**
A studio seminar and lecture course to investigate the history, cultural differences, writing, designing, and production of books. Students will create books in a variety of bindings. At least one book will be entirely the student's own creation, including written text. The course will include a field trip.

GC321 Typography **3 credits**
Enables students to understand, recognize, and use typography as an effective communication tool. The main emphases will be a study of the development of typographic technology, the acquisition and practicing of basic skills, and the refining of a design sense for the printed word. Students will make considerable use of our Macintosh electronic publishing workstations and high-resolution imagesetter. *Materials fee. Prerequisite: GC302.*

GC341 Illustration **3 credits**
The emphasis is on idea and skill development in basic black and white illustration. Some color illustration is done at the end of the course. *Materials fee. Prerequisite: FA302.*

GC362 Color Photography Workshop II **3 credits**
The creative potential of the image. *Materials fee. Prerequisite: GC261.*

GC367 Commercial Photography I **3 credits**
Production and portrait photography in the studio using medium- and large-format cameras. Corporate photography in the field is also included. *Materials fee. Prerequisite: FA211, suggested FA212 or GC261.*

GC368 Commercial Photography II **3 credits**
A continuation of Commercial Photography I, using medium- and large-formats in studio and some location work. An opportunity to photograph and produce commercial quality images for a portfolio. Studies in specialized areas available. *Materials fee. Prerequisite: GC367.*

GC371 Computer Graphic Design I **3 credits**
The application and use of microcomputers for the creation and manipulation of graphic images. Emphasis will be on Macintosh desktop publishing applications with an introduction to high-resolution paint programs and draw programs, along with additional study of other application possibilities for computers in the graphic arts field. *Materials fee. Prerequisite: GC302, or permission of instructor.*

GC/MC376 Animation Fundamentals **3 credits**
This intermediate course is designed to introduce students to the field of animation.Will focus on the creation of 3-D computer animations and students will create traditional animations as well. Course will provide an overview of animation history from traditional animators in the silent era to modern-day computer animators. Students will experience all stages of the animation process from pre-production (storyboarding, creating a soundtrack) to production (modeling, skeletons, keyframing) and post-production (lighting, rendering, editing). *Prerequisites: MC230 or GC371 (both suggested) and junior standing, or permission of instructor.*

GC403 Graphic Design III **3 credits**
The preparation of a portfolio reflecting a range of graphic design applications based on the student's strengths and interests, professional standards, and post-graduate goals. Adherence to deadlines and high quality results are emphasized. *Materials fee. Prerequisites: GC302 and senior standing.*

GC472 Computer Graphic Design II **3 credits**
Continues the studies begun in Computer Graphic Design I. Along with further work in high-resolution paint and draw programs and desktop publishing, students will work on the manipulation of scanned images and photographs and advanced color projects as well as experimenting with graphics on the Internet. *Materials fee. Prerequisites: GC341 and GC371, or permission of instructor.*

GC491 Introduction to Internship in Graphic Communications **3 credits**
GC492 Internship in Graphic Communications **3 credits**
This course (GC491) is usually taken during the fall semester of the junior year. It provides the tools and skills needed for securing internship employment such as resumé and cover

letter writing, job searching, and interview skills. A total of 240 hours of employment will be completed during the summer between the junior and senior years. GC492 is taken during the fall semester of the senior year. It provides a means for students' self-evaluation, assessment of the student's internship employment, and updating of resumés to reflect their work experience. *Prerequisite: Graphic Communications Major, junior class standing or permission of instructor.*

GC299, 399, 499 Independent Study in Graphic Communications 2–6 credits each
Offers an opportunity to explore an area of study not included in the catalogue 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 Division Chair. Normally, the student will be expected to have a cumulative grade point average of 3.0 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 Division Chair. Independent Study courses are assigned numbers of 299, 399 or 499, depending on the level of the course.

History (HS)

ASSOCIATE PROFESSORS: Mary C. Kelly, Douglas A. Ley
ASSISTANT PROFESSORS: Anne K. Huebel, Melinda Marie Jette
SENIOR LECTURER: Nickolas Lupinin
LECTURER: Steve Wilson

A Bachelor of Arts degree is offered in History.

A major and a minor are offered in History.

Courses in Public History are designated HP.

In order to fulfill graduation requirements, students must maintain a minimum cumulative grade point average of 2.0, a minimum grade point average of 2.0 in an academic major, and complete 120 credits. In addition, in order to complete minor or certificate programs, students must maintain a minimum grade point average of 2.0 in those programs.

The goals of a major in History include a knowledge of American, European and Non-Western History, with either the American or European field in depth; 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. We require students to demonstrate their knowledge and methods in written and oral styles of presentation.

The major in History provides students with the essential skills for a wide variety of careers. Among the careers pursued by recent graduates are teaching, law, business, government service, journalism, and higher degrees in history and archival work.

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 3.5 or above in the History major and a grade of B+ or higher on the History Competency Exam 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 HS courses taken, any non-HS courses required for the major, as well as any non-HS course approved as a legitimate substitution within the HS major which has been verified via completion of a course substitution form.

Students who intend to teach History (Social Science) in high school should refer to page 70 for information on the Secondary Teacher Certification Program.

Major Requirements

(In addition to the Individual and Community Curriculum, page 106)
Minimum of 39 credits in History

History majors, especially those who contemplate graduate study, are encouraged to pursue the study of a foreign language.

Required Courses:

HS001 History Competency Exam
HS301 Historical Methods
HS410 Senior Research Seminar

In addition, the student must take at least two courses (6 credits) in each of the concentrations listed below and one course (3 credits) in the category of Non-Western History. Upon choosing a specific area of concentration, the student must take at least three 200 level courses (9 credits) and at least four 300 level courses(12 credits in that area).

Concentrations:

American History European History

All History majors must pass a comprehensive oral examination (HS001), to be taken in first semester of the senior year.

Minor Requirements

Six courses (18 credits) are required for the History minor, distributed between the two concentrations and including at least two 300-level courses.

Required for Graduation:

120 semester hours, including the 38-credit Individual and Community Integrated Curriculum. The normal course load is 15–16 credits per semester. Transfer students should refer to the residency requirement section of the catalogue.

Recommended Curriculum Guide

Freshman Year

Fall Semester		*Spring Semester*	
IC101	Individual and Community	IC106	College Writing II
_____	Laboratory Science I	_____	Laboratory Science II
IC105	College Writing I	HS__	200 level course
HS__	100 level course	_____	Elective
_____	Elective	_____	Elective

Sophomore Year

Fall Semester		*Spring Semester*	
IC205	Experiencing the Arts*	IC206	Music in Our World*
IC210	American Experience	IC260	Twentieth Century
IC212	Challenge of Business in Society**	_____	Mathematics Requirement
HS__	200 level course	HS__	200 level course
_____	Elective	HS__	300 level course
_____	Elective	_____	Elective

* *One of these two courses may be taken in the fall or spring semester*
** *May be taken in the fall or the spring*

Junior Year

Fall Semester		*Spring Semester*	
IC305	Science of Society *	IC360	Reason & Romanticism**
IC310	Ancient & Medieval Worlds**	HS__	300 level course
HS301	Historical Methods	HS__	Elective
HS__	300 level course	HS__	Elective
_____	Elective	_____	Elective

* *May be taken in the fall or spring semester*
** *One of these two courses must be taken*

Senior Year

Fall Semester		*Spring Semester*	
HS001	History Competency Exam		
HS410	Senior Research Seminar	HS__	300 level course
HS__	Elective	_____	Elective
_____	Elective	_____	Elective
_____	Elective	_____	Elective
_____	Elective	_____	Elective

History Curriculum:

HS001 History Competency Exam
Individualized program of review and study culminating in oral History Exam. Required of all History majors.

HS100 Introduction to Geography **3 credits**
Provides an overview of how the physical features of the earth have influenced the development of society.
Fall

HS111 Protest in America **3 credits**
A history of American protest in the 19th and 20th centuries; an evaluation of how dissent and protest are channeled from their radical roots and assimilated into the mainstream of American history. Some examples include the abolition crusade against slavery, the Civil Rights movement, and anti-war protests.

HS112 Boomers to Yuppies: American Society Since 1945 **3 credits**
What does it mean to be a "baby boomer" or "yuppie?" Explores social and cultural change in the United States since 1945. Includes family life, popular music from Presley to the Pixies, the suburban experience, women's and civil rights movements, and life in a consumer society.

HS113 Great Tyrants: Terror and Talent **3 credits**
Presents an individualized look at several of the "great tyrants" in history. The roles they played in changing their societies and empires will be featured. Concepts of tyranny and the role of the individual in history will both be addressed, with references to how these change over the centuries. Culminates with 20th century modern totalitarianism. Among figures to be discussed are Caesar, Caligula, Stalin and Hitler.

HS132 History and Film **3 credits**
Explores the impact that film has had both on the study of history and on actual historical developments in the 20th century. Emphasis is on documentary, propaganda, feature films, and an examination of film as historical evidence for practicing historians.

HS134 Terrorism: History, Impact, Ideology **3 credits**
Terrorism in its modern incarnation will be looked at from an historical perspective. We will consider individual and state sponsored terrorism. Emphasis will be on the period from the late 18th century to the present day. Among the areas of the world to be addressed will be France, Russia, India, Algeria, and the Middle East.

HS136 Germs and Genes: Western Medicine and Society, 1850-1920 **3 credits**
Studies the ways in which medical theories interacted with social and cultural values in the U.S. and western Europe from 1850-1920. Focuses on the development of germ theory, eugenics, and public health initiatives. Topics for discussion will include state enforcement of quarantines for infectious diseases, popular protest against mandatory vaccination laws, and proposals for state and individual control of reproduction based on eugenic theories.

HS201 U.S. History to the War of 1812 **3 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.

HS202 American History in the Age of Slavery and the Civil War **3 credits**
An examination of the critical period spanning 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.

HS203 Emergence of Modern America, 1877–1945 **3 credits**
Covers such processes as growth of large cities, rise of large corporations, immigration, and

the popular unrest caused by rapid and wrenching change. Addresses the rise of the U.S. as a world power and involvement in two world wars.

HS204 U.S. History Since 1945 **3 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.

HP211 Introduction to Public History **3 credits**
This course, required for all history majors, acquaints students with the field of public history. It serves as the introductory course to the History Department's Minor in Public History. It is especially useful for students considering careers in public service, historical museums, historic sites, historical societies, archives, historic preservation, digital history, and filmmaking.

HP220 Digital History **3 credits**
This course acquaints students with the varieties of digital history and the field of public history.

HS222 Ancient History **3 credits**
The beginnings of mankind's search for law with justice, truth in philosophy and religion, order in government, and beauty in art and architecture. Students will study what constitutes the law, justice, goodness, and beauty as students look at Ancient Mesopotamian, Egyptian, Hebrew, Persian, Greek, and Roman civilizations.

HS223 Medieval History **3 credits**
The period from the fall of the Roman Empire to the end of the One Hundred Years War. An emphasis is placed on the philosophy, theology, social institutions, art, music and architecture developed during this period.

HS224 Renaissance to Napoleon **3 credits**
Significant political, literary, philosophical and artistic developments of the Italian Renaissance and the Renaissance in northern Europe. Also, a study of the Protestant Reformation of the 16th century, and the response of the Catholic Counter-Reformation, the rise of absolutism, the Enlightenment, and the course of the French Revolution.

HS229 Ninteenth and Twentieth Century Europe **3 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).

HS231 Modern Latin America **3 credits**
The basic political, social, economic and cultural patterns in Latin America since independence. Integral to the course will be the place of Latin America in hemispheric and world affairs.

HS232 African History **3 credits**
Nineteenth and twentieth centuries. The great empires of Mali, Songai, and Ghana. The introduction of slavery, colonialism, the influence of Islam, revolutionary struggle and contemporary issues. History within the context of African traditions.

HS233 Modern Middle East **3 credits**
The decline of the Ottoman and Persian empires in the 19th century under the impact of modernization and Western imperialism followed by the attempt of their newly-created successor states in the 20th century to establish their independence, political stability, economic viability and cultural identity. Helps the student develop an understanding of an area of critical importance to world peace and of major national interest to the United States.

HS301 Historical Methods **3 credits**
Principles and techniques of historical research. Major historians are studied. *Prerequisite: one HS200-level course.*

HS313 U.S. Labor History **3 credits**
The history of labor and work in the United States. Topics will include industrialization and its implications, worker resistance, labor force segmentation and discrimination in American history, and the development of unions. *Prerequisite: one HS200-level course.*

HS314 Alien Nation: The History of American Immigration and Ethnicity **3 credits**
The intertwining themes of immigration, ethnicity, and settlement form the basis of this upper-level history course. Constituting powerful cultural forces in America, a number of key areas within the historical parameters of immigration and ethnicity will be examined. Course readings aim to generate an understanding of the processes through which the U.S. was colonized and settled by successive waves of immigrants. Challenging preconceived ideas, and focusing on issues of race and ethnicity that question the foundations of American culture today will form a vital aspect of this course. *Prerequisite: one HS200-level course.*

HS319 History of New England **3 credits**
A regional history of New England, covering pre-contact Native American culture, the Pilgrim and Puritan migrations, role of New England in the American Revolution, and the process of early industrialization. Unique aspects of New England life and cultural contributions will also be examined and the urbanization and diversification of New England in the 19th century. *Prerequisite: one HS200-level course.*

HS320 African-American History **3 credits**
An overview of the African-American experience in the United States, from colonial origins through the twentieth century. Issues relating to cultural and ethnic identity will be explored, and the basic historical dimensions of the American experience will be explored through the prism of ethnicity and race. *Prerequisite: IC210 or one HS200-level course.*

HS322 Comparative American and European Gender History Since 1650 **3 credits**
Recognizing that gender identity plays a role in how both women and men negotiate their everyday lives, and that the meanings of femininity and masculinity have changed over time, this course compares the gendered experiences of Americans and Europeans from the era of the North American colonies forward. Focuses on variations in the lives of men and women according to class, race, and sexual preference, and assess the influence of such experiences as slavery, work life, war, and domesticity on individuals' understanding of themselves as male or female. From witchcraft to suffrage and royalty to revolution, this course aims at a more complete understanding of the role gender identity plays in the historical narrative. *Prerequisite: one HS200-level course.*

HS323: Topics in American Cultural and Intellectual History **3 credits**
Organized topically on the basis of the instructor's particular historical interests. As such, it offers students the opportunity to probe one specific aspect of American cultural and intellectual development. For example, possible topics might include great thinkers, powerful intellectual developments, progress in industry, government, education, the arts, and any of the cultural and intellectual forces that have shaped the U.S. since its inception. May be repeated. *Prerequisite: one HS200-level course.*

HS324: Modern European Intellectual History **3 credits**
An examination of some significant developments in modern European thought in the period from the 17th-20th century. Topics may include the scientific revolution, the Enlightenment, emergence of modern democratic theory, romanticism, liberalism, nationalism, and varieties of socialism, psychological theories, and totalitarianism. *Prerequisite: one HS200-level course.*

HS325 History of Russia to 1917 **3 credits**
Political, economic, social and cultural developments in Russian history from the earliest times to the outbreak of revolution in 1917. Theories of the origin of Rus, Kievan Russia, the Mongol conquest, the rise of Muscovy, the Romanovs and imperial Russia, the struggle to Westernize, revolutionary opposition to autocracy, and the fall of the autocracy will be investigated. *Prerequisite: one HS200-level course.*

HS326 The Soviet Union and Successor States **3 credits**
An exploration of political, economic, social and cultural developments since the Bolshevik Revolution of 1917. Investigates the Bolshevik seizure of power, Lenin, the New Economic Policy, the autocracy of Stalin, the Soviet Union as a world power, the decay and collapse of Communism, and the breakup of the Soviet Union. *Prerequisite: one HS200-level course.*

HS327 European Diplomacy Since 1815 **3 credits**
Focuses on major diplomatic trends involving Europe and the world from the defeat of Napoleon to the collapse of Communism. Concentrates on major movements in foreign relations during the period and attempts to gain a realistic understanding of events. *Prerequisite: one HS200-level course.*

HS328 Early Modern Britain, 1485-1760 **3 credits**
Britain from 1485 to 1760, with particular attention to the Reformation, overseas exploration and the beginning of the empire, the relationship between the monarchy and Parliament, the constitutional crises of the 17th century and their settlement in the 18th century, the development of the office of prime minister and a political patronage system, and changes in social structures, institutions, and ideologies. *Prerequisite: one HS200-level course.*

HS333 History of Modern Britain **3 credits**
British culture and institutions since 1760, including the development of a modern democracy and political system, movements for equal rights, development and decline of the empire, and Britain's interactions with Europe and the world. *Prerequisite: one HS200-level course.*

HS337 Nazi Germany **3 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. *Prerequisite: one HS200-level course.*

HS340 Ireland Since 1500 **3 credits**
Students will become immersed in the Gaelic medieval world, the evolving relationship with England, native Irish culture and arts, the Irish language, the foundations of the present Republic, and the search for an end to long-established political divisions. Explores the popularity of Irish arts and literature in the later twentieth century. *Prerequisite: one HS200-level course.*

HS341 American Women's History: Beyond Sisterhood **3 credits**
Through a selection of readings and written projects, this course explores the parameters of American women's experience from the seventeenth century through to the present day. In its focus on American women's historical experience, the course is envisaged as a concerted effort to evaluate the larger issues of diversity, "sisterhood," and the issue of equality. *Prerequisite: one HS200-level course.*

HS362 China and the Modern World **3 credits**
A study of the events leading up to the collapse of the Manchu Dynasty and the Revolution of 1911; consideration of the events that followed leading to the Nationalist Republic, the war against Japan, the Communist Revolution, Mao and the People's Republic, developments of Mao to the present time. *Prerequisite: IC260 or one HS200-level course.*

HS364 Modern Japan **3 credits**
A study of the rise of Japan from an isolated, feudalistic nation in the latter part of the 19th century to a major military power in the first half of the 20th century and an economic superpower today. *Prerequisite: IC260 or one HS200-level course.*

HS370 U.S. Foreign Relations to 1914 **3 credits**
Surveys the diplomacy of the American Revolution, continuing Anglo-American tensions in the 19th century, territorial expansion, diplomacy of the Civil War, and the creation of the American Empire by the early 20th century. *Prerequisite: one HS200-level course.*

HS371 Twentieth Century U.S. Foreign Policy **3 credits**
Surveys the creation of an American empire, entry into World War I and World War II, the Cold War, Vietnam, relations with Latin America, and the debate over American decline in today's world. The goal is to analyze the sources of American foreign policy, including the domestic and international contexts, and to prepare students to make judgments on the contemporary state of American foreign affairs. *Prerequisite: one HS200-level course.*

HS375 Topics in American History **3 credits**
Study of an American historical topic chosen by the professor. *Prerequisite: one 200-level History course.*

HS376 Topics in European/World History **3 credits**
Study of an historical topic in European/World History chosen by the professor. *Prerequisite: one 200-level History course.*

HS400 Readings in History **3 credits**
A tutorial in an area not covered by a formal course. *Prerequisite: permission of instructor.*

HS410 Senior Research Seminar **3 credits**
Required of all History majors. The seminar will be oriented around a broad topic chosen by the professor and fitted to the research needs of students in both History major concentrations. *Prerequisite: limited to senior History majors.*

HS491 Field-based Experience in History and Political Science **3-9 credits**
An internship carrying variable credit depending on the length and intensiveness of the experience. The credit value is determined at the time of registration and placement with execution of contract. *Prerequisite: recommendation of History and Political Science Faculty.*

HS299, 399, 499 Independent Study in History **1-3 credits each**
Offers an opportunity to explore an area of study not included in the catalogue 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 Division Chair. Normally, the student will be expected to have a cumulative grade point average of 3.0 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 Division Chair. Independent Study courses are assigned numbers of 299, 399 or 499, depending on the level of the course.

Honors Program (HR)

PROFESSORS: David Brandes, Carl Brezovec, Davina Brown, Donna Decker, Robert Diercks, Joni Doherty, Jed Donelan, Zan Goncalves, Molly Haas, Gary Heald, Melinda Jette, Mary Kelly, Emlee Kohler, Nickolas Lupinin, Bryan O'Neil, Debra Picchi, Sunil Samanta, Rhine Singleton, Jacques Veilleux

Honors Societies at the College at Rindge:

LAMBDA ALPHA (Anthropology)
PHI ALPHA THETA (History)
SIGMA BETA DELTA (Business)
ALPHA CHI (National)
PSI CHI (Psychology)
SIGMA TAU DELTA (English)
PI SIGMA ALPHA (Political Science)
PI LAMBDA THETA (Education)

The Honors Program at the College at Rindge is intended to reflect the value the College places on academic achievement. It is meant to provide students of exceptional academic ability with an opportunity to work closely with their peers and faculty members to explore a wide range of subjects in new ways and to develop skills needed to pursue independent scholarship.

A select number of freshman applicants are invited to join the Honors Program when they are offered admission to the College. Selection will be based on high school academic

performance, standardized test scores, and evidence of potential for academic excellence at the College at Rindge.

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 receive invitations 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 five honors courses (15 or more credits), at least two of which are at the 300 or 400 level (6 or more credits). 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.

The Honors Program offers a series of honors sections as part of the College's Integrated Core Curriculum. These sections are available only to honors students. Honors students are thus able to satisfy the College's core requirements as they participate in the Honors Program. Popular electives might also be offered with content and format that are appropriate for honors students.

Honors courses and sections are taught by a select group of faculty and vary from year to year. Honors sections provide low teacher to student ratio, emphasize student participation and discussion, and seek to examine subjects from new or interdisciplinary perspectives. The Honors Program offers a variety of extracurricular academic and social events as well. Students who wish to participate in the Honors Program will have choices similar to the honors sections listed on the next page.

Additional information about the Honors Program can be obtained by contacting Dr. Donna Decker, at 603.899.4296 or deckerd@franklinpierce.edu.

HR340 Bookmaking **3 credits**

A studio, seminar, and lecture course to investigate the history, cultural differences, writing, designing, and production of books. Students will create books in a variety of bindings. At least one book will be entirely the student's own creation, including the written text. The course will include a field trip. *Prerequisite: Honors Program.*

Individual and Community Integrated Curriculum (IC)

Liberal Education at the College at Rindge

No theme has more power or relevance in twenty-first century America than that of the individual and community. What are the claims of community in our increasingly individualistic society? How can we reassert our responsibility to the human community while protecting and reaffirming the dignity of each individual? How shall we conduct ourselves as citizens in a democracy in circumstances in which "looking after number one" often seems the norm? The Individual and Community theme works its way through the College at Rindge's innovative 38-credit general education curriculum.

The Individual and Community Integrated Curriculum is taken by all students, regardless of their academic major, and provides a shared learning experience and a common ground for conversation both in and out of the classroom. The purpose of the Individual and Community program is not to instill in students a prescribed set of answers, but to foster a common understanding of the questions and issues that lie at the heart of contemporary American life.

The Integrated Curriculum begins with a one-semester seminar called Individual and Community First-Year Seminar, in which students are introduced to the academic expectations of a liberal arts college while they begin to explore the themes and issues that will run throughout the curriculum. The program continues with a sequence of courses spanning the student's four years of study at the College at Rindge, culminating in a senior capstone experience determined by the major program of study. These courses are carefully designed to encourage students to read, write, and think at progressively more sophisticated levels as they move from

one semester to the next, with each course building on the skills and knowledge gained in preceding courses. The Integrated Curriculum courses are taken simultaneously with elective courses and courses from the student's chosen major, and students are encouraged to consider connections between their liberal education experience and their studies in the major.

Most of the courses in the Individual and Community Integrated Curriculum are interdisciplinary, combining ideas and perspectives from a variety of fields of study, and are designed by teams of faculty members drawn from different academic departments. This interdisciplinary approach helps students to see the fundamental interconnections among the various fields of human knowledge—the relationship between history and the arts, for instance, or between psychology and literature—in a way that is not often possible in more traditional departmental course offerings.

The Integrated Curriculum courses all emphasize the active involvement of students in the learning process. Beginning with the Individual and Community First-Year Seminar and other first-year courses, students are encouraged to speak in class and work collaboratively with classmates to explore issues and solve problems. The experience of active learning in these courses prepares students to succeed in college and as lifelong learners.

Integrated Curriculum Courses

The courses listed below are required, and must be taken in the appropriate sequence. STUDENTS ARE REQUIRED TO HAVE COMPLETED EACH COURSE'S PREREQUISITES BEFORE BEING ALLOWED TO ENROLL IN THE CLASS.

Freshman Year

Fall

IC101 Individual and Community First-Year Seminar (3 credits)
IC105 College Writing I (3)
IC110 Integrated Science I (4)*

Spring

IC106 College Writing II (3)
IC111 Integrated Science II (4)*

* Students may also choose one of the following science sequences in place of Integrated Science I and II.

BI101, 102 Biology I and II (8)
BI101 Biology I and AN102 Human Origins (8)
CH101, 102 General Chemistry I and II (8)
GL101, 102 General Geology I and II (8)
PH 101, 102 General Physics I and II (8)

Sophomore Year

Fall

IC210 The American Experience (3)

Spring

IC201 Foundations of Mathematics (3)*
IC260 The Twentieth Century (3)

Fall or Spring

IC205 Experiencing the Arts (3) *or*
IC206 Music in Our World (3)
IC212 Challenge of Business in Society

*Although most students will not enroll in the Integrated Curriculum mathematics course until their sophomore year, those students who wish to continue their high school sequence of courses may choose to enroll during their first semester in one of the alternative courses listed below.

MT151 Algebra and Trigonometry I (3)
MT211 Discrete Mathematics (3)

MT221 Calculus I (4)
MT321 Calculus III (4)
See page 124-126 for further information on the above courses.

Junior Year

Fall
IC305 Science of Society (3)
Fall or Spring
IC310 Ancient and Medieval Worlds (3) *or* IC360 Reason and Romanticism (3)

Senior Year

Integrative capstone determined by major program of study.

FRESHMAN YEAR

IC101 Individual and Community First-Year Seminar **3 credits**
The questions raised by the relationship between the individual and the community form the connecting theme of the general education program at the College at Rindge. As the first step in the sequence of our interdisciplinary core curriculum, this course begins the exploration of these important questions by examining aspects of community life in modern America. Students are invited to participate in a semester-long study and discussion of the consequences and possible responses to the dilemmas that our living together continually produce. Reading, writing assignments, and activities are used to stimulate thinking about the various issues that arise in relation to examining our social nature and in developing a personal approach to issues in our everyday lives that require us to balance the claims of membership in a community with our rights as individuals. Students may not withdraw from this course; they may repeat it in the spring of the freshman year.

IC105, 106 College Writing I and II **3 credits each**
This two-semester writing course provides a foundation for further writing throughout a student's college career. Through the process of pre-writing, writing, revising, and editing, students build self-confidence in their writing and learn to feel at ease in any writing situation. Using collaborative learning techniques, students experience the benefits of writing teamwork—the encouragement, advice, and response of prepared readers and writers. Writing expectations in the Individual and Community Integrated Curriculum are structured to increase, building upon prior writing experiences, as students progress through the curriculum. Emphasizes the need for writing coherently in all college courses and throughout their lives.

Grading for these courses: A, B, C, or F.

IC110, 111 Integrated Science I and II **4 credits each**
This year-long interdisciplinary laboratory science course is designed to improve the scientific and technological literacy of students not majoring in a scientific discipline. History has shown that science provides a powerful methodology by which we, as human beings, can come to understand the natural world; this course helps the student understand why this is the case and also understand why science cannot provide all the answers. Students become familiar with some of today's major scientific concepts, how those concepts have developed, and how scientists continue to revise these ideas. The course consists of two large common sessions and two small group discussion sessions per week (discussion and lab exercises).

Students may take either the Global Change Track (an intensive look at the atmosphere and the oceans) or the Environmental Track (an intensive look at the broad spectrum of the environmental sciences) in Integrated Science. Students may alternatively take a two-semester laboratory course in a single scientific discipline.

SOPHOMORE YEAR

IC201 Foundations of Mathematics **3 credits**
Designed to promote critical thinking by helping students state problems clearly, sort out the

relevant from the irrelevant, abstract common properties from individual situations, and argue coherently. Students are exposed to good reasoning processes through an introduction to mathematical concepts. (Although most students will not enroll in the Integrated Curriculum mathematics course until their sophomore year, those students who wish to continue their high school sequences of courses may choose to enroll during their first semester in Algebra and Trigonometry, Discrete Mathematics, Calculus I or Calculus III.)

IC205 Experiencing the Arts **3 credits**

Through the use of an interdisciplinary approach, this course explores the ways the arts express intellectual, emotional, spiritual, and social concerns. It examines what makes the arts an essential part of our human experience and explores the relationships among artists, audiences, and the cultural forces that influence both. Students attend performances, exhibitions, and presentations both on and off campus; study the basic principles and practices of the arts; and create an interdisciplinary arts project. *Required fee. Prerequisites: completion of IC101, IC105, IC106 or permission of Core Curriculum Administrator and sophomore class standing.*

Experiencing the Arts introduces students to a wide variety of cultural activities and events as part of the course. Typical among these are:

American Repertory Theatre
MASS MOCA - Massachusetts Museum of Modern Art
Contra Dances
Oriki Dance Collective
Mark Peskanov, Violinist
Odds Bodkin, Storyteller
Nathan Davis Duo
Javanese Shadow Puppets and Workshop
"Cabaret" production
Merce Cunningham Dance Company

IC206 Music in Our World **3 credits**

An exploration of music as an art and its contribution to culture, history and society. It will investigate the elements of music and apply them to the different cultural settings of folk, popular and classical music around the world. Listening and response will be an important activity in this course. There will be opportunities for hands-on activities such as composition, music-making or building a musical instrument. No technical knowledge of music is presupposed. A mixture of experiences, this course will include listening (to both live and recorded performances,) verbal and written response, discussion, and some leture. *Prerequisites: completion of IC101, IC105, IC106, or permission of Core Curriculum Administrator and sophomore class standing.*

IC210 The American Experience **3 credits**

Examines, from an interdisciplinary perspective, selected aspects of the American experience. Through the critical interpretation of texts and other forms of cultural expression, it balances the notion of a common national character against the idea that group diversity and individual identity were equally significant factors in producing the American experience. The course also analyzes the dynamic interchange between unity and diversity in contemporary American culture and concludes with views of the American experience from students' own lives. *Prerequisites: completion of IC101, IC105, IC106 or permission of Core Curriculum Administrator and sophomore class standing.*

IC212 Challenge of Business in Society **3 credits**

Taking an interdisciplinary approach to integrating concepts from anthropology, economics, sociology and political science, this course discusses three topic areas: business and the individual; business and the nation; and business around the world. Students will gain an understanding of how organizations, such as industry, government agencies, and nonprofit endeavors use business concepts to attain organizational goals. The student will then see how

this foundation of business becomes more complex and challenging as it is applied to broader context including ethical considerations within highly competitive industries, macroeconomic consequences of managerial decision-making, and the effect globalization has on economies, culture and political institutions. *Prerequisites: completion of IC101, IC105, IC106, or permission of Core Curriculum Administrator and sophomore class standing.*

IC260 The Twentieth Century* **3 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 to 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. *Prerequisites: completion of IC101, IC105, IC106, or permission of Core Curriculum Administrator and sophomore class standing.*

JUNIOR YEAR

IC310 Ancient and Medieval Worlds* **3 credits**
This humanities course is structured as a pilgrimage on which the course participants journey through time and space to experience some of the significant historical and cultural aspects of ancient Greek and Roman societies and medieval European societies. One particularly important destination on this pilgrimage is Medieval Spain, where the travelers will have the opportunity to look closely at the coexistence there of Christian, Judaic and Islamic cultures. *Prerequisites: completion of IC101, IC105, IC106, IC205 or IC206, IC210, IC212, IC260, or permission of Core Curriculum Administrator and junior class standing.*

***Courses with an asterisk** feature a weekly common session during which lectures, films and panel discussions provide a background and context for that week's topic and texts. Students also meet twice each week in smaller discussion groups organized around the principle of active learning and featuring collaborative projects along with a variety of individual oral and written projects.

IC360 Reason and Romanticism **3 credits**
This humanities course explores the period extending from the Renaissance into the 19th century, a time of great intellectual, cultural and social ferment amid the transition from the medieval to the modern. Through the use of written texts, music and the visual arts, students will examine the eternal dualities of rationalism, order, structure and community, versus impulse, autonomy and individualism. Ultimately, students will confront the issue of just what are "Western values," while forging their own personal connections between the historical past and contemporary issues and problems. *Prerequisites: completion of IC101, IC105, IC106, IC205 or IC206, IC210, IC212, IC260, or permission of Core Curriculum Administrator and junior class standing.*

IC305 Science of Society **3 credits**
Compares contrasting theories about the relationships between an individual person and increasingly complex levels of social integration. It also evaluates the scientific methods which generate data used to test those theories. An important goal of the course is to promote greater understanding and tolerance of different personalities, kinds of families and other small groups. An appreciation of diversity is encouraged as students broaden their knowledge base and sharpen their critical thinking skills. *Prerequisites: completion of IC101, IC105, IC106, IC205 or IC206 , IC210, IC212, IC260, or permission of Core Curriculum Administrator and junior class standing.*

SENIOR YEAR

Senior Capstone

Integrative capstone course to be determined by major program.

Individual and Community Integrated Curriculum Portfolio

As a part of the Individual and Community Integrated Curriculum, students maintain portfolios of their work throughout their Franklin Pierce careers. Portfolios allow students to chart their own development, to think about what they have learned in depth, to evaluate their own work and identify strengths and areas for improvement as they proceed through the University. At the end of the college career, portfolios can be used to assemble a resume for prospective employers or graduate schools.

Students place designated assignments from each of their Integrated Curriculum courses in their portfolios, as well as other material of their choice. During the sophomore and senior years students work with faculty members to evaluate their intellectual development and their progress toward the "Goals of the Student Experience," and to plan their academic program accordingly.

Integrated Curriculum Coordinators

Molly Haas, Assistant Professor of Writing/IC101
Coordinator, IC101 Individual and Community First-Year Seminar

Zan Gonçalves, Assistant Professor of Writing
Coordinator, IC105, 106 College Writing I and II

Frank Hubacz, Professor of Chemistry, Rhine Singleton, Associate Professor of Environmental Science/Biology, Co-Coordinators, IC110, 111 Integrated Science I and II

John A. Valente, Associate Professor of Mathematics
Coordinator, IC201 Foundations of Mathematics

David Brandes, Professor of Music
Coordinator, IC206 Music in Our World

Lee Dunholter, Professor of Theatre
Coordinator, IC205 Experiencing the Arts

Mary C. Kelly, Associate Professor of History
Coordinator, IC210 American Experience

Kent Whitman, Lecturer, Business Administration
Coordinator, IC212 Challenge of Business in Society

Robin Marra, Professor of Political Science
Coordinator, IC260 Twentieth Century

Robert Goodby, Associate Professor of Anthropology
Coordinator, IC305 Science of Society

Jed Donelan, Assistant Professor of Philosophy and Humanities
Coordinator, IC310 Ancient and Medieval Worlds

Paul E. Scharfenberger, Associate Professor of Music
Coordinator, IC360 Reason and Romanticism

Joan Epro, Associate Dean of Academic Affairs
Administrator, Individual and Community Integrated Curriculum

Interdisciplinary (ID) Courses

ID241–244 Musical Production I–IV **1 credit each**
An interdisciplinary course giving students the opportunity to present public performances of major Broadway musicals. Performances are produced by the combined efforts of the Theatre Arts and Music Departments and are presented in the spring semester. Franklin Pierce's spring 2002 theatre production " . . .but the rain is full of ghosts" was brought to the Kennedy Center American College Theatre Festival in April 2003. Course open to students by audition.

Interdisciplinary Majors

NOTE: For information on Interdisciplinary Majors, see page 162, Student-designed Major.

International Business (IB)

PROFESSOR: Frederick J. Walsh
ASSOCIATE PROFESSOR: Kelly Kilcrease

IB364 The Global Economy **3 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.*
Fall

IB365 International Marketing **3 credits**
The structure of foreign as well as home-based marketing and the financial features of international marketing. *Prerequisites: ET101, FM224, IB364.*
Spring

Management (MN)

PROFESSOR: Bonnie C. Black
ASSOCIATE PROFESSORS: Kelly Kilcrease, Bryan O'Neil
ASSISTANT PROFESSOR: Mack Bean
SENIOR LECTURER: William Costa

A Bachelor of Science degree is offered in Management.

A major is offered in Management. A minor in Management is offered to students majoring in one of the areas within the Division of Business Administration.

In order to fulfill graduation requirements, students must maintain a minimum cumulative grade point average of 2.0, a minimum grade point average of 2.0 in an academic major, and complete 120 credits. In addition, in order to complete minor or certificate programs, students must maintain a minimum grade point average of 2.0 in those programs.

The major in Management combines a basic liberal arts education with specialized preparation for a career in management. Emphasis is placed on College and Divisional 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

In addition to the Individual and Community Curriculum (page 106) and Divisional core (page 55) course requirements, the following courses must be completed successfully with a grade point average of at least 2.0 to fulfill the major requirements.

All Management majors take the following:

MN321	Organizational Behavior	MN390	Management Internship *or*
ET102	Principles of Economics II	MN495	Senior Independent Project
FM311	Managerial Finance	MN365	Production and Operations Management
MN314	Human Resource Management		
MN371	Small Business Management		
MN348	Public Administration *or*		
MN426	Government and Business		

Students must also complete one managerial elective chosen from the 300 or 400 levels with a MN prefix, and two electives chosen from the 300 or 400 level courses with any of the following business prefixes: AC, BA, ET, FM, MK, MN, and SR.

Minor Requirements

In addition to the Division Core requirements (page 55), the minor in Management requires completion of the following courses:

MN201	Principles of Management	BA213	Business Law I
MN314	Human Resource Management	MN321	Organizational Behavior
MN365	Production Management	FM311	Managerial Finance

Divisional Honors

An Honors candidate for any major in the Business Division must have a 3.0 cumulative grade point average and a 3.25 grade point average in all major courses with no grade lower than a C-. A High Honors candidate for any major in the Business Division must have a 3.0 cumulative grade point average and a 3.5 grade point average in all major courses with no grade lower than a C-. Candidates for Honors/High Honors must have completed an advanced internship or a Senior Independent Project that includes either a thesis, business plan, or a significant research project in their major area.

Required for Graduation:

120 semester hours, including the 38-credit Individual and Community Integrated Curriculum. The normal course load is 15–16 credits per semester. Transfer students should refer to residency requirement section of the catalogue.

Recommended Curriculum Guide

Freshman Year

Fall Semester		*Spring Semester*	
IC101	Individual and Community	ET102	Principles of Economics II
_____	Laboratory Science I	_____	Laboratory Science II
IC105	College Writing I	IC106	College Writing II
CIT101	Microcomputer Applications	AC101	Principles of Accounting I
ET101	Principles of Economics I	_____	Elective

Sophomore Year

Fall Semester		*Spring Semester*	
IC205	Experiencing the Arts*	IC206	Music in Our World*
IC210	American Experience	IC260	Twentieth Century
_____	Mathematics Requirement	IC212	Challenge of Business in Society**
MN201	Principles of Management	MN321	Organizational Behavior
FM224	Principles of Financial Management	MT260	Statistics
BA258	Legal and Social Environment of Business	_____	Elective

* *One of these two courses may be taken in the fall or spring semester*

** *May be taken in the fall or the spring*

Junior Year

Fall Semester

IC305 Science of Society *
IC310 Ancient & Medieval Worlds**
IB364 The Global Economy
FM311 Managerial Finance
MN ___ Management Elective

* *May be taken in the fall or spring semester*

Spring Semester

IC360 Reason & Romanticism**
MN314 Human Resource Management
MN371 Small Business Management
_____ Elective
_____ Elective

** *One of these two courses must be taken*

Senior Year

Fall Semester

_____ Senior Capstone
MN390 Internship in Management *or*
Business Elective
MN495 Senior Independent Project *or*
MN390 Internship in Management
MN348 Public Administration *or*
MN426 Government and Business
_____ Elective

Spring Semester

BA471 Senior Business Seminar
MN__ Management Elective
_____ Elective
_____ Elective
_____ Elective

Management Curriculum

MN201 Principles of Management **3 credits**

The process of coordinating all the resources of an organization toward the realization of its goals. *Note: MN201 must be completed with a grade of C– or higher before other MN courses may be taken.*

MN314 Human Resource Management **3 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.*

MN321 Organizational Behavior **3 credits**

Profit and non-profit organizations. Problems of meeting individual and group needs within organizations. Case histories are studied. *Prerequisite: MN201.*

MN348 Public Administration **3 credits**

Public administration and its pragmatic applications in law, public service, the management of bureaucratic structures, and budget. *Prerequisites: ET101, ET102, MN201.*

MN360 Communication Skills for Managers **3 credits**

All of the writing elements concerning management activity will be examined including memos, good news/bad news letters, and resumés. Verbal applications will be a major part of the class as students will make a series of formal speeches.

MN365 Production and Operations Management **3 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.*

MN370 Quality Business Management Systems **3 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, any relevant quality standards, continuous improvement methodologies, and information technology into a management system designed to achieve business excellence. *Prerequisites: MT260, MN201*

MN371 Small Business Management **3 credits**
Organizational structure, financing, accounting and budgeting, advertising, purchasing, risk management, and personnel administration. *Prerequisite: AC101.*

MN390 Internship in Management **2–3 credits**
The opportunity to gain experience in the administration of profit or non-profit organizations. The internship is taken after most of the major or minor requirements have been met, and in no case before the second semester of the junior year. The internship may be arranged with the assistance of the major internship advisor and/or the Chair of the Division of Business Administration. An agreement is drawn up and approved by the student, the proposed employer, the major internship advisor and Division Chair. 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 the Division Chair in consultation with the employer. This internship must be completed before the commencement of the student's senior academic year, unless otherwise approved by the Division Chair. *Prerequisites: AC101, AC102, ET101, ET102, MN201, MK201, junior class standing, a CGPA of at least 2.0 and permission of Division Chair.*

MN391 Internship in Management **2–3 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 department head and the Division Chair, a second internship, which is entirely different than that pursued under MN390, may be taken. This internship must be completed before the commencement of the student's senior academic year, unless otherwise approved by the Division Chair. *Prerequisite: MN390.*

MN395 Advanced Internship **4 credits**
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 one additional credit. Students who elect the Advanced Internship must also meet Divisional Honors requirements.

MN426 Government and Business **3 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, MN201.*

MN495 Senior Independent Project **4 credits**
The student will develop a project arranged with the assistance of the major advisor and the approval of the Chair of the Division of Business Administration. Projects include a thesis, business plan, or other significant research project. *Prerequisites: declared major in the Business Division, senior class standing, permission of instructor and permission of Division Chair.*

MN299, 399, 499 Independent Study in Management **2–3 credits each**
Offers an opportunity to explore an area of study not included in the catalogue 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 Division Chair. 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 Division Chair. Independent Study courses are assigned numbers of 299, 399 or 499, depending on the level of the course.

BA 280, 380, 480 Small Business Advisory Groups **1 credit each**
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 stu-

dents 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.

Marketing (MK)

ASSOCIATE PROFESSORS: Kelly Kilcrease, Jason Little
ASSISTANT PROFESSOR: Mack Bean
SENIOR LECTURER: William Costa

A Bachelor of Science degree is offered in Marketing.

A major and minor are offered in Marketing.

In order to fulfill graduation requirements, students must maintain a minimum cumulative grade point average of 2.0, a minimum grade point average of 2.0 in an academic major, and complete 120 credits. In addition, in order to complete minor or certificate programs, students must maintain a minimum grade point average of 2.0 in those programs.

The major combines a basic liberal arts education with specialized preparation for a career in marketing.

Major Requirements

In addition to the Individual and Community Curriculum (page 106) and Divisional core (page 55) course requirements, the following courses must be completed successfully with a grade point average of at least 2.0 to fulfill the major requirements.

CIT130	Database Applications *or*	MK333	Marketing Research
CIT140	Electronic Spreadsheets	MK474	Marketing Management
MK314	Consumer Behavior	MK___	Marketing Elective*
MK350	Electronic Commerce	MK390	Internship in Marketing *or*
		MK495	Senior Independent Project

** from MK304, MK317, MK365, MK299/399/499, AD370*

Divisional Honors

An Honors candidate for any major in the Business Division must have a 3.0 cumulative grade point average and a 3.25 grade point average in all major courses with no grade lower than a C-. A High Honors candidate for any major in the Business Division must have a 3.0 cumulative grade point average and a 3.5 grade point average in all major courses with no grade lower than a C-. Candidates for Honors/High Honors must have completed an advanced internship or a Senior Independent Project that includes either a thesis, business plan, or a significant research project in their major area.

Minor Requirements

In addition to the Divisional Core Requirements (page. 55), the minor in Marketing requires completion of the following courses:

CIT130	Database Applications *or*	MK314	Consumer Behavior
CIT140	Electronic Spreadsheets	MK474	Marketing Management
		MK___	Marketing Elective*
		MK___	Marketing Elective*

** from MK304, MK317, MK333, MK350, MK365, MK390, MK299/399/499, AD 370*

Required for Graduation:

120 semester hours, including the 38-credit Individual and Community Integrated Curriculum. The normal course load is 15–16 credits per semester. Transfer students should refer to residency requirement section of the catalogue.

Recommended Curriculum Guide

Freshman Year

Fall Semester		*Spring Semester*	
IC101	Individual and Community	IC106	College Writing II
IC105	College Writing I	_____	Mathematics Requirement
_____	Laboratory Science I	_____	Laboratory Science II
ET101	Economics I	MN201	Principles of Management
CIT___	CIT Elective	AC101	Principles of Accounting I

Sophomore Year

Fall Semester		*Spring Semester*	
IC205	Experiencing the Arts*	IC206	Music in Our World*
IC210	American Experience	IC260	Twentieth Century
IC212	Challenge of Business in Society**	MT260	Statistics
FM224	Prin. of Financial Management	BA258	Legal and Social Environment
MK201	Principles of Marketing	MK314	Consumer Behavior
_____	Elective	_____	Elective

** One of these two courses may be taken in the fall or spring semester*

*** May be taken in the fall or the spring*

Junior Year

Fall Semester		*Spring Semester*	
IC305	Science of Society *	IC360	Reason & Romanticism**
IC310	Ancient & Medieval Worlds**	MK___	Marketing Elective
IB364	The Global Economy	_____	Elective
MK333	Marketing Research	_____	Elective
MK___	Marketing Elective	_____	Elective

** May be taken in the fall or spring semester*

*** One of these two courses must be taken*

Senior Year

Fall Semester		*Spring Semester*	
MK390	Internship in Marketing *or*	MK474	Marketing Management
MK495	Senior Independent Project	BA471	Senior Business Seminar
_____	Senior Capstone	MK350	Electronic Commerce
MK___	Marketing Elective	_____	Elective
_____	Elective	_____	Elective
_____	Elective		

Marketing Curriculum

MK201 Principles of Marketing **3 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. *Prerequisite: ET101 strongly recommended, AC101 strongly recommended, or permission of instructor. Note: MK201 must be completed with a grade of at least C– before other MK courses may be taken.*

Fall/Spring

MK304 Advertising **3 credits**

Study of the discipline's components: creative, media, research and account work. During the course of the semester students develop an actual advertising campaign. *Prerequisite: MK201.*

Spring

MK314 Consumer Behavior **3 credits**

Focuses on the study of individuals, groups, organizations, and the processes they use to select, secure, use, and dispose of products. *Prerequisite: MK201.*

Fall/Spring

MK317 Physical Distribution **3 credits**
The development of services rendered by various distribution systems. Evolution of governmental regulation and economic aspects of distribution as related to other sectors of the economy. *Prerequisites: MK201, MN201.*
As needed

MK333 Marketing Research **3 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: MK201, MT260.*
Fall

MK350 Electronic Commerce **3 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, online monetary transactions, security, marketing, cyber law, and taxation are presented. This knowledge base will help potential leaders make sound decisions in an electronic world. *Prerequisites: junior class standing, students majoring in Business, Computer Information Technology, or permission of the instructor.*
Spring

MK365 International Marketing **3 credits**
The structure of foreign as well as home-based marketing and the financial features of international marketing. *Prerequisites: ET101, ET102, MK201, MN201.*
Fall

MK390 Internship in Marketing **2–3 credits**
The opportunity to gain experience in the administration of profit or non-profit organizations. The internship is taken after most of the major or minor requirements have been met, and in no case before the second semester of the junior year. The internship may be arranged with the assistance of the major internship advisor and the Chair of the Division of Business Administration. An agreement is drawn up and approved by the student, the proposed employer, the major internship advisor and Division Chair. 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 the Division Chair in consultation with the employer. This internship must be completed before the commencement of the student's senior academic year, unless otherwise approved by the Division Chair. *Prerequisites: The majority of the required Divisional Core and major course requirements; junior class standing; a CGPA of at least 2.0, and permission of Division Chair.*

MK391 Internship in Marketing **2–3 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 department head and the Division Chair, a second internship, which is entirely different than that pursued under MK390, may be taken. This internship must be completed before the commencement of the student's senior academic year, unless otherwise approved by the Division Chair. *Prerequisite: MK390.*

MK395 Advanced Internship **4 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 Divisional Honors requirements.

MK474 Marketing Management **3 credits**
This capstone course in the Marketing program offers an approach to marketing executive

decision-making. Simulation through case studies recreates original marketing decision-making situations. *Prerequisites: senior class standing, Marketing major or minor or permission of instructor.*
Spring

MK495 Senior Independent Project **4 credits**
The student will develop a project arranged with the assistance of the major advisor and the approval of the Chair of the Division of Business Administration. Projects include a thesis, business plan, or other significant research project. *Prerequisites: declared major in the Business Division, senior class standing and permission of Division Chair.*

MK299, 399, 499 Independent Study in Marketing **2–3 credits each**
Offers an opportunity to explore an area of study not included in the catalogue 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 Division Chair. 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 Division Chair. Independent Study courses are assigned numbers of 299, 399 or 499, depending on the level of the course.

BA 280, 380, 480 Small Business Advisory Groups **1 credit each**
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.

Mass Communication (MC)

PROFESSOR: Phyllis Scrocco Zrzavy
ASSOCIATE PROFESSOR: Richard Roth
ASSISTANT PROFESSORS: Paul Bush, Heather Tullio
LECTURERS: Joseph Castiglione, Melissa Cooperman, Leslie Kozaczek, Kristen Nevious, James O'Connell, Ukumbwa Sauti, Robert Weiner, Blake Wood, Jason Zenor

A Bachelor of Arts degree is offered in Mass Communication.

The Department offers a major and a minor in Mass Communication. In conjunction with other departments, it also provides coursework leading to interdisciplinary majors in American Studies, Arts Management, and Computer Information Technology, and to the interdisciplinary Women in Leadership Certificate.

In order to fulfill graduation requirements, students must maintain a minimum cumulative grade point average of 2.0, a minimum grade point average of 2.0 in an academic major, and complete 120 credits. In addition, in order to complete minor or certificate programs, students must maintain a minimum grade point average of 2.0 in those programs.

The Department's curriculum is designed for students who seek training toward professional competence in aspects of both print and broadcast journalism, as well as electronic, digital, or broadcast media production. The curriculum also serves those who, upon graduation, want to pursue graduate-level study in the fields of mass communication, media studies, and related areas of academic inquiry.

The Department Core combines a liberal arts approach with discipline-specific training in the theoretical, methodological and analytical principles that constitute the field of mass communication. It also provides instruction in legal and ethical issues affecting information and the media, and culminates in a senior seminar that explores current issues in the discipline and pays particular attention to the connections between mass communication and trends in other disciplines.

Three areas of concentration afford students the opportunity to receive specialized training:

- in **Journalism** classes, students acquire a journalistic sensibility for what constitutes newsworthiness, a proper audience awareness, a sense of responsibility in the production and dissemination of news stories, and a level of preparedness that readies them to pursue and achieve their career goals;
- classes in **Media Production** help students develop the skills needed to compete for entry-level media positions while pursuing the broader aim of developing in students an appreciation for and understanding of the practical exigencies of mediated communication; and
- **Media Studies** courses are designed to help students become more sensitive to the relationship between media and culture by placing media messages, genre conventions, media subtexts and production elements in their respective social and cultural contexts.

Students may elect to declare two Areas of Concentration. Students must work closely with their major advisor to ensure that they fulfill all the requirements in both Areas of Concentration, including the core and cognate electives for both areas, in addition to the Department Major Core. Students are allowed to double-count Mass Communication courses that fulfill requirements for both Areas of Concentration. A minimum of one course must be taken beyond those that are double-counted. Only the primary Area of Concentration will be listed on a student's transcript.

Throughout their entire course of study and irrespective of their chosen field of concentration, students are trained to develop and refine academic and professional research skills and to practice verbal presentation and written communication techniques, from traditional writing to Internet-based collaborative exercises.

To complement their regular coursework, students may gain valuable practical experience through participation in co-curricular activities at the campus newspaper (*The Pierce Arrow*), the campus radio station (105.3 WFPU-LP), and the campus cable television system (FPTV-TV 25).

The Department also facilitates the placement of qualified students in internship positions, usually in the summer months between their sophomore and junior as well as junior and senior years. These field-based learning experiences allow students to work with media specialists in a professional setting and can substantially enhance their employment potential upon graduation.

Graduation Requirements and Departmental Honors

120 semester hours are required for graduation, including those earned in the College's Individual and Community Integrated Curriculum. The major requires 42 credits for completion. The normal course load is 15-16 credits per semester.

Students must earn a minimum 2.0 grade point average in the major to graduate with a Mass Communication degree.

Seniors may earn graduation Honors by maintaining a departmental grade point average of at least 3.25; High Honors will be granted to majors who maintain a departmental grade point average of 3.50 or above.

Major Requirements

In addition to completing the Individual and Community Integrated Curriculum (see page 106), the following are required of all Mass Communication majors:

I. Department Core

Mass Communication Major Core (15 credits):

MC100	Communication, Media and Society
MC200	Rhetoric and Society
MC301	Media Criticism
MC304	Media Law
MC400	Senior Seminar

II. Areas of Concentration (AoC):

Journalism Core *(12 credits)*:

MC211	Journalism I
MC212	Broadcast Journalism
MC252	Journalism II
MC412	Advanced Journalism Seminar

Journalism Cognate Electives
(6 credits, choose two of the following):

MC230	Introduction to Media Production
MC274	Broadcast Performance
MC311	Advanced Broadcast Journalism
MC351	Television News Producing
MC352	Feature Writing
MC353	Convergent Journalism

Media Production Core *(12 credits)*:

MC230 Introduction to Media Production
MC331 Single-Camera Production
MC332 Multi-Camera Production
MC431 Advanced Media Production

Media Production Cognate Electives

(6 credits, choose two of the following):

MC273 Writing for the Electronic Media
MC274 Broadcast Performance
MC282 Visual Communication
MC351 Television News Producing
MC376/GC376 Animation Fundamentals
MC374 Audio Production

Media Studies Core *(12 credits)*:

MC242 Principles of Media Literacy
MC341 Media and Culture
MC342 Mass Communication Theory
MC441 Advanced Media Studies Seminar

Media Studies Cognate Electives:

(6 credits, choose two of the following):

MC211 Journalism I
MC230 Introduction to Media Production
MC252 Journalism II
MC281 Understanding Film
MC282 Visual Communication
MC382 Women in Media Representation
MC384 Persuasion Through Media

III. Mass Communication Electives

Students complete the Mass Communication major by choosing 9 credit hours from an array of Mass Communication course options at the 200-level or higher, including credits for independent study and internship.

Self-Designed Area of Concentration

Under specified conditions, it is possible to design a unique area of concentration that fits a student's self-declared pedagogical goals. Students proposing a self-designed concentration must work closely with their major advisor and have their advisor's written approval to create a concentration. The self-designed area of concentration must follow a cohesive pedagogical rationale and must consist of at least 18 credits in addition to the Department Major Core.

Minor Requirements

The Department offers the following program of study to all students seeking a minor in Mass Communication:

I. Department Core

Mass Communication Minor Core *(12 credits)*:

MC100 Communication, Media and Society
MC200 Rhetoric and Society
MC301 Media Criticism
MC304 Media Law

II. Focus Areas

Students minoring in Mass Communication typically specialize in one of the following focus areas by completing course work in:

Journalism Focus Area *(9 credits)*:

MC211 Journalism I
MC212 Broadcast Journalism
MC252 Journalism II

Media Production Focus Area *(9 credits)*:

MC230 Introduction to Media Production
MC331 Single-Camera Production
MC332 Multi-Camera Production

Media Studies Focus Area *(9 credits)*:

MC242 Principles of Media Literacy
MC341 Media and Culture
MC342 Mass Communication Theory

Recommended Curriculum Guide

Freshman Year

Fall Semester

IC101 Individual and Community
IC105 College Writing I
_____ Laboratory Science I
MC100 Communication, Media and Society
_____ Elective

Spring Semester

IC106 College Writing II
_____ Laboratory Science II
MC___ AoC Core or Cognate
_____ Elective
_____ Elective

Sophomore Year

Fall Semester		*Spring Semester*	
IC205	Experiencing the Arts*	IC206	Music in Our World*
IC210	American Experience	IC260	Twentieth Century
IC212	Challenge of Business in Society**	MC___	AoC Core or Cognate
_____	Mathematics Requirement	MC___	AoC Elective
MC200	Rhetoric and Society	_____	Elective
MC___	AoC Core or Cognate	_____	Elective

Junior Year

Fall Semester		*Spring Semester*	
IC305	Science of Society*	IC360	Reason & Romanticism*
IC310	Ancient and Medieval Worlds**	MC304	Media Law
MC301	Media Criticism	MC___	AoC Core or Cognate
MC___	AoC Core or Cognate	MC___	AoC Elective
_____	Elective	_____	Elective

Senior Year

Fall Semester		*Spring Semester*	
MC___	AoC Core or Cognate	MC400	Senior Seminar
MC___	AoC Elective	MC___	AoC Core or Cognate
_____	Elective	_____	Elective
_____	Elective	_____	Elective
_____	Elective	_____	Elective

Mass Communication Curriculum

Note: To facilitate proper progress through the various course sequences, students must fulfill all prerequisite requirements. In select circumstances, it is possible for a full-time faculty member in an area of concentration to waive a specific prerequisite requirement.

MC100 Communication, Media and Society **3 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.

MC200 Rhetoric and Society **3 credits**
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 that the modern mass media hold great powers of persuasion over their audiences.

MC211 Journalism I **3 credits**
Students learn and practice basic skills essential to effective news writing. Ethics and current issues in journalism are discussed in depth.

MC212 Broadcast Journalism **3 credits**
A foundational course designed for students to learn the essential skills for producing broadcast news: how to procure and develop sources, fundamentals of beat reporting, developing news judgment, and broadcast writing technique including writing to video. *Prerequisite: MC211.*

MC230 Introduction to Media Production **3 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. *Materials fee.*

MC242 Principles of Media Literacy **3 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 the engagement with media producers.

MC252 Journalism II **3 credits**
Students polish reporting and writing skills while exploring such topics as the "new media" and tackling journalism's latest dilemmas. *Prerequisite: MC211.*

MC273 Writing for the Electronic Media **3 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: MC100.*

MC274 Broadcast Performance **3 credits**
A course for students planning careers in front of the camera or microphone. Emphasis on pronunciation, analyzing commercial copy, and television and radio performance techniques. *Materials fee . Prerequisite: MC230 or instructor's permission.*

MC281 Understanding Film **3 credits**
Examines film as a cultural text, focusing on aspects such as genre, movement, and style. Both formulaic and avant-garde approaches are studied. *Prerequisite: MC100.*

MC282 Visual Communication **3 credits**
A visual literacy course dealing primarily with electronic media and film. Explores the theory and practice of visual communication by studying the principle components of modern visual media – language, pictures, and sound. *Materials fee. Prerequisite: MC100.*

MC294 Interpersonal Communication **3 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. *Prerequisite: MC100.*

MC301 Media Criticism **3 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: MC100, MC200.*

MC304 Media Law **3 credits**
Designed to study the role and application of law in the field of mass communication. A variety of issues are discussed, including how the law is currently being applied to issues of privacy, libel, speech, and access. *Prerequisites: MC100, MC200.*

MC311 Advanced Broadcast Journalism **3 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. *Materials fee. Prerequisites: MC211, MC212, MC230.*

MC321 Media Policy and Economics **3 credits**
Focuses on the relationships between governmental policy, media economics, and how the public is served by the media. *Prerequisites: MC100, MC200.*

MC331 Single-Camera Production **3 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. *Materials fee. Prerequisite: MC230.*

MC332 Multi-Camera Production **3 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. *Materials fee. Prerequisite: MC230.*

MC341 Media and Culture **3 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: MC242.*

MC342 Mass Communication Theory **3 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: MC242.*

MC351 Television News Producing **3 credits**
Focuses on producing a complete 15-minute newscast, twice weekly, simulating a newsroom atmosphere that incorporates producing, reporting and anchoring skills and introduces live reporting. *Materials fee . Prerequisite: MC230.*

MC352 Feature Writing **3 credits**
Students will learn and practice all steps involved in becoming a successful newspaper feature writer. In addition, students will learn how to market freelance features and how to write features for magazines and trade journals. *Prerequisite: MC211.*

MC353 Convergent Journalism **3 credits**
Students will gain the knowledge and skills to enable them to work in the newsroom of the future where print, broadcast and online journalists will be expected to work side by side. Students will work in teams and individually as they practice the various roles found in the converged newsroom. They will edit the work of lower level journalism classes as they carry out reporting assignments.

MC364 Media Marketing **3 credits**
Provides a survey of basic broadcast sales and marketing techniques for students who wish to pursue careers in this area. *Prerequisites: MC100, MC200.*

MC373 Sports Broadcasting **3 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, as well as emphasizing the development of skills and techniques to develop and deliver a sports broadcast. *Materials fee. Prerequisites: MC211, MC230.*

MC374 Audio Production **3 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 film/video and new

electronic media through a series of production exercises and assignments designed as concept building blocks. *Materials fee. Prerequisite: MC230.*

MC/GC376 Animation Fundamentals **3 credits**
This intermediate course is designed to introduce students to the field of animation. Focuses on the creation of 3-D computer animations and students will create traditional animations as well. Course will provide an overview of animation history from traditional animators in the silent era to modern-day computer animators. Students will experience all stages of the animation process from pre-production (storyboarding, creating a soundtrack) to production (modeling, skeletons, keyframing) and post-production (lighting, rendering, editing). *Materials fee. Prerequisites: MC230 or GC371 (both suggested) and junior class standing, or permission of instructor.*

MC/WL382 Women in Media Representation **3 credits**
Devoted to the critical analysis of representations of women in normative mass media content. It proceeds from the knowledge that gender roles are highly differentiated across all forms of modern mass communication and focuses especially on the repetitive process of unidimensional signification of women in the realm of popular culture discourse. *Prerequisite: MC200.*

MC384 Persuasion Through Media **3 credits**
Covers the analysis and understanding of persuasive mass communication used to alter others' beliefs and actions in various contexts. Examines discourse in the most powerful contemporary practices of persuasion, including political communication, legal communication, and public relations. *Prerequisite: MC200.*

MC400 Senior Seminar **3 credits**
Provides the tools and skills needed for securing employment, such as resume and cover letter writing, job searching, and interview skills. Seniors will also learn how to research, choose, and prepare for graduate school. Seniors will systematically examine, review, and finalize a Portfolio of work – integrating IC Core elements and elements of the MC major into their Portfolio. Also provides seniors with the opportunity to engage in current issues affecting the discipline and pays particular attention to the connections between mass communication and currents in other areas of academic inquiry. *.Prerequisites: MC301, MC304*

MC412 Advanced Journalism Seminar **3 credits**
Culmination of study and practice in the concentration. Students will prepare for entry into the professional world while addressing current topics, particularly ethical ones, that are facing working journalists. *Prerequisite: senior standing.*

MC431 Advanced Media Production **3 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: MC331.*

MC441 Advanced Media Studies Seminar **3 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. *Prerequisite: MC342.*

MC291, MC391, MC491 Internship in Journalism **1-6 credits each**
These field-based experiences allow students to work with media specialists in a professional setting to enhance their employment potential upon graduation. Credits are based upon the work hours per week; a maximum of 6 credits may be earned per term. A student may take up to 15 credits towards graduation credit. *Prerequisite: MC211.*

MC293, MC393, MC493 Internship in Media Production **1-6 credits each**
These field-based experiences allow students to work with media specialists in a professional setting to enhance their employment potential upon graduation. Credits are based upon the

work hours per week; a maximum of 6 credits may be earned per term. A student may take up to 15 credits towards graduation credit. *Prerequisite: MC230.*

MC284, MC394, MC494 Internship in Media Studies **1-6 credits each**
These field-based experiences allow students to work with media specialists in a professional setting to enhance their employment potential upon graduation. Credits are based upon the work hours per week; a maximum of 6 credits may be earned per term. A student may take up to 15 credits towards graduation credit. *Prerequisite: MC242.*

MC299, MC399, MC499 Independent Study **1-6 credits each**
Offers an opportunity to explore an area of study not included in the catalogue 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 Division Chair. 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 or the office of the Division Chair. Course numbers are assigned based on the level of difficulty of the course proposal.

Mathematics (MT)

PROFESSOR: Carl T. Brezovec
ASSOCIATE PROFESSOR: John A. Valente
ASSISTANT PROFESSOR: Joseph Sherwin

A Bachelor of Arts degree is offered in Mathematics.

The Department offers a major and a minor in Mathematics.

In order to fulfill graduation requirements, students must maintain a minimum cumulative grade point average of 2.0, a minimum grade point average of 2.0 in the major requirements, and complete 120 credits. In addition, in order to complete minor or certificate programs, students must maintain a minimum grade point average of 2.0 in those programs.

The major in Mathematics offers students a liberal arts background in mathematics, which will serve as a preparation for graduate school or for positions in business, or industry.

Departmental honors in Mathematics require a 3.25 grade point average in courses satisfying the major requirements, with no grade lower than a C. High honors are accorded those who attain a grade point average of at least 3.50 in those required courses, with no grade lower than a C.

Major Requirements (42 credits)

MT221 Calculus I
MT222 Calculus II
MT260 Statistics
MT301 Introduction to Mathematical Proofs
MT311 Linear Algebra
MT321 Calculus III
MT361 Modern Algebra
MT380 Mathematics Seminar
MT481 Senior Project
Any CIT course except CIT101 *or* CIT102

Twelve credits of 200-level or above Mathematics courses. Up to six of these credits can be from 200-level or above CIT courses.

The following list of suggested electives/courses for various career tracks are intended only to illustrate how a student could tailor the program to meet their needs or goals. Students are encouraged to discuss career goals with a member of the Department faculty.

Graduate Studies:
MT305 History of Mathematics
MT330 Differential Equations
MT373 Probability and Mathematical Statistics

Operations Research:

MT373 Probability and Mathematical Statistics
MT375 Introduction to Operations Research
MT380 Mathematics Seminar: Graph Theory
ET101 Principles of Economics I
ET102 Principles of Economics II
CIT211 Introduction to Programming
CIT244 Object Oriented Programming I

Actuarial Science:

MT330 Differential Equations
MT373 Probability and Mathematical Statistics
FM224 Principles of Financial Management
ET101 Principles of Economics I
ET102 Principles of Economics II
CIT211 Introduction to Programming

Computer Science:

MT211 Discrete Mathematics
MT380 Mathematics Seminar: Graph Theory
MT380 Mathematics Seminar: Coding Theory
CIT244 Object Oriented Programming I
CIT245 Object Oriented Programming II
CIT343 Principles of Database Design,
CIT354 Data Communications,
CIT380 Computer Networking,
CIT423 Systems Analysis and Design

A minor is offered in Mathematics

In order to fulfill graduation requirements, students must maintain a minimum cumulative grade point average of 2.0, a minimum grade point average of 2.0 in an academic major, and complete 120 credits. In addition, in order to complete minor or certificate programs, students must maintain a minimum grade point average of 2.0 in those programs.

Minor Requirements

MT221, 222 Calculus I & II
MT321 Calculus III *or*
MT311 Linear Algebra
MT260 Statistics
MT__ 4 credits of 300-level or above Mathematics courses

Recommended Curriculum Guide

Freshman Year

Fall Semester

IC101 Individual and Community
IC105 College Writing I
MT221 Calculus I
CIT__ CIT Course
____ Elective

Spring Semester

IC106 College Writing II
MT222 Calculus II
MT260 Statistics
CIT__ CIT Course
____ Elective

Sophomore Year

Fall Semester

IC205 Experiencing the Arts*
IC210 American Experience
IC212 Challenge of Business
MT321 Calculus III
PH101 Physics I
____ Elective

Spring Semester

IC206 Music in Our World*
IC260 Twentieth Century
MT301 Introduction to Mathematical Proofs
MT__ Mathematics Elective
PH102 Physics II

* *One of these two courses may be taken in the fall or spring semester*

Junior Year

Fall Semester		*Spring Semester*	
IC305	Science of Society	IC360	Reason and Romanticism*
IC310	Ancient & Medieval Worlds*	MT380	Mathematics Seminar
MT311	Linear Algebra	MT__	Mathematics Elective
MT__	Mathematics Elective	_____	Elective
_____	Elective	_____	Elective

** One of these two courses may be taken either in the Fall or the Spring semester.*

Senior Year

Fall Semester		*Spring Semester*	
MT361	Modern Algebra	MT481	Senior Project
MT__	Mathematics Elective	MT__	Mathematics Elective
_____	Elective	_____	Elective
_____	Elective	_____	Elective
_____	Elective	_____	Elective

Mathematics Curriculum

IC201 Foundations of Mathematics **3 credits**

Designed to promote critical thinking by aiding the student to state problems clearly, to sort out the relevant from the irrelevant, to abstract common properties from individual situations, and to argue coherently. Students are exposed to good reasoning processes through an introduction to mathematical concepts. *Prerequisite: varies, depending upon prior mathematical background.*

MT151–152 Algebra and Trigonometry I and II **3 credits each**

Serve as preparation for more advanced mathematics courses, although the first course is designed to be an appropriate last mathematics course for a student in a non-technical major. The modeling approach is used in the first course, and the precalculus or function approach is used in the second. Emphasis is placed on the understanding of mathematical concepts. *Prerequisites: 2 years of high school algebra and 1 year of high school geometry.*

MT211 Discrete Mathematics **3 credits**

Provides an introduction to the mathematics of computing. Concrete topics include number systems, sets, functions, and relations. An exposure to abstract thinking is gained through the study of logic and proofs.

MT212 Discrete Structures **3 credits**

Includes both concrete topics such as combinatorics and Boolean Algebra as well as the abstract topic of graph theory. Students are required to do proofs using induction. *Prerequisite: MT211.*

MT221–222 Calculus I and II **4 credits each**

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 **3 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. *Prerequisite: IC201 or equivalent.*

MT301 Introduction to Mathematical Proofs **1 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 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 credits**
Vector spaces, matrices, and their uses. *Prerequisite: MT222.*

MT315 College Geometry **3 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 credits**
Advanced calculus, series, multiple integration, partial differentiation, differential equations. *Prerequisite: MT222.*

MT330 Introduction to Differential Equations **3 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 **3 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 and Mathematical Statistics **3 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 to Operations Research **3 credits**
An introduction to the mathematics and applications of operations research, including a discussion of modeling, linear programming, integer programming, and network algorithms. *Prerequisite: MT212 or MT222; MT311 recommended.*

MT380–381 Mathematics Seminar **3 credits each**
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.

MT299, 399, 499 Independent Study in Mathematics **1–3 credits each**
Offers an opportunity to explore an area of study not included in the catalogue 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 Division Chair. 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 Division Chair. Independent Study courses are assigned numbers of 299, 399 or 499, depending on the level of the course.

MT481 Senior Project **3credits**
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.*

Music (MU)

PROFESSOR: David E. Brandes
ASSOCIATE PROFESSOR: Paul E. Scharfenberger
ASSISTANT PROFESSOR: Louis Bunk
LECTURERS: Larissa Blitz, Vic Hyman, Robert Johnson, Kimberly LaPointe, Denise G. Nolan, Floyd Oster, Richard L. Page, Douglas F. Perkins, Scott Sanchez, Cornelia Schwartz, James Sharrock, Frank Wallace, Dorothy Yanish

A Bachelor of Arts degree is offered in Music.

A major and a minor are offered in Music.

In order to fulfill graduation requirements, students must maintain a minimum cumulative grade point average of 2.0, a minimum grade point average of 2.0 in an academic major, and complete 120 credits. In addition, in order to complete minor or certificate programs, students must maintain a minimum grade point average of 2.0 in those programs. The major in Music provides a concrete foundation for students who intend to pursue graduate study or a professional career in music. The program enlarges the scope of artistic awareness for students in other departments. Concerts, which offer the opportunity for a maximum number of students to experience public performance, are given each semester. An audition must be passed for acceptance into the Performance Concentration. A cumulative grade point average of 2.0 must be maintained in required music courses in order to remain in the major.

Private Music Instruction is available for non-music majors at $350 per course. Music majors, minors and concentrations taking required individual instruction will have the music instruction fee reversed. The music program must be officially declared by the end of the Add/Drop period of the semester in which the lesson is registered.

Major Requirements

There are three areas of concentration in music: Performance Concentration, Professional Concentration and Music Technology Concentration. In addition to these, all students must complete the Individual and Community Curriculum (see page 106).

1. Performance Concentration

MU151, 152, 251, 252 Theory of Music I, II, III, IV	12
MU200 Sophomore Portfolio	0
MU201, 202 History of Western Music I, II	6
MU216 Ear Training	3
MU103, 104 Piano I, II	4
Six semesters of private instruction on one instrument	12
Seven ensembles	7
MU215, 310 Computer Music I, II	6
MU450 Senior Recital	3
	53 credits

2. Professional Concentration

MU151, 152, 251, 252 Theory of Music I, II, III, IV	12
MU200 Sophomore Portfolio	0
MU201, 202 History of Western Music I, II	6
MU103, 104 Piano I, II	4
Four semesters of private instruction on one instrument	8
Five ensembles	5
MU215, 310 Computer Music I, II	6
One music elective at the 200-400 level	3
Two music electives at the 300-400 level	6
MU451 Senior Project	3
	53 credits

3. Music Technology Concentration

MU151, 152, 251, 252 Theory of Music I, II, III, IV	12
MU200 Sophomore Portfolio	0
MU201, 202 History of Western Music I, II	6
MU103, 104 Piano I, II	4
Four semesters of private instruction on one instrument	8
Five ensembles	5
MU120 Recording Techniques	3
MU215, 310 Computer Music I, II	6
MU218 History of Electronic Music	3
MU418 Advanced Computer Music Composition	3
MU451 Senior Project	3
	53 credits

Students who are not prepared to enter MU151 Theory of Music I are required to take MU150 Fundamentals of Music.

Piano majors must take two semesters of another instrument instead of the piano requirement.

All music majors must participate in a performance seminar at the end of every semester of private instruction, to demonstrate progress in their major instrument. This seminar will count towards the private instruction grade for students in the performance concentration. Students in the Professional Concentration are expected to use their music electives to prepare for the Senior Project.

Minor Requirements

MU151, 152 Theory of Music I, II	6
MU201, 202 History of Western Music I, II	6
Three semesters of private instruction on one instrument	6
Three semesters of ensemble	3
Music elective(s) 200 level or higher	3
	24 credits

Required for Graduation:

120 semester hours, including the 38-credit Individual and Community Integrated Curriculum. The normal course load is 15–16 credits per semester. Transfer students should refer to the residency requirement section of the catalogue.

Recommended Curriculum Guide: Performance Concentration

Freshman Year

Fall Semester		*Spring Semester*	
IC101	Individual and Community	IC106	College Writing II
_____	Laboratory Science I	_____	Laboratory Science II
IC105	College Writing I	MU__	Private Instruction
MU__	Private Instruction	MU103	Piano I
MU__	Ensemble	MU__	Ensemble
MU150	Fund. of Music (if necessary)	MU151	Theory of Music I

Sophomore Year

Fall Semester		*Spring Semester*	
IC205	Experiencing the Arts*	IC206	Music in Our World*
IC210	American Experience	IC260	Twentieth Century
IC212	Challenge of Business in Society**	_____	Mathematics Requirement
MU152	Theory of Music II	MU200	Sophomore Portfolio
MU__	Private Instruction	MU251	Theory of Music III
MU104	Piano II	MU__	Ensemble
MU__	Ensemble	_____	Elective

* *One of these two courses may be taken in the fall or spring semester*

** *May be taken in the fall or the spring*

Junior Year

Fall Semester		*Spring Semester*	
IC305	Science of Society *	IC360	Reason & Romanticism**
IC310	Ancient & Medieval Worlds**	MU__	Private Instruction
MU252	Theory of Music IV	MU216	Ear Training
MU__	Private Instruction	MU202	Music History II
MU201	Music History I	MU__	Ensemble
MU__	Ensemble		

* *May be taken in the fall or spring semester*

** *One of these two courses must be taken*

Senior Year

Fall Semester		*Spring Semester*	
MU__	Private Instruction	MU450	Senior Recital
MU215	Computer Music I	MU310	Computer Music II
MU__	Ensemble	MU__	Ensemble
_____	Electives - 9 credits	_____	Electives - 8 credits

Recommended Curriculum Guide: Professional Concentration

Freshman Year

Fall Semester		*Spring Semester*	
IC101	Individual and Community	IC106	College Writing II
_____	Laboratory Science I	_____	Laboratory Science II
IC105	College Writing I	MU__	Private Instruction
MU__	Private Instruction	MU__	Ensemble
MU__	Ensemble	MU151	Theory of Music I
MU150	Fund. of Music (if necessary)	_____	Elective

Sophomore Year

Fall Semester		*Spring Semester*	
IC205	Experiencing the Arts*	IC206	Music in Our World*
IC210	American Experience	IC260	Twentieth Century
IC212	Challenge of Business in Society**	MU200	Sophomore Portfloio
MU152	Theory of Music II	_____	Mathematics Requirement
MU__	Private Instruction	MU251	Theory of Music III
MU__	Ensemble	MU__	Private Instruction
_____	Elective	_____	Elective

* *One of these two courses may be taken in the fall or spring semester*

** *May be taken in the fall or the spring*

Junior Year

Fall Semester		*Spring Semester*	
IC305	Science of Society *	IC360	Reason & Romanticism**
IC310	Ancient & Medieval Worlds**	_____	Elective
MU252	Theory of Music IV	MU310	Computer Music II
MU215	Computer Music I	MU202	Music History II
MU201	Music History I		

* *May be taken in the fall or spring semester*

** *One of these two courses must be taken*

Senior Year

Fall Semester		*Spring Semester*	
MU__	Music Elective	MU451	Senior Project
MU103	Piano I	MU__	Music Electives - 6 credits
MU__	Ensemble	MU104	Piano II
_____	Electives - 9 credits	MU__	Ensemble
		_____	Elective

Recommended Curriculum Guide: Music Technology Concentration

Freshman Year

Fall Semester		*Spring Semester*	
IC101	Individual and Community	IC106	College Writing II
_____	Laboratory Science I	_____	Laboratory Science II
IC105	College Writing I	MU___	Private Instruction
MU___	Private Instruction	MU___	Ensemble
MU___	Ensemble	MU151	Theory of Music I
MU150	Fund. of Music (if necessary)	MU120	Recording Techniques

Sophomore Year

Fall Semester		*Spring Semester*	
IC205	Experiencing the Arts*	IC206	Music in Our World*
IC210	American Experience	IC260	Twentieth Century
IC212	Challenge of Business in Society**	MU200	Sophomore Portfolio
MU152	Theory of Music II	_____	Mathematics Requirement
MU___	Private Instruction	MU251	Theory of Music III
MU215	Computer Music I	MU310	Computer Music II
MU___	Ensemble	MU___	Private Instruction

* *One of these two courses may be taken in the fall or spring semester*

** *May be taken in the fall or the spring*

Junior Year

Fall Semester		*Spring Semester*	
IC305	Science of Society *	IC360	Reason & Romanticism**
IC310	Ancient & Medieval Worlds**	MU202	Music History II
MU252	Theory of Music IV	MU218	History of Electronic Music
MU201	Music History I	_____	Elective
_____	Elective	_____	Elective

* *May be taken in the fall or spring semester*

** *One of these two courses must be taken*

Senior Year

Fall Semester		*Spring Semester*	
MU103	Piano I	MU451	Senior Project
MU418	Advanced Computer Music Composition	MU104	Piano II
MU___	Ensemble	MU___	Ensemble
_____	Electives (9 credits)	_____	Elective
		_____	Elective

Music Curriculum

Music Theory Courses

MU150 Fundamentals of Music **3 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.

MU151 Theory of Music I **3 credits**

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. *Prerequisite: MU150 or permission of instructor.*

MU152 Theory of Music II **3 credits**

A continuation of Theory of Music I, including a study of seventh chords, non-harmonic tones, altered and borrowed chords, elementary modulation through secondary dominants and pivot chords. *Prerequisite: MU151 or permission of instructor.*

MU251 Theory of Music III **3 credits**

A continuation of Theory of Music II including diminished seventh chords, augmented triads, Neapolitan sixth, ninth, eleventh and thirteenth chords, and advanced modulation. *Prerequisite: MU152.*

MU252 Theory of Music IV **3 credits**
A study of musical forms and their development through analysis of representative works. An introduction to twentieth century compositional devices and analysis. *Prerequisite: MU251.*

MU351 Orchestration **3 credits**
An introduction to orchestral instruments and the study of orchestration principles. Major orchestral compositions and scores from various eras are examined. *Prerequisite: MU152.*

Music History Courses

MU201 History of Western Music I **3 credits**
A survey of music from the its origins through the Classical period. 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: MU152*

MU202 History of Western Music II **3 credits**
A survey of music from the Romantic period 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: MU152*

MU210 Women and Music **3 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.

MU212 Jazz History **3 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.

MU213 Popular Musical Culture Since Bill Haley **4 credits**
The impact that music has had on the popular culture of North America and Western Europe since the mid-1950s. The growth and diffusion of popular music since the beginning of "rock'n'roll." Concurrent historical events and movements are studied in some detail as are trends in other arts. Course meets four hours per week.

MU214 World Music **3 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.

Music History Period Courses

MU311 Music of the Middle Ages **3 credits**
MU312 Renaissance Music **3 credits**
MU313 Baroque Music **3 credits**
MU314 Music of the Classical Period **3 credits**
MU315 Romantic Music **3 credits**
MU316 Music of the Twentieth Century **3 credits**

MU311-MU316: Intensive studies of the music of specific eras. Technical analysis of the various styles within each period, with particular emphasis on the major composers of the time. Parallel development in other arts during each era. *Prerequisites: MU201, MU202.*

Performance Courses

Applied Music (Fee for non-majors)

MU103–104, 203–204, 303–304, 403, 404 Piano I–VIII **2 credits each**

MU105–106, 205–206, 305–306, 405–406	**Guitar I–VIII**	**2 credits each**
MU107–108, 207–208, 307–308, 407–408	**Voice I–VIII**	**2 credits each**
MU157–158, 257–258, 357–358, 457–458	**Bass Guitar I–VIII**	**2 credits each**
MU159–160, 259–260, 359–360, 459–460	**Flute I–VIII**	**2 credits each**
MU169–170, 269–270, 369–370, 469–470	**Clarinet I–VIII**	**2 credits each**
MU175–176, 275–276, 375–376, 475–476	**Organ I–VIII**	**2 credits each**
MU177–178, 277–278, 377–378, 477–478	**Saxophone I–VIII**	**2 credits each**
MU179–180, 279–280, 379–380, 479–480	**Percussion I–VIII**	**2 credits each**
MU183–184, 283–284, 383–384, 483–484	**Strings I–VIII**	**2 credits each**
MU185–186, 285–286, 385–386, 485–486	**Trumpet I–VIII**	**2 credits each**
MU187–188, 287–288, 387–388, 487–488	**Trombone I–VIII**	**2 credits each**
MU189–190, 289–290, 389–390, 489–490	**Low Brass I–VIII**	**2 credits each**
MU193–194, 293–294, 393–394, 493–494	**Double Reeds I–VIII**	**2 credits each**
MU195–196, 295–296, 395–396, 495–496	**Recorder I–VIII**	**2 credits each**

MU216 Ear Training **3 credits**
Develops aural and music reading skills through dictation and singing of simple to complex rhythms and intervals, diatonic scale patterns to chord progressions. *Prerequisite: MU151.*

MU353 Basic Conducting **3 credits**
A study of basic conducting principles for both instrumental and choral ensembles. The conducting techniques required for execution in performance, as well as rehearsal principals, score study, and score preparation. *Prerequisite: MU152.*

Ensembles

MU147–148, 247–248, 347–348, 447–448 Brass Ensemble I-VIII **1 credit each**
Brass Ensemble is a small, select group exploring literature for brass groups. Students may perform on trumpet, trombone, French horn, baritone or tuba. Public performances may be given on or off campus. *Prerequisite: permission of instructor.*

MU161–162, 261–262, 361–362, 461–462 Flute Ensemble I–VIII **1 credit each**
This College community ensemble performs a wide variety of repertoire on and off campus. Students may participate on instruments within the flute family from piccolo to bass. *Prerequisite: audition.*

MU165–166, 265–266, 365–366, 465–466 Percussion Ensemble I–VIII **1 credit each**
A highly creative group whose participants improvise, compose, and perform their own works, utilizing a wide variety of percussion instruments. The first half of the term is spent playing improvisatory exercises designed to address specific issues of musical choices: instrumentation, timbre, structure, rhythm, and many other musical parameters. In the second half, students write, teach, and learn their own new pieces for a performance by the ensemble. Previous experience playing percussion and reading music is encouraged but not required.

MU167–168, 267–268, 367–368, 467–468 Jazz Ensemble I–VIII **1 credit each**
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.*

MU171–172, 271–272, 371–372, 471–472 Renaissance Ensemble I–VIII **1 credit each**
A small, select group of vocalists and instrumentalists which performs in costume the music and dance of the Middle Ages and Renaissance. Instrumentalists may perform on available early instruments. Public performances are given each semester on and off campus. Renaissance Ensemble is open to qualified students, faculty, and staff for credit or non-credit. *Prerequisite: audition.*

MU173–174, 273–274, 373–374, 473–474 Contemporary Music Ensemble I–VIII **1 credit each**
Explores the musical literature of living composers, local composers and the music of the avant-garde of the 1950s and 1960s. Student compositions may be included at the discretion of the director. *Prerequisite: permission of instructor.*

MU181–182, 281–282, 381–382, 481–482 Guitar Ensemble I–VIII **1 credit each**
A small group of guitarists, bass guitarists and occasionally other instrumentalists. Repertoire includes classical, jazz, blues, folk, popular arrangements and works composed or arranged by the instructor or students. Guitar Ensemble is open to qualified students, faculty, and staff for credit or non-credit. *Prerequisite: permission of instructor.*

MU191–192, 291–292, 391–392, 491–492 Choral Union I–VIII **1 credit each**
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.

Music Technology

MU120 Recording Techniques **3 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 those 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 using mono, dual mono, stereo and quad recording techniques.

MU215 Computer Music I **3 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.

MU218 History of Electronic Music **3 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.

MU310 Computer Music II **3 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 electronice 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.*

MU418 Advanced Computer Music Composition **3 credits**
Advanced digital synthesis techniques will be the primary focus of the class. Sound for multimedia applications such as web, CD-ROM and video will also be discussed. Students will complete individual assignments using software synthesis applications and programming techniques which 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.*

Culminating Projects

MU450 Senior Recital **3 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 deportment, historical research, theoretical analysis and other performance related issues. *Prerequisites: senior status, declared major in Music, performance track and completion of all private instruction requirements for the major.*

MU451 Senior Project **3 credits**
A culminating course for the professional music track of 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, professional or technology track.*

MU398, MU498 Internship in Music **1-3 credits each**
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 Division Chair. 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.*

In addition to its regular Music courses, the Department offers the following from time to time in response to student needs and interests:

MU119	**Class Piano**	**1 credit**
MU129-30	**Group Guitar I-II**	**1 credit each**
MU139	**Group Voice**	**1 credit**
MU211	**Guitar Literature**	**3 credits**
MU255	**Fundamentals of Guitar Fingerboard Harmony**	**3 credits**
MU352	**Form and Analysis**	**3 credits**
MU401	**Seminar in Music**	**3 credits**
MU299,399,499	**Independent Study in Music**	**1-3 credits each**

Other Music Courses

MU100 Recorder for the Classroom Teacher **1 credit**
Teaches the basics of recorder playing while simultaneously exploring the instrument as a pedagogical tool. Discussion of methods and instruments is included.

MU200 Sophomore Portfolio
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.*

Philosophy and Religious Studies (PA)

ASSISTANT PROFESSOR AND PROGRAM COORDINATOR: Jed Donelan
LECTURERS: Michael Barrett, Eric Bowman, Michael Haas

A minor is offered in Philosophy.

In order to fulfill graduation requirements, students must maintain a minimum cumulative grade point average of 2.0, a minimum grade point average of 2.0 in an academic major, and complete 120 credits. In addition, in order to complete minor or certificate programs, students must maintain a minimum grade point average of 2.0 in those programs. The Philosophy and Religious Studies Program of the College at Rindge prides itself in offering a rigorous course of academic study that emphasizes the understanding of philosophical and religious traditions as a way of developing critical reading, thinking, and expressive skills. We work to empower students to understand and take an active role in their own personal and social growth. Engagement in philosophy and religious studies enriches awareness of the roots of Western culture while fostering openness to other traditions and ways of thinking. We combine courses in the history of philosophy and traditional philosophical topics with interdisciplinary courses that highlight philosophy's practical applications. Courses in religious studies explore, in the context of the history of ideas, the development and influence of major religious philosophies and symbol systems from ancient to modern times.

A philosophy minor, or any course in philosophy and religious studies, is an invaluable contribution to all curricula.

Minor Requirements

The Philosophy Minor requires 19 credits, including Introduction, two history courses (one modern, one not), one "Philosophy at Work" course, one Philosophy seminar, Philosophy Portfolio, and one Philosophy elective of the student's choosing. No more than two Religious Studies courses may count toward the minor.

Philosophy Curriculum

Introductory Courses

PA101 Introduction to Philosophy **3 credits**

Philosophy (the love of wisdom) is the systematic examination of essential questions. The course examines questions such as: What is Philosophy? What is real (Metaphysics)? How do we know (Epistemology)? What ought we to do (Ethics)? The questions are critically examined in the light of their formulation by influential thinkers and their relevance to contemporary issues.

PA105 Process of Logical Thinking **3 credits**

By means of traditional and contemporary logic, the course examines the principles of valid reasoning, the nature of deduction and induction, formal and informal fallacies, and the foundations of language. This course gives special attention to logical exercises and practical application.

History of Philosophy Courses

PA211 Ancient Philosophy **3 credits**

A survey of Greek philosophy from Thales to Aristotle. Beginning with the natural philosophy of the pre-Socratics, the course moves through the idealism of Socrates and Plato, to the broad concerns, material and ideal, of Aristotle. *Prerequisite: PA101 or permission of instructor*

PA214 Modern Philosophy I **3 credits**

This course covers the philosophical developments of the 17th and 18th centuries, a time when our modern ideas of science, individuality, and democracy began to take shape. We will focus primarily on the epistemological question "How do we know what we know?" but will also give

attention to the moral question "How ought we to act?" By the end of this course students will have a better understanding of the conceptual origins of the contemporary world. *Prerequisite: PA101 or permission of instructor.*

PA216 Modern Philosophy II **3 credits**
This course covers recent and contemporary philosophical movements as well as their roots in 19th century thought. Readings and discussions will center on the existentialism of Sartre and Heidegger, the pragmatism of William James and John Dewey, the linguistic philosophy of Ayer and Wittgenstein, and on such recent developments as phenomenology, and deconstruction. *Prerequisite: PA 101 or permission of instructor.*

Philosophy at Work Courses

PA/S0209 Ethics **3 credits**
This course provides a critical study of the standards for evaluating right and wrong by applying traditional ethical theories to contemporary ethical problems. Theories to be considered include Kantianism, Utilitarianism and Social Contract theory. Topics to be considered included lying, the right to punish, and prejudice. *Crosslisted with Sociology and required by the Criminal Justice major.*

PA/P0210 Political Theory **3 credits**
Considers major political philosophical systems with emphasis on the relationship of theory to practice in historical context. Important theories, such as the concept of natural law, traced from the Stoics to Karl Marx and beyond will be investigated. Intensive review of other modern political concepts and experiments will be included.

PA/ES306 Philosophy of Science and Nature **3 credits**
This course investigates the human relationship with nature, how humans define nature, and how they interact with it. The course will have three major thematic sections: 1) the scientific understanding of this relationship-its historical origins and practical consequences; 2) ethical issues raised by this understanding; 3) the critical examination of new paradigms that might better explain this relationship (or not).

Advanced Seminars

PA300 Philosophy Portfolio **1 credit**
This course provides the opportunity for students to reflect on their experience with the Philosophy Curriculum of Franklin Pierce and to assess how well they have met the desired learning outcomes as 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. Porfolio 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 on a Philosophical Topic **3 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 a Philosophical Thinker **3 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 a careful reading of the author's major works, and will include important secondary literature as well. *Prerequisite: PA101 or permission of instructor.*

PA499 Independent Study in Philosophy **3 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 Division Chair. 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.

Religious Studies

PA151 Introduction to Biblical Thought **3 credits**
A critical examination of the biblical literature and its various understandings of God, humanity and history from the primitive myths and Hebraic legends to the Judaism of the early Common Era. Special attention is given to the literature of the Laws, Prophetic writings, political histories, books of Wisdom, and the religious developments at the time of Jesus.

PA251 Eastern Religious Thought **3 credits**
A study of the essential religious and philosophical features of Hinduism, Buddhism, and the Chinese traditions. Special attention is given to their literatures, fundamental doctrines, their distinctive and varying understandings of ultimacy, human nature, history, and their cultural and societal dynamics that have influenced history down to the present day. Attention will be given to the features which these Asian religions share in common with Western religions, as well as others that are distinctive of the religions of Asia.

PA252 Western Religious Thought **3 credits**
This course provides a general introduction to Judaism, Christianity, and Islam. We will explore the common origins, distinctive historical development, similarities and contrasts of these three monotheistic traditions. Given the prominent impact of the troubled relationships between these traditions on current world affairs, we will examine the history of ancient animosities between these traditions in spite of their common origins and similar theological perspectives, and discuss how these animosities and resentments might be confronted and addressed. *Can count towards minor as a non-modern historical course.*

PA260 Mythology **3 credits**
An examination of myths and mythology as a philosophical and literary expression as well as an essential feature of significant religious and theological historical developments. This course examines by primary and secondary sources classical myths as they originate in Mesopotamian, Egyptian, Hebraic, Greek and Roman traditions.

Physics (PH)

LECTURER: Julie Farhm

Physics Curriculum

PH101–102 General Physics I and II (laboratory) **4 credits each**
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.*

PH210 Introductory Astronomy **4 credits**
Designed to use observations, lectures, demonstrations, problem-solving and model-building techniques to develop the basic concepts of astronomy. Concentrating on the earth and its position in the solar system, the motion and characteristics of the moons, planets, asteroids, comets and our sun will be studied. The student will learn to locate constellations, and be introduced to other topics such as the birth and death of stars, galaxies, and black holes. Naked eye and telescopic observations will be a major component of the course. *Prerequisite: completion of the core science requirement.*

Political Science (PO)

PROFESSOR: Robin F. Marra
ASSOCIATE PROFESSOR: Frank S. Cohen
LECTURER: Stephen Wilson

A Bachelor of Arts degree is offered in Political Science.

A major and a minor are offered in Political Science.

In order to fulfill graduation requirements, students must maintain a minimum cumulative grade point average of 2.0, a minimum grade point average of 2.0 in an academic major, and complete 120 credits. In addition, in order to complete minor or certificate programs, students must maintain a minimum grade point average of 2.0 in those programs.

Politics is an inescapable feature of human organization. The major and minor in Political Science are designed to allow students to explore both the theory and substance of the political phenomena which pervade contemporary society. The major also introduces students to the rigors of policy analysis, whether in the domestic or the international sphere. A major in Political Science also provides students with a background in basic research methodology as well as exposure to the philosophical roots of contemporary political systems.

The major in Political Science provides students with the skills that will enable them to pursue a variety of careers including, but not limited to: government service, law, international business, nonprofit organizations, education, and journalism, as well as higher degrees in political science.

Honors in Political Science are granted to those whose grade point average at graduation is 3.25 for the thirty-seven credits required to complete the major. High Honors are accorded those who attain a grade point average of at least 3.5 for the thirty-seven credits required to complete the major and whose overall grade point average is 3.30 or higher.

Major Requirements

Required Courses:

PO001 Political Science Competency Exam
PO200 Political Science Research Methods
PO410 Senior Research Seminar in Political Science

Three of the following:

PO201 U.S. Government
PO205 Contemporary World Affairs
PO206 Comparative Politics
PO210 Political Theory

Electives

A minimum of seven (21 credits) of the following courses, including at least four (12 credits) 300-level PO courses (but no more than one 100-level PO course):

PO110 Political Violence
PO111 Politics and Popular Culture
PO311 Topics in Comparative Politics
PO312 American Political Thought
PO314 Democracy and Dictatorships
PO344 Environmental Politics
PO351 American Presidency
PO352 Constitutional Law I
PO353 Constitutional Law II
PO360 American Foreign Policy Process

PO361	Politics of Military Force
PO362	Nuclear Weapons and World Politics
HS313	U.S. Labor History
HS326	The Soviet Union and the Successor States
HS371	Twentieth Century U.S. Foreign Policy
PA209	Ethics
SO320	U.S. Social Policy
SO350	Law and Society

Minor Requirements

Required Courses:

Two of the following:

PO201	U.S. Government
PO205	Contemporary World Affairs
PO206	Comparative Politics
PO210	Political Theory

Electives

Four additional courses (at least 12 credits) from the following list, including at least *two* 300-level courses in Political Science:

PO110	Political Violence
PO111	Politics and Popular Culture
PO200	Political Science Research Methods
PO201	U.S. Government
PO205	Contemporary World Affairs
PO206	Comparative Politics
PO210	Political Theory
PO311	Topics in Comparative Politics
PO312	American Political Thought
PO314	Democracy and Dictatorships
PO344	Environmental Politics
PO351	American Presidency
PO352	Constitutional Law I
PO353	Constitutional Law II
PO360	American Foreign Policy Process
PO361	Politics of Military Force
PO362	Nuclear Weapons and World Politics
HS313	U.S. Labor History
HS326	The Soviet Union and Successor States
HS371	Twentieth Century U.S. Foreign Policy
PA209	Ethics
SO320	U.S. Social Policy
SO350	Law and Society

Required for graduation:

120 semester hours, including the 38-credit Individual and Community Integrated Curriculum (page 106). The total of 37 credits in the major must be completed successfully with a GPA of 2.00 to fulfill the major requirements. The normal course load is 15-16 credits per semester. Transfer students should refer to the residency requirement section of the catalogue.

Recommended Curriculum Guide

Freshman Year

Fall Semester		*Spring Semester*	
IC101	Individual and Community	IC106	College Writing II
_____	Laboratory Science I	_____	Laboratory Science II
IC105	College Writing I	_____	Elective
PO___	100 or 200 level course	PO___	200 level course
_____	Elective	_____	Elective

Sophomore Year

Fall Semester		*Spring Semester*	
IC205	Experiencing the Arts*	IC206	Music in Our World*
IC210	American Experience	IC260	Twentieth Century
IC212	Challenge of Business in Society**	_____	Mathematics Requirement
PO__	200 level course	PO___	200 level course
_____	Elective	_____	Elective
_____	Elective	_____	Elective

* *One of these two courses may be taken in the fall or spring semester*

** *May be taken in the fall or the spring*

Junior Year

Fall Semester		*Spring Semester*	
IC305	Science of Society *	IC360	Reason & Romanticism**
IC310	Ancient & Medieval Worlds**	PO__	300 level course
PO200	Political Science Research Methods	PO__	300 level course
PO__	300 level course	_____	Elective
_____	Elective	_____	Elective

* *May be taken in the fall or spring semester* ** *One of these two courses must be taken*

Senior Year

Fall Semester		*Spring Semester*	
PO410	Senior Research Seminar	PO__	300 level course
PO001	Political Science Competency Exam	_____	Elective
PO__	300 level course	_____	Elective
PO__	300 level course	_____	Elective
_____	Elective	_____	Elective
_____	Elective		

Political Science Curriculum

PO001 Political Science Competency Exam
Individualized program of review and study culminating in an oral Political Science competency exam during the senior year. Required of all Political Science majors.

PO110 Political Violence **3 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?

PO111 Politics and Popular Culture **3 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.

PO200 Political Science Research Methods **4 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 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.

PO205 Contemporary World Affairs **3 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.

PO206 Comparative Politics **3 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.

PO210/PA210 Political Theory **3 credits**
Major political philosophical systems with emphasis on the relationship of theory to practice in historical context. Important theories, such as the concept of natural law, traced from the Stoics to Karl Marx and beyond. Intensive review of other modern political concepts and experiments.

PO311 Topics in Comparative Politics **3 credits**
An advanced exploration into a specific topic of comparative politics. The topic may cover specific regions of the world or specific foreign countries, and may have a particular conceptual focus (e.g., political economy, ethnic/nationalist politics, democratic politics and democratization). The analysis of politics and public policy will always be conducted through the comparison of two or more countries. Notification of the specific topic can be found in the course registration booklet. The course may be taken more than once under different topics. *Prerequisite: any PO200 or PO300 level class, or permission of the instructor.*

PO312 American Political Thought **3 credits**
Explores the development of political ideas in the United States over the course of four hundred years, from the seventeenth to the late twentieth centuries. The knowledge of the ideas of the statesmen who were the architects of the American system of government is essential if we are to achieve an understanding of present institutions and practices. However, we will also study the writings of others who engage the system as scholars and/or political actors. *Prerequisite: any PO200 or PO300 level class, or permission of the instructor.*

PO314 Democracy and Dictatorships **3 credits**
Why are some nations of the world democracies and others dictatorships? What is the impact of democratic and dictatorial governments on the people who live under them? To address these central questions of the course, we will compare and contrast the political experiences of the developing and developed nations of the world. Special attention will be paid to the conditions under which democracies and dictatorships thrive or collapse. *Prerequisite: any PO200 or PO300 level class, or permission of the instructor.*

PO/ES344 Environmental Politics **3 credits**
Designed to develop an understanding of the political components of environmental policymaking. We will study the interactions between the political process and the environment within the public affairs realm. The comparative analysis of countries will be the primary means of investigating these interactions. Therefore, the United States will be one of many countries examined in comparative perspective. Significant attention will also be given to environmental politics under the assumption that international factors, as well as domestic ones, affect the formation of environmental policy. *Prerequisite: any PO200 or PO300 level class, or permission of the instructor.*

PO351 American Presidency **3 credits**
Explores the basic historical and institutional evolution of the presidency, from the drafting of the Constitution to the present. Particular attention is given to the resources and constraints that affect presidential behavior, the process of presidential decision-making, and the evaluation of presidential performance. *Prerequisite: any PO200 or PO300 level class, or permission of the instructor.*

PO352 Constitutional Law I **3 credits**
An examination of the invention and development of American Constitutional principles, specifically focusing on the separation of powers, federalism, and the democratic process. While the course will be concerned with what the "law" is (and how it got to be such), it will also focus on the court as a political institution that influences public policies and the rules by which those policies are determined. *Prerequisite: any PO200 or PO300 level class, or permission of the instructor.*

PO353 Constitutional Law II **3 credits**
Study of the development of case law within the broad areas of civil rights and civil liberties. Specific topics include: freedom of expression under the First Amendment, freedom of and from religion, defendants' rights, and protection from racial and other forms of discrimination as provided by the Fourteenth Amendment's guarantee of due process and the "equal protection of the laws." *Prerequisite: PO352, or permission of the instructor.*

PO360 American Foreign Policy Process **3 credits**
Identification of the major actors involved in the American foreign policy process, the goals which they pursue, the resources which they are able to utilize, and the environments or contexts within which these actors must operate. Attention will also be given to case studies and examples that explore the ability of the American foreign policy-making process to respond to a variety of internal and external stresses. *Prerequisite: any PO200 or PO300 level class, or permission of the instructor.*

PO361 Politics of Military Force **3 credits**
A study of both the theoretical foundations and practical applications of the use of military force in pursuit of political objectives. Will explore the historical record of these uses and, more importantly, will examine their effectiveness as tools of diplomacy. Specific attention will be given to both the French and U.S. wars in Indochina. The contemporary record of conflict within the Third World is also considered. *Prerequisite: any PO200 or PO300 level class, or permission of the instructor.*

PO362 Nuclear Weapons and World Politics **3 credits**
Focuses (though not exclusively) on the nuclear rivalry between the United States and the Soviet Union, and on how this rivalry has transformed the nature and conduct of world politics. Attention is also given to the implications stemming from the proliferation of nuclear weapons by developing states. The break-up of the Soviet Union and the safety and security of its nuclear arsenal will be considered. Finally, current and recent proposals will be examined in order to assess the prospects for more effective arms control in the future. *Prerequisite: any PO200 or PO300 level class, or permission of the instructor.*

PO410 Senior Research Seminar **3 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 Experience in Political Science **3-9 credits**
An internship carrying variable credit depending on the length and intensity of the experience. The credit value is determined at the time of registration and placement with execution of the internship contract. *Prerequisite: recommendation of Political Science faculty.*

PO299, 399, 499 Independent Study in Political Science **1-3 credits each**
Offers an opportunity to explore an area of study not included in the catalogue 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 Division Chair. 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 Division Chair. Independent Study courses are assigned numbers of 299, 399 or 499, depending on the level of the course.

Psychology (PS)

PROFESSORS: Davina Brown, William B. Flynn, Jr., William H. Jack, Craig W. Platt
ASSOCIATE PROFESSOR: Emlee C. Kohler
SENIOR LECTURER: Robert Koch

A Bachelor of Arts degree is offered in Psychology.

A major and a minor are offered in Psychology.

In order to fulfill graduation requirements, students must maintain a minimum cumulative grade point average of 2.0, a minimum grade point average of 2.0 in an academic major, and complete 120 credits. In addition, in order to complete minor or certificate programs, students must maintain a minimum grade point average of 2.0 in those programs.

An Honors candidate in Psychology is required to have a 3.00 overall grade point average with a 3.25 grade point average in Psychology. A High Honors candidate is required to have an overall 3.00 grade point average with a 3.5 grade point average in Psychology.

Students who intend to teach Psychology (Social Science) in high school should refer to page 70 for information on the secondary teacher certification program.

Major Requirements (42 credit hours minimum)

(In addition to the Individual and Community Curriculum, page 106)

PS101 Introduction to Psychology
PS260 Stat. for the Behavioral Sciences
PS261 Research Methods
PS420 Theories of Personality *or*
PS421 Systems and Theories
PS489 Senior Thesis *or*
PS490–491 Senior Thesis *or*
PS494 Psychology Senior Seminar
PS495 Senior Internship

Two of the following five laboratory courses:

PS301 Experimental Parapsychology
PS302 Psychology of Perception
PS303 Psychology of Learning
PS304 Biological Psychology
PS306 Cognitive Psychology

One of the following sequences:

BI101 and BI102, *or* BI101 and AN102, *or* IC110 and IC111

Additional 18 elective credit hours in Psychology or other Psychology-related courses approved by the major advisor, including at least one course from each of the following three groups:

Choose one:

PS211 Psychology of Aging *or*
PS230 Child and Adolescent Development

Choose one:

PS214 Creative Arts Therapy *or*
PS340 Techniques of Counseling I *or*
PS323 Seminar on Addiction

Choose one:

PS220 Group Dynamics *or* PS322 Social Psychology *or* PS324 Industrial Psychology

Required for Graduation:

120 semester hours, including the 38-credit Individual and Community Integrated Curriculum. The normal course load is 15–16 credits per semester. Transfer students should refer to the residency requirement section of the catalogue.

Please note that the Psychology major includes a required sequence of four courses: Behaviorial Statistics, Research Methods, and two additional laboratory courses. Because Behavioral Statistics is a prerequisite for Research Methods, and Research Methods is a prerequisite for the two additional laboratory courses, this sequence requires a **minimum of three semesters** to complete. Failure to organize this sequence in a timely manner will delay graduation beyond the usual four years.

Recommended:

2nd semester freshman year or 1st semester sophomore year.....PS260 Statistics
1st or 2nd semester sophomore year.....PS261 Research Methods
1st and 2nd semester junior year.....Two laboratory courses (PS301, 302, 303, 304 or 306)

Minor Requirements

PS101	Introduction to Psychology	PS261	Research Methods
PS260	Statistics for Behavioral Sciences		

Nine additional credit hours of psychology electives and one of the following 5 laboratory courses:

PS301	Experimental Parapsychology	PS302	Psychology of Perception
PS303	Psychology of Learning	PS304	Biological Psychology
PS306	Cognitive Psychology		

Recommended Curriculum Guide

Freshman Year

Fall Semester		*Spring Semester*	
IC101	Individual and Community	IC106	College Writing II
IC105	College Writing I	BI102	Biology II
BII01	Biology I	PS___	Psychology Elective
PS101	Introduction to Psychology	_____	Mathematics Requirement
_____	Elective	_____	Elective

Sophomore Year

Fall Semester		*Spring Semester*	
IC205	Experiencing the Arts*	IC206	Music in Our World*
IC210	American Experience	IC260	Twentieth Century
IC212	Challenge of Business in Society**	PS261	Research Methods
PS260	Behavioral Statistics	PS___	Psychology Elective
PS___	Psychology Elective	_____	Elective
_____	Elective	_____	Elective

** One of these two courses may be taken in the fall or spring semester*

*** May be taken in the fall or the spring*

Junior Year

Fall Semester		*Spring Semester*	
IC305	Science of Society *	IC360	Reason & Romanticism**
IC310	Ancient & Medieval Worlds**	PS___	Psychology Elective
PS420	Theories of Personality *or*	PS___	Psychology Lab Elective
PS421	Systems and Theories in Psychology	____	Elective
PS___	Psychology Lab Elective	_____	Elective
_____	Elective		

** May be taken in the fall or spring semester* *** One of these two courses must be taken*

Senior Year

Fall Semester		*Spring Semester*	
PS494	Psychology Senior Seminar**	PS____	Psychology Elective
PS489, PS490, or PS495		_____	Elective
	Thesis or Internship*	_____	Elective
PS____	Psychology Elective	_____	Elective
PS____	Psychology Elective	_____	Elective
_____	Elective		

*** May be taken in the fall or spring but must be taken concurrently or subsequent to PS489, PS490, or PS495* ** May be taken in the fall or spring semester*

Psychology Curriculum

PS101 Introduction to Psychology **3 credits**

The application of psychological principles of learning, perception, cognition, motivation and social and developmental processes to the understanding of human behavior.

PS155 Psychology of Gender **3 credits**

An introduction to and examination of the similarities and differences in males and females

in the areas of personality, social behavior, intelligence and cognition. The course focuses on biological, environmental, and cultural causal mechanisms of realities and stereotypes.

PS211 Psychology of Aging **3 credits**
A comprehensive analysis of the physical, social, and psychological changes associated with aging. Topics will include diseases and disorder of aging, health care systems, and changes in intellectual, cognitive, and sensory functioning. *Prerequisite: PS101.*

PS214 Creative Arts Therapy **3 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. *Course fee. Prerequisites: PS101, sophomore class status, and one other Psychology course.*

PS215 Health Psychology **3 credits**
Examines the bio-social and psychological factors which impact behavioral health. Particular emphasis will be placed on the origin and causes of disease, as well as prevention, management, and treatment of patients with health related illnesses. *Prerequisite: PS101.*

PS220 Group Dynamics **3 credits**
The main 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. *Prerequisite: PS101.*

PS230 Child and Adolescent Development **3 credits**
Psychological aspects of human growth and development from conception through adolescence, with emphasis on intellectual, emotional, and personality development. *Prerequisite: PS101.*

PS231 Adult Development and Aging **3 credits**
A continuation of PS230, this course examines developmental change in the adult years, from early adulthood through old age. *Prerequisite: PS230.*

BI231 Animal Behavior (acceptable as a Psychology course) **4 credits**

PS235 Psychology and the Law **3 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. *Prerequisites: IC105 and IC106.*

PS250 Introduction to Parapsychology **3 credits**
A survey of the phenomena, history, methods and findings of modern scientific research in the areas of telepathy, clairvoyance, precognition, psychokinesis, and healing. *Prerequisite: PS101.*

PS260 Statistics for the Behavioral Sciences **3 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. *Prerequisite: AN101, or PS101, or SO101.*

PS261 Research Methods in Psychology (Laboratory) **4 credits**
The strategy and techniques of research design, applied statistical techniques, research report writing, and laboratory with field experience. *Prerequisite: minimum C- in PS260.*

PS285 Sports Psychology **3 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. *Prerequisite: PS101.*

PS300 Theories of Domestic Violence **3 credits**
Provides a cause and effect understanding of domestic violence upon the family 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. *Prerequisites: 9 credit hours of psychology, sociology, anthropology, or criminal justice.*

PS301 Experimental Parapsychology (Laboratory) **4 credits**
Students use scientific methodologies to investigate psychic phenomena in laboratory and field experiments. Research techniques in clairvoyance, precognition, telepathy and psychokinesis are included, with contemporary research in the form of journal articles stressed. Individual work will include completion of an experiment as well as participation in group experiments. *Course fee. Prerequisite: PS261 (minimum grade of C-).*

PS302 Psychology of Perception (Laboratory) **4 credits**
The study of human sensory and perceptual systems with emphasis on visual processing. The human sensory and perceptual systems and their relationship to current theories of perception are covered. Each student conducts an individual experiment and participates in class experiments. *Course fee. Prerequisite: PS261 (minimum grade of C-).*

PS303 Psychology of Learning (Laboratory) **4 credits**
An evaluation of learning processes from a 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. *Course fee. Prerequisite: PS261 (minimum grade of C-).*

PS304 Biological Psychology (Laboratory) **4 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. *Course fee. Prerequisite: PS261 (minimum grade of C-).*

PS306 Cognitive Psychology (Laboratory) **4 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. *Course fee. Prerequisite: PS261 (minimum grade of C-).*

PS310 Psychological Testing **3 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.*

PS322 Social Psychology **3 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. *Prerequisites: 9 credit hours of psychology, sociology, or anthropology.*

PS323 Seminar on Addiction **3 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: 9 credit hours of psychology.*

PS324 Industrial Psychology **3 credits**
A survey of psychology as used in industry and military environments. Includes personnel selection, training, and evaluation. The human factors section of the course includes industrial

work station design, design of work stations in aircraft, submarines, and spacecraft, and safety engineering. *Prerequisite: PS261.*

PS330 Child Abuse and Neglect **3 credits**
Various types of child maltreatment are decribed 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: 9 credit hours of psychology or sociology.*

PS340 Techniques of Counseling I **3 credits**
Acquaints students with psychoanalytical, behavioral, cognitive, and humanistic techniques of counseling. *Prerequisites: 9 credit hours of psychology.*

PS342 Psychology of Exceptional Children and Youth **3 credits**
An examination of the social, intellectual and psychological development of exceptional children and youth. Emphasis will be placed on the young person who is gifted, developmentally delayed, physically handicapped, or emotionally disturbed. *Prerequisites: PS101 and PS230.*

PS345 Crisis Intervention **3 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: PS340.*

PS420 Theories of Personality **3 credits**
A comparative study of classical and current theories of normal personality structure and development with an examination of supporting case study and empirical research. *Prerequisites: 12 credit hours in psychology.*

PS421 Systems and Theories in Psychology **3 credits**
Historical development and contemporary schools of psychology with emphasis on the major schools (systems) of psychology. *Prerequisites: 12 credit hours in psychology.*

PS430 Introduction to Psychopharmacology **3 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.*

PS441 Abnormal Psychology **3 credits**
An understanding of abnormal behavior from both an historical and contemporary perspective. Emphasis placed on the organic, psycho-social, and cultural factors that influence the development of psychopathology. This course also includes an examination of several theories of psychotherapy and their application in treating abnormal behavior. *Prerequisites: 12 credit hours in psychology.*

PS451 Techniques of Counseling II **3 credits**
An application of the basic skills and techniques of counseling covered in PS340. Emphasis placed on developing effective communications and listening skills through case study discussions, role-playing, and video presentations of master therapists in the field. Students also have the opportunity to explore ethical and other practice-related issues. *Prerequisites: PS340 (with a minimum of B-) and PS441.*

PS489 Senior Thesis in Psychology (Literature Review) **3 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.*

PS490–491 Senior Thesis in Psychology (Empirical Study) **3 credits each**
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 Psychology Senior Seminar **3 credits**
A capstone course that assesses the student's thesis or internship experience, as well as understanding of an ability to communicate the important concepts in psychology.
Prerequisites: IC305, senior standing and a psychology major. Taken concurrently or subsequent to PS489, PS490, or PS495.

PS495 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 2.5 GPA. The GPA requirement may be waived with permission of the Psychology Department faculty.*

PS128, 228, 328, 428 Special Topics in Psychology **3 credits each**
Constructed around a timely issue in psychology, generally in a field of expertise of the faculty member facilitating the course. *Prerequisites vary.*

PS298, 398, 498 Readings in Psychology **1–3 credits each**
An opportunity for scholarly and professionally focused independent reading and discussion with a faculty member. *Prerequisites vary.*

PS299, 399, 499 Independent Study in Psychology **3 credits each**
Offers an opportunity to explore an area of study not included in the catalogue 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 Division Chair. 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.

Science

Majors are offered in Biology and Environmental Science and may be found in the appropriate catalogue section. Minors are offered in Biology, Chemistry, Environmental Studies, and General Science.

Minor in General Science

The minor in General Science is offered for students with non-science majors who seek a broad program in the sciences. It is intended to develop competence in science as a discipline and not in any one of its specialties. This minor may be particularly valuable to elementary education students, business majors seeking to enter technology-related fields, or others who wish to use their major in the area of the sciences (e.g., writing, mass communication or graphic communications).

Requirements:

Any six science courses, in three or more disciplines, four of which must be laboratory courses (4 credits each). Integrated Science (IC110-111) may not be used to satisfy the laboratory requirement of the minor.

Credits: 22-24

Courses recommended for a General Science Minor:

BI101-102 Biology I and II	4 credits each
BI211 Genetics	4 credits
BI231 Animal Behavior	3 credits
BI232 Biophotography	4 credits
BI235 Human Health and Nutrition	3 credits
CH101-102 General Chemistry I and II	4 credits each
ES101 Environmental Science	4 credits
GL101-102 General Geology I and II	4 credits each
IC110-111 Integrated Science I and II	4 credits each
PH101-102 General Physics I and II	4 credits each
PH210 Astronomy	4 credits

Social Work and Counseling (SO, PS)

PROFESSORS: Davina Brown, Douglas F. Challenger, J Forbes Farmer, William B. Flynn, Jr., William H. Jack, Craig W. Platt
ASSOCIATE PROFESSORS: Emlee C. Kohler, Allan Rachlin
SENIOR LECTURER: Robert Koch

A Bachelor of Arts degree is offered in Social Work and Counseling

A major and a minor are offered in Social Work and Counseling.

In order to fulfill graduation requirements, students must maintain a minimum cumulative grade point average of 2.0, a minimum grade point average of 2.0 in an academic major, and complete 120 credits. In addition, in order to complete minor or certificate programs, students must maintain a minimum grade point average of 2.0 in those programs.

The major develops an informed understanding of contemporary society and is structured to build the self-confidence needed to help others make intelligent choices in their lives. Career options include childcare, intake and substance abuse counseling, community organizing, residential youth counseling, rehabilitation counseling, and youth employment counseling.

A cumulative grade point average of 2.0 must be maintained in required Social Work and Counseling courses in order to remain in the major.

Honors are accorded the student who has a 3.00 grade point average overall and a 3.25 grade point average in major courses. High Honors are awarded the student who has a 3.00 grade point average overall and a 3.5 grade point average in major courses.

Major Requirements:

(In addition to the Individual and Community Curriculum, page 106)

PS101 Introduction to Psychology
SO101 Introduction to Sociology
SO103 Introduction to Social Work
SO203 Community Organization
PS230 Child and Adolescent Development
PS322 Social Psychology *or*
PS420 Theories of Personality
PS260 Statistics for Behavioral Sciences
PS340 Techniques of Counseling I
SO335 Classical Social Theory *or*
SO336 Contemporary Social Theory
SO218 Quantitative Research Methods *or*
PS261 Research Methods in Psychology *or*
SO219 Qualitative Research Methods
PS495 Senior Internship in Psychology *or*
SO495 Senior Internship in Sociology
SO220 The Family
SO470 Integrating Theory and Practice

Five of the following:

PS214 Creative Arts Therapy
PS220 Group Dynamics
PS231 Adult Development and Aging
PS235 Psychology and Law
PS300 Theories of Domestic Violence
PS330 Child Abuse and Neglect
PS441 Abnormal Psychology
PS451 Techniques of Counseling II
SO205 Race and Ethnic Relations
SO320 U.S. Social Policy
SO410 Criminology
SO421 Poverty and Wealth
SO460 Corrections
CJ203 Juvenile Justice

Note: Some of these courses have prerequisites or need permission of the instructor. Check course descriptions.

Minor Requirements:

SO101	Introduction to Sociology
SO103	Introduction to Social Work
SO203	Community Organization
SO220	The Family
PS101	Introduction to Psychology
PS230	Child and Adolescent Development
PS340	Techniques of Counseling I

Required for Graduation:

120 semester hours, including the 38-credit Individual and Community Integrated Curriculum. The normal course load is 15–16 credits per semester. Transfer students should refer to the residency requirement section of the catalogue.

Recommended Curriculum Guide

Freshman Year

Fall Semester

IC101	Individual and Community
_____	Laboratory Science I
IC105	College Writing I
SO101	Introduction to Sociology *or*
PS101	Introduction to Psychology
_____	Elective

Spring Semester

IC106	College Writing II
_____	Laboratory Science II
SO220	The Family
PS260	Statistics for the Behavioral Sciences
PS101	Introduction to Psychology *or*
SO101	Introduction to Sociology

Sophomore Year

Fall Semester

IC205	Experiencing the Arts*
IC210	American Experience
IC212	Challenge of Business in Society**
PS261	Research Methods in Psychology *or*
SO218	Quantitative Research Methods *or*
SO219	Qualitative Research Methods
SO203	Community Organization
_____	Mathematics Requirement

Spring Semester

IC206	Music in Our World*
IC260	Twentieth Century
SO322	Social Psychology *or*
PS420	Theories of Personality
PS230	Child and Adolescent Development
SO103	Introduction to Social Work

Junior Year

Fall Semester

IC305	Science of Society *
IC310	Ancient & Medieval Worlds**
PS340	Techniques of Counseling I
SO335	Classical Social Theory *or*
SO336	Contemporary Social Theory
_____	Elective

Spring Semester

IC360	Reason & Romanticism**
SO___	Elective
_____	Elective
_____	Elective
_____	Elective

* *May be taken in the fall or spring semester*

** *One of these two courses must be taken.*

Senior Year

Fall Semester

PS495	Senior Internship (or SO495)
PS___	Elective
PS___	Elective
_____	Elective
_____	Elective

Spring Semester

SO470	Integrating Theory and Practice
SO___	Elective
_____	Sociology or Psychology Elective
_____	Elective
_____	Elective

Social Work and Counseling Curriculum

Please refer to Sociology (below) and Psychology (page 146) for course descriptions.

Sociology (SO)

PROFESSORS: Douglas F. Challenger, J Forbes Farmer
ASSOCIATE PROFESSOR: Allan Rachlin

A Minor is offered in Sociology

In order to fulfill graduation requirements, students must maintain a minimum cumulative grade point average of 2.0, a minimum grade point average of 2.0 in an academic major, and complete 120 credits. In addition, in order to complete minor or certificate programs, students must maintain a minimum grade point average of 2.0 in those programs.

The program helps to prepare students for graduate study and occupations utilizing sociological perspectives and methods.

Students who intend to teach Sociology (Social Science) in high school should refer to page 70 for information on the secondary teacher certification program.

Minor Requirements

Any seven courses in Sociology.

Sociology Curriculum

SO101 Introduction to Sociology **3 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.

SO103 Introduction to Social Work **3 credits**
Theory and skills in clinical practice (with individuals, groups and families), community/neighborhood services (organizing, planning and development), grant writing, research, and human service management. Cases are analyzed and discussed.

SO203 Community Organization **3 credits**
An examination of contemporary approaches to community organization and the development of community-building skills. *Prerequisite: SO101.*

SO205 Race and Ethnic Relations **3 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.*

SO/PA209 Ethics **3 credits**
Provides a critical study of the standards for evaluating right and wrong by applying traditional ethical theories to contemporary ethical problems. Among the theories to be considered are Kantianism, Utilitarianism, and Feminist ethics. Among the topics to be considered are: lying, the right to punish, and racism.

SO210 Deviance and Social Control **3 credits**
Focuses on the ways society defines institutional and non-institutional deviance and the deviant. Included is an investigation into why socially prohibited behavior occurs and why/what society does to control or prevent it. Various sociological theories (i.e., structural functionalism, culture conflict, cultural transmission, anomie, radical-conflict, control, interactionism) are studied. Also examined are the qualitative and quantitative approaches used to study deviance. *Prerequisite: SO101.*

SO218 Quantitative Research Methods **3 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 research findings. *Prerequisite: SO101 or AN101. Note: Extensive statistical analysis and writing course.*

SO219 Qualitative Research Methods **3 credits**
An introduction to the theoretical foundations and techniques of the qualitative research tradition in the social sciences. It is designed to give students a general background in procedures that include participant observation, life history analysis, intensive interviewing, and document analysis as well as to develop fieldwork skills in observation, interviewing, note-taking, and audio and visual recording. *Prerequisite: SO101 or AN101. Note: Extensive writing course.*

SO220 The Family **3 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. *Prerequisite: SO101.*

SO320 U.S. Social Policy **3 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. *Prerequisite: Any 200-level Sociology course, or permission of instructor.*

SO335 Classical Social Theory **3 credits**
A study of the emergence of the sociological perspective through an examination of theories developed by classical social theorists (Aristotle, Smith, Marx, Durkheim, Weber, Simmel, etc.). *Prerequisite: SO101.*

SO336 Contemporary Social Theory **3 credits**
Part two in a sociological theory sequence (part one is Classical Social Theory). Examines how sociological approaches formulated by early theorists developed into various schools and approaches to analyzing human behavior during the course of the twentieth century. *Prerequisite: SO101.*

SO340 Sects, Cults, Religion and Society **3 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. It has shaped people's relationships with each other, influencing family, community, economic and political life. 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. *Prerequisite: SO101.*

SO350 Law and Society **3 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: SO101.*

SO400 Readings in Sociology **1–5 credits**
An opportunity for scholarly and professionally focused independent reading and discussion with a faculty member. *Prerequisites: Sociology major or permission of instructor.*

SO410 Criminology **3 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 knowledge about crime can guide social policy. *Prerequisites: SO101, SO210 and either SO/AN218 or SO/AN219.*

SO421 Poverty and Wealth **3 credits**
An examination of the ways groups, or categories of persons, have different access to economic resources, status, and power in society, and the resulting consequences. *Prerequisite: SO101.*

SO450–453 Seminar in Sociological Perspectives **3 credits each**
Upon arrangement, seminars are offered which encourage in-depth exploration beyond the competency of introductory and intermediate levels. *Prerequisites: SO101, junior class standing or permission of instructor.*

SO460 Corrections **3 credits**
An application of sociological theory and research to 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. *Prerequisites: SO101 and SO210; and either SO218 or SO219.*

SO470 Integrating Theory and Practice **3 credits**
A seminar in which selected topics are presented and discussed. Application of sociological theory and methods to career situations. *Prerequisite: senior standing.*

SO495-497 Senior Internship in Social Work and Counseling **3-15 credits each**
Field experience in a learning situation affiliated with a community organization or institution. Placement is arranged by a student in consultation with the Sociology Department.
Prerequisites: senior standing, and permission of instructor.

Spanish (LS)

LECTURER: Jack Donnelly

A minor is offered in Spanish.

In order to fulfill graduation requirements, students must maintain a minimum cumulative grade point average of 2.0, a minimum grade point average of 2.0 in an academic major, and complete 120 credits. In addition, in order to complete minor or certificate programs, students must maintain a minimum grade point average of 2.0 in those programs.

The language program provides a solid foundation in speaking, listening, reading, and writing, and a broad approach to cultural heritage and literature. The program promotes the study of language as a self-sustaining discipline and a life skill.

To this end the College encourages students in all departments to make language studies concurrent with work in their major disciplines. Advanced and specialized topics in language and literature, including period and genre courses, are offered under the heading of The Spanish Seminar.

If a student has studied Spanish for two or more years in high school, they must register for LS201 Intermediate Spanish I or higher.

The first two months of LS201 consist of an intensive and comprehensive review of the elementary level.

Minor Requirements

One may minor in Spanish by successfully completing 18 credits in the language, with at least 15 credits (5 courses) beyond the intermediate (200) level.

LS301 Advanced Spanish Conversation and Composition is required for the Spanish minor.

Spanish Curriculum

LS101–102 Elementary Spanish I and II **3 credits each**
Basic oral and written proficiency for daily communication, with an emphasis on the audio-visual method.

LS201–202 Intermediate Spanish I and II **3 credits each**
Conversational patterns, idioms, dialogues, and special vocabularies for travel and occupations. *Prerequisite: LS102 or permission of the instructor.*

LS301 Advanced Spanish Conversation and Composition **3 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.*

NOTE: *LS301 or permission of the instructor is prerequisite of the following four courses:*

LS311 Spanish Culture and Civilization **3 credits**
A comprehensive survey of Spanish culture and civilization.

LS312 Spanish-American Culture and Civilization **3 credits**
A comprehensive survey of Spanish-American culture and civilization.

LS321–322 Survey of Hispanic Literature I and II **3 credits each**
Introduction to the literature of Spain and Spanish America from the Middle Ages to the present. Study of authors and analyses of their contributions to the intellectual currents of their time.

LS410 The Spanish Seminar **3 credits**
A course with advanced and specialized content oriented around specific topics or themes, which vary each year.

LS299, 399, 499 Independent Study in Spanish **3-6 credits each**
Prerequisites: senior standing and permission of instructor.

Sports and Recreation Management (SR)

PROFESSOR: Bonnie C. Black
VISITING INSTRUCTOR: Keith Detjen

A Bachelor of Science degree is offered in Sports and Recreation Management.

A major and a minor are offered in Sports and Recreation Management.

In order to fulfill graduation requirements, students must maintain a minimum cumulative grade point average of 2.0, a minimum grade point average of 2.0 in an academic major, and complete 120 credits. In addition, in order to complete minor or certificate programs, students must maintain a minimum grade point average of 2.0 in those programs.

The major in Sports and Recreation Management combines a basic liberal arts education with specialized preparation for a career in one of two tracks: Professional Sports Management or Recreation Management.

Major Requirements

In addition to the Individual and Community Curriculum (page 106) and Divisional core (page 55) course requirements, the following courses must be completed successfully with a grade point average of at least 2.0 to fulfill the major requirements:

SR201 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
SR419 Law and Liability in Sports and Recreation

Plus three courses from one of the tracks listed below.

Professional Sports Management Track

Choose 3 from the courses listed below:

MN314	Human Resource Management	MN321	Organizational Behavior
MN371	Small Business Management	MK304	Advertising
SR238	Introduction to Training and Treatment in Athletics	BA213	Business Law I
		BA214	Business Law II
SR338	Fitness Management	PS285	Sports Psychology

Recommended: Biology I and II instead of Integrated Science I and II.

Recreation Management Track

Choose 3 from the courses listed below:

SR238	Introduction to Training and Treatment in Athletics	MN348	Public Administration
		MN321	Organizational Behavior
SR338	Fitness Management	PS220	Group Dynamics
SR357	Recreation Therapy	PS230	Child and Adolescent Development
SR439	Ski Area Management		
MK314	Consumer Behavior	PS 231	Adult Development and Aging
MK304	Advertising		
MN314	Human Resource Management		

Divisional Honors

An Honors candidate for any major in the Business Division must have a 3.0 overall grade point average and a 3.25 grade point average, with no grade lower than a C- (cannot be repeated for credit) in all major courses. A High Honors candidate for any major in the Business Division must have a 3.0 cumulative grade point average and a 3.5 grade point average, with no grade lower than a C- (cannot be repeated for credit), in all major courses. Candidates for Honors/ High Honors must have completed an honors internship or a Senior Independent Project that includes either a thesis, business plan, or a significant research project in their major area.

Required for Graduation:

120 semester hours, including the 38-credit Individual and Community Integrated Curriculum. The Divisional Business Administration core and the 15 major core credits will be added to the required 9 credits within each track for a total of 97 required course credits. The normal course load is 15–16 credits per semester. Transfer students should refer to the residency requirement section of the catalogue.

Minor Requirements

The following courses must be completed successfully to fulfill the minor requirements. For Business Administration majors, 21 semester hours must be taken beyond the Divisional Core requirements:

MN201	Principles of Management
SR201	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
MK201	Principles of Marketing
SR390	Internship in Sports and Recreation Management

Recommended Curriculum Guide

Freshman Year

Fall Semester

IC101 Individual and Community
_____ Laboratory Science I
IC105 College Writing I
AC101 Principles of Accounting I
_____ Elective

Spring Semester

IC106 College Writing II
_____ Laboratory Science II
ET101 Principles of Economics I
BA258 Legal and Social Environment of Business
_____ Elective

Sophomore Year

Fall Semester

IC205 Experiencing the Arts*
IC210 American Experience
IC212 Challenge of Business in Society**
_____ Mathematics Requirement
MN201 Principles of Management
MK201 Principles of Marketing
_____ Elective

Spring Semester

IC206 Music in Our World*
IC260 Twentieth Century
MT260 Statistics
SR201 Principles of Sports & Recreation Management
_____ Elective

* *One of these two courses may be taken in the fall or spring semester*
** *May be taken in the fall or the spring*

Junior Year

Fall Semester

IC305 Science of Society *
IC310 Ancient & Medieval Worlds**
SR243 Programming in Sports and Recreation Management
FM224 Principles of Financial Management
_____ Elective

* *May be taken in the fall or spring semester*

Spring Semester

IC360 Reason and Romanticism**
SR368 Sports and Recreation Facilities Management
IB364 Global Economy
_____ Elective***
_____ Elective***

** *One of these two courses must be taken*
***required for track

Senior Year

Fall Semester

SR390 Internship in Sports and Recreation Management
_____ Elective
_____ Elective
_____ Elective
_____ Elective

Spring Semester

BA471 Senior Business Seminar
SR419 Law and Liability in Sports and Recreation
Comprehensive Exam in BA
Comprehensive Exam in SR
_____ Elective***
_____ Elective

***required for track

Sports and Recreation Management Curriculum

SR201 Principles of Sports and Recreation Management **3 credits**

Community, commercial, therapeutic, and outdoor recreation. Topics include an historical perspective of the importance of recreation, leisure and play; types of agencies and organizations providing recreation services; basic management techniques and problems associated with the field of recreation and leisure; and current trends and future potentials in the field. *Note: SR201 must be completed with a grade of C– or higher before additional SR courses may be taken.* Fall and Spring

SR238 Training and Treatment of Injuries in Athletics **3 credits**

Identifies the role of an athletic 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. *Prerequisite: SR201*

Spring

SR243 Programming in Sports and Recreation Management **3 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. *Prerequisite: SR201 or may be taken in conjunction with SR201.*

Fall

SR295 Commercial Recreation and Tourism **3 credits**

An overview of the commercial recreation, travel and tourism industry. The commercial recreation area as exemplified by hotels, motels, restaurants, health and fitness centers, resorts, industrial and employee recreation settings, study of economic and marketing trends, financial planning, accounting procedures, and management issues. The travel and tourism aspect includes its organization and development, research, and promotions both nationally and globally. *Prerequisite: SR243 (May be taken in conjunction with SR243).*

Course offered as needed

SR338 Fitness Management **3 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. *Prerequisite: SR201*

Spring, even years, or as needed

SR346 Park and Natural Resource Management **3 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 Recreation Therapy **3 credits**

Information and guidelines for programs for populations with special characteristics, such as social, emotional, physical, sensory, or learning impairments. Programs for geriatric populations. Emphasis is placed on the development of healthy attitudes toward these groups, information about important characteristics of each group, and the adaptation of popular recreation activities. *Prerequisite: SR243.*

Spring, odd years, or as needed

SR368 Sports and Recreation Facilities Management **3 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. *Prerequisite: SR201.*

Spring, or as needed

SR390 Internship in Sports and Recreation Management **2–3 credits**

The opportunity to gain experience in the administration of profit or non-profit organizations. The internship is taken after most of the major or minor requirements have been met, and in no case before the second semester of the junior year. The internship may be arranged with the assistance of the major internship advisor and/or the Chair of the Division of Business Administration. An agreement is drawn up and approved by the student, the proposed employer, the major internship advisor and Division Chair. 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 the Division Chair in consultation with the employer. The internship must be completed

before the commencement of the student's senior academic year, unless otherwise approved by the Division Chair. *Prerequisites: junior class standing and permission of Division Chair.*

SR391 Internship in Sports Recreation and Management **2–3 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 department head and the Division Chair, a second internship, which is entirely different than that pursued under SR390, may be taken. The internship must be completed before the commencement of the student's senior academic year, unless otherwise approved by the Division Chair. *Prerequisite: SR390.*

SR395 Advanced Internship **4 credits**
The Advanced Internship follows the same guidelines as the SR390 Internship. However, research criteria (applicable to each internship situation) provided by the Internship Advisor are also included for an additional one (1) additional credit. Students who elect the Advanced Internship must also meet Divisional Honors requirements.

SR419 Law and Liability in Sports and Recreation **3 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. *Prerequisite: SR201*
Spring, or as needed

SR439 Ski Area Management **3 credits**
An overview of the staffing, maintenance, equipment selection, programming, promotion, legal, and financial aspects of ski area management. On-site observations. *Prerequisites: AC102, MK201, SR243, SR368, SR419 or permission of instructor.*
As needed, taken in January (register with spring semester).

SR495 Senior Independent Project **4 credits**
The student will develop a project arranged with the assistance of the major advisor and the approval of the Chair of the Division of Business Administration. Projects include a thesis, business plan, or other significant research project. *Prerequisites: declared major in the Business-Division, senior class standing and permission of Division Chair.*

SR299, 399, 499 Independent Study in Sports and Recreation Management 2–6 credits each
Offers an opportunity to explore an area of study not included in the catalogue 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 Division Chair. 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 Division Chair. Independent Study courses are assigned numbers of 299, 399 or 499, depending on the level of the course.

BA 280, 380, 480 Small Business Advisory Groups **1 credit each**
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.

Student-Designed (Interdisciplinary) Major (SM)

In order to fulfill graduation requirements, students must maintain a minimum cumulative grade point average of 2.0, a minimum grade point average of 2.0 in an academic major, and complete 120 credits. In addition, in order to complete minor or certificate programs, students must maintain a minimum grade point average of 2.0 in those programs.

Honors in a Student-Designed Major are granted to those whose GPA at graduation is 3.33 in the courses that comprise the Student-Designed Major as approved by the Curriculum Committee. High Honors are accorded those who attain a GPA of at least 3.67 in the courses the student has selected for the Student-Designed Major and approved as the major by the Curriculum Committee.

To be eligible to propose a Student-Designed Major or Minor, students must be in good academic standing (minimum 3.00 cumulative grade point average). 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 from the Academic Services Center and discuss procedures with the Coordinator of Advising. 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 s/he perceives 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. This Committee will accept no 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. 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 the 38-credit Individual and Community Integrated Curriculum 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 a culminating activity, such as 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 the Coordinator of Advising, and then submits the proposal to the Office of the Dean of the College for review, after which the student submits ten copies of the proposal 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 Office of the Dean, which will communicate the decision to the student and the Coordinator of Advising. If approved by the Office of the Dean, then the Office of the Dean should forward a copy of the proposal to Academic Services. Once approved, any changes in the proposed course of study must be approved by the academic advisors and the Office of the Dean.

Theatre and Dance (TH)

PROFESSORS: Lee A. Dunholter, Nancy R. Stone
ASSOCIATE PROFESSORS: Wendy B. Dwyer, Robert C. Lawson, Richard R. Silvestro
LECTURERS: Sally Bomer, Kim Dupris, Sarah Franklin, Peggy Rae Johnson, Kathy Manfre, Reagan Messer, Anna Thomford

A Bachelor of Arts degree is offered in Theatre

A major (48 credits) is offered in Theatre with concentrations in Acting/Directing, Dance, and Design and Technical Theatre. Minors (18 credits) are offered in Theatre and in Dance. Each Theatre Arts major participates for credit in *a minimum* of three productions over a four-year period.

In order to fulfill graduation requirements, students must maintain a minimum cumulative grade point average of 2.0, a minimum grade point average of 2.0 in an academic major, and complete 120 credits. In addition, in order to complete minor or certificate programs, students must maintain a minimum grade point average of 2.0 in those programs.

The aim of the Department of Theatre and Dance is to recalibrate the student's capacity for imaginative and creative thought and action. Majors and minors participate actively in the process of making and perceiving work in theatre, dance, and performance art and are directed toward the development of an understanding of the artistic process that is at once rigorous and intuitive. A wide variety of approaches to making, conceiving, and realizing work are explored with our diverse faculty and guest artists.

Three areas of concentration afford students the opportunity for intensive work in a specialized area of theatre study:

Acting/Directing

The concentration in Acting/Directing provides a thorough grounding in the principles of theatrical performance. The curriculum is based on the premise that performance is essential to a full understanding of the art form. Students in the first three years of the program will be trained to explore an aspect of performance (acting/directing or playwriting) intensively through acting and directing studio classes and through their work in rehearsals and performances. In their final year students may choose, with the approval of faculty, to culminate their work in a Senior Certificate. Qualified students of junior standing are eligible to participate in a semester-long theatre program in London, England.

Dance

The concentration in dance provides a strong basis in the study of contemporary dance, with special attention to technique and the development of the body instrument. Students are introduced early to improvisation and dance composition and soon begin to choreograph their own work for staged presentation. In the final year of study students have the opportunity to undertake a Senior Project in choreography, performance, or dance history. Dance students perform in the annual Student Dance Concert, fall and spring choreography showcases, at the American College Dance Festival, at regional performances, and participate in teaching internships within local public schools.

Design and Technical Theatre

The concentration in Design and Technical Theatre provides students with a thorough knowledge of scenic and stage lighting design techniques and enables them to gain the skills and abilities needed to solve technical problems and successfully mount stage productions. These skills include mechanical and architectural drafting, scale model-building, rendering of proposed sets for the theatre, computer-aided drafting, and construction and scene painting techniques. Practical experience is gained in Design and Technical Theatre courses in which students play a large part in the mounting of three major faculty-directed productions per year, including the annual dance concert.

A student must earn a minimum 2.0 grade point average in the chosen concentration to graduate with a Theatre Arts degree.

Theatre Arts Major Core Requirements (24 credits)

TH101 Introduction to Theatre Arts
TH272 Theatre History Survey
TH211 Techniques of Acting I
TH379 Advanced Studies in Theatre/ and Technology *or*
TH450 Senior Theatre Project
TH111 Stagecraft I *or*
TH112 Stagecraft II
TH251 Scenography I
TH321 Directing I
TH375 Advanced Studies in Theatre/ Dance

Note: in place of TH272 Theatre History Survey, students choosing the Dance Concentration will take TH344 Dance History.

In addition to Theatre Arts major core requirements, concentration requirements are as follows:

Acting/Directing Concentration (24 credits)

TH212 Techniques of Acting II
TH222 Voice and Diction
TH223 Oral Interpretation
TH322 Directing II
TH131 Dance Movement I
TH132 Dance Movement II

Two courses from either of the specialization groups:

Acting		Directing	
TH311	Advanced Acting I	TH323	Directing III
TH312	Advanced Acting II	TH324	Directing IV

Three credits from the following performance sequences:

TH161-163 Production Performance I-III
ID 241-243 Musical Production I-III

Dance Concentration (24 credits)

TH132 Dance Movement II
TH133 Dance Movement III
TH137/138 Ballet Tech. I or II
TH205 Dance Tech. and Composition I
TH215 Dance Tech. and Composition II
TH305 Dance Tech. and Composition III *or*
TH340 Anatomy and Movement

One of the following five courses:

TH134 Dance Movement IV
TH139 Ballet Technique III
TH140 Ballet Technique IV
TH306 Teaching Dance for Children
TH315 Dance Tech. and Composition IV

3 credits from the performance sequence TH141-143 Production Dance Performance

Design and Technical Theatre (24 credits)

TH112 Stagecraft II
TH151 Costume Design and Construction
TH261 Lighting Design I
TH252 Scenography II
TH262 Lighting Design II
TH353 Scenography III
TH354 Scenography IV

Three Production credits from the following sequences:

TH171/173 Production/Design Technical I-III
TH241/243 Musical Production I-III
TH141-142 Dance Production I-II

Required for Graduation:

120 semester hours, including the 38-credit Individual and Community Integrated Curriculum. The normal course load is 15–16 credits per semester. Transfer students should refer to the residency requirement section of the catalogue.

Recommended Curriculum Guide for Concentration in Performance/Acting

Freshman Year

Fall Semester		*Spring Semester*	
IC101	Individual and Community	IC106	College Writing II
_____	Laboratory Science I	_____	Laboratory Science II
IC105	College Writing I	TH112	Stagecraft II
TH101	Introduction to Theatre Arts	TH131	Dance Movement I
TH111	Stagecraft I *or*	TH211	Techniques of Acting I *or*
TH211	Techniques of Acting I	TH212	Techniques of Acting II

Sophomore Year

Fall Semester		*Spring Semester*	
IC205	Experiencing the Arts*	IC206	Music in Our World*
IC210	American Experience	IC260	Twentieth Century
IC212	Challenge of Business in Society**	TH223	Oral Interpretation
TH222	Voice and Diction	TH272	Theatre History Survey
TH251	Scenography I	TH162	Production/Performance II
TH161	Production/Performance I	_____	Mathematics Requirement
_____	Elective		

* *One of these two courses may be taken in the fall or spring semester*

** *May be taken in the fall or the spring*

Junior Year

Fall Semester		*Spring Semester*	
IC305	Science of Society *	IC360	Reason & Romanticism**
IC310	Ancient & Medieval Worlds**	TH322	Directing II
TH321	Directing I	_____	Dramatic Literature
TH375	Advanced Studies in Theatre/Dance	TH163	Production/Performance III*or*
TH___	Theatre Elective	ID___	Musical Production
TH311	Advanced Acting I	TH312	Advanced Acting II

* *May be taken in the fall or spring semester*

** *One of these two courses must be taken*

Senior Year

Fall Semester		*Spring Semester*	
TH___	Theatre Elective	TH450	Senior Theatre Project
TH___	Theatre Elective	TH ___	Theatre Elective
TH___	Theatre Elective	TH___	Theatre Elective
_____	Elective	TH___	Theatre Elective
_____	Elective	_____	Elective

Required for Graduation:

120 semester hours, including the 38-credit Individual and Community Integrated Curriculum. The normal course load is 15–16 credits per semester. Transfer students should refer to the residency requirement section of the catalogue.

Recommended Curriculum Guide for Performance/Directing

Freshman Year

Fall Semester		*Spring Semester*	
IC101	Individual and Community	IC106	College Writing II
_____	Laboratory Science I	_____	Laboratory Science II
IC105	College Writing I	TH112	Stagecraft II
TH101	Introduction to Theatre Arts	TH131	Dance Movement I
TH211	Techniques of Acting I	TH212	Techniques of Acting II

Sophomore Year

Fall Semester		*Spring Semester*	
IC205	Experiencing the Arts*	IC206	Music in Our World*
IC210	American Experience	IC260	Twentieth Century
IC212	Challenge of Business in Society**	TH272	Theatre History Survey
TH222	Voice and Diction	TH162	Production/Performance II *or*
TH251	Scenography I	ID___	Musical Production
TH161	Production/Performance I	TH223	Oral Interpretation
_____	Mathematics Requirement		

* *One of these two courses may be taken in the fall or spring semester*

** *May be taken in the fall or the spring*

Junior Year

Fall Semester		*Spring Semester*	
IC305	Science of Society *	IC360	Reason & Romanticism**
IC310	Ancient & Medieval Worlds**	TH322	Directing II
TH321	Directing I	_____	Dramatic Literature
TH375	Advanced Studies in Theatre/Dance	TH___	Theatre Elective
TH___	Theatre Elective	TH163	Production/Performance III *or*
_____	Elective	ID___	Musical Production

* *May be taken in the fall or spring semester*

** *One of these two courses must be taken*

Senior Year

Fall Semester		*Spring Semester*	
TH323	Directing III	TH450	Senior Theatre Project
TH___	Theatre Elective	TH324	Directing IV
_____	Elective	TH___	Theatre Elective
_____	Elective	_____	Elective
_____	Elective	_____	Elective

Required for Graduation:

120 semester hours, including the 38-credit Individual and Community Integrated Curriculum. The normal course load is 15–16 credits per semester. Transfer students should refer to the residency requirement section of the catalogue.

Recommended Curriculum Guide for Concentration in Dance

Freshman Year

Fall Semester		*Spring Semester*	
IC101	Individual and Community	IC106	College Writing II
_____	Laboratory Science I	_____	Laboratory Science II
IC105	College Writing I	TH211	Techniques of Acting I
TH131	Dance Movement I	TH251	Scenography I
TH101	Introduction to Theatre Arts	TH205	Dance Technique and Composition I

Sophomore Year

Fall Semester		*Spring Semester*	
IC205	Experiencing the Arts*	IC206	Music in Our World*
IC210	American Experience	IC260	Twentieth Century
IC212	Challenge of Business in Society**	_____	Mathematics Requirement
TH111	Stagecraft I *or* TH261 Lighting Design I**	TH112	Stagecraft II**
TH212	Techniques of Acting II	TH215	Dance Technique and Composition II
TH132	Dance Movement II	TH344	Dance History
TH141	Production/Performance Dance I	ID___	Musical Production
		TH___	Theatre Elective

* *One of these two courses may be taken in the fall or spring semester*

** *May be taken in the fall or the spring*

Junior Year

Fall Semester		*Spring Semester*	
IC305	Science of Society *	IC360	Reason & Romanticism**
IC310	Ancient & Medieval Worlds**	TH305	Dance Technique and Composition III
TH133	Dance Movement III	TH321	Directing I
TH137	Ballet Technique	TH___	Theatre Elective
TH375	Advanced Studies in Theatre/Dance	TH161	Production/Performance I *or*
TH142	Production/Performance Dance II	ID___	Musical Production

* *May be taken in the fall or spring semester*

** *One of these two courses must be taken*

Senior Year

Fall Semester		*Spring Semester*	
TH450	Senior Theatre Project	TH315	Dance Technique and Composition IV
TH___	Theatre Elective	TH___	Theatre Elective
TH___	Theatre Elective	TH___	Theatre Elective
TH143	Production/Performance Dance III	_____	Elective
_____	Elective	_____	Elective
		TH162	Production/Performance *or*
		ID___	Musical Production

Required for Graduation:

120 semester hours, including the 38-credit Individual and Community Integrated Curriculum. The normal course load is 15–16 credits per semester. Transfer students should refer to the residency requirement section of the catalogue.

Recommended Curriculum Guide for Concentration in Design and Technical Theatre

Freshman Year

Fall Semester		*Spring Semester*	
IC101	Individual and Community	IC106	College Writing II
_____	Laboratory Science I	_____	Laboratory Science II
IC105	College Writing I	TH272	Theatre History Survey
TH101	Introduction to Theatre Arts	TH112	Stagecraft II
TH111	Stagecraft I	_____	Elective

Sophomore Year

Fall Semester		*Spring Semester*	
IC205	Experiencing the Arts*	IC206	Music in Our World*
IC210	American Experience	IC260	Twentieth Century
IC212	Challenge of Business in Society**	TH321	Directing I
TH211	Techniques of Acting I	TH352	Scenography II
TH261	Lighting Design I	TH172	Production/Design and Technical Theatre II *or*
TH251	Scenography I	ID__	Musical Production
TH171	Production/Design and Technical Theatre I	_____	Mathematics Requirement

* *One of these two courses may be taken in the fall or spring semester*

** *May be taken in the fall or the spring*

Junior Year

Fall Semester		*Spring Semester*	
IC305	Science of Society *	IC360	Reason and Romanticism**
IC310	Ancient & Medieval Worlds**	TH353	Scenography III
TH151	Costume Design and Construction	TH__	Theatre Elective
TH173	Production/Design II	TH__	Theatre Elective
TH262	Lighting Design II	_____	Elective
TH375	Advanced Studies in Theatre/Dance		

* *May be taken in the fall or spring semester*

** *One of these two courses must be taken*

Senior Year

Fall Semester		*Spring Semester*	
TH379	Advanced Studies in Theatre Technology and Design	TH450	Senior Theatre Project
TH___	Theatre Elective	TH__	Theatre Elective
TH__	Theatre Elective	TH___	Theatre Elective
_____	Elective	_____	Elective
_____	Elective	_____	Elective

Recommended Liberal Arts Electives for Design/Technical Majors

FA101	Two-Dimensional Design	FA231	Painting I
FA201	Drawing I	FA281–285	Art History Periods
FA202	Drawing II	EN210	Literary Criticism
GC341	Illustration	EN310	Shakespeare Comedies and History
CIT101	Microcomputer Applications	EN311	Shakespeare Tragedies
		EN312	Renaissance Drama

Theatre Arts Minor Requirements

TH101	Introduction to Theatre Arts	TH211	Techniques of Acting I
TH272	Theatre History Survey	TH111	Stagecraft I *or* TH112 Stagecraft II

One Dramatic Literature course from the following:

EN310	Shakespeare Comedies and History	TH343	Modern American Drama
TH342	Modern European Drama		

One course from the following group:

TH131	Dance Movement I	TH261	Lighting Design I
TH251	Scenography I	TH151	Costume Design and Construction

Two production courses from the following:

TH161	Production/Performance I	TH172	Production Design/Technical Theatre II
TH162	Production/Performance II	ID241	Musical Production I
TH171	Production/Design/ Technical Theatre I	ID242	Musical Production II

Dance Minor Requirements

TH132	Dance Movement II	TH344	Dance History
TH205	Dance Technique and Composition I	TH141	Production/Dance Performance I
TH215	Dance Technique and Composition II	TH142	Production/Dance Performance II

Two courses from the following for a minimum of eighteen total credits:

TH133	Dance Movement III	TH261	Lighting Design I
TH136	Theatre Dance and Jazz	TH143	Production/Dance Performance III
TH137	Ballet I *or*	TH144	Production/Dance Performance IV
TH138	Ballet II	ID241	Musical Production I
TH151	Costume Design and Construction		
TH305	Dance Technique and and Composition III		

Theatre Arts Curriculum

TH101 Introduction to Theatre Arts **3 credits**
An introduction and exploration of the various principles and elements which compose the art of theatre.

TH111 Stagecraft I **3 credits**
Fundamentals of technical theatre, including: scene construction and handling, tools, safety, properties, lighting installation, and sound. Thirty hours of production work outside of classroom time is required.

TH112 Stagecraft II **3 credits**
Fundamentals of technical theatre, including drafting and stage management. Thirty hours of production work outside of classroom time is required.

TH131 Dance Movement I **3 credits**
Introduction to contemporary dance based on classical, modern, and jazz forms, with beginning improvisational work leading to dance composition.

TH132-134 Dance Movement II–IV **3 credits each**
A studio course emphasizing modern dance technique, improvisation and dance composition, leading to performance of student-choreographed work. *Prerequisite: TH131 or previous dance training.*

TH136 Theatre Dance and Jazz **3 credits**
A studio introduction to the art of theatrical dance combining contemporary and jazz technique with the learning of set dances from the theatre dance repertory.

TH137-140 Ballet Technique I–IV **3 credits each**
Classical ballet approached as a fundamental basis for training in many dance forms. Special emphasis is placed on correct body alignment and development of flexibility, articulation, and strength.

TH141–148 Production/Dance Performance I–VIII **1 credit each**
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.*

TH151 Costume Design and Construction **3 credits**
An introduction to skills used in a costume shop will be presented including subjects such as researching, designing, draping, pattern-making, fitting and sewing.

TH161–168 Production/Performance I–VIII **1 credit each**
Students enrolled in these courses will participate in the performance of a full-length faculty-directed major production. *Prerequisite: audition.*

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.

TH180 Public Speaking **3 credits**
Students select a speech topic, shape and deliver it. Students participate in speech evaluation.

TH205 Dance Technique and Composition I **3 credits**
A studio course in which it is assumed that dancers have a good command of basic modern dance technique. Students will learn more complex movements and gain strength and speed. Improvisation and dance composition are important elements of this course. *Prerequisite: TH132 or permission of instructor.*

TH211 Techniques of Acting I **3 credits**
Improvisation and scene study techniques designed to develop the actor's powers of imagina-

tion and concentration. Based on the principles of the Stanislavski system of acting. Instruction may include practical projects performed for campus audience.

TH212 Techniques of Acting II **3 credits**
Emphasis on scene study and preparation of a role. Expanded use of techniques studied in TH211. Projects will be performed for campus audience. *Prerequisite: TH211.*

TH215 Dance Technique and Composition II **3 credits**
A continuation of Technique and Composition I, greater physical demands are made on the dancer in terms of technique, body control and alignment, and expressive use of movement. Dance composition becomes more sophisticated with attention to the use of several dancers in a piece of choreography, longer and more highly developed pieces, and concern with many of the technical aspects of choreography. *Prerequisite: TH205.*

TH222 Voice and Diction: The Physical Voice **3 credits**
An examination of vocal habits that are appropriate to various speaking situations, the analysis of individual speaking habits, and the introduction to methods to adapt and enhance individual speaking behavior. This course focuses on the fundamental voice and diction skills required of performance majors as well as those necessary for any profession which relies on vocal presentation.

TH223 Oral Interpretation: The Expressive Voice **3 credits**
A performance course which expands voice and diction techniques and explores the connection between our voices and the expression of text. The student will learn how to provide the listener with a clear understanding of the literature performed, particularly classical texts.

TH241 Children's Theatre **3 credits**
Preparation and performance of plays for children. Attention will be paid to the difference in the nature of the material and the performance needed for each age group.

TH251 Scenography I **3 credits**
A studio course with emphasis on the development of the skills of scenic and costume design and the presentation of those designs. The course will examine the design concept, its research, and its realization in rendering sketches, plans, scale models, and choice of materials. *Materials fee.*

TH261–262 Lighting Design I and II **3 credits each**
History and technique of stage lighting. Elementary electrical and optical theory as related to stage lighting. Characteristics and control of light and color for the stage. Techniques for drawing lighting plots, schedules, and cue sheets. Mechanics of lighting instruments, lighting control, and color media. Thirty hours of production lighting work outside of classroom time is required. *Prerequisite for TH262: TH261 or permission of instructor.*

TH272 Theatre History Survey **3 credits**
The theatre as an institution. The methods, conventions, and physical conditions of the theatre as a dramatic medium from earliest times to the present. The characteristic types of theatre building, theatre organization and management, stage and scenic production, and acting of each period.

TH305 Dance Technique and Composition III **3 credits**
Continuing study in dance technique and development of the dancer's instrument, the body. Attention to choreographic form and movement to communicate themes. Students will analyze the work of early modern choreographers and continue to create new work of their own. *Prerequisite: TH215.*

TH306 Anatomy of Movement **3 credits**
The application of experiential anatomy to dance movement through readings, hands-on work, imaging, improvisation, and individual studio exploration. *Prerequisite: TH132 or permission of instructor.*

TH311–314 Advanced Acting I–IV **3 credits each**
Techniques of characterization and the flexible use of the actor's instrument in relation to different theatrical styles. Projects to be performed for campus audience. *Prerequisites: TH212 and permission of instructor.*

TH315 Dance Technique and Composition IV **3 credits**
Advanced work in modern dance technique with emphasis on performance quality. Dance composition work will continue to develop the individual's command of intention, motivations, clarity, and artistic impact. *Prerequisite: TH305.*

TH321–324 Directing I–IV **3 credits each**
Principles and techniques of analyzing and staging a play. Rehearsal procedures of blocking and coaching and the responsibilities of the director in relation to the scenic aspects of production are exercised through performances for the campus audience. *Prerequisite: TH211 or permission of instructor.*

TH340 Teaching Dance for Children **3 credits**
Designed to address both the theory and practice of dance education, this course includes readings, discussion, and lesson planning that will move directly into an extended in-school teaching experience in one of several local schools. Students will work in teams and will evaluate their experiences at the end of the course.

TH342 Modern European Drama **3 credits**
Introduction to modern major playwrights and contemporary practitioners, concentrating on Western Europe. Playwrights studied may include Ibsen, Chekhov, Strindberg, Brecht, Beckett and the Absurdists, through to contemporary writers. Selected plays are read and analyzed. *Prerequisite: IC105.*

TH343 Modern American Drama **3 credits**
Traces the development of American drama from O'Neill's initial activities with the Provincetown Players, through the depression era agit-prop theatre, the plays representative of the '40s and '50s, the American involvement during the '60s and '70s in the Absurdist tradition,to present trends. *Prerequisite: IC105.*

TH344 Dance History **3 credits**
A broad look at Western theatrical dance with a special emphasis on American modern dance. The course is structured through reading, discussion, and video presentations.

TH352–354 Scenography II, III and IV **3 credits each**
Principles and techniques applied to advanced problems in scenery and costume design. *Materials fee. Prerequisites: TH251 and permission of instructor.*

TH375 Advanced Studies in Theatre/Dance **3 credits**
Prepares students for the Senior Theatre Project while providing practical skills necessary to begin the transition from student work to the work of the theatre and dance professions and/or graduate school.

TH379 Advanced Studies in Theatre Design and Technology **3 credits**
Projects for individual or group study and experimentation in scenic design, lighting design, stagecraft, stage management, or other aspects of technical theatre. *Prerequisite: TH375, permission of Department Coordinator.*

TH401–402 Playwriting I and II **3 credits each**
Writing exercises and projects which focus on dramatic conflict, dialogue, character development, and statement of theme. *Prerequisite: permission of instructor.*

TH450 Senior Theatre Project **3 credits**
Students will propose a project to reflect their cumulative knowledge. Students will submit a proposal to the combined faculty for approval, and at times faculty may make specific suggestions to students. Project may take the form of a collaborative venture, or individual undertaking in playwriting, directing, acting, dance, design or technical work—usually of a practical nature. A public performance may ensue, and a journal or a thesis may be required to accompany the project. *Prerequisite: TH375, permission of instructor.*

TH491 Theatre Arts Internship **2–6 credits**
Available to the major or minor who has demonstrated competency. Requirements include application to a theatrical enterprise wishing to sponsor an intern under supervisory personnel. An internship is available after completion of the sophomore year. *Prerequisite: permission of the Department Coordinator.*

TH299, 399, 499 Independent Study in Theatre Arts **1–6 credits each**
Offers an opportunity to explore an area of study not included in the catalogue 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 Division Chair. 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 Division Chair. Independent Study courses are assigned numbers of 299, 399 or 499, depending on the level of the course.

Walk in Europe (NT)

The Walk in Europe is an educational experience unique to Franklin Pierce University and has been part of the curriculum since 1969. Typically, 25 students participate in the semester-long, 1000 mile trek through several European countries. The Walk is designed to engage students with Europe, with its historic and contemporary cultures, with their fellow walkers and with the land itself. Above all, the Walk is an academic and experiential pilgrimage, an intentional challenge to students to reflect seriously on their strengths, interests and talents as they hike across Europe.

Students may apply for admission to the Walk in the preceding year, and once admitted, meet at regular intervals for discussions and planning in preparation for the venture. During a summer session prior to the Walk departure, each student also takes two required courses in preparation (credits for these courses, however, are included as part of Fall semester, along with the Walk itself). Each student may also develop an independent study related to his/her major, to be completed after return from the Walk.

Prerequisites for unconditional admission: sophomore class standing at time of Walk; 2.67 CGPA. Conditional admission may be available. For information on conditional admission, specific prerequisites and deadlines, contact Humanities Division Chair.

Walk in Europe Curriculum

LF105 Language for Travelers **3 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. *Prerequisites: admission to the relevant program and permission of the responsible College official.*

NT312 Walk Seminar **3 credits**
Offered in the summer session prior to Walk departure. A lecture and discussion course introducing students to a wide range of philosophy, literature, and history designed to enhance the Walk experience. *Prerequisites: admission into Walk program by Humanities Chair and Walk coordinator.*

NT412 Walk in Europe **6 credits**
A long distance walk through several European countries. The Walk generally covers about fifteen miles each day, and students share equally in daily chores. Approximately once every eight days, as part of a rotating, three-member team, each student takes an active part in the Walk's leadership, working to map out the day's route, locate a site for the group's tent, and cook meals. For the other seven days, the non-leading students are free to simply walk and enjoy the back roads and small towns of Europe. Students are expected to keep a journal of their experiences, and produce a final "thought paper" after return in early November. *Prerequisite: LF105, NT312.*

Women in Leadership Certificate (WL)

STEERING COMMITTEE: Donna Decker, Joni Doherty, Mary C. Kelly, Debra S. Picchi
AFFILIATED FACULTY: Davina Brown, Joan Dion, Zan Goncalves, Molly Haas, Anne Huebel, Melinda Jette, Robin Marra, Kristen Nevious, Paul Scharfenberger, Phyllis Zrzavy
LEADERSHIP ASSOCIATES: Judge Denise Meagher, Associate Justice: Probate and Family Court, Worcester, MA, Kim M. Mooney, Director, Center for Teaching and Learning, Associate Professor of Psychology, St. Lawrence University, Jody Williams, Nobel Laureate for Peace, 1997, Campaign Ambassador, International Campaign to Ban Landmines

A certificate is offered in Women in Leadership.

In order to fulfill graduation requirements, students must maintain a minimum cumulative grade point average of 2.0, a minimum grade point average of 2.0 in an academic major, and complete 120 credits. In addition, in order to complete minor or certificate programs, students must maintain a minimum grade point average of 2.0 in those programs.

The Women in Leadership Certificate is an interdisciplinary program that offers an integrative approach to learning about the interconnections among gender, race, class, sexuality, and transnational issues. The program takes gender and sexuality as its critical terms of inquiry, exploring them as social constructs and analyzing their impact on culture. The program aims to build a supportive environment for women 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, cultural anthropology, counseling, business, health services, public administration, public relations, archaeology, sports and recreation, criminal justice, journalism, community development, and politics.

Requirements

Students intending to complete the Women in Leadership Certificate are expected to complete 13 credits of course and internship work. Of these credits, **WL115 Introduction to Women's Studies** (3 credits), **WL490 The Women in Leadership Seminar** (1 credit), and a three-credit internship in the student's major area or in Women in Leadership (WL491) are required. Two additional courses (6 credits) must be chosen from the courses listed below. Students are advised to link the courses they take with the Internship work they choose to do.

Women in Leadership Curriculum

WL115 Introduction to Women's Studies **3 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 in Leadership Seminar **1 credit**
Provides a forum for students who have recently engaged in, or are currently enrolled in, a Women in 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 in Leadership Certificate, plus either completion or current enrollment in a leadership internship approved by the Women in Leadership Certificate Steering Committee.*

WL491 Internship in Women in Leadership **3 credits**
Internship designed to facilitate leadership opportunities for students in the Women in Leadership program. WL 491 is arranged in consultation with an evaluating WL faculty member and/or the supervising Division Chair 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.

PS155 Psychology of Gender **3 credits**
An introduction to and examination of the similarities and differences in males and females in the areas of personality, social behavior, intelligence and cognition. The course focuses on biological, environmental, and cultural causal mechanisms of the developmental realities and stereotypes.

MU210 Women and Music **3 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.

AN216 Human Sexuality **3 credits**
Examines the subject from biological and cultural perspectives in an evolutionary perspective. Separates misinformation about sexuality from current scientific findings, with a special emphasis on female sexuality. Reviews cross-cultural options for expressions of sexuality which serve to provoke questions and critiques of our own sexual norms and conduct. *Prerequisite: sophomore, junior, or senior class status.*

SO220 The Family **3 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. *Prerequisites: SO101, sophomore, junior, or senior class status.*

AN225 Women Around the World **3 credits**
Compares and contrasts women's lives across time and space. It begins by discussing our hunting and gathering legacy and goes on to examine the broad range of experiences women have in the modern world. It richly illustrates main theoretical points with examples from Latin America, Africa, Asia, and North America.

PS300 Domestic Violence **3 credits**
Provides a cause-and-effect understanding of domestic violence upon the family 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: permission of instructor.*

AN302 Sex, Gender and Archaeology **3 credits**
A comprehensive feminist theoretical synthesis of the history of archaeological research on gender. Students examine the roles of women and men in such areas as human origins, the sexual division of labor, kinship and other social formations, state development and ideology. *Prerequisite: AN113, WS115 or permission of instructor.*

HS322 Comparative American and European Gender History Since 1650 **3 credits**
Recognizing that gender identity plays a role in how both women and men negotiate their everyday lives, and that the meanings of femininity and masculinity have changed over time, this course compares the gendered experiences of Americans and Europeans from the era of the North American colonies forward. The course will focus on variations in the lives of men and women according to class, race, and sexual preference, and assess the influence of such experiences as slavery, work life, war, and domesticity on individuals' understanding of themselves as male or female. From witchcraft to suffrage and royalty to revolution, this course aims at a more complete understanding of the role gender identity plays in the historical narrative. *Prerequisite: one HS200-level course.*

HS341 American Women's History: Beyond Sisterhood **3 credits**
The rise of a feminist consciousness in the mid-twentieth century laid the foundation for the concurrent development of Women's History as a legitimate historical field of inquiry. Through a selection of readings and written projects, this course explores the parameters of American women's experience from the seventeenth century through to the present day. In its focus on American women's historical experience, the course is envisaged as a concerted effort to evaluate the larger issues of diversity, "sisterhood," and the issue of equality. *Prerequisite: WL115 or HS200-level course or permission of instructor.*

EN270 Women Writers **3 credits**
A study of selected works by significant female writers, including at least one work outside the British and American traditions. *Prerequisite: permission of instructor.*

WL382/ MC382 Women in Media Representation **3 credits**
Devoted to the critical analysis of representations of women in normative mass media content. It proceeds from the knowledge that gender roles are highly differentiated across all forms of modem mass communication (the print media, film, radio, television, and the Internet) and focuses especially on the repetitive process of unidimensional signification of women in the realm of popular culture discourse. *Prerequisite: permission of instructor.*

Academic Regulations

Student Categories

Degree Student: A matriculated degree student is one admitted, registered for degree credit, and working toward a degree.

Special Student: A non-degree, non-matriculated special student is one registered for academic credit but not working toward a degree. A non-degree student may become a degree candidate by applying and being accepted through the Office of Admissions.

Full-time Student: A student who is registered for no fewer than twelve semester hours.

Transfer Student: A degree student who is admitted after having attended another college for one or more full terms and earning a minimum of 26 semester hours or equivalent.

Transfer Credit Policy

Transfer students will be required to complete 38 semester hours of Liberal Arts studies, including a minimum of twelve semester hours in the Individual and Community Integrated Curriculum at Franklin Pierce University.

Degree Requirements

To be eligible for a degree from Franklin Pierce University, a student must have completed a minimum of 120 semester hours of credit (100 level or above) with a minimum cumulative grade point average of 2.00. Individual and Community Integrated Curriculum requirements and requirements for a major must be satisfied. Students will not receive their diploma until all graduation requirements are met.

In order to fulfill graduation requirements, students must maintain a minimum cumulative grade point average of 2.0, a minimum grade point average of 2.0 in an academic major, and complete 120 credits. In addition, in order to complete minor or certificate programs, students must maintain a minimum grade point average of 2.0 in those programs.

(Transfer students: see Transfer Credit Policy)

Second Degree Requirements

Students desiring a second degree in addition to either the B.A. or B. S. as completed above (see Degree Requirements)must complete a second residency requirement of 30 semester hours, all taken after the completion of the first (B.A. or B. S.) Bachelor's degree.

Developmental Courses

Courses numbered below the 100 level (e.g. GS003 Math Skills) are counted in the grade point average for the semester, but do not count toward the 120 credit hours required for graduation.

Double-Counted Course

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

For a second major, a minimum of six courses must be taken beyond those that are double-counted.

For a minor program, a minimum of three courses must be taken beyond those that are double-counted.

No education course may be a double-counted course either in a student's major program or core program.

Residency Requirement

A student who is registered for courses at the College at Rindge is considered to be "in residence." A minimum of 30 semester hours must be completed in residence, of which 12

semester hours must be completed in the Individual and Community curriculum. An additional 12 semester hours must be upper level courses (300 level or above) in the declared major. A student must spend the senior year in residence unless otherwise approved by the academic advisor and the appropriate Division Chair.

To be eligible for a degree with honors, a student must complete a minimum of 60 semester hours in residence.

Limits on Non-Traditional Credit

Franklin Pierce students may accelerate their degree programs through use of non-traditional forms of credit. Included are the Life Experience Advancement Program (see page 9), the College Level Examination Program and coursework validated by the American Council on Education (ACE). 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:

LEAP	45 semester hours
CLEP	30 semester hours
ACE	45 semester hours

NOTE: Maximum combined credit from Associate-level colleges, ACE, CLEP, and LEAP is 75 semester hours.

Operative Catalogue

Franklin Pierce University views the University's catalogue as the primary academic contract between the University and the student. This means that students are subject to graduation course requirements in the catalogue which was in effect at the time of their matriculation, or students may, at their option, elect to fulfill the requirements in any subsequent catalogue, provided they were enrolled at the time the catalogue was published. The University reserves the right to make substitutions for courses which are no longer offered.

In either case, the graduation requirements of the catalogue are to be considered in their entirety; students may not fulfill part of their requirements from one catalogue and another part from another catalogue.

Administrative and financial policies and requirements may change each year. These policies pertain to all students enrolled in the academic year in which each new catalogue is in effect.

Time Limit

Students enrolled in degree programs may continue to work toward their degree program under the requirements which were in effect at the time they matriculated, providing there have been no breaks of more than 24 consecutive months. Students who have a break of more than 24 consecutive months must meet requirements of the catalogue in effect at the time they reenter the University.

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 check in 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 and be charged a $100.00 late fee. The fee assessment begins on the first day of classes of a full semester and continues through the Add/Drop period. For summer sessions, the late registration period is the first two days of classes.

Any addition of a class after Add/Drop period ends will require payment of a $250.00 fee. However, such actions will rarely be allowed and only under extenuating circumstances. The instructor(s) for any course(s) involved must approve of the late addition in writing, as must the Dean of the College or his/her designee. Fees may be billed to a student's account.

Internships

Learning through a supervised work experience for credit is an available option for qualified upperclass students in several academic departments. Internships are available in the fall or spring semester, in January, and in the summer. Internships must be scheduled and recorded with the Registrar no later than the fourth week of the semester in which the work is commenced. Exceptions are: internships commencing in the summer may be registered in the fall, and internships commencing in January may be registered in the spring. Any Internship started in the summer and not completely registered by July 15 will have to be registered in the next Fall Semester to receive credit.

Independent Study

Independent study offers an opportunity to explore an area of study not included in the catalogue 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 Division Chair no later than the end of the first week of classes of the semester in which the Independent Study is to occur. Normally, the student will be expected to have a cumulative grade point average of 3.0 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 Division Chair. Independent Study courses are assigned numbers of 299, 399 or 499, depending on the level of the course.

Directed Study

Under exceptional circumstances, a course listed in the College at Rindge Catalogue may be offered to a student on an individual basis. The details of the Directed Study must be agreed upon by the faculty sponsor and the student, and approved by the Division Chair, no later than the end of the first week of classes in the semester in which the Directed Study is to occur. In Directed Study, the student and professor meet on a regular basis, normally once a week.

Normal Course Load

A normal course load consists of 12–16 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 16 per semester. A student may register for 16 or fewer credits with the permission of the academic advisor. Students who wish to register for 18 or 19 credits must have a cumulative grade point average of 3.00 or above and obtain the permission of the academic advisor and the Registrar. Students wishing to register for 20 credits must have a cumulative grade point average of 3.50 or above and obtain the permission of the academic advisor, the Registrar and the Dean of the College.

Add-Drop Period

For fall and spring semesters, the first week of classes is the Add-Drop Period; for summer sessions, it is the first two days of classes. Courses may be added and/or dropped during this period without 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 semester or for a summer session 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 the section below for applicable policies.

In rare instances, and when there are extenuating circumstances, a course may be added to a student's registration after the end of the Add-Drop Period. When this is necessary, the faculty member involved and the Dean of the College or his/her designee must approve it in writing. Also, a $250.00 fee will be assessed; fee may be billed to the student's account.

Franklin Pierce Attendance Conflict Guidelines

Franklin Pierce recognizes that as an institution we sometimes require students to be at two

different places at the same time. There are times when the requirements of different courses conflict. Further, the institution believes that some reasons for missing class have the potential to enrich the student's overall education and experience. Many of our students engage in institutionally sanctioned activities related to or required by their academic work – including but not limited to honor society events, academic competitions, artistic performances, public forums, or required attendance at guest lectures.

While fulfilling academic requirements is of primary importance for all of our students, the institution expects students to meet their other obligations as well. As an NCAA Division II school, this institution requires athletes who have committed themselves to a particular sport to fulfill their commitments to both the classroom and the team. Some of these students are on athletic scholarship and must meet their athletic obligations in order to remain on scholarship, which, for some of them, is a necessary condition for remaining at Franklin Pierce.

With this in mind, Franklin Pierce asks activity coordinators, students, and faculty to abide by a set of guidelines that lay out the responsibilities of the parties involved to minimize scheduling conflicts and to adjudicate between them when they do arise. Students may access these guidelines at <http://eraven.franklinpierce.edu/s/asc/>. Faculty and staff may access these guidelines from the Academic Standards Committee webpage on eRaven.

Withdrawal from Courses

1. Withdrawing from one or more courses after the Add-Drop Period will result in a W on the transcript for each such course. This will be the case for the first four weeks of classes of a fall or spring semester and through the first week of classes of a summer session. No fee is assessed for such action. However, such courses are included in the tuition charge for the semester or summer session.
2. Students may not, of their own initiative, withdraw from a course or courses after the first four weeks of fall or spring semester or the first week of a summer session. Withdrawal after these periods may be initiated only by the instructor; in each such instance, the grade reported by the instructor will be WP (Withdraw Passing) or WF (Withdraw Failing). This action must be taken by the instructor before the final four weeks of classes in the semester in which the course was given, and cannot be reversed.
3. During the final four weeks of a semester or the final week of a summer session, a student must receive grades as assigned by his/her instructors for all courses in which he/she is currently enrolled. A grade of WP (Withdraw Passing) or WF (Withdraw Failing) will be given only under extreme circumstances and with the approval of the Dean of the College.

Withdrawal from the College at Rindge

1. Any student wishing to withdraw from the College at Rindge during a semester or summer session must complete a Withdrawal form, which can be obtained from the Office of Student Affairs. An exit interview is also required. A student who merely stops attending classes without completing the necessary steps for an official withdrawal will receive grades as assigned by his/her instructor for all courses in which he/she is currently enrolled. (See Refund Policy, page 205)
2. Withdrawing from the College at Rindge after the Add-Drop Period will result in a W on the transcript for each course for which the student is enrolled. This will be the case for the first four weeks of a fall or spring semester and through the first week of classes of a summer session. No fee is assessed for such action. However, such courses are included in the tuition charges for the semester or summer session. (See Refund Policy, page 205)
3. Any student who withdraws from the College at Rindge during the final four weeks of a semester or the final week of a summer session will receive grades as assigned by his/her instructors for all courses in which he/she is currently enrolled. A grade of WP (Withdraw Passing) or WF (Withdraw Failing) will be given only under extenuating circumstances

and with the approval of the Dean of the College. In rare instances, the faculty member may, after consultation with the Dean of the College, give a grade of "I" (Incomplete) pending completion of the required work. (See Refund Policy, page 205)

4. If a student wishes to return to the College at Rindge after withdrawing, or after a suspension, he or she is required to apply for readmission through the Vice President for Sudent Affairs. Readmission is not automatic.

Leave of Absence from the College at Rindge

1. Any student wishing to take a leave of absence from the College at Rindge must complete a Leave of Absence form which may be obtained from the Office of Student Affairs. A leave of absence implies that the student intends to return to the College at Rindge after no more than one semester away from the College at Rindge. If a student does not return to the College at Rindge after the semester leave, he/she will be administratively withdrawn, and must apply for readmission through the Office of Student Affairs before re-enrolling.
2. A leave of absence may be lengthened for extenuating circumstances with permission from the Vice President for Student Affairs. The return date is noted on the Leave of Absence form.
3. An exit interview is required when a student applies for a leave of absence.
4. A student who takes a leave of absence in the midst of a semester after the Add-Drop period will receive a W on the transcript for each course for which the student is enrolled but does not complete. The Add-Drop period extends through the first week of a fall or spring semester and through the first two days of classes of a summer session. No fee is assessed for such action. However, such courses are included in the tuition charges for the semester or summer session in which the leave is exercised (see refund policy, page 205).
5. Any student who takes a leave of absence during the final four weeks of a semester or the final week of a summer session will receive grades as assigned by his/her instructors for all courses for which he/she is enrolled at the time of the leave. A grade of WP (Withdraw Passing) or WF (Withdraw Failing) will be given only under extenuating circumstances and with the approval of the Dean of the College. In rare instances, the faculty member may, after consultation with the Dean of the College, give a grade of "I" (Incomplete) pending completion of the required work (see Refund Policy, page 205).
6. When a student on a leave of absence returns from the leave, he/she is not required to apply for readmission. However, he/she is responsible for contacting those College at Rindge offices necessary for facilitating the return (i.e., housing arrangements through Residential Life, course selection through the Registrar, etc.).

Repeating a Course

Students may repeat only those courses taken at Franklin Pierce University in which they have received a grade of D, D- or F. Students who do not meet required grade point minimums for prerequisite courses in certain majors or minors may request special permission from the Dean of the College to repeat the course. Such courses may be repeated only once. The second grade will replace the original grade on the transcript. A student may take a course, with permission, at another college and will receive credit for that course, but the course grade will not alter the student's cumulative grade point average and the grade will remain on the Franklin Pierce transcript. Once a course has been repeated at Franklin Pierce University, the Registrar will recompute the grade point average using the latest grade; the course will be noted as having been repeated.

Auditing a Course

Students wishing to take a course for no credit may do so by indicating "Audit" in the

appropriate area on registration materials. (Studio art courses and music lessons may not be audited.) No audit condition of course registration may be changed after the end of the established Add-Drop period. Audit courses are posted on the academic record with the grade notation of "AU" with no academic credit awarded. (For billing information, see section on Tuition and Fees.)

Grading Policy

Once a grade has been submitted to the Registrar, that grade may be changed if, and only if, an error has been made in the calculation or transcription of the original grade. Under no circumstances will a change in grade for a student be allowed because of the submission of additional work after the grade has been submitted. No grade change may be made after the conclusion of the semester following the semester in which the grade was originally submitted. Should a faculty member wish to change a grade for any other reason, the request with justification should be submitted to the Academic Standards Committee for approval.

Grading System

A student must achieve a cumulative grade point average (CGPA) of 2.00 or higher to be eligible for graduation.

Grade Symbols	Definition	Grade Point Value Per Credit
A	Excellent	4.00
A–	Intermediate Grade	3.67
B+	Intermediate Grade	3.33
B	Very Good	3.00
B–	Intermediate Grade	2.67
C+	Intermediate Grade	2.33
C	Satisfactory	2.00
C–	Marginal Grade	1.67
D+	Marginal Grade	1.33
D	Unsatisfactory, but passing	1.00
D–	Unsatisfactory, but passing	0.67
F	Failure	0.00
I*	*Incomplete*: The student must complete the course before the end of the next semester in residence or the Incomplete will automatically become an F. See policy below.	
IP*	*In Progress:* Available for specific courses only.	
S*	*Satisfactory*: Normally used for midterm grades, non-traditional courses, comprehensive examinations and competency examinations.	
U*	*Unsatisfactory*: Normally used for midterm grades, non-traditional courses, and comprehensive examinations.	
AU*	Auditing a course (no grade or credit given)	
WP/WF*	Instructor - initiated withdrawal. This action must be taken by the end of the semester in which the course was given, and cannot be reversed. The P (Pass) or F (Fail) suffix indicates the student's performance at the time of withdrawal.	
W*	Withdrawal from class during allotted period.	

* Denotes that the grade is not used when computing the cumulative grade point average (CGPA).

Incomplete Grades

A grade of Incomplete (I) is awarded only as a result of illness or other extenuating circumstances beyond the student's control and must be arranged with the instructor. An Incomplete is not figured into the student's average at the time it is given; however, the student will have only until the end of the next semester to complete the course. If not completed by this time,

the Incomplete will become an F and will then be calculated into the average.

A grade of In Progress (IP) may be awarded for a limited number of courses which, by their nature, take more than one semester to complete. These course listings are available at academic division offices. A student who receives this grade at the end of a semester may become eligible for Dean's List honors when and only when the course work has been completed and the final grade has been turned in to the Registrar.

Grade Report

Students who are currently active and in good standing have access to their grades through Campus Web. Students can print and mail their grades whenever they choose. A copy of a grade report can be mailed by the College at Rindge upon written request to the Registrar's Office for each semester. Grade report copies cannot be mailed if the next semester has started. In this case, a transcript should be requested.

Academic Grievances and Appeals

The faculty has approved a procedure and policy by which students may formally pursue what they consider to be academic grievances (such as appealing a course grade or a finding of plagiarism) against individual faculty members. The procedure initially requires presentation of the grievance to the faculty member in writing and then moves through several steps involving the Chair of the Division offering the course, the Academic Standards Committee, and the Dean of the College.

Grievance and Appeal Procedure Related to Section 504 and ADA

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/ADA 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:

1. 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.
2. In the case of a grievance, the individual should discuss his/her objection with the person responsible for the office or department where the objection was originally raised. The 504/ADA 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/ADA Compliance Officer is listed below, under step 4.
3. If not satisfied, the individual should discuss the objection with the senior staff member under whose jurisdiction the department falls. The Section 504/ADA Compliance Officer can help the individual in identifying who the senior staff member is.
4. 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/ADA Compliance Officer in the Student Affairs Office, Granite Hall (telephone: 603.899.4162).
5. 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 College at Rindge personnel affected by the decision, within one week of the conclusion of the hearing.

Academic Standards

Dean's Honor List: To qualify for the Dean's Honor List at the end of the fall or spring semester, a student must have completed a minimum of 14 graded credits of 100 level (or above) courses; received no Ds, Fs, Is, or IPs; and achieved a semester grade point average of at least 3.65. A student who has received an IP grade at the end of a semester may become eligible for Dean's List honors when and only when the coursework has been completed and final grade has been turned into the Registrar. Students earn one free credit for each semester in which they qualify for the Dean's Honor List. Up to three free credits may be accumulated in this fashion. *(See IP grade, page 181)*

Dean's List: To qualify for the Dean's List at the end of the fall or spring semester, a student must have completed a minimum of 14 graded credits of 100 level (or above) courses; received no Ds, Fs, Is, or IPs; and achieved a semester grade point average of at least 3.30. A student who has received an IP grade at the end of a semester may become eligible for Dean's List honors when and only when the coursework has been completed and final grade has been turned into the Registrar.

Minimum Standards Policy

Franklin Pierce University expects every student to strive for academic excellence. The minimum acceptable cumulative grade point average (CGPA)for good academic standing is 2.0. Students who fail to maintain a CGPA of 2.0 are subject to suspension. In particular, students will be granted Junior status only if both College Writing I and II have been successfully completed, and 56 or more credit hours have been earned with a CGPA of 2.0 or higher.

Academic Probation: A student in good academic standing who has a semester grade point average (SGPA) below 2.0 is placed on academic probation as a reminder that future results must be improved in order to avoid suspension.

Deferred Suspension: Under certain circumstances, a student who would otherwise be suspended might be allowed one or two subsequent semesters at the College at Rindge under the condition that he/she develops and signs a satisfactory Academic Contract with an academic advisor.

Academic Suspension: A separation from the College at Rindge is required when a student is not in good standing and/or has an academic record that does not give evidence of satisfactory progress. Students may apply for readmission after a suspension by complying with readmission criteria. Information about the readmission procedure is available from the Office of Student Affairs.

Academic Dismissal: An academic dismissal is a permanent separation from the College at Rindge; a student who has been academically dismissed may not apply for readmission.

Disciplinary Suspension or Dismissal: Students who are suspended or dismissed for disciplinary reasons will receive grades of "WP" or "WF" effective on the date of suspension or dismissal. Dismissal is a permanent action.

In any case addressed above, the ultimate discretion lies with the Dean of the College in consultation with the Academic Standards Committee.

Graduation Honors

Students will be awarded honors at graduation 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 graduation.

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

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

Valedictorian: This designation is based solely on the highest grade point average attained among those students who are graduating 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). There will be two valedictorians, one representing graduates of the College at Rindge and one representing graduates of the College of Graduate and Professional Studies.

Class Standing

Class standing is determined as follows:

Freshman	0-25	semester hours earned
Sophomore	26-55	semester hours earned
Junior	56-87	semester hours earned, completion of IC105 and IC106, and declaration of major
Senior	88+	semester hours earned

Plagiarism or Other Forms of Cheating

Plagiarism is the act of stealing or passing as one's own the ideas or words of another. Specifically this includes: copying the words of another student from examinations, themes, term papers or theses, copying the printed words or ideas of a writer without giving credit to the author, " . . .failing to cite quotations and borrowed ideas, failing to enclose borrowed language in quotation marks, and failure to put summaries and paraphrases in your own words . . ." (Hacker, 1999, p.261)[1], using, borrowing, stealing, presenting or downloading another student's ideas/writing and submitting such material as one's own work, or resubmitting work in whole or in part that has previously been submitted in another course, without permission of the current instructor.

Since plagiarism strikes at the very heart of the academic enterprise, it is taken quite seriously at Franklin Pierce University. The minimum penalty for a first offense for all forms of cheating, including plagiarism, should be subject to instructor's discretion, with mandatory placement of a documented record on file in the office of the Dean of the College. For a second offense of cheating, including plagiarism, the student will receive a one-semester, nondeferrable suspension from the College at Rindge. For a third offense of cheating, including plagiarism, the student will be dismissed from the College at Rindge.

In any case discussed above, the ultimate discretion lies with the Dean of the College.

Transcripts

An official transcript is one bearing the signature of the Registrar. Official transcripts are normally mailed directly to institutions or persons considering the applicant for admission or employment. Each request for a transcript must be accompanied by a signed request from the student and a $10.00 fee. Expedited service is available to those who require it; a faxed request and advance payment of an additional $15.00 is required. Visa, Mastercard and Discover credits cards are accepted.

NOTE: Transcripts will only be released to students who are financially clear with the College at Rindge.

Occasionally students request multiple copies of transcripts. If additional copies are requested at one time, the first two copies will be $10.00 each, the next five copies will be $5.00 each, and any additional copies will be $2.00 each. These fees apply only to multiple copies requested at the same time.

Completion Rate

Federal regulations require the reporting of cohort completion rates for all students as

1. Diana Hacker *A Writer's Reference* 4th edition (Boston: Bedford/St. Martin's, 1999), 83.

well as students receiving athletically related financial aid. The completion rate for full-time, first-time bachelor's degree-seeking undergraduate students entering in the fall of 2000 was 52 percent as of August 31, 2006. The completion rate for full-time, first-time degree seeking undergraduates receiving athletically-related student aid entering in the fall of 2000 was 41 percent as of August 31, 2006. Note that the completion rates cited above do not include students who transferred out of the College at Rindge, since these data were not available.

Student Records

The University maintains records on individual students; students who wish to inspect and review their educational records may do so by contacting the respective office which maintains those records:

Academic Records	Office of the Registrar and Academic Services Center
Financial and Billing Records	Office of Student Financial Services
Financial Aid Records	Office of Student Financial Services
Student Health Records	Health Center
Student Records	Office of the Vice President for Student Affairs
Judicial Records	Office of the Vice President for Student Affairs

Students may receive copies of information contained in their educational records by making a request to the office which maintains those records as long as the release of such information does not violate the Family Educational Rights and Privacy Act of 1974.

According to the Family Educational Rights and Privacy Act of 1974 (FERPA), non-directory information contained in the educational records of students who are enrolled in post-secondary institutions may not be disclosed to others. Although there are exceptions to this under certain circumstances and to another individual agency or organization if there is legitimate educational interest as defined by the University, in general, the student must provide written permission to release non-directory information. FERPA forms are available to students to grant permission to parents or others regarding academic and financial information. These forms allow Franklin Pierce to publicize special accomplishments to the newspaper of the student's choice as well.

The only information that Franklin Pierce can release without student permission is called "directory information". Directory information includes the following: the student's name, campus and home address, major field of study, dates of attendance, degrees and awards received, participation in officially recognized activities and sports, and the weight and height of members of athletic teams. Directory information may be released upon request unless the Registrar receives a written request from the student directing otherwise.

E-mail and Electronic Signatures

The College at Rindge maintains e-mail accounts for all students and staff. Students are responsible for maintaining their college e-mail account so that it is open for new mail. College at Rindge staff and departments will communicate to students directly through Franklin Pierce e-mail and in many instances will consider this e-mail correspondence as the student's signature.

Student Life and Services

Student Development Programs

The student development programs assist students in developing life management skills, and encourage students to become involved and active participants in all dimensions of college life. Students have special opportunities to participate in the operation and planning of most of these co-curricular programs.

Orientation

Orientation is a community endeavor which promotes and supports a new student's tran-

sition to campus life. The social and academic acclimation of new students into the College at Rindge is the goal of this multi-faceted program. Students are encouraged to be active participants in the academic, social, and residential experience of the College at Rindge as well as in surrounding communities.

The Center for Outreach Education

The Center was established to assist students with their growth and development through the college years. The focus is on furthering self-understanding while encouraging a sense of community. The Center emphasizes education in skills that can be used continuously throughout a person's life. Through group programs, one can learn how to change self-defeating behavior, manage anxiety, improve relationships, and develop leadership skills. The Center staff will meet individually with students to find appropriate on and off campus services. The Center for Outreach Education is located in the plaza level of Granite Hall in the Health Services area.

Health Services

Health Services is located in the lower level of Granite Hall. It is staffed Monday through Friday 8:00 am to 4:30 pm during the academic year by an RN and ARNPs to treat students at the College at Rindge. EMTs are available to assist with student medical emergencies 24 hours a day.

There are consulting physicians and hospitals available in several nearby communities with most medical specialties being represented.

All students at Franklin Pierce University have access to Health Services, which provides a wide variety of services. Most of the care rendered is at no charge to the student. Charges may be incurred for laboratory testing, x-ray, pharmacy items, or referrals for special medical problems. Most charges are covered by the student insurance policy, which is provided by the College to all Rindge full-time students.

All medical information about students 18 years and older is confidential and will not be released without the student signing a Release of Information Form.

The Health Services staff considers health teaching and preventative medicine to be equally as important to the student as the care of health problems. Students are encouraged to consult the Health Services staff for counseling and advice on any topic related to general health. Health Services is not open during the summer or break periods, nor are the EMTs on call during these times.

Health Insurance

All full-time Rindge students are automatically enrolled in the student insurance program.

Health Record Requirement

Health Services participates in yearly licensing by the New Hampshire Department of Health and Human Services, which requires a completed medical file for each student to be maintained at Health Services. These files consist of a Health Assessment Form, a physical exam within one year of admission, proof of immunizations, (requiring two MMRs, TB screening, tetanus within ten years, and a meningococcal vaccine) and a signed consent form for medical treatment. Any student not meeting these requirements will not be allowed to register or attend classes until the requirements are completed.

Athletics Program

The College at Rindge considers participation in athletics to be an important aspect of the development of a student's character and personality and thus sponsors a full athletic program which includes intercollegiate, intramural, and individual sports.

Franklin Pierce University is a member of the National Collegiate Athletic Association (NCAA), Division II, Northeast Ten Conference (NE-10), and Eastern Collegiate Athletic Conference (ECAC).

The College at Rindge fields varsity men's teams in competition with other New England

schools in intercollegiate baseball, basketball, golf, ice hockey, soccer and tennis. The women's intercollegiate athletic program consists of basketball, soccer, softball, tennis and volleyball.

The College at Rindge also fields varsity men's and women's crew, women's field hockey, men's and women's lacrosse, and women's cross country.

A freshman is eligible for NCAA competition if he/she has met all of the following requirements:

- Graduated from high school;
- Successfully completed a required core curriculum of at least 13 academic courses, including at least three years of English, two years of mathematics, two years of social science, two years of natural or physical science (including at least one laboratory course if offered by the high school) and four additional semesters of academic courses;
- Achieved a minimum 2.00 grade point average (on a 4.00 scale) in the core curriculum; and
- Earned a minimum 820 combined score on the SAT (Scholastic Aptitude Test) critical reading and math sections, or a 68 sum score on the ACT (American College Testing Assessment Program).
- Chi Alpha Sigma is the national honor society for student-athletes. Candidates must have a 3.4 GPA and be varsity athletes. Students may be inducted in their junior or senior year. The purpose of the society is to recognize students who have excelled in academics and athletics.

Additional information regarding initial eligibility can be found at www.ncaa.org.

Campus Recreation

Campus Recreation strives to provide positive co-curricular activities and experiences designed to enrich lives, develop talents, while affording an arena for discovery and self-exploration. There are four main components of a comprehensive recreation program: Fitness/Wellness, Informal, Intramural, and Adventure Recreation.

- Fitness/Wellness: This facet offers group exercise classes such as pilates, Tae Kwon Do, step aerobics, kickboxing, and yoga. Personal trainers are also available to those individuals who are inclined to further enhance their fitness.
- Informal: This aspect of programming highlights what is available at the Grimshaw-Gudewicz Activity Center at Northfields. This facility has a variety of surfaces, including a 1/5 mile track, tennis courts, basketball courts, a 50 yard turf field, multi-purpose area, and state-of-the-art cardio/strength area. The facility is open for student use over 100 hours a week. This 72,000 square foot air structure also holds a multitude of special events including the annual Up All Night! production. Recreation doesn't just mean exercise; students may study and relax at the Adventure Recreation Lounge, which is located between the fieldhouse and the glassblowing studio.
- Intramural: Held both inside and outside the Grimshaw-Gudewicz Activity Center at Northfields, this program offers over 15 different team, dual, and individual sports to suit every student's needs. From flag football to table tennis, there is certainly something for everyone in Intramurals. A majority of sports offer three leagues: men's, women's and co-recreational. One of the campus' most popular special events, Oozeball, takes place during the annual Spring Weekend.
- Adventure Recreation: Taking advantage of the natural settings both on-campus and in the surrounding areas, adventure recreation offers opportunities for individuals of all abilities. Many adventures are pursued, including white water rafting, ice climbing, skiing, hiking, mountain biking, rock climbing, caving, and much more. The department also owns outdoor equipment for student use, including sailboats, canoes and kayaks, snowshoes, and camping equipment.

Residential Life

The College at Rindge is a residential college. As such, living in college housing facilities is viewed as an integral component of the total developmental and educational experience provided to students. Campus living directly contributes to the sense of community which enriches the Franklin Pierce experience. Students enjoy and benefit from varied living environments which provide opportunities for personal choice and the development of life management skills.

All freshman residential students are required to be on a meal plan for the entire year and have the option of either unlimited number of visits to the cafeteria, $150 in dining points and two guest passes or unlimited number of visits to the cafeteria and two guest passes. Upperclass students living in traditional halls (Granite, New Hampshire, Mt. Washington, Edgewood, Cheshire, and Monadnock) must be on a meal plan in accordance with their class level options. Students living in Special Living Options areas (Sawmills, Lakeview, Northwoods, Mountain View, Pierce Village, and the A-Frame) can choose if they wish to participate in a meal plan. Meal plan options can be viewed at <http://www.franklinpierce.edu/pages/StudentLife/reslife/housing/meals.htm>. Requests for changes in the meal plan must be filed in either Residential Life or Student Financial Services by the end of the add-drop period of registration.

To better enhance our students' experience, all class levels (FR, SO, JR, SR) will be housed separately. This aligns the residential experience of those in the same class standing with the academic progression of their classes. In this way, the College tailors programming efforts to bridge the classroom learning with the residential areas. This also provides an opportunity for residents to establish meaningful friendships while engaging in area-wide events.

First-year students will be housed in Granite, New Hampshire, and Mt. Washington halls. These traditional residence halls are smoke-free and students will reside on same-sex hallways. The most common housing arrangements are double rooms, but there is a limited number of triple rooms. Depending on availability and medically documented reasons, students may request, provide medical documentation to see if they qualify for a single room. All rooms are wired for telephone, cable and internet access.

Sophomores have the option of living in Cheshire, Edgewood, or Monadnock. The housing options include a traditional double room or a double room in a suite-style community setting. Juniors are housed in Mountain View, Northwoods, or Pierce Village. Students have the option to choose from four-person modular units or four-person apartments. Seniors choose from Lakeview or Sawmills, which offer two-person efficiency apartments, four-person apartments, and six-person townhouses.

All rooms are furnished with a bed, mattress, desk, chair, clothes closet and dresser for each student. Students are expected to provide their own linens, blankets, pillows, lamps, curtains, and other furnishings. Detailed information on residence halls, room dimensions, what to bring and not to bring, can be located at: <http://www.franklinpierce.edu/pages/StudentLife/reslife/housing/index.htm>.

A non-refundable housing deposit of $250 is required of all students within fifteen days of receipt of their housing contract. The housing deposit will guarantee housing for the upcoming year. See Financial Information, page 204 for details.

The Residential Life staff, consisting of professional Residential Experience Directors and student Community Assistants, is available to assist students in a variety of ways. The staff directs its efforts towards maintaining comfortable residence facilities and developing a community environment that reflects responsible citizenship and concern for others. The residential life program provides an atmosphere conducive to learning and presents opportunities for each resident to develop socially and academically through active participation in hall programs.

Telecommunications

The College at Rindge provides telephone connections to all campus residences, and private voice mail for each student. All dormitory rooms are provided with service for local and on-campus calls. A telephone is NOT provided. Therefore, roommates must share a telephone that they provide themselves. STS is the College's long distance billing and collection company, which mails bills monthly to each student's campus mailbox. Each student has a

long distance account and will be assigned a PIN (Personal Identification Number) for making long distance calls. Failure to make full payment by the due date results in deactivation of the PIN and a late payment fee.

The College at Rindge provides TTY service for the hearing impaired, located on the first floor of the library and available for student use. The telephone number is (603) 899-1125.

Students may send and receive faxes 24 hours a day at the Campus Safety building. The fax number there is (603) 899-4325. There is no cost to receive a fax. Sending a fax costs $1 per page.

Cable Television System

The College at Rindge Cable Television System provides service to all campus residences and many common areas. Students should bring a television from home to receive all available programming, which includes a movie channel and a campus-wide messaging network (FPAN--Franklin Pierce Activity Network). Students should also bring a coaxial cable connector. All television sets must be programmed through the remote control or the television to receive Standard Cable Programming in order to view all available programming.

Campus Post Office

The Campus Post Office, located in the Campus Center, is a sub-station of the U.S. Postal Service, and is governed by the U.S. Postal Service regulations applicable to such rural stations. Mail should be addressed as follows:

Student name
40 University Drive
PMB #
Rindge, NH 03461

Leadership Development

The development of student leaders is a comprehensive process at Franklin Pierce University. Students gain and enhance leadership skills through active participation in leadership roles. Student leaders are challenged and supported by professional staff members who provide support and training sessions which assist students in their leadership roles. Valuable experiences such as Leadership Training, Student Government Association, Club Training and various workshops are highlights of the leadership development program.

Student Government Association

The Student Government Association makes recommendations to the administration in policy matters concerning student activities, welfare, and services. It allocates student activity funds to recognized student clubs and classes on the campus. Executive Officers, Club Representatives and Senators are elected each spring.

Judicial Board

The Judicial Board is a group of nine students selected by the chairperson and approved by the Associate Dean of Student Affairs. The Board hears cases involving violations of the *Student Code of Conduct* and recommends appropriate action to the administration. For more information regarding the *Student Code of Conduct,* visit the Student Life Section on the website at www.franklinpierce.edu.

Cultural Activities

Cultural events are open to the University community and to the general public. Past presentations have included performances in drama, music, and dance from distinguished groups such as Momix, Apple Hill Chamber Players, Trent Arterberry, The Second City Touring Company, and the Boston Ballet. The College at Rindge's drama and music departments present a varied program of student productions and concerts throughout the year, including fall and spring drama productions and the spring musical. Art exhibits are presented in the

Thoreau Gallery in Peterson Hall, with works by students, faculty, and guest artists in a variety of media. Educational programs include student/faculty discussions, the Humanities Lecture Series, and the Valakis Lecture Series.

Student Activities

The student activities program is planned and coordinated by the Campus Activities Board, classes and recognized student clubs, in association with staff from the Department of Student Involvement. Participation is encouraged in planning campus events which include comedy shows, live music, trips, special events, educational lectures, discussion groups, and a variety of other entertainment events each month. Students also take on key leadership roles in the operation of the WFPU-LP radio station, FPTV 25 Television Station, student newspaper, EMS Squad and student fire department.

Clubs

Students are involved in approximately twenty clubs which receive funding from the Student Government Association. Included are the Accounting Club, AGAPE, the Anthropology Club, B.R.O. (Brothers Reaching Out), BSA (Black Student Alliance), College Democrats, College Republicans, Gamers, Gospel Choir, Graphic Design Club, GSA (Gay/Straight Alliance), Hillel, International Club, Literati, Medical Club, Psychology Club, Raven Thunder Dance Club, Sci-Fi Club, Sistuhs, SSDP (Students for Sensible Drug Policy), Underground Cinema Society, and many others. Students interested in forming a new club can do so by contacting the Assistant Dean of Student Involvement.

Forensics and Debating

Franklin Pierce University considers effective communication to be an important goal of the student experience, and thus sponsors a debate and speech program which strengthens skills in both public speaking and critical analysis of arguments. Franklin Pierce University is a member of the American Parliamentary Debate Association and competes with the top colleges and universities on the East Coast. The Debate and Speech program seeks curricular links, and partners with the Philosophy Department to compete in the Northeast Regional Ethics Bowl. The team sponsors on-campus public debates including faculty and students and provides students on the team with opportunities for leadership and personal development.

Graphic Communications Center

The Graphic Communications Center is located on the ground floor of Crestview Hall. It includes classrooms, photo darkrooms, typesetting/computer graphic room, and the printshop.

Publications and Media

At the College at Rindge, students publish a yearbook, The Raven, and a literary magazine, Northern New England Review. The University's Fitzwater Center for Communication also manages the Pierce Media Group (PMG), which includes: The Pierce Arrow, the student newspaper; The Pierce Arrow Online, the student on-line newspaper; WFPU-LP 105.3 FM, an FCC-licensed low power radio station; FPTV 25, the on-campus television station; the NewsCenter, which manages news for both radio and television, and is home to the Associated Press wire service; the Raven Sports Center, which manages campus sports coverage, including live radio and webcast shows; and Four Corners Marketing, the marketing/advertising arm of the PMG. These organizations all provide an ideal opportunity for students to build their resumes with real-world experience in creative writing, reporting, production, graphic communication and photography for a variety of media.

Peterson Hall

One of the original and oldest buildings on campus, Peterson Hall provides a quiet environment for student study (Alumni Lounge) and the Thoreau Art Gallery/Faculty Lounge. Peterson Hall houses the Office of the President, Office of the Provost, the Office of Academic

Affairs, University Advancement Office, Alumni Relations Office, and The College of Graduate and Professional Studies Administrative Offices.

The Flint Campus Center

The Flint Campus Center/Pierce Hall is the focal point of co-curricular life for all members of the Franklin Pierce community and guests. Completed in 1986 and renovated in 2006 with the addition of Pierce Hall, this beautiful facility hosts a variety of community life programs, services, and activities. The 29,000 square foot facility houses the Offices of Student Activities, Community Service and Campus Ministries, three dining areas, a pub, lounge, function areas, bookstore, post office, TV lounge, meeting rooms, Student Government offices, Campus Activities Board office, club office, Yearbook office, information center, and an automatic teller banking service.

The Campus Center is an active facility which is available to the Franklin Pierce community seven days a week. Student staff assist in the responsibilities of managing the Center and provide program support.

Department of Campus Safety and Transportation

The Department of Campus Safety and Transportation is responsible for the protection of both persons and property. Officers patrol the buildings and grounds around the clock and are always available to assist students, faculty, staff, and visitors. The Department is also responsible for providing crime awareness education programs, issuing ID cards, and administering and enforcing parking regulations.

The Department publishes and distributes crime statistics and security policies annually in compliance with the Campus Crime and Security Awareness Act of 1990. Copies of this publication are available at Campus Safety in the St. Peter's Building, Admissions, Human Resources and on the University website <http://www.franklinpierce.edu/pages/StudentLife/dst/safety.html>.

Automobiles

All vehicles on the College at Rindge campus must be registered annually with the Department of Campus Safety via <http://www.thepermitstore.com>. Vehicle owners and operators must comply with all policies regarding registration, parking, and operation of vehicles as published in the Campus Parking and Motor Vehicle Policies booklet available at Campus Safety and on the University website <http://www.franklinpierce.edu/pages/StudentLife/dst/safety.html>.

Shuttle Service: Shuttle service is available on campus Monday through Thursday 7:30 a.m. to 11:30 p.m., on Friday from 7:30 a.m. to 8:00 p.m., Saturday, Sunday and Monday holidays from 12:00p.m. to 8:00 p.m. Shuttle service is also available to local shopping plazas after 4:00 p.m. Shuttle service is available only during the academic year and is not available during the summer or school breaks. It is available at designated stops across campus.

Transportation Service: During the academic year, transportation service is available for a fee to local bus and train stations in Keene, Winchendon, Brattleboro, Fitchburg, and Fitzwilliam. Trips require two business days notice. For information and reservations, call x4388. This service is available during the academic year only and is not available during the summer. Transportation to airports is available through Thomas Transportation at 1-800-526-8143.

Safe Rides: Safe Rides are available Friday and Saturday nights from 11:15 p.m. to 2:15 a.m. at designated stops across campus. The Safe Rides program is run through the Student Government Association and uses student volunteers.

Transportation Department Fees

All requests for transportation must be made at least two business days in advance by calling x4388. Requests will be approved based on availability of vehicles and drivers. Students cancelling with less than 24 hours notice will be billed the driver's fee. Cancellations must be confirmed with someone from Transportation; notification via voice mail *will not* be considered adequate notice.

Rates for transportation to Keene, Fitzwilliam, Winchendon, Brattleboro, and Fitchburg bus and/or train stations are $.40 per mile plus a driver's fee. Rates for transportation to Cheshire and Monadnock Hospitals and doctor appointments will be billed at $15.00. If the driver is required to wait, a fee of $6.00 per hour will be added. We reserve the right to cancel any trip due to inclement weather.

Franklin Pierce Fire Department and EMS Squad

Students at Franklin Pierce comprise the ranks of the College at Rindge's in-house Fire Department. The Department uses its own fire truck and provides emergency service response including the use of a corps of student EMTs. Men and women student volunteers work closely with the Department of Campus Safety and the Rindge Fire Department in providing protection to persons and property.

Food Service

All freshman residential students are required to be on a meal plan for the entire year and have the option of either unlimited number of visits to the cafeteria, $150 in dining points and two guest passes or unlimited number of visits to the cafeteria and two guest passes. Upperclass students living in traditional halls (Granite, New Hampshire, Mt. Washington, Edgewood, Cheshire, and Monadnock) must be on a meal plan in accordance with their class level options. Students living in Special Living Options areas (Sawmills, Lakeview, Northwoods, Mountain View, Pierce Village, and the A-Frame) can choose if they wish to participate in a meal plan. Meal plan options can be viewed at <http://www.franklinpierce.edu/pages/StudentLife/reslife/housing/meals.htm> Students living off-campus can either purchase a meal plan or purchase meals at the Dining Commons on a cash basis. Requests for changes in the meal plan must be filed in either Residential Life or Student Financial Services by the end of the add-drop period of registration.

Student Handbook and University Catalogue

The formal policies and regulations related to student and academic affairs are published in the Student Handbook and the University Catalogue. These publications serve as the guide to campus services and detail all facets of campus life. The Student Handbook is available on the University's website, under the Student Life section.

Student Rights and Responsibilities and the 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 College community.

The College at Rindge's Judicial System, clearly detailed in the Student Code of Conduct, is established to provide the administrative means for maintenance of order and protection of persons and property. Administrative authority for the campus judicial 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 judicial process. The code of conduct is available and can be viewed on the University's website, under the Student Life section.

Notice of Nondiscrimination

Franklin Pierce University, in recognition of its obligations under Title VII of the Civil Rights Act of 1964, as amended, Title VI of the Civil Rights Act of 1984, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities 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 admits students of sex, 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 in the administration of its educational policies, admissions policies, scholarship or loan programs, and/or athletic and other University-administered programs or activities.

The following person has been designated as ADA/Section 504 Compliance Officer to handle inquiries regarding the nondiscrimination policies:

Dr. Jim Earle
Vice President for Student Affairs
Office of Student Affairs
(603) 899-4162

In addition, inquiries regarding the application of non-discrimination policies may be referred to the Regional Director, Office for Civil Rights, U.S. Department of Education, J.W. McCormack, P.O.C.H., Room 222, Boston, MA 02109-4557.

Scholarships and Awards

Scholarships

Please note that scholarships are awarded at the University's discretion; not all scholarships are awarded every year. For information on award amounts and criteria, contact the Office of Student Financial Services.

THE DORIS G. ALEXANDER MEMORIAL SCHOLARSHIP was established in 1992 in memory of Doris G. Alexander by her family. The scholarship will be awarded yearly to a sophomore, junior or senior enrolled in the Honors Program. The recipient will demonstrate a financial need equal to or greater than the value of the award, and will be given first priority in each succeeding year as long as he/she meets all criteria. Selection will be determined by the Dean of the College in consultation with the Director of the Honors Program.

THE ALUMNI ASSOCIATION SCHOLARSHIPS are awarded to two students who meet the following criteria: sophomore, junior or senior standing, demonstrate qualities of leadership and citizenship, demonstrate financial need, good academic and disciplinary standing. Chosen by selection committee of the alumni association, recipients have achieved high academic standards and exhibited outstanding leadership in student life.

THE ROBERT ALVIN PERFORMING ARTS SCHOLARSHIP IN DANCE, MUSIC AND THEATRE was established in 1998 to honor the achievements of the late Robert Alvin, a Franklin Pierce University Professor of Theatre Arts. Recipients of this scholarship are freshman students entering Franklin Pierce University who have an interest in participating in the Performing Arts. Recipients will be selected from the disciplines of dance, music and theatre, but do not need to be majors in these disciplines. The awards are renewable for up to three years based on the performance of the recipient.

THE ASTMANN FAMILY SCHOLARSHIP was established in 1995 by Lloyd and Helen Astmann, both graduates of the Class of 1969. The scholarship is awarded annually to a sophomore, junior, or senior who maintains a minimum grade point average of 2.0, demonstrates financial need, and who has performed a service to either the home or Franklin Pierce community. Preference will be given to a student from Bergen County, New Jersey.

THE FRED BERGER SCHOLARSHIP FUND was established in 1990 by Fred Berger '76. Awarded annually to one or more individual(s) who serve as team managers to one of the University's intercollegiate athletic teams. The recipient(s) will have demonstrated a financial need and will be in good academic standing.

THE MELISSA D. BISACCIA SCHOLARSHIP was established in 1998 in memory of Melissa D. Bisaccia by her parents, Pamela and Nicholas, and her brother, Nicholas. It is awarded to a new student who has confronted and overcome challenges in his or her life and

has a commitment to community and family and a demonstrated record of achievement in athletics or co-curricular activities in high school.

THE CLIFFORD H. COLES SCHOLARSHIP was established in honor of former Academic Dean Clifford H. Coles. This scholarship is given to a junior entering the senior year who has been at Franklin Pierce University no fewer than five semesters, has a GPA of 3.0 or higher, has shown good character and citizenship, and has financial need.

THE CATHERINE CROCHIERE ATHLETIC SCHOLARSHIP was established in 1972 in memory of Catherine Crochiere '68, an alumna and teacher at Franklin Pierce University, by her parents, family, and friends. The award is given every year to a woman athlete who demonstrates outstanding achievement in basketball and maintains a 2.5 grade point average.

THE HORACE B. DEETS SCHOLARSHIP was created in honor of Mr. Deets' many years of service to the American Association of Retired Persons (AARP), which endowed the Horace Deets Scholarship at Franklin Pierce University. This scholarship recipient will be chosen from sophomores, juniors or seniors whose cumulative grade point average exceeds 3.0.

THE MARLIN FITZWATER SCHOLARSHIP was established in 1998 in honor of Marlin Fitzwater. Applications are accepted from any new student who has been admitted to Franklin Pierce University, regardless of academic major, and who has a commitment to a career in public communication. Ten scholarships will be awarded annually. During their tenure at Franklin Pierce, the Fitzwater Scholars are invited to participate in the Fitzwater Scholar Mentoring program, which offers them extraordinary opportunities to develop as leaders, challenge their perspectives, and find their voices in the public discourse.

THE EMILY FLINT SCHOLARSHIP was established in 1995 in memory of Emily Flint, the first female Chair of the Board of Trustees of Franklin Pierce University. The student selected will be a woman majoring in the humanities, be entering her sophomore, junior, or senior year, sustain a cumulative grade point average of 3.0 or higher, demonstrate financial need equal to or greater than the value of the award, participate in activities which exemplify service to school and community, and foster quality peer and faculty relationships. Selection will be determined by the Humanities Division faculty.

THE STELLA S. FOGELMAN SCHOLARSHIP is awarded to a student who is enrolled in the Honors Program. It is given in honor of Dr. Stella Fogelman, a long-time friend of the University. Selection will be determined by the Director of the Honors Program.

FRUEAUFF SCHOLARS. The Charles A. Frueauff Foundation has provided financial assistance for the purpose of retaining students in good standing who have exceptional financial need. Recipients will be chosen at the discretion of the Executive Director of Student Financial Services.

THE PAUL GALKIN MEMORIAL SCHOLARSHIP was established in 1990 in memory of Paul Galkin '71 by his family. The award will be given to a Fine Arts major who has demonstrated financial need and good academic standing.

THE GRANITE BANK SCHOLARSHIP recipient will be chosen by the Executive Director of Student Financial Services.

THE GEORGE AND MADELINE HAGERTY SCHOLARSHIP has been established by family and friends in loving memory of two people who believed in the power of education and sacrificed all their worldly possessions to ensure that their three children would receive an undergraduate degree. The Hagerty Scholarship is available to a junior or senior in good academic standing and a record of community service who requires the award to remain at Franklin Pierce University or because of new or existing substantial financial need.

THE HAINES GIRLS' SCHOLARSHIP is awarded annually to a freshman, sophomore, or junior music major and was established by Christian Arnold, Executive Assistant to the President, in honor of the Haines sisters and their talent for and love of music. Students must demonstrate musical talent and potential, exhibit support for the Music Department program and activities, and be of good character and academic standing. Preference is given, but not limited to, a voice or piano student.

THE RANDOLPH H. HENDLER SCHOLARSHIP was established in 1973 by Harworth Hendler to honor his son Randolph, a 1970 graduate. Awarded annually to students in the sophomore or junior class majoring in Business who display scholastic excellence.

THE ERIC JEFFERSON SCHOLARSHIP was established in 1998 in memory of Eric Jefferson, a graduate of the Class of 1993. The scholarship is awarded annually to a returning junior or senior who has demonstrated strong leadership in the Student Senate. Individuals involved in various clubs and organizations are strongly recommended to apply. Potential scholarship recipients must complete an application and interview process in order to be considered.

THE BRUCE KIRSH SCHOLARSHIP was established to provide financial assistance to a non-scholarship athlete and to honor the hard work and dedication Bruce Kirsh has given to Franklin Pierce University.

THE LEGACY SCHOLARSHIP was established in 2003 for children of Franklin Pierce University alumni who attend Franklin Pierce University. Any student whose parent(s) or stepparent(s) graduated from Franklin Pierce University is eligible to receive this scholarship.

THE MARY G. MAYBURY MEMORIAL SCHOLARSHIP was established in 1992 in memory of Mary G. Maybury by her husband, Dr. James F. Maybury, family, friends, faculty and staff. The scholarship will be awarded annually to a female sophomore, junior or senior majoring in humanities and maintaining a CGPA of 3.0 or higher and a GPA of 3.2 or higher in her major. The recipient will demonstrate a financial need equal to or greater than the value of the award and will be given first priority in each succeeding year as long as she meets all criteria. Selection will be determined by a vote of the full-time faculty of the Humanities Division, with a simple plurality sufficient for election.

THE DENNISE MESSIER SCHOLARSHIP was established in 1998 in memory of Dennise Messier, a graduate of the Class of 1997. This scholarship is awarded annually to a junior or senior who has shown talent and leadership in the area of dance and exhibits a strong commitment to community service. It is based on merit, but financial need will be considered.

THE MONADNOCK INSTITUTE SCHOLARSHIP is awarded to a Franklin Pierce University student who has demonstrated an aptitude and commitment to the study of place and is interested in deepening his/her engagement with place and community in the region. The selection committee will review the design and scope of the project proposal, relevant coursework, internship, work-study experience and past academic performance.

THE PATTERSON SCHOLARSHIP was established in 1997 by Robert Patterson, an alumnus of Franklin Pierce. Presented in recognition of excellence in the Division of Business Administration, it is awarded to a business major with a minimum grade point average of 2.5 who demonstrates financial need. Selection is determined by the Business Division.

THE PIERCE PARTNERS SCHOLARSHIP PROGRAM. The Pierce Partners Scholarship Program joins alumni and friends of Franklin Pierce with a student who benefits from their support. Students selected for this scholarship have proven themselves to be academic leaders and strong citizens of the Franklin Pierce community. These students are also in need of additional financial assistance to remain enrolled at Franklin Pierce.

THE PETERSON FELLOWS SCHOLARSHIP was established in 1993 by Sandra and Paul Montrone with funds from the Penates Foundation. This endowed scholarship fund honors the leadership ability of President Emeritus Walter Peterson. A Peterson Fellow will be named yearly. Peterson Fellows will demonstrate their commitment to the Pierce Family through contributions to student life and will reciprocate the values of community and leadership. Students who are eligible complete their freshman year with a GPA of 2.8 or higher and have proven financial need.

THE PETERSON SCHOLARSHIP was established in 1988 by President Emeritus and Mrs. Walter Peterson. The Peterson Scholarship will be awarded yearly to students who have demonstrated good citizenship and impressive leadership qualities. Special consideration will be given to minority students and individuals who have proven financial need.

THE RINDGE FACULTY FEDERATION SCHOLARSHIP. The Rindge Faculty Federation will grant two scholarships on an annual basis. Selection criteria will include grade point average, financial need, leadership skills, good social standing and other merits that faculty may feel distinguish a particular student.

THE FREDERIC M. ROBBINS MEMORIAL SCHOLARSHIP was established in 1987 in loving memory of Frederic M. Robbins, a respected senior faculty member in the Biology Department by family, friends, faculty, staff, students, and alumni. Recipients will be chosen yearly by the Natural Sciences Division.

THE HOWARD SARGENT SCHOLARSHIP is awarded annually to a student majoring in one of the Behavioral Sciences. Recipients will be be chosen by the Behavioral Sciences Division faculty.

THE DON AND JUDY SCHRIEFER SCHOLARSHIP was established in 1999 to recognize Mr. and Mrs. Schriefer's combined forty years of service to Franklin Pierce University. One scholarship each will be awarded to a male and female athlete who has earned a minimum 3.0 GPA, who shows exceptional leadership and sportsmanship, is respected by coaches and peers, and receives no other athletic scholarship funds. Recipients will be entering the sophomore year and may be considered for the next two consecutive years if they meet the criteria. Preference will be given to students involved with athletic teams that are not financially supported by scholarship aid.

THE SEPTEMBER 11TH SCHOLARSHIP, established through the generosity of the Charles A. Frueauff Foundation, assists Franklin Pierce University students whose families were directly affected by the terrorist attacks of September 11, 2001. Students who lost a close family member or whose close family member was disabled during the attacks are eligible. Also eligible are students with a family member who made a tremendous sacrifice in assisting in the aftermath of the attacks, including a family member called into military service.

THE AURELIA SIMMONS SCHOLARSHIP was established in 2003 by Henry Simmons '92 in honor of his mother. The Executive Director of Student Financial Services awards the scholarship annually to a student who demonstrates financial need, with preference given to minority students.

THE IAN SINCLAIR MEMORIAL SCHOLARSHIP was established in 1991 in loving memory of Ian Sinclair, a respected senior faculty member in the Chemistry Department, by family, friends, faculty, staff and alumni. Recipients will be chosen yearly by the Natural Science Division.

THE SPRING DANCE CONCERT SCHOLARSHIP was established to recognize a current student for outstanding contributions to the Dance/Theatre program at Franklin Pierce University, exemplified by excellence in performance or choreography that is enhanced by an authentic spirit of collaboration.

THE APOLLON P.D. VALAKIS SCHOLARSHIP was established in 1988 by the late Apollon P.D. Valakis, former professor of philosophy at Franklin Pierce. Recipients must have completed a minimum of one full academic year at the University and must be majoring in: English, history, philosophy, the physical sciences, or the biological sciences. Need and scholastic achievement shall be evaluated carefully.

THE HENRY VERITY MEMORIAL SCHOLARSHIP was established in 2002 by family and friends of the late Henry Verity, a graduate of the Class of 1981, to honor contributions to the Franklin Pierce community. The scholarship is awarded annually to a men's soccer player entering his junior year. Candidates must maintain a minimum GPA of 3.0 and be community leaders and team players.

HIGH SCHOOL SCHOLARSHIPS. Financial assistance is available to high school students who are attending classes at the College at Rindge either during the summer or academic year. The amount of the award is based on need and desirability of the candidate.

Special Awards

For more information, consult the appropriate Division or Office.

Peter B. Allan Memorial Award (Division of Humanities)
Richard Eberhart Poetry Prize (Division of Humanities)
Dot Hawkins Memorial Prize (Division of Natural Science)
Marrer Award For Excellence In Mass Communication
(Division of Visual and Performing Arts)
Ethel M. Vollertson Award (Division of Natural Science)
Wall Street Journal Award (Division of Business Administration)

Special Departmental Honors

For more information on Special Departmental Honors, consult the appropriate Department.

Alvin Award For Outstanding Contribution to Theatre Arts
Anthropology Award
Anthropology Award for the Exceptional Sophomore
Biology Citizenship Award
Biology Faculty Citation
Clio Award (History Department)
Computer Lab Assistant Award For Exceptional Service
Catherine Crochiere Memorial Award in Psychology
CRC Press Freshman Chemistry Achievement Award
Criminal Justice Award
Excellence in Student Teaching Award
Fine Arts Faculty Citation
Graphic Communications Award
Graphic Communications Faculty Citation
K–12 Art Teacher Certification Award
May-Lawrence Memorial Award (Division of Business Administration)
Mass Communication Creative Achievement Award
Mass Communication Service Award
Nature Writing Contest (Division of Humanities)
Publius Award (Political Science)
Outstanding Senior in Psychology
Secondary Education Teacher Certification Award
Social Work and Counseling Award
Sociology Award
Stellan C. Wollmar Memorial Award (Division of Business Administration)

National/International Honor Society Chapter Affiliations

Alpha Chi (National Honor Society)
Chi Alpha Sigma (Student Athletes)
Lambda Alpha (Anthropology)
Phi Alpha Theta (History)
Psi Chi (Psychology)
Pi Lambda Theta (Education)
Pi Sigma Alpha (Political Science)
Sigma Beta Delta (Business)
Sigma Tau Delta (English)

Financial Aid

(See also Scholarships and Awards, page 193)

The Office of Student Financial Services, located on the first floor of Rindge Hall, assists students in meeting educational expenses, provides financial clearance, and accepts payments on student accounts. Franklin Pierce University has a financial aid program which includes scholarships, grants, loans, and student employment.

Mission, Goals, and Objectives of the Office of Student Financial Services

Linked with the mission of the University, which is to offer a student-centered, higher education opportunity to individuals committed to academic and personal achievement, the Office of Student Financial Services (OSFS) affirms and supports this goal by providing financial assistance to students who might otherwise be unable to attend.

Further, the OSFS works in partnership with the student and family to develop funding resources in order to cover educational expenses. The OSFS affirms the concept that the primary responsibility for funding a Franklin Pierce education rests with the student and family. By offering a complete program highlighted by effective customer service, sensitivity to family financial concerns, a full range of federal, state, and institutional financial aid programs, and linked to operational goals, mission, and vision of the institution, the OSFS exists to supplement the financial resources of the family in order to allow eligible students the opportunity to attend Franklin Pierce University.

The Office of Student Financial Services acts as a clearing house for all student financial aid programs, including federal, state, institutional, private, and endowed sources. The OSFS affirms its responsibility to adhere to all applicable laws, regulations and rules of the federal government, state agencies, private donors, and the University. The Office of Student Financial Services subscribes to the National Association of Financial Aid Administrators (NASFAA) Statement of Good Practices, and works collaboratively and cooperatively with offices at the College at Rindge and Graduate and Professional Studies centers to ensure a proactive and positive approach to enrollment, retention, and issues of student concern. The Office of Student Financial Services works in a collaborative and cooperative manner with student government to address student financial aid issues, and works in a positive, proactive manner with students and families to address individual financial aid issues and concerns.

General Information

The student aid programs at Franklin Pierce University are designed to help those students who have a desire to attend the University, but require assistance in meeting their educational costs.

The University expects that students and their families will make every effort to contribute to expenses from all resources available to them. It is further anticipated that the aid applicant will seek out all local and state financial aid for which he/she may be eligible.

In the 2005-2006 academic year, 97% of Franklin Pierce University students received need-based and/or non-need-based financial assistance. Those receiving more than one type of aid had packages ranging from $2,625 to $29,800, with the average package being $17,320.

Scholarship and grant aid from the University does not generally exceed the cost of tuition. This policy also applies to recipients of Tuition Exchange scholarships, employee tuition benefits, the NHCUC tuition remission program, the Conant, Conval, Mascenic, and Monadnock High School Principal's Scholarships, the Franklin Pierce Family Scholarship, and all other programs with similar benefits.

In order to receive financial aid, students must be matriculated in a degree program. Additional details are available in the Office of Student Financial Services.

Application for Need-Based Aid

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

When there is "need," aid is awarded, usually in a combination of grant, loan, and student employment programs. Not everyone receives aid from every program. For more specific details on need based aid, please direct questions to a member of the Student Financial Services staff.

Franklin Pierce Grant

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

Federal Pell Grant

Pell Grants provide grant assistance ranging from $400 to $4,310 per year and are determined by formulas and federal appropriations approved annually by Congress. The application for the Federal Pell Grant is the FAFSA.

SEOG—Supplemental Educational Opportunity Grant

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

Federal Perkins Loans

Eligibility for and the amount of the Perkins Loans are determined on the basis of exceptional demonstrated financial need and the availability of federal funds. There is no interest charged while the borrower is in college. Repayment begins nine months after graduation, withdrawal, or when the student ceases to be enrolled at least half-time in classes at Franklin Pierce University. In repayment, the loan bears interest at the rate of 5% per year on the unpaid balance.

Student Employment

Student Employment (Federal Work-Study) is awarded to many students who demonstrate financial need. As part of a financial aid package, a student may be awarded a specific dollar amount in Student Employment. This amount is the maximum that may be earned in the academic year. The average student employment award is $1,500 per year, which enables a student to work ten hours each week that classes are in session. Unlike scholarships, grants, and loans, which are credited directly to the student's account, student employment is not. Upon arriving on campus, a student with an award in Student Employment begins looking for a job by consulting the online jobs listing, or applying directly to the on-campus employer. Hourly wage is based on position and length of employment. Students are paid every two weeks by direct deposit into the student's checking account.

There are a limited number of jobs available on campus to students who have not been awarded Student Employment as part of a financial aid award. Preference in hiring, however, is given to students with Student Employment awards. Interested students should check with Student Financial Services staff for details. An award of student employment indicates eligibility to apply for a campus job, but is not in itself a guarantee of employment.

State Grants

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

Governor's Success Grant

New Hampshire residents who have completed their freshman year may be considered for the Governor's Success Grant. Inquire at the OSFS for more information

International Student Scholarships

A limited number of scholarships are available to international students. The maximum is $10,000 per year, beginning with incoming international students in the fall of 2006.

Family Scholarship Program

When two immediate family members (spouses, parents and children) are enrolled full-time in the same semester at the University, a scholarship equal to 30% of the second family member's tuition will be awarded. This scholarship will be equally divided between the two students so that they both will benefit. To apply for the Family Scholarship, students must complete the Family Scholarship Application.

Federal Stafford Student Loan — Subsidized and Unsubsidized

This Federal student loan carries a fixed interest rate of 6.8% (effective July 1, 2006). Repayment of principal and interest on Subsidized Stafford Loans begins six months after graduation, withdrawal, or less than half-time status. Students must file the FAFSA to be considered for this loan.

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

Students may have up to 20 years to repay Federal Stafford Loans. Deferment provisions are available. Maximum amounts that may be borrowed are: $3,500 freshman, $4,500 sophomore, $5,500 each in the junior and senior years. Half of the loan will be disbursed each semester.

Stafford Loans will be processed using a serialized Master Promissory Note (MPN), which will be sent directly to the student. New students are encouraged to participate in the electronic processing of the Stafford Loan through Franklin Pierce University. A detailed packet of information is forwarded to students, once the loan is originated.

Federal PLUS — Parent Loans for Undergraduate Students

This Federal loan is available to parents of dependent students. The maximum amount that may be borrowed is the total cost of education minus other financial aid awarded.

The interest rate is fixed at 8.50% (effective July 1, 2006). To receive the loan, the parent borrower must pass a credit check. If a parent is denied the PLUS Loan on the basis of credit, the student may borrow additional funds through the Unsubsidized Stafford Loan (up to $4,000 per year for freshman and sophomore status and $5,000 per year for junior and senior status).

The loan is generally disbursed in two installments, one per semester. Repayment of a PLUS Loan begins 60 days after disbursal.

Merit-based Sources of Financial Assistance

At the time a student is considered for admission to the University, the Admissions Office evaluates each application for merit-based Franklin Pierce University Scholarships. These scholarships are communicated to the student at the time of admission. The OSFS also receives notification of such awards and builds a financial aid package around merit-based funds, assuming that the student has applied for financial assistance. All students must maintain full-time

enrollment (12 credits minimum) in order to receive merit-based funds. Students may only receive funding from one merit-based award fund.

1. **Presidential Scholarship**
   Awarded to freshman-level students on the basis of high academic ability and promise of achievement, this award is $12,000 per year, beginning with incoming students in the fall 2006 semester.
2. **Provost Scholarship**
   Awarded to freshman-level students on the basis of high academic ability and promise of achievement, this award is $11,000 per year, beginning with the incoming students in the fall 2006 semester.
3. **Success Grant**
   Awarded to those students who show promise of success at Franklin Pierce, this award ranges from $4,000 to $9,000 per year, beginning with incoming students in the fall 2006 semester.

Travel Assistance Program

Students, who travel round-trip by air for the purpose of visiting Franklin Pierce University as part of their college decision-making process, may be credited with up to $300.00 toward the tuition and fees for their first year of matriculation.

Franklin Pierce Incentive Grant Program

Students who are not receiving merit-based sources of financial assistance will be reviewed at the close of their first completed academic year in order to measure academic achievement. A limited pool of Incentive Grant funds will be awarded to students in this cohort who achieved high academic standing, without any merit-based financial aid in the previous academic year.

Franklin Pierce Athletic Scholarships

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

Transfer Students

Transfer students are eligible to receive merit-based funding at different award levels than incoming freshman students. For more information, please speak with a member of the OSFS staff.

Other Sources of Financial Assistance

Alternative Loan Programs

Franklin Pierce University has information on several privately financed alternative loan programs. Contact the Student Financial Services Office for additional information.

Veterans Administration

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

Private Scholarships

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

Tuition Exchange Programs

Students attending Franklin Pierce University on a tuition exchange scholarship through one of the three programs in which the University participates (Tuition Exchange Program; NH Colleges and University Tuition Scholarship Program; and Council of Independent Colleges' Tuition Exchange Program) can use these scholarships for the tuition related to the Walk in Europe and the Pierce in Vienna programs when the program is conducted during or as part of the fall or spring term. These scholarships are not applicable to special programs conducted in Vienna or other off-campus programs.

First Semester Freshman Science Scholarship

The curriculum for College at Rindge students interested in pursuing degrees in Biology and Anthropology requires a combination of courses that may result in 17 or 18 credits during the first semester of freshman year. The College awards scholarships to cover the cost of the 17th or 18th credit required by these curricula for the first semester freshman. These scholarships are awarded automatically to students who are enrolled in the combination of required courses described in the University Catalogue and are not transferable to other semesters or courses.

Dean's Honor List Scholarship

Students who qualify for the Dean's Honor List (see pg 177 for eligibility) earn one free credit for each semester that they qualify. Students can accumulate up to three free credits at a time. Such credits can be used as a scholarship towards credit-overload charges in subsequent semesters. No more than three credits can be used at one time.

Satisfactory Academic Progress Regulations

Full-Time Students

In order to receive maximum consideration for all institutional, state, and federal financial aid for which the student is eligible, the student must be matriculated into a degree program and must register for at least 12 credit hours per semester. Students registering for fewer than 12 credit hours per semester may receive limited state and federal aid.

To maintain eligibility for federal financial aid, a student must maintain a minimum GPA and successfully complete a specified percentage of the work attempted. The Office of Student Financial Services will measure incremental progress toward degree completion annually at the end of the academic year in May.

Undergraduate full-time students are ineligible for federal aid once they have attempted 180 credit hours or 12 semesters. This time limit also applies to institutional funds. Students enrolling part-time (registration for at least six hours per semester but less than 12) may not receive financial aid for more than 10 years, 20 semesters, or 180 attempted credit hours.

For transfer students, the GPA requirement will be based only on those grades earned at the College at Rindge, but will include the total credit hours attempted at all institutions. Total hours attempted at all institutions will be used to calculate the successful completion percentage calculation.

The following provisions apply to the standards of satisfactory academic progress for receipt of federal and institutional student financial aid:

CREDIT HOURS ATTEMPTED	Cumulative GPA Required	Successful Completion Percentage Required
Up to 15 credit hours attempted	1.00 or higher	45% of hours attempted
16-26 credit hours attempted	1.60 or higher	50% of hours attempted
27-58 credit hours attempted	1.75 or higher	55% of hours attempted
59-92 credit hours attempted	1.95 or higher	60% of hours attempted
93 or more credit hours attempted	2.00 or higher	67% of hours attempted

1. Credit hours attempted are defined as those credits for which the student is enrolled at the expiration of the tuition refund period.
2. Satisfactory academic progress in any or all of the optional summer sessions will be determined after the last summer session in which the student takes courses.
3. Courses may be repeated. GPA and credits will be calculated in accordance with the University's repeat course policies found under the academic regulations of this catalogue.
4. A grade of "I" (incomplete) is considered unsuccessful, and the attempted credit hours will be attributed to the successful completion percentage requirement.
5. The credit hours for course withdrawal (W) will be attributed to the successful percentage completion calculation, except for semesters in which the student successfully completes a minimum of 12 credit hours.

The Student Financial Services Office will notify students who fail to meet the progress requirements listed above. Such students have the option to satisfy the requirements in one of two ways:

1. Taking summer course(s) (at their own expense) to raise either their credit hour or grade point average performance, or both.
2. Students who wish to have the requirements waived due to mitigating circumstances (such as illness, death of a family member, family difficulties, etc.) should write a letter to the Executive Director of Student Financial Services detailing the reasons for failure to meet the requirements. A Financial Aid Appeals Committee will review all appeals. Students who receive this waiver will receive notification of the requirements necessary to bring the hours or grade point average into compliance for the next incremental measurement period. Students who fail to meet the requirements will be ineligible for any federal, state or institutional financial aid until the student is once again in compliance.

If the requirements are met through the satisfaction of either of the two options listed above, the student may continue to receive federal, state and institutional financial aid without interruption.

Withdrawn Students/Readmitted Students

Students who withdraw from 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 Student Financial Services Office 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 Director of Student Financial Services.

Summary

The Office of Student Financial Services works in partnership with the student and family to pursue funding for educational expenses. Those individuals with a sincere interest in attending Franklin Pierce University 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 Information

In addition to the processing of all financial assistance programs available at the University, the Office Student of Financial Services is also responsible for student billing, student financial clearance, and student accounts. Students must be financially clear in order to enroll at the University.

Financial Clearance

The Office of Student Financial Services reviews all student accounts for financial clearance. In order to be considered financially clear, a student must have a zero balance through either anticipated financial assistance (certified and in process if a student loan) or payment made in full. Balances on student accounts are due on July 15 for the fall semester and December 15 for the spring semester. Students that are not financially clear will be blocked from registration. Students who leave the University with an unpaid balance will be subject to having official academic transcripts withheld and will face having unpaid balances referred to a collection agency.

Conditional Financial Clearance

Students who do not have a zero balance on their student account at the start of an academic semester may be given Conditional Financial Clearance. Conditional Financial Clearance is for approximately two weeks. Students must sign a Conditional Financial Clearance form, agreeing to the terms and conditions of this status, up to and including administrative withdrawal from the University.

Administrative Withdrawal

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

Late Payment Fee

Understanding that account balances are due July 15 for the fall semester and December 15 for the spring semester, any student account that is not financially clear will be assessed a $300 late payment fee. This fee is not covered by sources of financial assistance.

Tuition and Fees

Tuition and fees are subject to change at the discretion of the Board of Trustees. Financial clearance must be met for a student to receive transcripts or a diploma. Although someone else may pay the charges, e.g., parents, friends, a company, etc., all charges are ultimately the student's responsibility. Charges listed are in effect for September 2006.

Full-time College at Rindge Tuition (year):	$ 25,516.00
Full-time College at Rindge Tuition (semester)	$12,758.00
Standard Room (year)	$ 4,860.00
Standard Board (year)	$ 3,780.00

Summer Sessions

Tuition (College at Rindge) per credit hour	$ 257.00
Tuition (online) per credit hour	$ 295.00
Room (College at Rindge) per session	$ 800.00
Meal rates (M-F lunch only & $20 in points)	$ 140.00
(M-F Breakfast & Lunch & $4 in points)	$ 230.00
Summer Room rates	$200.00 per week; $30.00 per day

Deposits

Acceptance Deposit $200.00

This deposit is required of all new and readmitted students at the time of their acceptance

and is an indication of a student's intention to enroll the next semester. The deposit is credited against the semester charges.

Room Deposit $250.00

Continuing students wishing to participate in housing selection for the fall semester are required to make a non-refundable $250 housing deposit. This deposit will be billed to students in February and will be credited to the student's anticipated Fall 2008 charges.

Institutional Fee $1000.00

All student accounts are assessed a $1000.00 institutional fee ($500.00 per semester).

Contingency Deposit $300.00

All student accounts are assessed a $300.00 contingency deposit for the fall semester. This required deposit will be used to cover all or a portion of any unpaid charges at the time the student leaves Franklin Pierce. Credit balances will be refunded at the time the student graduates. All students enrolled in undergraduate programs at the College at Rindge are subject to both the institutional and contingency fees.

Refund Policy

A student may withdraw from the University in accordance with the policies stated on page 179. The effective date on a withdrawal form is the date upon which the refunds will be determined. A student who leaves the University without completing the withdrawal form or who is suspended or dismissed from the University may not be entitled to a refund.

Withdrawal Prior to Fall Registration

The $200.00 acceptance deposit required of new and readmitted students is refundable until May 1; after that date it will be forfeited. (Acceptance deposits for any term other than the September semester are non-refundable.)

Withdrawal for Regular Terms

Refunds of credit balances will be processed after completion of a withdrawal form and credits for fall or spring charges are applied to the student's account. Credits for fall and spring terms apply to tuition and on-campus room and board only and will be determined according to the following schedule:

Period of Withdrawal	**Percent of Credit**
Within 14 days of the first scheduled class	100%
From 15-21 days of the first scheduled class	60%
From 22-28 days of the first scheduled class	40%
From 29-35 days of the first scheduled class	20%
After 35 days of the first scheduled class	No Refund

Withdrawal for Summer Sessions

Students who withdraw from summer enrollment prior to the end of the add/drop period of the summer session he/she is enrolled in will receive 100% credit of paid tuition expenses. Students who withdraw from summer enrollment after the end of the add/drop period of the summer session he/she is enrolled in will receive no credit of paid tuition expenses.

Withdrawal from Individual Courses

No credit is applied when a student withdraws from individual courses after the end of the Add-Drop period. See page 178 for other relevant policies.

Refunds for Recipients of Federal Financial Aid

Students who withdraw before 60% of the term is completed will have their Federal financial aid eligibility calculated in direct proportion to the length of their enrollment. The percentage of time the student remained enrolled is the percentage of disbursable aid for that period that the student earned. A student who remains enrolled beyond the 60% point earns all aid for the period.

Return of Federal (Title IV) funds calculation is performed independently of institutional costs incurred for the period of enrollment.

The date of withdrawal used to calculate the last date of attendance will be the effective date of withdrawal noted on the official withdrawal form. Students who leave without completing an official withdrawal form or for whom an official withdrawal form is not completed will have their last date of attendance be the date of the last documented academically-related activity.

The student may be entitled to a post-withdrawal disbursement of Federal financial aid if the return of funds calculation indicates that the student earned more aid than was disbursed prior to withdrawal. Additional information may be obtained from the Office of Student Financial Services.

Changes to Room and Meal Plans

All freshman residential students are required to be on a meal plan for the entire year and have the option of either unlimited number of visits to the cafeteria, $150 in dining points and two guest passes or unlimited number of visits to the cafeteria and two guest passes. Upperclass students living in traditional halls (Granite, New Hampshire, Mt. Washington, Edgewood, Cheshire, and Monadnock) must be on a meal plan in accordance with their class level options. Students living in Special Living Options areas (Sawmills, Lakeview, Northwoods, Mountain View, Pierce Village, and the A-Frame) can choose if they wish to participate in a meal plan. Meal plan options can be viewed at <http://www.franklinpierce.edu/pages/StudentLife/reslife/housing/meals.htm>. Requests for changes in the meal plan must be filed in either Residential Life or Student Financial Services by the end of the add-drop period of registration.

Fines and Damages

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

Collections

The University will report delinquent student accounts to a national credit bureau or refer the accounts for collection for the full amount due plus an amount sufficient to cover all collection and legal costs that have been set by the collection agency.

Other Charges/Fees

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

Item Description	Cost
Credit hour charge (beginning with the 17th credit hour charge or for part time students 1-11 credits)	$810.00
Auditing Fee (non-credit/per credit hour)	$150.00
Credit Hour Charge or Auditing Fee (high school student, senior citizen (60+) or alumni	$100.00
Late Registration, after close of registration	$250.00
Late Registration, after close of add/drop	$250.00
Parking fee	$125.00
Transcript Fee (fee must be sent with each written request for a transcript)	$10.00
Transcript Overnight Service	$20.00
Graduation Fee	$150.00
Returned Check Fee	$40.00
Student ID Card Replacement Fee	$25.00

Laboratory and Course Fees

Some courses, especially in the Sciences, Fine Arts, Graphic Communications, Theatre, and Mass Communication involve the use of materials and supplies. Fees ranging from $15 to $270

may be charged for these courses. Private Music Instruction is available for non-music majors at $350 per course. Music majors, minors and concentrations taking required individual instruction will have the music instruction fee reversed. The music program must be officially declared by the end of the Add/Drop period of the semester in which the lesson is registered.

Check with your instructor if you have any questions about fees.

Payment Plans

Semester Plan:

Fall semester ..... Full semester balance paid by July 15.
Spring semester..... Full semester balance paid by December 15.

Books and Supplies

The cost of books and supplies is approximately $800-$1,000 per year, depending on the courses selected, and is not included in the Fees listed. Funds may be applied to the RAVENCARD through the Student Financial Services Office to be used at the University Bookstore.

Admissions Information

The College at Rindge admits those secondary school graduates who have a sincere desire for higher education, have demonstrated ability to acquire this education, and have evidenced good citizenship. Admission is open to all qualified applicants without regard to race, religion, physical disability, or ethnic origin. Applications are processed on a rolling basis; there is no application deadline.

Candidates considered for admission to Franklin Pierce University ordinarily must be graduates of an accredited secondary school unless qualified for early admission. Franklin Pierce University supports the efforts of secondary school officials and governing bodies to have their schools achieve regional accredited status to provide reliable assurance of the quality of the educational preparation of its applicants for admission.

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:

College Preparatory:

English ..... 4 units
Mathematics ..... 3 units
Sciences ..... 2 units
Social Studies ..... 3 units
Other ..... 4 units

Procedures for Admission

An application should be filed during the student's senior year in high school; however, later applications will be considered if space is available. Students may enter in the fall, spring, or summer. The formal application should be forwarded to the Office of Admissions. There is no application fee. Upon acceptance, a $200 deposit, which is credited toward tuition, will be requested. Written requests for deposit extensions until May 1 will be granted.

The application consists of the following documents and information:

1. The completed application form.
2. Official secondary school transcript.
3. Official transcript from each college attended.
4. Official secondary school recommendation (guidance counselor, principal, or teacher) is required in most cases.
5. Any student seeking admission to the College at Rindge normally submits either the results of the Scholastic Aptitude Test (SAT I) of the College Entrance Examination

Board (CEEB) or the results of the American College Testing Program (ACT). Special consideration will be given to students who, for valid reasons, are unable to submit SAT or ACT scores. Information concerning the Scholastic Aptitude Test may be obtained by writing to the College Entrance Examination Board, P.O. Box 592, Princeton, NJ 08540. Information concerning the American College Testing Program may be obtained by writing to the American College Testing Program, P.O. Box 168, Iowa City, IA 52240.

6. A sample of the student's writing or an essay.
7. An on-campus interview is recommended.
8. Foreign students must submit the Certification of Finances and an acceptable TOEFL score in addition to the above items and must demonstrate college-level English language ability. This ability is normally ascertained through the Test of English as a Foreign Language (TOEFL). However, acceptable SAT or ACT scores may be substituted for the TOEFL.

Transfer Credit Policy

Transfer students, including graduates of two-year colleges, are welcome to apply for entrance in the fall, spring, or summer.

The Admissions Office must be furnished with an official transcript from each college attended.

One semester at Franklin Pierce must be completed satisfactorily before the award of transfer credit becomes final.

A complete policy statement regarding transfer credits is available from the Registrar.

Advanced Standing

The College at Rindge recognizes unusual secondary school accomplishment by means of advanced placement and credit for those who have taken especially enriched or accelerated courses before entering college. Applicants qualify for such credit by satisfactory achievement on the College Board Advanced Placement Tests and through the College Level Examination Program. Further information may be obtained by writing to the College Level Examination Program, College Entrance Examination Board, 888 Seventh Avenue, New York, NY 10019. (See page 177 for limits on CLEP credits.)

Home School Policy

The College at Rindge welcomes applications from home-educated students who satisfy similar qualifications required of traditional secondary school graduates (see Admission Criteria). The home school shall comply with the regulations of the state in which the student was schooled. All applicants must present proof of graduation from their respective secondary school/home school or a GED. Please contact the Admissions Office for further clarification.

Early Admission

Outstanding students may be admitted from secondary schools at any time after completion of their junior year. Applicants wishing to be considered for early admission are asked to arrange for a personal interview.

Step Ahead Program

Franklin Pierce University offers regional high school students the opportunity to get a head start on their college education by taking classes at Franklin Pierce while completing their senior year of high school. Courses may be taken at the College at Rindge or at any one of the five Graduate and Professional Studies centers located in Concord, Keene, Lebanon, Manchester, and Portsmouth, New Hampshire. For more information concerning the College at Rindge, call 800-437-0048. For Graduate and Professional Studies information, call 800-325-1090.

Readmission

Any student reentering or seeking readmission to the College at Rindge, should contact the Office of Student Affairs (603-899-4177).

Readmission Policy for Academically Suspended Students

Students who have been suspended for poor academic achievement may be readmitted if they:

a) Attend a College at Rindge Summer Session or a subsequent term at a College of Graduate and Professional Studies center and receive a grade of C or higher in a minimum of six credits (at least two three-credit courses) approved in advance by the Dean of the College. Students must earn a grade of C or higher in any courses taken during the summer or they will not be permitted to return *or*

b) Attend another college and earn grades of C or higher in 12 credits (at least 4 3-credit courses) approved in advance by the Dean of the College.

Suspended students wishing to exercise either of these options should contact the Dean of the University to make necessary arrangements.

Upon completion of the approved work, an application for readmission should be submitted to Student Affairs, along with a transcript of work completed.

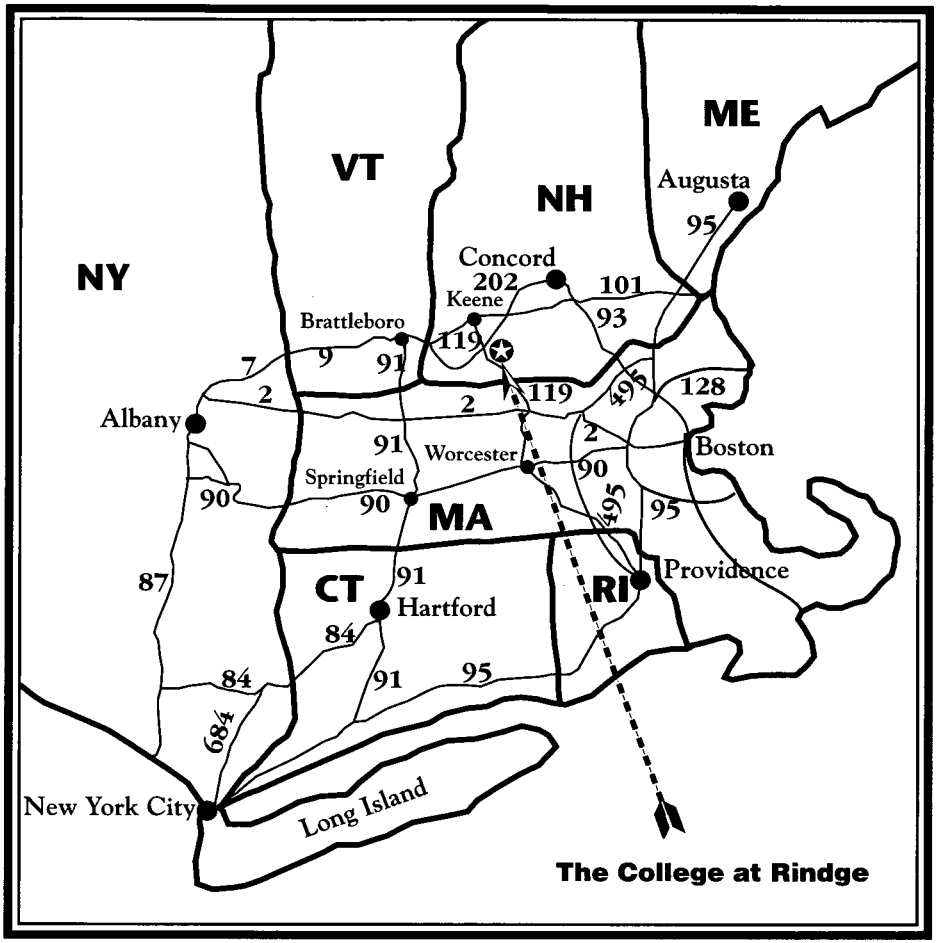
Students who have been away from the University because of an academic suspension must apply for readmission.

Geographic Distribution
Fall Semester 2006

State or Protectorate	Number	Percent
Alabama	1	0.1
Arizona	1	0.1
California	17	1.0
Connecticut	226	13.6
Delaware	4	0.2
Florida	10	0.6
Georgia	2	0.1
Hawaii	1	0.1
Illinois	5	0.3
Maine	85	5.1
Maryland	9	0.5
Massachusetts	569	34.2
Michigan	3	0.2
Minnesota	3	0.2
Nebraska	1	0.1
New Hampshire	311	18.7
New Jersey	60	3.6
New York	175	10.5
North Carolina	3	0.2
Ohio	4	0.2
Pennsylvania	32	1.9
Rhode Island	77	4.6
South Carolina	1	0.1
Tennessee	1	0.1
Texas	9	0.5
Vermont	38	2.3
Virginia	11	0.7
Washington	1	0.1
Wisconsin	1	0.1
TOTALS	1662	100

Foreign Countries	Number	Percent
Australia	3	4.8
Bosnia & Herzegovina	1	0.1
Brazil	3	4.8
Canada	10	16.1
Chile	1	1.6
China	2	3.2
Dominica	1	1.6
Dominican Republic	1	1.6
Fiji	1	1.6
Finland	1	1.6
Haiti	1	1.6
Hong King	1	1.6
Iceland	1	1.6
Iraq	1	1.6
Ireland	2	3.2
Jamaica	2	3.2
Japan	15	24.2
Lithuania	1	1.6
Netherlands	1	1.6
Poland	1	1.6
South Africa	1	1.6
South Korea	1	1.6
Trinidad & Tobago	1	1.6
Turkey	6	3.2
United Kingdom	3	0.2
Vietnam	1	1.6
Totals	**62**	**100.00**

Source: OIRA enrollment census file, September



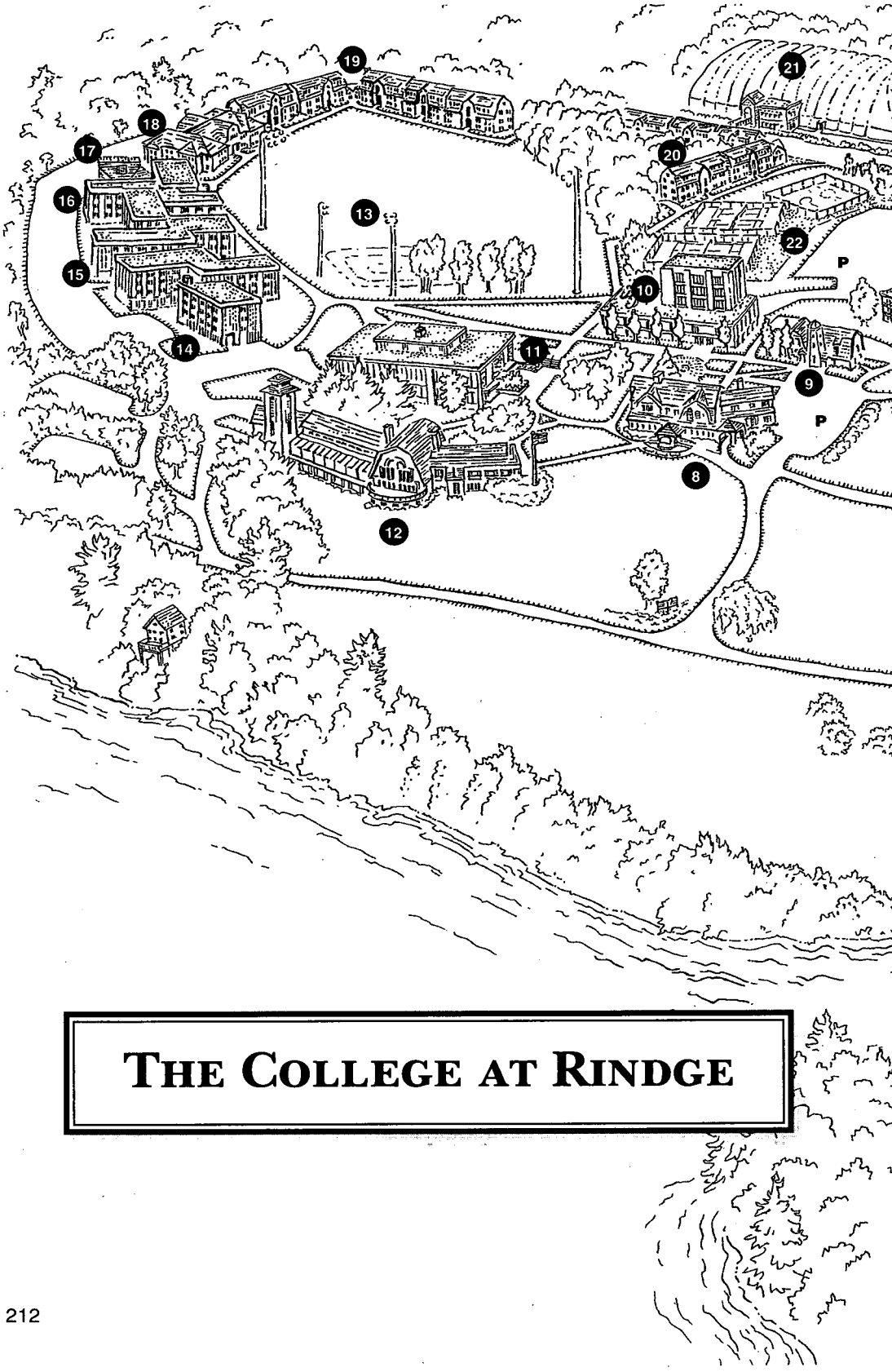
Travel Directions to The College at Rindge

The College at Rindge is located just off Route 119 in West Rindge, New Hampshire.

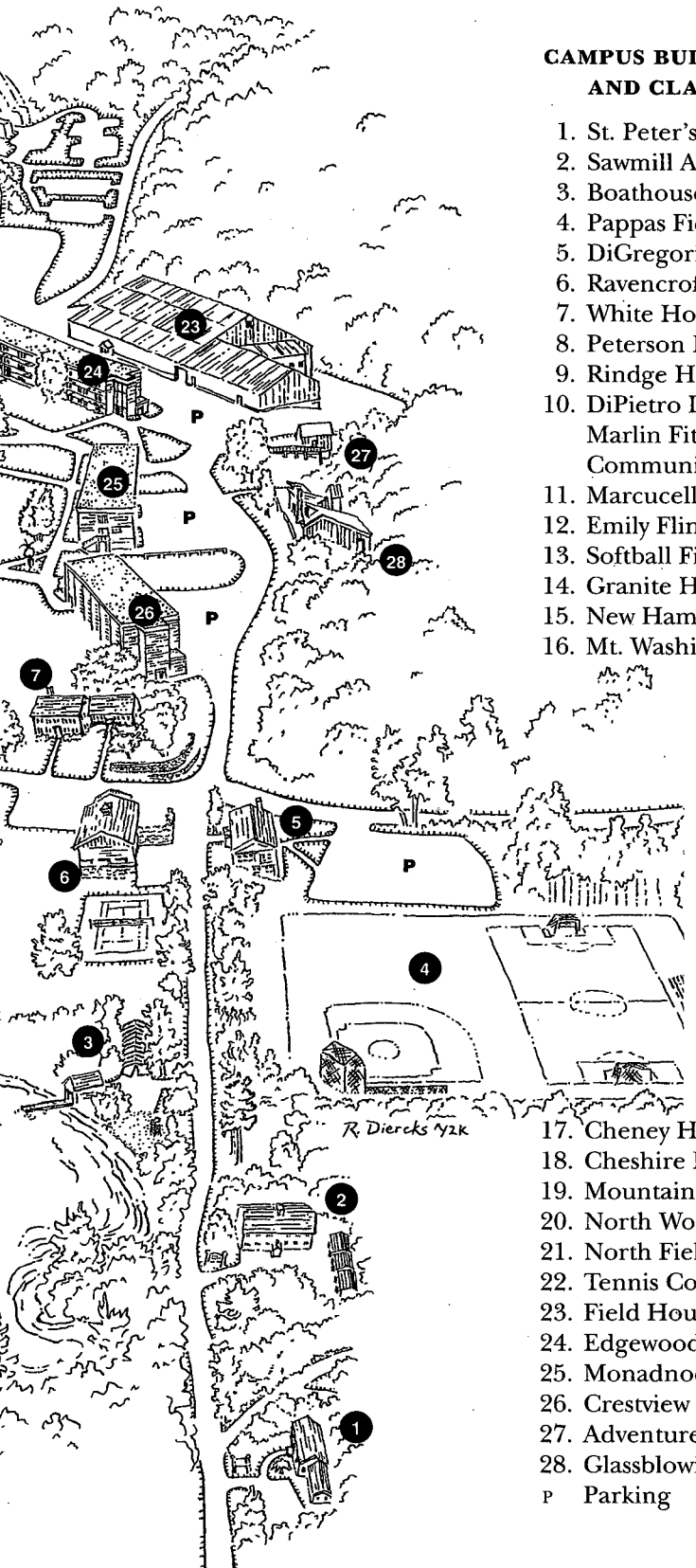
From I-91, exit at Brattleboro, Vermont (Exit 3) and come by way of Routes 9 East, 12 South, and 119 East to the College at Rindge.

From I-495, exit at Littleton, Massachusetts Common and use Route 119 West to the College at Rindge.

Driving time from New York City is 4½ hours; from Boston, 1½; and from Keene, New Hampshire, 25 minutes.



THE COLLEGE AT RINDGE



CAMPUS BUILDINGS AND CLASSROOMS

1. St. Peter's (Visitor Check in)
2. Sawmill Apartments
3. Boathouse/Beach/Waterfront
4. Pappas Field and Sodexho Field
5. DiGregorio Building
6. Ravencroft Theatre
7. White House
8. Peterson Hall
9. Rindge Hall
10. DiPietro Library Resource Center/ Marlin Fitzwater Center for Communication
11. Marcucella Hall
12. Emily Flint Campus Center
13. Softball Field
14. Granite Hall
15. New Hampshire Hall
16. Mt. Washington Hall
17. Cheney Hall
18. Cheshire Hall
19. Mountain View Apartments
20. North Woods Apartments
21. North Fields Activity Center
22. Tennis Courts
23. Field House
24. Edgewood Hall
25. Monadnock Hall
26. Crestview Hall
27. Adventure Recreation Lounge
28. Glassblowing Studio

P Parking

NOTES:

FranklinPierce
UNIVERSITY

THE COLLEGE OF

GRADUATE AND PROFESSIONAL STUDIES

Academic Calendar 2007-2008

Undergradute Term Dates

Term I	September 4 – October 29, 2007
Term II	October 30 – December 22, 2007
Term III	January 2 – February 26, 2008
Term IV	February 27 – April 22, 2008
Term V	April 23 – June 18, 2008
Term VI	June 19 – Aug 13, 2008
Graduation Day	May 17, 2008

No classes held on:

September 3, 2007	Labor Day
November 21 – 25, 2007	Thanksgiving Break
Dec 23, 2007 – Jan 1, 2008	Winter Vacation
May 26, 2008	Memorial Day

Graduate Term Dates

Term I	September 4 – December 1
Term II	December 3 – March 1, 2008
Term III	March 10 – May 31
Term IV	June 2 – August 30
Graduation Day	May 17, 2008

No classes held on:

September 3, 2007	Labor Day
November 21 – 25, 2007	Thanksgiving Break
Dec 23, 2007 – Jan 1, 2008	Winter Vacation
March 3 – 7, 2008	Spring Break
May 26, 2008	Memorial Day
June 30 – July 6, 2008	Summer Break

Message from the Dean

On behalf of the faculty and staff of the College of Graduate and Professional Studies, welcome to Franklin Pierce University. The College is comprised of degree programs from the Associate Degree to the Doctoral Degree. Our curricula emphasize Business, Health, Liberal Studies, Education and Information Technology Management. A student may progress here from the Associate Degree through the Doctoral Degree or may join us at many milestones along the way.

The College of Graduate and Professional Studies embraces the mission of the College and seeks to admit and graduate students who are committed to the individual and the community. Students have opportunities to engage in transformational educational experiences and to apply their knowledge and skills in community service activities while studying at Franklin Pierce University.

The College offers each student the opportunity to succeed through an open exchange with faculty and staff and an active student advisement system. In addition, degree programs and individual courses are offered in a variety of delivery systems which include classroom and laboratory, 50% online and 100% online. Each delivery system is enriched by the variety of students who study at Franklin Pierce University here in New Hampshire at one of our centers or at one of our many domestic and foreign sites.

Again, welcome to the College of Graduate and Professional Studies where we are committed to graduating one student at a time, giving you the personal attention you need to be successful.

Jane Walter Venzke, *Dean, The College of Graduate and Professional Studies*

Academic Ambition Statement

Franklin Pierce University: A dynamic teaching and learning community, creating passion for academic excellence and civic engagement.

Academic Programs

Professional Studies

Bachelor of Arts

American Studies
Computer Information Technology
Criminal Justice
Human Services

Bachelor of Science

Accounting/Finance
Computer Information Technology
General Studies
Management
Marketing

Bachelor of Science in Nursing

BSN Completion Degree

Associate of Arts

Accounting
Criminal Justice
General Studies
Human Services
Management
Marketing

Undergraduate Certificates

Accounting
Human Services
Paralegal

Graduate Studies

Doctoral Degrees

Doctor of Arts
Doctor of Physical Therapy

Master's Degree

Master of Business Administration (MBA)
Master of Education (MEd)
Master of Science in Information Technology Management (MS in ITM)
Master of Science in Sports Facilities Management (MS in SFM)

Graduate Certificates

Emerging Network Technology
Health Practice Management
Human Resource Management

Check our website schedules for available class formats.

Professional Studies

Welcome to Professional Studies

The decision to begin the pursuit of a college education always offers a unique set of challenges for any student. When that student is one who has been away from formal learning for a period of time, those challenges sometimes seem monumental. We take special pride in the skills and support our staff and faculty provide for Professional Studies students. Everyone in the Division is dedicated to providing a comfortable and productive learning environment for our students. Thank you for choosing Franklin Pierce University.

Jean Blacketor, *Associate Dean of Undergraduate Studies*

Programs of Study

Bachelor of Arts

American Studies
Computer Information Technology
Criminal Justice
Human Services

Bachelor of Science

Accounting/Finance
Computer Information Technology
General Studies
Management
Marketing

Bachelor of Science in Nursing

BSN Completion Degree

Associate of Arts

Accounting
Criminal Justice
General Studies
Human Services
Management
Marketing

Undergraduate Certificates

Accounting
Human Services
Paralegal

Individual and Community Integrated Curriculum

No theme has more power or relevance in 21st century America than that of the individual and community. What responsibilities to the community do we share in an increasingly individualistic society and how can these responsibilities be met while maintaining individuality? The Individual and Community Integrated Curriculum fosters a common understanding of the questions and issues that lie at the heart of contemporary American life. All students explore this theme, now a part of Franklin Pierce University's general education curriculum.

The program encompasses a sequence of courses designed to encourage students to read, write, and think at progressively more sophisticated levels as they move from one semester to the next, with each course building on the skills and knowledge gained in preceding courses. Integrated Curriculum courses are taken simultaneously with elective courses and courses from the student's major, and students are encouraged to consider connections between their liberal arts education experience and their studies in the major.

Most of the courses in the Individual and Community Integrated Curriculum are interdisciplinary, combining ideas and perspectives from a variety of fields of study. This interdisciplinary approach helps students to see the fundamental interconnections among various fields of human knowledge in a way that is not often possible in more traditional departmental course offerings.

Integrated Curriculum courses emphasize the active involvement of students in the learning process. Students are encouraged to speak in class and work collaboratively with classmates to explore issues and solve problems. The experience of active learning in these courses prepares students to succeed in college and as lifelong learners. The Individual and Community Integrated Curriculum is included in our College core requirements.

TeaCH: Goals of the Student Experience at Franklin Pierce University

The acronym "TeaCH" is taken from the first letter of each goal category. It was selected not only to provide a convenient means of remembering the goals, but also because it exemplifies an important and central focus of the student experience here at Franklin Pierce University–we are, at our heart, a teaching institution that prides itself on the quality of its faculty and its instruction. The TeaCH goals are what we at Franklin Pierce University wish our students to acquire through all aspects of their experience.

1. Tolerance & Community:

Students who graduate will be able to articulate their own attitudes and values and recognize the persistent tensions between self and community; demonstrate understanding and respect for views and cultures differing from their own by working collaboratively and participating in community affairs.

2. Content Literacy and Integration with Critical Analysis:

Students who graduate will be effective writers and speakers, combine a mastery of pertinent mathematics with knowledge of the methods and aims of modern science, and be adept at using modern information resources. Students should have a substantive understanding of the way artistic expression, historical, natural and cultural contexts in a global setting shape and enrich our communities and our individual lives. Students should become active participants and leaders in their communities, with a developed sense of ethics that encourages civility, tolerance for differences, and a commitment to a life of collaborative work and learning.

3. Holistic Preparation for Leadership and Lifelong Learning:

Students who graduate will be able to seek and apply knowledge in a holistic manner for the rest of their lives and to serve as responsible citizens and leaders in local, regional and global communities.

Degree Requirements

The basic requirement for an undergraduate degree is the successful completion of 60 semester hours for an Associate's degree; or 120 semester hours for a Bachelor's degree. These semester hours must satisfy the requirements of the College Core, Division Core, and an approved major. A cumulative grade point average of 2.0 is required in the major and for graduation.

College Core Curriculum Requirements

The purpose of the College Core Curriculum is to ensure that the graduates of Franklin Pierce University possess both the skills and the knowledge required for success, for personal development and enrichment, and for enlightened citizenship and participation in their communities. Liberal Arts, an essential part of every degree program, enhance our ability to communicate effectively, to think critically, to understand ourselves and others, and to take action with each other about the nature, quality, and conditions of our lives. Learning that meets this definition generally tends to have strong theoretical and conceptual content. Fields of study traditionally included within the Liberal Arts-humanities, mathematics, natural and physical sciences, social sciences, and creative arts-fall within this definition.

The following represents the College Core curriculum component of our Associate of Arts, Bachelor of Science, and Bachelor of Arts Degree programs and is uniformly required of ALL students.

	B.A.	B.S.	A.A.
Art Appreciation Core Elective	3	3	3*
IC103 Career and Image Management	3	3	3
IC105 College Writing I	3	3	3
IC106 College Writing II	3	3	3
Science Core Elective I	3	3	3

		B.A.	B.S.	A.A.
Science Core Elective II		3	3	3
Mathematics Core Elective		3	3	3
IC212	The Challenge of Business in Society	3	3	
IC305	Science of Society	3	3	
IC210	The American Experience	3**	3**	3*
IC260	The Twentieth Century	3**	3**	3*
IC310	Ancient & Medieval Worlds	3**	3**	3*
IC360	Reason & Romanticism	3**	3**	3*
TH180	Public Speaking	3	3	
		39	39	24

** Two of the five must be completed*

***Three of the four must be completed*

It is strongly recommended that students satisfy the core requirements for Mathematics and College Writing during their first year with Franklin Pierce University. **A grade of "C" or better must be achieved in IC105 and 106 or they must be retaken.**

Types of Electives

Art Appreciation Core Electives:

FA180	Foundations of Art
FA183	History of Art
FA286	19th & 20th Century Art
IC206	Music in Our World
MU212	Jazz History
TH272	Theatre History Survey

Business Electives:

Courses designated by AC, AD, BA, ET, FM, IB, MK or MN and not required of a student's major.

General Electives:

Courses not required of a student's major or needed to fulfill the University Core.

Marketing Electives:

Courses designated by an AD or MK prefix and not required of a student's major.

Mathematics Core Electives:

IC201	Foundations of Mathematics
MT151	Algebra and Trigonometry I
MT211	Discrete Mathematics

Science Core Electives:

BI103	Biology I
BI104	Biology II
GL103	General Geology I
GL104	General Geology II
IC112	Integrated Science I
IC113	Integrated Science II

BACHELOR DEGREE PROGRAMS

Accounting/Finance

Bachelor of Science Degree (120 semester hours)

The major in Accounting/Finance combines a basic Liberal Arts education with a strong preparation for a career in accounting or finance. During the first two years emphasis is placed on the College of Graduate and Professional Studies and Division Core course requirements. During the junior and senior years, emphasis is placed on those areas most necessary for entry into the accounting or finance fields. The College offers a two track accounting and finance curriculum.

In addition to completing the Individual and Community Integrated Curriculum (see page 222), the following are required of all Accounting/Finance majors:

Division Core Requirements

AC101	Principles of Accounting I
BA258	Legal and Social Environment of Business
BA471	Senior Business Seminar
ET101	Principles of Economics I
FM224	Principles of Financial Management
IB364	The Global Economy
MK201	Principles of Marketing
MN201	Principles of Management
MT260	Statistics

Major Requirements (Accounting Track)

AC102	Principles of Accounting II
AC213	Intermediate Accounting I
AC214	Intermediate Accounting II
AC314	Cost Accounting I
AC323	Auditing Theory
AC354	Individual Income Taxes
AC474	Advanced Accounting I
FM423	Investment Analysis

General Electives

10 required

Major Requirements (Finance Track)

AC102	Principles of Accounting II
ET102	Principles of Economics II
ET223	Money and Banking
FM257	Real Estate Investment
FM311	Managerial Finance
FM423	Investment Analysis
FM454	Problems in Finance
_____	300/400 Level Business Elective
_____	300/400 Level Business Elective

General Electives

9 required

American Studies

Bachelor of Arts Degree (120 semester hours)

American Studies offers students the opportunity to explore American life and culture through a variety of disciplinary perspectives. This interdivisional program consists of courses dealing with American history, literature, society, government, media, arts and music, thought and belief, education and economics. Students pursuing an American Studies major are encouraged to make creative use of a large degree of flexibility in their choice of individual courses. Academic coherence within the program is promoted by a carefully designed overall curricular structure, by the requirement for a self-designed and advisor-approved concentration (e.g., American Communities; Popular Culture; Politics and Justice; Minority Experience; Literature and History) to be fashioned from at least three elective courses, and by an integrative senior project, which might take the form of a research essay, a documentary or creative work in a variety of possible media.

In addition to completing the Individual and Community Integrated Curriculum {see page 222}, the following are required of all American Studies majors:

Major Requirements

A total of 33 credits in American Studies must be completed with a grade point average of at least 2.0 in order to fulfill the major requirements. These credits must include at least three introductory courses, one of which must be AS101, Introduction to American Studies, one methods course, six electives and the American Studies Senior Project Seminar. At least four of the courses taken within the major must be at or above the 300 level. In addition, it should be understood that **The American Experience, IC210, serves as a basic prerequisite for study in the program.** Transfer students who have not taken a comparable interdisciplinary course dealing with American materials will be required to take The American Experience as a part of their degree requirements.

Introductory Courses

AS101 Introduction to American Studies

Two of the following:

EN204 Introduction to American Literature
HS201* U.S. History to the War of 1812
HS202* American History in the Age of Slavery and Civil War
HS203* Emergence of Modern America, 1877-1945
HS204* U.S. History Since 1945
MC100 Communication, Media and Society
PO201 U.S. Government
SO101 Introduction to Sociology

** Students may only choose one of these courses*

Methods Courses

Any one of the following:

EN210 Introduction to Literary Studies
HS301 Historical Methods
MC301 Media Criticism
SO218 Methods of Quantitative Research
SO219 Methods of Qualitative Research

Elective Courses

Any six of the following, no more than three of which may be from the same department, no more than two of which should be 100-level course and three of which must go to define a concentration approved by the faculty advisor:

AD370	Advertising in America: A Historical and Cultural Perspective
AN331	Violence and Aggression
AS103	Fielder's Choice: American Culture and Baseball
EN110	American Mosaic: Multicultural Literature in U.S.
EN342	American Novel to 1900
EN343	Masters of the American Short Story
EN344	American Poetry to 1900
EN351	20th Century American Poetry
EN352	20th Century American Fiction
HS111	Protest in America
HS112	Boomers to Yuppies: American Society Since 1945
HS201	U.S. History to the War of 1812 *
HS202	American History in the Age of Slavery and Civil War *
HS203	Emergence of Modern America, 1877-1945 *
HS204	U.S. History Since 1945 *
HS313	U.S. Social and Labor History
HS319	History of New England
HS323	Topics in American Cultural and Intellectual History
HS341	American Women's History: Beyond Sisterhood
HS371	Twentieth Century U.S. Foreign Policy
MC281	Understanding Film
MC382	Women in Media Representation
MK314	Consumer Behavior
MU212	Jazz History
PO312	American Political History
PO351	American Presidency
PO352	Constitutional Law I
SO205	Race and Ethnic Relations
SO220	The Family
SO320	U.S. Social Policy
SO421	Poverty and Wealth
TH343	Modern American Drama

**Must be a course or courses not taken to satisfy the introductory requirements.*

Integrative Capstone Course

AS401 American Studies Senior Project Seminar

General Electives

16 required

Computer Information Technology

Bachelor of Science Degree (120 semester hours)

Information Technology represents the continuing convergence of technology in the communications and computing fields. The growth of the World Wide Web and the use of the internet and intranet by businesses has resulted in the need for technically competent professionals. The BS degree prepares the student to seek meaningful employment in the areas of programming, web design and maintenance, systems analysis, database and networking technologies, while the BA degree prepares the student to seek jobs that require application of critical IT skills in a chosen area of interest. Both the BS and BA majors have a common foundation of 10 CIT courses. The BA provides a choice of 2 tracks: Business and Criminal Justice.

In addition to completing the Individual and Community Integrated Curriculum (see page 222), the following are required of all Computer Information Technology majors:

CIT Foundation courses

CIT102 Information Technology
CIT 211 Introduction to Programming
CIT220 Programming for Windows
CIT310 Concepts of Computer Hardware
CIT343 Principles of Database Design
CIT344 Database Management
CIT354 Data Communications
CIT380 Computer Networking
CIT423 Systems Analysis and Design
CIT474 IT Project Management

Required CIT courses

MT211 Discrete Math
CIT244 Object Oriented Programming I
CIT245 Object Oriented Programming II
CIT360 Overview of Operating Systems

Electives (12 credits)

Choose four electives
CIT232 Web Site Design
CIT234 Web Programming
CIT301 Cyber Ethics and Law
CIT325 Advanced VBA and VBS Programming
CIT334 Advanced Web Programming
CIT362 Advanced Object Oriented Programming
CIT391 Internet Technologies
CIT444 Advanced Database with Oracle
CIT450 Advanced Server Techniques
CIT480 Advanced Computer Networking

General Electives

9 Required

Bachelor of Arts Degree (120 semester hours)

The Bachelor of Arts in Computer Information Technology has a core foundation of CIT courses and 2 tracks:

Business and Criminal Justice.

CIT Foundation Courses

CIT102 Information Technology
CIT220 Programming for Windows
CIT310 Concepts of Computer Hardware
CIT343 Principles of Database Design
CIT344 Database Management
CIT354 Data Communications
CIT380 Computer Networking
CIT423 Systems Analysis and Design
CIT474 IT Project Management

Required Business Courses

AC101 Principles of Accounting I
BA258 The Legal & Social Environment of Business

ET101 Principles of Economics I
FM224 Principles of Financial Management
MK201 Principles of Marketing
MN201 Principles of Management
MK304 Advertising or
MK350 eCommerce or
MN314 Human Resource Management

General Electives

11 Required

Required Criminal Justice Courses

CJ101 Introduction to Criminal Justice
CJ201 Police Work
CJ301 Criminal Investigation & Evidence
CJ302 Courts and Criminal Procedure
SO101 Introduction to Sociology
SO210 Deviance and Social Control
SO410 Criminology
SO218 Quantitative Research or
SO219 Qualitative Research

General Electives

10 Required

Criminal Justice

Bachelor of Arts Degree (120 semester hours)

The major in Criminal Justice combines a theoretical foundation for the discipline with a practical understanding of social science methodologies as they apply to criminal justice. The program provides students with essential knowledge in the areas of policing, courts and corrections within a solid liberal arts framework. Special attention is given to career roles, social interaction and social forces that contribute to social order, conflict and social change. A cumulative grade point average of 2.0 must be maintained in required criminal justice courses and electives in order to remain in the major.

In addition to completing the Individual and Community Integrated Curriculum {see page 222}, the following are required of all Criminal Justice majors:

Major Requirements

CJ101 Introduction to Criminal Justice
CJ201 Police Work
CJ203 Juvenile Justice
CJ301 Criminal Investigation & Evidence
CJ302 Courts and Criminal Procedure
CJ470 Senior Criminal Justice Seminar
SO101 Introduction to Sociology
SO205 Race and Ethnic Relations
SO209 Ethics
SO210 Deviance and Social Control
SO218 Methods of Quantitative Research *or*
SO219 Methods of Qualitative Research
SO410 Criminology
SO460 Corrections

Major Electives

Three of the following must be completed:

AN331	Violence and Aggression
CJ495	Criminal Justice Internship
PO201	U.S. Government
PS300	Theories of Domestic Violence
PS323	Seminar on Addiction
PS330	Child Abuse and Neglect
SO220	The Family
SO350	Law and Society

General Electives

11 Required

General Studies

Bachelor of Science Degree (120 semester hours)

The General Studies program prepares students for a variety of career directions while providing a broad base in the Liberal Arts. Tools applicable to the business world include enhanced writing, computer application, and organizational skills. This program provides students with the opportunity to build a firm foundation for graduate school.

In addition to completing the Individual and Community Integrated Curriculum {see page 222}, the following are required of all General Studies majors:.

Major Requirements

CIT101	Microcomputer Applications
CIT130	Data Applications or
CIT140	Electronic Spreadsheets
ET101	Principles of Economics I
GS410	Senior Liberal Arts Seminar
IB364	The Global Economy
MT260	Statistics

General Requirements

_____300/400 Level General Elective
_____300/400 Level General Elective
_____300/400 Level General Elective

General Electives:

18 Required

Human Services

Bachelor of Arts Degree (120 semester hours)

The major in Human Services identifies and explores practical and cultural issues resulting from and impacting upon contemporary society. A basic understanding of economics, social sciences and research methods and application is established.

The Human Services major focuses on social structure and counseling techniques. A concentration on human development is established.

In addition to completing the Individual and Community Integrated Curriculum {see page 222}, the following are required of all Human Services majors:

Major Requirements

ET101	Principles of Economics I
HU489	Senior Human Services Seminar
MN201	Principles of Management
MT260	Statistics
PS101	Introduction to Psychology
SO101	Introduction to Sociology
SO218	Methods of Quantitative Research
SO103	Introduction to Social Work
SO205	Race and Ethnic Relations
PS220	Group Dynamics
PS230	Child & Adolescent Development
PS340	Techniques of Counseling I
SO203	Community Organization
SO220	The Family

Four of the following must be completed*:

CJ101	Introduction to Criminal Justice
HU495	Senior Internship in Human Services
PS211	Psychology of Aging
PS231	Adult Development and Aging
PS300	Theories of Domestic Violence
PS322	Social Psychology
PS323	Seminar on Addiction
PS330	Child Abuse and Neglect
SO210	Deviance and Social Control
SO410	Criminology
SO421	Poverty and Wealth
WL115	Introduction to Women's Studies

**Two of the four must be upper level courses.*

General Electives:

9 Required

Management

Bachelor of Science Degree (120 semester hours)

The major in Management combines a basic liberal arts education with specialized preparation for a career in management. This program prepares the student for a position as a manager in private industry or in the nonprofit sector. Students learn to develop decision-making abilities, achieve management goals, and refine human relations skills.

In addition to completing the Individual and Community Integrated Curriculum (see page 222), the following are required of all Management majors:.

Division Core Requirements

AC101	Principles of Accounting I
BA258	Legal and Social Environment of Business
BA471	Senior Business Seminar
ET101	Principles of Economics I
FM224	Principles of Financial Management
IB364	The Global Economy
MK201	Principles of Marketing
MN201	Principles of Management
MT260	Statistics

Major Requirements

FM311 Managerial Finance
MN314 Human Resource Management
MN321 Organizational Behavior
MN371 Small Business Management
MN348 Public Administration or
MN365 Production and Operations Management
MN426 Government and Business
_____ 300/400 Level Management/Marketing Elective
_____ 300/400 Level Business Elective
_____ 300/400 Level Business Elective

General Electives

9 Required

Marketing

Bachelor of Science Degree (120 semester hours)

The major in Marketing combines a basic liberal arts education with specialized preparation for a career in marketing. Students utilize course work to prepare them for positions in sales, promotional management, advertising, and marketing research.

In addition to completing the Individual and Community Integrated Curriculum (see page 222), the following are required of all Marketing majors:

Division Core Requirements

AC101 Principles of Accounting I
BA258 Legal and Social Environment of Business
BA471 Senior Business Seminar
ET101 Principles of Economics I
FM224 Principles of Financial Management
IB364 The Global Economy
MK201 Principles of Marketing
MN201 Principles of Management
MT260 Statistics

Major Requirements

CIT130 Data Applications or
CIT140 Electronic Spreadsheets
MK314 Consumer Behavior
MK333 Marketing Research
MK350 Electronic Commerce
MK474 Marketing Management
_____ 300/400 Level Marketing Elective
_____ 300/400 Level Marketing Elective
_____ 300/400 Level Business Elective

General Electives

10 Required

Nursing [Completion Degree]

Bachelor of Science Completion Program RN-BSN (120 semester hours)

The RN to BSN Completion Program is designed for students who already hold an RN License who have completed 60 credits in an Associate Degree Nursing program. These courses will be applied to both the Franklin Pierce core and major requirements where appropriate. The remaining nursing electives will be filled by a variety of required nursing courses satisfactorily completed with a C or better at the AA level.

In addition to completing the Individual and Community Integrated Curriculum (see page 222), the following are required of all nursing majors

Major Requirements

CIT101 Microcomputer Applications
MT260 Statistics
PA250 World Religions
NR300 Transition to Baccalaureate Nursing
NR320 Evidence Based Practice
NR330 Health Assessment & Clinical Decision Making
NR400 Health Policy and the Role of the Professional Nurse
NR420 Health Promotion Across the Lifespan
NR440 Community Health & The Role of the Professional Nurse
NR490 Leadership in Professional Nursing Practice, Seminar & Practicum

Lower Level Prerequisites:

Microbiology
Chemistry for Health Sciences
Introduction to Psychology
Human Growth and Development Nutrition.

Modified Core Requirements

Art Appreciation Core Elective
IC103 Career and Image Management
IC105 College Writing I
IC106 College Writing II
IC212 The Challenge of Business and Society
IC305 Science of Society
TH180 Public Speaking
Science Core I (transfer Anatomy and Physiology I)
Science Core Elective II (transfer Anatomy and Physiology II)
Mathematics Core Elective

Three of four to be completed:
IC210 The American Experience
IC260 The Twentieth Century
IC310 Ancient & Medieval Worlds
IC360 Reason and Romanticism

The remaining Nursing Electives will be filled by a variety of required nursing courses successfully completed at the AA level with a "C" or better.

ASSOCIATE DEGREE PROGRAMS

Accounting

Associate of Arts Degree (60 semester hours)

AC101	Principles of Accounting I
AC102	Principles of Accounting II
AC213	Intermediate Accounting I
AC314	Cost Accounting I
AC354	Individual Income Taxes
ET101	Principles of Economics I
IC103	Career Image and Management
IC105	College Writing I
IC106	College Writing II
MN201	Principles of Management
_____	Mathematics Core Elective (not MT 260)
_____	Science Core Elective I
_____	Science Core Elective II

Two of the following must be completed:

IC210	The American Experience
IC260	The Twentieth Century
IC310	Ancient and Medieval Worlds
IC360	Reason and Romanticism
_____	Art Appreciation Core Elective

General Electives

5 required

Criminal Justice

Associate of Arts Degree (60 semester hours)

CJ101	Introduction to Criminal Justice
CJ201	Police Work
CJ203	Juvenile Justice
IC103	Carer Image and Management
IC105	College Writing I
IC106	College Writing II
SO101	Introduction to Sociology
SO205	Race and Ethnic Relations
SO209	Ethics
SO210	Deviance and Social Control
SO218	Quantitative Research Methods **or**
SO219	Qualitative Research Methods
_____	Mathematics Core Elective (not MT260)
_____	Science Core Elective I
_____	Science Core Elective II

Two of the following must be completed:

IC210	The American Experience
IC260	The Twentieth Century
IC310	Ancient and Medieval Worlds
IC360	Reason and Romanticism
_____	Art Appreciation Core Elective

General Electives

4 required

General Studies

Associate of Arts Degree (60 semester hours)

CIT101	Microcomputer Applications
CIT130	Database Applications *or*
CIT140	Electronic Spreadsheets
ET101	Principles of Economics I *or*
IB364	The Global Economy
IC103	Career Image and Management
IC105	College Writing I
IC106	College Writing II
MT260	Statistics
_____	Mathematics Core Elective (not MT 260)
_____	Science Core Elective I
_____	Science Core Elective II

Two of the following must be completed:

IC210	The American Experience
IC260	The Twentieth Century
IC310	Ancient and Medieval Worlds
IC360	Reason and Romanticism
_____	Art Appreciation Core Elective

General Electives

8 required

Human Services

Associate of Arts Degree (60 semester hours)

IC103	Career Image and Management
IC105	College Writing I
IC106	College Writing II
PS260	Statistics for the Behavioral Sciences
SO101	Introduction to Sociology
SO103	Introduction to Social Work
SO205	Race and Ethnic Relations
SO218	Quantitative Research Methods
_____	Mathematics Core Elective (not MT260 or PS260)
_____	Science Core Elective I
_____	Science Core Elective II

Two of the following must be completed:

IC210	The American Experience
IC260	The Twentieth Century
IC310	Ancient and Medieval Worlds
IC360	Reason and Romanticism
_____	Art Appreciation Core Elective

Two of the following must be completed:

PS101	Introduction to Psychology
PS211	Psychology of Aging
PS215	Health Psychology
PS230	Child and Adolescent Development
SO203	Community Organization
SO220	The Family

General Electives

5 required

Management

Associate of Arts Degree (60 semester hours)

AC101	Principles of Accounting I
ET101	Principles of Economics I
FM311	Managerial Finance
IB364	The Global Economy
IC103	Career Image and Management
IC105	College Writing I
IC106	College Writing II
MK201	Principles of Marketing
MN201	Principles of Management
MN314	Human Resource Management
_____	Mathematics Core Elective (not MT 260)
_____	Science Core Elective I
_____	Science Core Elective II

Two of the following must be completed:

IC210	The American Experience
IC260	The Twentieth Century
IC310	Ancient and Medieval Worlds
IC360	Reason and Romanticism
_____	Art Appreciation Core Elective

General Electives

5 required

Marketing

Associate of Arts Degree (60 semester hours)

AC101	Principles of Accounting I
ET101	Principles of Economics
IB364	The Global Economy
IC103	Career Image and Management
IC105	College Writing I

IC106 College Writing II
MK201 Principles of Marketing
MK314 Consumer Behavior
MK333 Marketing Research
_____ Marketing Elective
_____ Mathematics Core Elective (not MT260)
_____ Science Core Elective I
_____ Science Core Elective II

Two of the following must be completed:
IC210 The American Experience
IC260 The Twentieth Century
IC310 Ancient and Medieval Worlds
IC360 Reason and Romanticism
_____ Art Appreciation Core Elective

General Electives

5 required

CERTIFICATE PROGRAMS

Certificate programs are designed to meet the needs of students who want to achieve a limited specialty in a particular area of study. Certificate programs in *Accounting and Human Services,* have been designed to give a maximum amount of specialized training with a limited amount of time and course work. Four of the courses required for a certificate must be taken with Franklin Pierce University.

Accounting

AC101 Principles of Accounting I
AC102 Principles of Accounting II*
AC213 Intermediate Accounting I*
AC214 Intermediate Accounting II*
AC314 Cost Accounting I*
AC354 Taxes (Individual)*

Human Services

PS322 Social Psychology*
PS340 Techniques of Counseling I*
SO101 Introduction to Sociology
SO103 Introduction to Social Work
SO220 The Family*

Three of the following must be completed:
MN321 Organizational Behavior*
PS101 Introduction to Psychology
PS211 Psychology of Aging*
SO205 Race and Ethnic Relations*
** Requires prerequisites*

PARALEGAL PROGRAM

Our Paralegal Program is offered exclusively online. This program includes 10 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. Prospective students must interview with the Online Director to determine if any other classes are needed before beginning.

Admissions Procedure

1. Schedule an interview with the Online Director.
2. Submit an application (no fee) and transcripts to the Online Director.
3. Final approval will be made by the Online Director.

Paralegal Certificate Program

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
CIT101	Microcomputer Applications

COURSE DESCRIPTIONS

All courses are three (3) semester hours unless otherwise noted.

ACCOUNTING

AC101 Principles f Accounting I
Emphasizes basic principles and concepts and the use of accounting information. Includes basic principles and their usage, control and accounting for basic functions, control and accounting for particular assets, and liabilities and financial statements and their uses.

AC102 Principles of Accounting II
Applies the principles and concepts learned in Accounting I to the partnership and corporation forms of business organization. Special attention is paid to the analysis and interpretation of financial data and to the measurement and control of costs.
Prerequisite: AC101

AC213 Intermediate Accounting I
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
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

AC314 Cost Accounting I
Students are provided with a firm understanding of cost accounting principles, techniques and procedures, which are required for the managerial functions of planning, controlling, evaluating performance and making decisions.
Prerequisite: AC102

AC315 Cost Accounting II
Available only as a Directed Study.

AC323 Auditing
Auditing reports and standards of professional ethics and legal responsibility. Methods of internal accounting control and the interpretation of audit reports are studied.
Prerequisite: AC214

AC324 Auditing Ethics and Practice
Students are provided with a strong sense of desired ethical behavior in the accounting and auditing profession by study and discussion of actual cases. Students will gain some of the practical audit skills necessary for an entry level accounting position in a public accounting firm.
Prerequisite: AC323

AC354 Taxes (Individual)
Personal income taxation, including withholding, declaration of estimated taxes, tax return preparation and legal methods for minimizing tax liabilities.

AC474 Advanced Accounting I
A study of accounting principles and procedures utilized to report activities such as business acquisitions; mergers; international operations; partnership formation; operation; dissolution and liquidation; corporate liquidation and reorganization; estate and trust activity; governmental accounting; and installment and consignment sales.
Prerequisite: AC214

AC475 Advanced Accounting II
At the completion of this course the student should be familiar with the concepts of accounting for the formation of partnerships and the special problems dealing with the division of income between partners and the dissolution of a partnership. In addition, the specialized accounting for governmental and other not-for-profit entities, as well as accounting for estates and trusts is covered.
Prerequisite: AC474

ADVERTISING

AD370 Advertising in America: A Cultural and Historical Perspective
This course surveys the development of thought and practice in the field of advertising. It addresses the changes in media, creative expression, organization, theory and criticism in American advertising from the colonial period to present. Lecture and seminar format.
Prerequisite: IC210

ANTHROPOLOGY

AN101 Introduction to Anthropology
Introduces the four sub-fields of anthropology: archaeology, cultural anthropology, linguistics and physical anthropology. Presents key concepts, terminology, principles and methods used in research.

AN211 International Business Cultures
Relates the theories and methods of cultural anthropology to business and management. Enhances students' sensitivity to cultural differences so that they more successfully relate to business in international and inter-ethnic contexts.

AN216 Human Sexuality
Biological and cultural elements of human sexuality as highlighted by the impact of technological developments requiring a re-evaluation of male and female roles in society.

AN220 Global Problems
Examines social, political, environmental, and economic issues within historical and cultural context. Focus will be on Asian, Latin American, and Islamic societies.

AN225 Women Around the World
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.

AN331 Violence and Aggression
Investigates theories that account for violence. Biological and cultural factors which affect how aggression is expressed. Anger management.
Prerequisites: AN101, PS101 or SO101

AMERICAN STUDIES

AS101 Introduction to American Studies
An introduction to the characteristic subject matter, methods and questions of American Studies. Individual versions of the course will explore a particular topic, problem or theme through an interdisciplinary perspective and in relation to larger American realities.

AS103 Fielder's Choice: American Culture and Baseball
An exploration of the history of baseball with emphasis on its influences in American literature, art, film, music and language. Major social issues (e.g., the Civil Rights Movement) will be examined using baseball's own experiences in grappling with these dilemmas.

AS401 American Studies Senior Project Seminar
A seminar featuring reading, discussion, and other learning activities related to the field of American Studies, and culminating in an independent research and/or creative project dealing with a selected aspect of American experience in an interdisciplinary manner.
Prerequisite: Senior standing

BUSINESS ADMINISTRATION

BA258 The Legal and Social Environment of Business
A study of the legal, economic, ethical, and political environments which influence the decision-making processes of profit and not-for-profit organizations. Topics include the nature of law and the legal system; consumer law; securities and anti-trust law; labor law; environmental law and corporate social responsibility.

BA471 Senior Business Seminar
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.
Prerequisites: Senior standing and IB 364

CRIMINAL JUSTICE

CJ101 Introduction to Criminal Justice
An overview of the various facets of the criminal justice system, points of harmony and conflict with society, processing of offenders, punishment and its alternatives, and the future of the criminal justice system.
Must be completed with a grade of "C" or better before other CJ courses may be taken.

CJ201 Police Work
The nature and techniques of criminal investigation and other police work in a changing society.

Consideration of major contemporary issues including race and ethnicity, disorder, community relations, crime scene procedures, collection and preservation of evidence, interviews and interrogations, techniques of surveillance and the presentation of cases in court.

Prerequisite: CJ101

CJ203 Juvenile Justice

This course 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 alternatives, and juvenile corrections, custodial sanctions and parole.

Prerequisite: CJ101

CJ301 Criminal Investigation and Evidence

The art and science of criminal investigation, including arrest techniques and the detection and documentation of crime. Covers ethics, the basic concepts of criminal law, principles of criminal responsibility, elements of major crimes, burden of proof and presumptions. Includes the implications of the Amendments of the U.S. Constitution on such matters as police practices, the investigator's role in court, illegal search and seizure and right to counsel. Also covers the politics of race relations by examining key court decisions.

Must be completed with a grade of "C" or better before other CJ courses may be taken.

Prerequisites: CJ101 and CJ201

CJ302 Courts and Criminal Procedure

Jurisdiction, policies, and procedures of trial and appellate courts in the administration of criminal justice. An examination of the guiding principles of criminal law and procedures, and the preservation and admission of evidence. Consideration of past and current constitutional issues and ethnic relations that affect the application of law.

Prerequisites: CJ101, CJ201 and CJ301, must be completed with a grade of "C" or higher

CJ470 Senior Criminal Justice Seminar

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.

Prerequisite: CJ101, CJ201, CJ203, CJ301, CJ302 and Senior Criminal Justice major

COMPUTER INFORMATION TECHNOLOGY

CIT101 Microcomputer Applications

This course covers the fundamentals of application skills with emphasis on hands-on learning; word processing, spreadsheets, databases, 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

This course covers technologies in the communications and computing fields, including databases, the Internet and World Wide Web, information technology tools and formats, multimedia, non-linear audio and video editing and graphic animation, and product evaluation.

CIT130 Database Applications

The study of terms and terminology of the relational database as it pertains to today's popular database software packages. Emphasis is on a project-oriented approach solving real world ap-

plications utilizing a database software such as MS Access. Topics covered include creating a database, designing queries, generating reports and other database management functions.

CIT140 Electronic Spreadsheets
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
This course 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.
Prerequisite: IC201

CIT220 Programming for Windows
This course explores the concepts of object/event-oriented applications, and basic programming principles for Windows programming using visual Basic or other appropriate language. Program design and development will be emphasized.
Prerequisites: IC201, CIT211

CIT232 Web Design and Development
This course will cover the Hypertext Markup Language (HTML), the language used for creating web pages as well as more recent developments in web page interactivity. The course will furnish 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. In addition, the course will encourage 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.
Prerequisite: IC201 or permission of instructor

CIT234 Web Programming
The course 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

CIT244 Object Oriented Programming I
A first programming course in object oriented program design and specification. Students will write program specifications as well as programs. Some of the topics discussed are data abstraction, operators and functions, inheritance and operator overloading. An appropriate language such as C++ or Java will be used.
Prerequisite: IC201

CIT245 Object Oriented Programming II
This is an advanced programming course building on the foundation of CIT244. It will explore data structures such as stacks, queues and trees. Students will continue to design and write more sophisticated programs and incorporate Windows functionality.
Prerequisite: CIT244

CIT301 Cyber Ethics and Law
Information Technology has become an essential part of the economy of any nation. This

course is 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 like copyrights and trademarks, business and finance issues like online contracting and taxation, social issues like privacy, defamation, computer crime, international issues in cyberspace and constitutional issues.

Prerequisite: Junior Standing

CIT310 Concepts in Computer Hardware
Principles of computer architecture are introduced from a layered perspective, beginning with data representation and progressing through memory organization, input/output, operating systems, CPU structure and multiprocessing. Some machine and assembly language programming may be used to demonstrate processing behavior.

Prerequisite: CIT220

CIT325 Advanced Visual Basic and VBS Programming
This course will provide instruction and experience in VBA and VBS as used in many of Microsoft's products, especially the Office family (Word, Access, Excel and the rest of the Office suite) and Windows.

Prerequisite: CIT220

CIT334 Advanced Web Programming
Advanced Web programming takes the student further along the World Wide Web. In CIT234, World Wide Web Structure Design introduces the student to the Web. The student knows HTML (Hyper Text Markup Language) that is used to create all web pages. In this class, the student moves on to more complex Web pages where the content is active, either on the client or the server.

Prerequisites: CIT234 and CIT245

CIT343 Principles of Database Design
The course presents database management systems with emphasis both on theory and practice. Along with comprehensive coverage of database concepts and design, the database system is presented as a critical part of the larger information system. The students apply these aspects to the design and implementation of a real-world database application. The practical component of the course involves learning a database environment, such as MS Access and SQL.

Prerequisite: CIT220 or permission of instructor

CIT344 Database Management
Database Management (typically called database administration) calls for skills in database installation, general maintenance of the database software, and the actual database's performance monitoring and tuning, and backup/restore techniques. The current trends in database technology will also be covered.

Prerequisite: CIT343

CIT354 Data Communication
Data communications is an essential component of all modern computer systems; it encompasses the previously separate areas of video, telecommunications and computer networking. This course explores the many faces of communication, from telephone switching to optical fiber to satellite transmission. Topics covered include physical and electrical standards, protocols and characteristics, circuit and packet switching, frame relay and routing. ATM and TCP/IP are covered, as is networking design and implementation.

Prerequisite: CIT220 or permission of instructor

CIT360 Overview of Operating Systems
This course explores batch systems, time-sharing systems, and real-time systems. Topics studied include scheduling, memory management, processor/process management, file management, and device management. Issues like multi-processing, mutual exclusion, synchronization, pro-

tection, deadlocks, etc., are also discussed. Also studied is the application of these principles to several modern operating systems.

Prerequisite: CIT310

CIT362 Advanced Object Oriented Programming

This course continues to build on the skills developed in CIT244 and CIT245. In this course students will design and write programs that run in the Windows environment and have several advanced features. Some projects may require work in programming teams.

Prerequisite: CIT245

CIT380 Computer Networking

This course is an introductory course in computer networking and provides an overview of major networking topics. Topics will include an overview of common bus topologies, the OSI reference model, network connection technologies, packet transmission methods, networking hardware and major LAN/WAN technologies. This course will provide the foundation for further advanced studies in computer networking.

Prerequisite: CIT354

CIT385 Network Administration and Security

This course will cover the design and implementation of a physical network; including but not necessarily limited to: server specification and selection, protocols, operation system choice, infrastructure design, topology and general hardware specification. Also covered will be the operation procedures such as: user policies, backup strategies, security, firewalls and standard operating procedures.

Prerequisite: CIT380

CIT391 Internet Technologies

This course will cover the history, advances and political use of the Internet. Major topics covered will include infrastructure design, topology, intranets, Virtual Private Networks, multimedia, encryption, Web and proxy servers, traffic analysis, firewalls and routers. Also covered will be: security, available troubleshooting tools and techniques as well as standard protocols.

Prerequisite: CIT380

CIT423 Systems Analysis and Design

The subject is the complex, multifaceted organizational process that business, systems and information professionals use to develop and maintain computer-based systems. Recent developments in global communications have increased the complexity and excitement in this field. Data collection, software choice and employment, communication specifications, personnel and social impact are just part of what is to be studied. The course is project-oriented, and students will take on real-life organizations in their pursuit of an understanding of the field.

Prerequisites: CIT343 and CIT354

CIT444 Advanced Database with Oracle

This course will deal with database administration and with advanced database programming. Advanced database topics can be divided into two areas: management and usage. Management calls for skills in product installation, maintenance, performance and backup/restore techniques. Usage will cover general usage and program/power users.

Prerequisite: CIT344

CIT450 Advanced Server Techniques

Advanced server techniques covers many of the smaller parts of the server installation. Included in this course are installation, configuration and maintenance of a number of component servers (often called services in Windows) that virtually all server based systems must include. These services include DHCP, DNS, SMTP, and POP 3 and other services specific to operating systems and networking.

Prerequisite: CIT380

CIT474 Information Technology Project Management
This is the capstone course required of all majors. In this course students will explore the complex multi-faceted organizational process that business, systems and information professionals use to develop computer-based systems. Design, specification, planning, communication and execution, as well as business and social impact will be discussed. The student will undertake the management of a project using a software product such as, Microsoft
Project. The course will also include research, planning and a presentation, as well as a portfolio of relevant materials. This course may also include panel discussions or presentations from industry professionals.
Prerequisite: CIT423

CIT480 Advanced Computer Networking
This course provides an overview of major internet working topics. Topics will include internet working, IP addressing, Address Resolution Protocol, IP Datagrams and Encapsulation, Internet Control Message Protocol, TCP, Client-Server paradigm, communication sockets, applications (E-mail, FTP, HTTP and RPC), CGI technology, network management and network security.
Prerequisite: CIT380

ENGLISH

EN110 American Mosaic: Multicultural Literature in U.S.
A survey of American minority literatures, including African-American, Chinese-American, Native American and others. Representative authors include Ralph Ellison, Amy Tan and N. Scott Momaday.

EN115 Banned Books
This course will explore the phenomenon of book banning. It will take a critical look at the historical/cultural circumstances surrounding specific instances of book banning throughout the world. As well, several banned books will be read.
EN203 Introduction to British Literature
A survey course that examines the major authors and works of English Literature from the beginning to the present day.
Prerequisite: IC105 or permission of instructor

EN204 Introduction to American Literature
A survey course that examines the historical development and diversity of American Literature.
Prerequisite: IC105 or permission of instructor

EN210 Introduction to Literary Studies
An introduction to the major critical theories from Plato to Post-structuralism and their application in describing, analyzing, and judging works of literature.
Prerequisite: IC105 or permission of instructor

EN270 Women Writers
Seminars focus on literary figures, periods, topics, or genres. They may be offered at various levels according to the specific content of the courses, the difficulty of the material, and the prerequisites.
Prerequisite: IC105 or permission of instructor

EN310 Shakespeare: Comedies and Histories
A study of the major comedies and histories.
Prerequisites: EN203 and EN210

EN311 Shakespeare: Tragedies and Poems
A study of the major tragedies and poems including sonnets.
Prerequisites: EN203 and EN210

EN342 American Novel to 1900
Detailed study of the works of such authors as Cooper, Hawthorne, Melville, Twain, Stowe, James, Howells and Crane.
Prerequisites: EN204, EN210 and IC105

EN343 Masters of the American Short Story
A study of the American short story from its origin to the present day.
Prerequisites: EN204 and EN210

EN344 American Poetry to 1900
A broad overview of American poetry and its development with in-depth study of the poetry of such authors as Bradstreet, Taylor, Freneau, Bryant, Poe, Whitman, Dickinson and others.
Prerequisites: EN204

EN351 Twentieth-Century American Literature: Poetry
A study of major American poets from Whitman to the present.
Prerequisites: EN204 and EN210

EN352 Twentieth-Century American Literature: Fiction
A study of major American novelists and short story writers, from naturalism to post-modernism.
Prerequisites: EN204 and EN210

ECONOMIC THEORY

ET101 Principles of Economics I
This course is an introduction to macroeconomics, focusing on the measurements of economic well being, the sources of economic growth, and the fiscal and monetary policies of national governments. Topics from international economics, such as exchange rates will be introduced.
A grade of "C-" or better must be achieved in ET101 before other ET courses may be taken.

ET102 Principles of Economics II
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.
Prerequisite: ET101

ET223 Money and Banking
Financial markets and institutions, and the theory of money and credit. The course focuses on policy-making in the United States and on the international level.
Prerequisite: ET101

ET323 Comparative Economic Systems
Past and current planned (socialists), unplanned (market) and "mixed economies" of Europe, Asia and North America in theory and practice. International trade and finance, foreign investment, NAFTA, EU, WTO, and GATT and other steps toward international economic cooperation and integration.
Prerequisite: ET102 or IB364

ET357 Economic Development
The process of economic growth and development is investigated with a particular focus on developing economies. The role of institutional change in economic development will be particularly highlighted.
Prerequisite: ET102 or IB364

ET474 History of Economic Thought
Political, philosophical, and social transitions in the development of economic ideas. Contributions of the Greeks, the Church, Mercantilist, Classical and Socialist writers, J.M. Keynes, M. Friedman, and J.K. Galbraith are all considered in their historical contexts.

FINE ARTS

FA180 Foundations of Art
This course 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 that apply regardless of the culture or period in which a work was produced.

FA183 The History of Art
This course surveys architecture, sculpture and painting from prehistoric times to the present. How did one style of art grow from another? Which cultures influenced one another? Which cultures have most strongly influenced our culture?

FA286 19th and 20th Century Art
During the first half of the nineteenth century, visual expression was strained between the precision and logic of neoclassicism and the passion and brooding of romanticism. That controversy between styles marked the beginnings of radical changes in the forms and functions of art. Artistic styles emerged prolifically and in rapid succession. This course is designed to examine these issues.

FINANCIAL MANAGEMENT

FM224 Principles of Financial Management
Provides an overview of the three major financial areas involving the financial system, investments and business finance. Students gain an integrated perspective of the interrelationships between financial markets, institutions and management.

FM257 Real Estate Investments
Extensive look at broad classes of investments in real estate. Appraisal techniques, investment analysis, financing, and real estate law.

FM311 Managerial Finance
Financial policies and problems of modern business enterprise including new businesses, promotion, expansion financing, failure and reorganization, mergers, types of securities, and government regulations are studied.
Prerequisites: AC101 and ET101

FM423 Investment Analysis
Development of goals and strategies for investing in securities: markets for stocks and bonds, selecting, timing, and performance of measurement techniques.
Prerequisite: FM224

FM454 Problems in Finance
Uses accounting information in the financial decision-making process. Traditional areas of financial statement analysis, budgeting, the development of criteria for investing, and the rationale of planning and decision-making in the management of a business enterprise are explored.
Prerequisite: FM311

FOREIGN LANGUAGES

LS101, LS102 Elementary Spanish I and II
Basic oral and written proficiency for daily communication, with an emphasis on the audio-visual method.
Prerequisite for LS102: LS101

LF105 Language for Travelers
Offered in association with Franklin Pierce University international studies courses or programs. Covers practical communication skills in the applicable language(s) and associated cultural characteristics.

Prerequisite: Admission to the relevant program and permission of the instructor.

HISTORY

HS100 Introduction to Geography
An introduction to the physical, social, and economic forces that affect human living patterns. Particular attention is paid to cultural realms, changing natural environments, political boundaries, and regional relationships.

HS111 Protest in America
A history of American protest in the 19th and 20th centuries; an evaluation of how dissent and protest is channeled from its radical roots and assimilated into the mainstream of American history. Some examples include the abolition crusade against slavery, the Civil Rights movement, and anti-war protests.

HS112 Boomers to Yuppies; American Society Since 1945
What does it mean to be a "baby boomer" or a "yuppie"? The aim of this course is to explore social and cultural change in the United States since 1945. Topics include family life, popular music from Presley to the Pixies, the suburban experience, women's and civil rights movements, and life in a consumer society.

HS201 U.S. History to the War of 1812
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, the origins of slavery, independence and the Constitution and the early Republic.

HS202 American History in the Age of Slavery and the Civil War
An examination of the critical period spanning from 1815 to the end of Reconstruction in 1877. Topics include early industrialization, Jacksonian politics, slavery and abolition, the women's rights movement, territorial expansion, the Civil War and the Reconstruction of the South.

HS203 Emergence of Modern America, 1877-1945
Covers such processes as growth of large cities, rise of large corporations, immigration, and the popular unrest caused by rapid and wrenching change. The course will also address the rise of the U.S. as a world power and involvement in two world wars.

HS204 U.S. History Since 1945
A course in 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.

HS231 Modern Latin America
A survey of the basic political, social, economic and cultural patterns in Latin America since independence. Integral to the course will be the place of Latin America in hemispheric and world affairs.

HS301 Historical Methods
Principles and techniques of historical research. Major historians are studied.

Prerequisite: one HS200-level course

HS313 U.S. Labor History
A topical approach to the history of labor and work in the United States. Topics will include industrialization and its implications, worker resistance, labor force segmentation and dis-

crimination in American history and the development of unions.
Prerequisite: one HS200-level course

HS319 History of New England
A regional history of New England, covering pre-contact Native American culture, the Pilgrim and Puritan migrations, the role of New England in the American
Revolution, and the process of early industrialization in Lowell. Unique aspects of New England life and cultural contributions will also be examined, along with social and economic changes throughout the 20th century.
Prerequisite: one HS200-level course

HS323 Topics in American Cultural and Intellectual History
Organized topically on the basis of the instructor's particular historical interests. It offers students the opportunity to probe one specific aspect of American cultural and intellectual development. Possible topics might include great thinkers, powerful intellectual developments, progress in industry, government, education, the arts and any of the cultural and intellectual forces that have shaped the U.S. since its inception.
Prerequisite: One HS200-level course

HS337 Nazi Germany
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.
Prerequisite: one HS200-level course

HS341 American Women's History: Beyond Sisterhood
Through a selection of readings and written projects, this course explores the parameters of American women's experience from the seventeenth century through to the present day. In its focus on American women's historical experience, the course is envisaged as a concerted effort to evaluate the larger issues of diversity, "sisterhood," and the issue of equality.
Prerequisite: one HS200-level course

HS371 Twentieth Century U.S. Foreign Policy
Surveys the creation of an American empire, entry into World War I and World War II, the Cold War, Vietnam, relations with Latin American, and the debate over American decline in today's world. The goal is to analyze the sources of American foreign policy, domestic and international contexts, and to prepare students to make judgments on the contemporary state of American foreign affairs.
Prerequisite: one HS200-level course

INTERNATIONAL BUSINESS

IB364 The Global Economy
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 and FM224

HUMAN SERVICES

HU489 Senior Human Services Seminar [Capstone Course]
This course is designed as an integrative practicum/training and research experience in the field of human services. The major objective of this course is to examine, through research and analysis, practical and theoretical issues in human service settings that have been identified and partially explored in the courses taken for the human services major. Students will

build professional portfolio materials started in previous classes. They will use this capstone course to develop those materials to reflect professional skills and goals.

Prerequisites: Senior standing, and PS 340 Techniques of Counseling I

HU495 Senior Internship in Human Services

Qualified students work under supervision in a hands-on learning environment in the field to further their skills in Human Services. Placement is arranged by the student in consultation with the Campus Director and the Behavioral Sciences Division.

Prerequisites: Human Services major, Senior standing, acceptance by a sponsoring institution, and permission of instructor.

INDIVIDUAL AND COMMUNITY

IC103 Career Image and Management

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.

IC105, IC106 College Writing I and II

This two-semester writing course provides a foundation for further writing throughout a student's University career. Through the process of pre-writing, writing, revising, and editing, students build self-confidence in their writing and learn to feel at ease in any writing situation. Using collaborative learning techniques, students experience the benefits of writing teamwork - the encouragement, advice, and response of prepared readers and writers. This course emphasizes the need for writing coherently in all University courses and, in fact, throughout their lives.

Prerequisite for IC106: IC105 with a grade of "C" or better.

Note: The possible grades awarded for IC105 College Writing I and IC106 College Writing II are A, B, C or F.

IC112, IC113 Integrated Science I and II

These courses are designed to improve the scientific and technological literacy of students not majoring in a scientific discipline. The course follows an evolutionary theme: of the universe; of the earth as a planet; of life on earth. Students become familiar with some of today's primary scientific concepts, how those concepts have developed and how they evolve.

IC201 Foundations of Mathematics

Utilizing an introduction to mathematical concepts, this course is designed to promote critical thinking by helping students state problems clearly, sort out the relevant from the irrelevant, abstract common properties from individual situations, and argue coherently.

IC206 Music in Our World

This course is an exploration of music as an art and its contribution to culture, history and society. It will investigate the elements of music and apply them to the different cultural settings of folk, popular and classical musics around the world.

Note: See Fine Arts, Music and Theater for other Art Appreciation electives.

IC210 The American Experience

This course examines selected aspects of the American experience. Through the critical interpretation of texts and other forms of cultural expression, it balances the notion of a common national character against the idea that group diversity and individual identity are equally significant factors in producing the American experience. The course analyzes the dynamic interchange between unity and diversity in contemporary American culture.

Strongly recommend IC105 and IC106 be completed prior to enrolling in this course.

IC212 The Challenge of Business in Society
Three major topical areas will be discussed in the course: Business and the Individual, Business and the Nation and Business Around the World. The goal of the course is to understand how organizations such as industry, government agencies and nonprofit endeavors use business concepts to attain organizational goals. The course takes an interdisciplinary approach, integrating concepts from anthropology, economics, sociology and political science.

IC260 The Twentieth Century
This course examines the 20th century, reviewing major events from different perspectives. The goals of the course include: a fundamental understanding of 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.

Strongly recommend IC105 and IC106 be completed prior to enrolling in this course.

IC305 Science of Society
Students in the course will be required to explore and investigate one area of the behavioral sciences from a theoretical and empirical perspective. The course explains the significance of theory in the creation of new knowledge as well as the framing and shaping of research questions. This would include either a quantitative analysis of data-gathering in at least one of the social behavioral sciences. This research is not limited to but should include research methodologies appropriate to the behavioral sciences discipline being investigated, ie., content analysis, surveys, interviews, participant observations, historical analysis and action research. Like other courses in the CORE curriculum, this course explores the dynamic relationship between the individual and community.

Prerequisites: Completion of a minimum of 45 credits, IC105, IC106, IC212 and one of either IC210, IC260, or the equivalents.

IC310 Ancient and Medieval Worlds
This interdisciplinary course is structured as a pilgrimage on which students journey through time and space to experience significant historical and cultural aspects of ancient Greek and Roman societies and medieval European societies. The pilgrimage includes a close look at Medieval Spain wherein there was a coexistence of Christian, Judaic and Islamic cultures.

Strongly recommend IC105 and IC106 be completed prior to enrolling in this course.

IC360 Reason and Romanticism
This course explores the period extending from the Renaissance to the 19th century, a time of great intellectual, cultural and social ferment amidst the transition from the medieval to the modern. Through the use of written texts, music and visual arts, students examine the eternal dualities of rationalism, order, structure and community, versus impulse, autonomy and individualism. Students confront issues defining Western values while forging personal connections between the historical past and contemporary issues.

Strongly recommend IC105 and IC106 be completed prior to enrolling in this course.

MASS COMMUNICATION

MC100 Communication, Media and Society
This course 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. The course presents an historical overview of the main technologies of communication and surveys the discipline's most salient theoretical paradigms.

MC200 Rhetoric and Society
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, and 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. We also investigate the arguments made by those who claim that the modern mass media hold great powers of persuasion over their audiences.

MC211 Journalism I
Students learn and practice basic skills essential to effective news writing. Ethics and current issues in journalism are discussed in depth.

MC252 Journalism II
Students polish reporting and writing skills while exploring such topics as the "new media" and tackling journalism's latest dilemmas.
Prerequisite: MC211

MC281 Understanding Film
This course examines film as a cultural text, focusing on aspects such as genre, movement, and style. Both formulaic and avant-garde approaches are studied.
Prerequisite: MC100

MC282 Visual Communication
A visual literacy course dealing primarily with electronic media and film. We explore the theory and practice of visual communication by studying the principle components of modern visual media - language, pictures, and sound.
Prerequisite: MC100

MC294 Interpersonal Communication
This course 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.
Prerequisite: MC100

MC301 Media Criticism
This course 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: MC100 and MC200

MC304 Media Law
This course is designed to study the role and application of law in the field of mass communication. A variety of issues are discussed, including how the law is currently
being applied to issues of privacy, libel, speech, and
access.
Prerequisites: MC100 and MC200

MC382 Women in Media Representation
This course is devoted to the critical analysis of representations of women in normative mass media content. It proceeds from the knowledge that gender roles are highly differentiated across all forms of modern mass commu-
nication and focuses especially on the repetitive process of unidimensional signification of women in the realm of popular culture discourse.
Prerequisite: MC200

MARKETING

MK201 Principles of Marketing
This course had been designed to integrate 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.

Prerequisite: ET101 strongly recommended, AC101 strongly recommended.

Note: MK201 must be completed with a grade of at least a "C-" before other MK courses may be taken; permission of instructor.

MK304 Advertising
The various media, their techniques, and how they are best utilized to complement a successful marketing program. General principles and broad viewpoints, rather than highly specific techniques, are developed.

Prerequisite: MK201

MK314 Consumer Behavior
This course focuses on the study of individuals, groups, organizations, and the processes they use to select, secure, use, and dispose of products.

Prerequisite: MK201

MK317 Physical Distribution
The development of services rendered by various distribution systems. Evolution of governmental regulation and economic aspects of distribution as related to other sectors of the economy.

Prerequisites: MK201 and MN201

MK333 Marketing Research
A study of basic research concepts and practices as applied to the analysis of marketing problems. Topics include problem formulation, collection of data, sampling, questionnaire construction, data analysis, interpretation and reporting.

Prerequisites: MK201 and MT260

MK350 Electronic Commerce
This course 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, online monetary transactions, security, marketing, cyber law, and taxation are presented. This knowledge base will help potential leaders make sound decisions in an electronic world.

MK365 International Marketing
The structure of foreign as well as home-based marketing and the financial features of international marketing.

Prerequisite: MK201, MN201, ET102 or IB364

MK474 Marketing Management
This course is designed to provide an approach to marketing decision-making. Simulations through case studies are utilized to develop the student's decision-making skills.

Prerequisite: Senior Marketing Major or permission of instructor.

MANAGEMENT

MN201 Principles of Management
This course explores the process of coordinating all resources of an organization toward the realization of its goals.
Note: MN201 must be completed with a grade of at least "C-" before other MN courses may be taken.

MN307 Human Relations
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
The selection, training and management of personnel in private and public business. Emphasis is placed on the procuring, developing, maintaining, and utilizing an effective working team. A study and analysis of current practices and major problems of personnel administration.
Prerequisite: MN201

MN321 Organizational Behavior
Organizational behavior concepts and principles as applied to profit and non-profit type organizations are studied. Problems of meeting individual and group needs within organizations are investigated.
Prerequisite: MN201

MN348 Public Administration
Public administration and its pragmatic application in law, public service, the management of bureaucratic structures, and budget.
Prerequisite: MN201, ET 102 or IB364

MN360 Communication Skills for Management
All of the writing elements concerning management activity will be examined including memos, good news/bad news letters and resumes. Further, verbal applications will be a major part of the class as students will make a series of formal speeches. PowerPoint presentations are also a part of the course.

MN365 Production and Operations Management
The production process and problems encountered in the administration of a manufacturing organization. Quantitative and qualitative techniques are used to solve problems. Production facilities, product development, planning and scheduling and quality control. Similarity of problems and solutions in service-providing organizations.
Prerequisites: MN201 and MT260

MN370 Quality Business Management Systems
This course provides students with the integration of quality or business excellence with business and operational management, a systems approach to running the business. It will provide students with an understanding of how some of the major elements of a business system work and interrelate. It will provide the student with the knowledge of how to integrate a management approach, any relevant quality standards, continuous improvement methodologies, and information technology into a management system designed to achieve business excellence. It will also include an approach to evaluate the maturity of a business management approach, to identify gaps that inhibit the effectiveness of an organization, and develop an action plan for moving the organization to the next higher level of effectiveness.
Prerequisite: MN201

MN371 Small Business Management
Organizational structure, financing, accounting and budgeting, advertising, purchasing, risk management, and personnel administration.
Prerequisite: AC101

MN415 Labor and Management
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
The roles of government, business, and labor in a mixed economy are studied. Their relationship to public policy and legislative developments and regulation, anti-trust laws, control over price, and public utility regulations is explored.
Prerequisites: ET102 or IB364 and MN201

MATHEMATICS

MT151 Algebra and Trigonometry I
This course is the primary preparation for advanced mathematics courses. The precalculus or function approach is used throughout. Emphasis is placed on the understanding of mathematical concepts.
Prerequisites: 2 years of high school Algebra and 1 year of high school Geometry.

MT211 Discrete Mathematics
This course provides an introduction to the mathematics of computing. Concrete topics include number systems, sets, functions and relations, and Boolean Algebra and Graph Theory. An exposure to abstract thinking is gained through the study of logic and proofs.
Prerequisite: 2 years of high school Algebra. IC201 strongly recommended.

MT212 Discrete Structures
This course includes both concrete topics such as combinatorics and Boolean Algebra, as well as the abstract topic of graph theory. Students are required to do proofs using induction.
Prerequisite: MT211 Note: This course available only as a directed study.

MT260 Statistics
Collection, presentation, and interpretation of numerical data; frequency distributions, central tendency, dispersion, correlation, normal curve approximation, t-distribution and chi-square.
Prerequisite: IC201

MUSIC

MU212 Jazz History
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.
Note: See IC206 for another music option.

NURSING

NR300 Transition To Baccalaureate Nursing Practice
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. The course utilizes the theoretical frameworks of Novice to Expert and transitions to assist in clarification and explanation of career stages. 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, issues related to the practice environment.
Prerequisite: IC 105: College Writing I.

NR320 Evidence Based Practice In Nursing: Understanding Nursing Research
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..
Prerequisites: IC 105: College Writing I; MT 260: Statistics

NR330 Health Assessment And Clinical Decision Making
The assessment course explores strategies to assess the human health experience and the response to illness, and is intended to enhance the assessment skills of the practicing nurse. Focus is on developing strategies to gather appropriate data, understand the patient's response to illness, to identify adaptation responses, to develop a health diagnosis, to integrate the findings of the assessment into the framework of the plan of care, to develop an evidenced based approach to clinical decision making and intervention. Assessment data will be related to pathophysiological processes. Specific areas of concentration include pain assessment, nutrition assessment, changes across the life span, ethnic and cultural implications, and health promotion interventions.
Prerequisite: NR320 Evidence Based Practice in Nursing: Understanding Nurse Research

NR400 Health Policy And The Role Of The Professional Nurse
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. Experiences for students to participate in influencing health care policy are provided.

NR420 Health Promotion Across The Lifespan
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 2010, 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.
Prerequisite: NR320 Evidence Based Practice in Nursing: Understanding Nursing Research

NR440 Community Health Nursing: Theory And Practice (6 credits)
This course introduces the concept of the community as partner in health care promotion and protection. Course content provides an overview of a number of issues and societal concerns that impact community health nursing practice including public health concerns, community health practice models, epidemiology, health promotion and disease prevention, public health policy, vulnerable populations, social health and welfare, and the impact of environment on community wellness and illness. Accountability of the nurse to society is the theme that underscores all learning.
Prerequisite: NR 320 Evidence Based Practice in Nursing: Understanding Nursing Research

NR490 Leadership In Professional Nursing Practice, Seminar And Practicum (6 credits)
This course examines leadership concepts within the discipline of nursing, and provides a forum for the student to develop and enhance her/his own leadership skills. Topics include

the role of the nurse leader in creating the context for professional practice, characteristics and qualities of leaders, understanding human relationships and needs, creating spirited teams, mentoring and learning in the practice environment, facilitating excellence in practice, and performance accountability. The leadership practicum is individually planned to meet the specific leadership goals of the student, and is the capstone experience of the baccalaureate nursing journey. The goal of the practicum is to synthesize learning from humanities, the natural and behavioral sciences, and the nursing domain and make applications to leadership. The student spends time in a field experience working with a designated preceptor leader to achieve the pre-established leadership goals.

Prerequisites: NR 300 Transitions to Baccalaureate Nursing Practice, NR 320 Evidence Based Nursing Practice, NR 400 Health Policy and the Role of the Professional Nurse.

PHILOSOPHY

PA101 Introduction to Philosophy
Philosophy (the love of wisdom) is the systematic examination of essential questions. The course examines questions such as: "What is Philosophy?" "What is real (Metaphysics)?" "How do we know (Epistemology)?" "What ought we to do (Ethics)?" The questions are critically examined in the light of their formulation by influential thinkers and their relevance to contemporary issues.

PA105 Process of Logical Thinking
The principles of valid reasoning and thinking: the nature of logic, deductive and inductive reasoning, functions of language, formal and informal fallacies, definition and classification and practical applications.

PA214 Modern Philosophy I
This course covers the philosophical developments of the 17th and 18th centuries, a time when our modern ideas of science, individuality and democracy began to take shape. We will focus primarily on the epistemological question, "How do we know what we know?" but will also give attention to the moral question, "How ought we to act?" By the end of this course students will have a better understanding of the conceptual origins of the contemporary world.

Prerequisite: PA101 or permission of instructor

PA216 Modern Philosophy II
This course covers recent and contemporary philosophical movements as well as their roots in nineteenth century thought. Readings and discussions will center on the existentialism of Sartre and Heidegger, the pragmatism of William James and John Dewey, the linguistic philosophy of Ayer and Wittgenstein, and on such recent developments as phenomenology, feminism and deconstructionism.

Prerequisite: PA101 or permission of instructor

PA250 World Religions
This course is an introduction to the major religions of the world. Religions study will include: Confusianism, Hinduism, Buddism, Christianity, Islam, and Judaism as well as Zoroastrianism, Sikhism, Jaianism and Taoism. Similarities and differences will be investigated as will the roll of religion in history and its influence on the contemporary world.

PA252 Western Religious Thought
A survey of the developments of Western religion from the Post-Biblical Hellenistic Era to the Reformation of the sixteenth century. The course starts with the literature dealing with the historically interpreted Jesus leading to the creedal debates and into the thought and influence of Augustine. This is followed by an analysis of the theological impact of Medieval Scholasticism which concludes with a consideration of thought of Luther and Calvin.

PA260 Mythology
The examination of myths and mythology as a philosophical and literary expression as well as an essential feature of significant religious and theological developments. This course examines, by primary and secondary sources, classical myths as they originate in Mesopotamian, Egyptian, Hebraic, Greek and Roman traditions.

POLITICAL SCIENCE

PO110 Political Violence
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 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?

PO201 U.S. Government
An examination of 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.

PO205 Contemporary World Affairs
This course 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.

PO206 Comparative Politics
Major current governmental systems, with emphasis on ideology, structure, and political behavior are studied. Comparison and analysis of the influence of the political arrangements of one major state on those of its neighbors. Proposed and tested solutions for universal problems of government. Brief reference to governments that have borrowed important elements from European systems.

PO312 American Political Thought
This course explores the development of political ideas in the United States over the course of some four hundred years, from the seventeenth to the late twentieth centuries. The knowledge of the ideas of the statesmen who were the architects of the American system of government is essential if we are to achieve an understanding of present institutions and practices. However, we will also study the writings of others who engage the system as scholars and/or political actors.

PO351 American Presidency
This course explores the basic historical and institutional development of the presidency, from Founding Fathers to contemporary American Politics. Broader issues include the nature of leadership, powers and the democratic process.
Prerequisite: Any PO200 or PO300-level course or permission of instructor.

PO352 Constitutional Law I
An examination of the invention and development of American Constitutional principles, specifically focusing on the separation of powers, federalism and the democratic process. While the course will be concerned with what the "law" is (and how it got to be such), it will also focus on the Court as a political institution that influences public policies and the rules by which those policies are determined.
Prerequisite: any PO200 or PO300 level class, or permission of instructor.

PSYCHOLOGY

PS101 Introduction to Psychology
Principles of psychology, individual differences and group processes, sensation, learning, thinking, motivation, and intelligence are explored.

PS155 Psychology of Gender
An introduction to and examination of the similarities and differences in males and females in the areas of personality, social behavior, intelligence and cognition. The course focuses on biological, environmental and cultural causal mechanisms of the developmental realities and stereotypes.

PS211 Psychology of Aging
A comprehensive analysis of the physical, social and psychological changes associated with aging. Topics will include diseases and disorders of aging, health care systems and changes in intellectual, cognitive and sensory functioning.
Prerequisite: PS101

PS215 Health Psychology
The object of this course is to examine the biosocial and psychological factors, that influence behavioral health. Particular emphasis will be placed on primary prevention, stress reduction, and the management and treatment of patients with health related illnesses.
Prerequisite: PS101

PS220 Group Dynamics
The main 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.
Prerequisite: PS101

PS230 Child and Adolescent Development
This course explores the psychological aspects of human growth and development from conception through adolescence, with emphasis on intellectual, emotional and personality development.
Prerequisite: PS101

PS231 Adult Development and Aging
A continuation of PS230, this course examines developmental change in the adult years, from early adulthood through old age.
Prerequisite: PS230

PS260 Statistics for the Behavioral Sciences
Quantitative analysis of behavioral measures including descriptive, correlational and inferential methods. Statistical techniques and their meaning with applications in Anthropology, Sociology, and Psychology.
Prerequisite: AN101 or PS101 or SO101

PS300 Theories of Domestic Violence
This course will explore the history and social policy of Domestic Violence. Students will take a comprehensive look at the causes and effects of domestic assault and its relationship to criminal justice policy. Students will explore the psychology of the one who assaults and the dynamics of the victim/abuser relationship that helps explain why the victim stays.
Prerequisite: 9 credit hours of PS, SO, AN or CJ

PS322 Social Psychology
This course examines the individual in social situations. Perception of others, relationships, attitude change, aggression, helping, group dynamics, health, and workplace problems.
Prerequisite: 9 credit hours of PS, SO or AN

PS323 Seminar on Addiction
The types and causes of addiction are explored. Participants view treatment modalities first-hand.
Prerequisites: 9 credit hours of PS

PS330 Child Abuse and Neglect
Various types of child maltreatment are described and explained. The psychodynamics of both the perpetrator and victim are explored with special emphasis on intellectual, social and emotional outcomes for the child. Case management strategies for prevention are discussed.
Prerequisites: 9 credit hours of PS or SO

PS340 Techniques of Counseling I
Acquaints students with psychoanalytic, behavioristic, and humanistic methods of counseling.
Prerequisite: 9 credit hours of PS or SO

PS441 Abnormal Psychology
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.
Prerequisite: 12 credit hours in PS

SCIENCES

BI103 Biology I
The human species, the basic mechanisms of life, and the delicate balance in the biosphere. Biology I focuses on a study of life processes from the molecular to the organ-system level of structure.

BI104 Biology II
The evolutionary process, the diversity of living things, ecological relationships, and the impact of the human species on the biosphere.

GL103, GL104 General Geology I and II
Cultural courses providing insight into the composition, structure and origin of the earth as revealed by rocks, minerals, landforms and the fossil history of its inhabitants.

SOCIOLOGY

SO101 Introduction to Sociology
Students will study human society, its growth, institutions, activities, problems, sociological theorists, concepts, and methods.

SO103 Introduction to Social Work
Theory and practice of casework, group work, community organizing, grant writing, and human service management.

SO203 Community Organization
An examination of competing approaches to community organization and the development of models for analyzing community organizations.
Prerequisite: SO101

SO205 Race and Ethnic Relations
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

SO/PA209 Ethics
Provides a critical study of the standards for evaluating right and wrong by applying traditional ethical theories to contemporary ethical problems. Among the theories to be considered are Kantianism, Utilitarianism and Feminist ethics. Among the topics to be considered are lying, the right to punish and racism.

SO210 Deviance and Social Control
This course focuses on the ways society defines institutional and non-institutional deviance and the deviant. Included is an investigation into why socially prohibited behavior occurs and why/what society does to control or prevent it. Various sociological theories (e.g., structural functionalism, culture conflict, cultural transmission, anomic, radical-conflict, control, interactionism) are studied. Also examined are the qualitative and quantitative approaches used to study deviance.
Prerequisite: SO101

SO218 Quantitative Research Methods
This course is an introduction to the social science research procedures that collect data that 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 research findings. Note: Extensive statistical analysis and writing course.
Prerequisite: AN101 or SO101 Statistics recommended

SO219 Qualitative Research Methods
This course is an introduction to the theoretical foundations and techniques of the qualitative research tradition in the social sciences. It is designed to give students a general background in procedures that include participant observation, life history analysis, intensive interviewing, and document analysis as well as to develop fieldwork skills in observation, interviewing, note taking, and audio and visual recording. Note: Extensive writing course.
Prerequisite: AN101 or SO101

SO220 The Family
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.
Prerequisite: SO101

SO320 U.S. Social Policy
This course examines national policies and programs that 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 PO, HS or SO course, or permission of instructor

SO350 Law and Society
Major topics covered in the course include: classical social scientific theories of the law, analysis of the major social functions of law, analysis of the dynamics of legal reform and analysis of the legal profession.
Prerequisite: SO101

SO410 Criminology
This course is 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: SO210 and either SO218 or SO219

SO421 Poverty and Wealth
An examination of the ways groups, or categories of persons, have different access to economic resources, status, and power in society, and the consequences.
Prerequisite: SO101

SO460 Corrections
An application of sociological theory and research of prisons and community-based correctional programs. Attention is given to both classical and contemporary analysis of such issues as management, prison violence, subcultures and penal policy.
Prerequisites: SO 101, SO210 and SO218 or SO219

THEATRE

TH180 Public Speaking
This course is designed to build confidence in oral skills by applying 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 such technology as Power Point presentations are discussed in conjunction with methods of oral delivery.

TH272 Theatre History Survey
The theatre as an institution is studied. The methods, conventions, and physical conditions of the stage as a dramatic medium from earliest times to the present. The characteristic types of theatre building, theatre organization and management, stage and scenic production, and acting in each period.

TH343 Modern American Drama
To trace the development of American drama from O'Neill's initial activities with the Provincetown Players through the Depression-era agit-prop theatre, plays representative of the '40s and '50s, American involvement during the '60s and '70s in the Absurdist tradition to present trends.
Prerequisite: IC105

PARALEGAL PROGRAM

PL101 Introduction to Paralegal Studies
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 Analysis, Research and Writing
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
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
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
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
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 Corporate and Business Law
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
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
This course covers the processes and theories of criminal prosecution and defense from arrest through trial. Verdict and post-trial procedures are scrutinized.

CIT101Microcomputer Applications
The fundamentals of hardware, software, and application skills; word processing, spreadsheet, database management, communication, including Internet and World Wide Web, technological trends, and related issues.

GRADUATE STUDIES

Welcome to Graduate Studies

On behalf of the graduate faculty, I would like to welcome you to Franklin Pierce University. Graduate Studies extends the undergraduate mission of the University and focuses on the theme of the Individual and the Community within the context of an action based curriculum philosophy. By enthusiastically engaging in a rigorous course of study, you will achieve the knowledge and skills to succeed in your career. At the same time you will be guided through experiences which will foster the development and enhancement of your leadership qualities and practices. You will emerge from this educational experience ready to assume new professional, personal and community roles. The faculty, staff and administrators of our graduate programs look forward to the opportunity to work with you to help you to achieve your goals.

Jane Walter Venzke, *Dean of the College of Graduate and Professional Studies*

Programs of Study

Master's Degrees

Master of Business Administration (MBA)
Master of Education (MEd)
Master of Science in Information Technology Management (MS)
Master of Science in Sports Facilities Management (MS)

Graduate Certificates

Emerging Network Technology
Health Practice Management
Human Resource Management

Doctoral Degrees

Doctor of Arts in Transformational Leadership (DA)
Doctor of Physical Therapy (DPT)

Graduate Studies Mission and Philosophy

Graduate Studies

Franklin Pierce University is fully accredited by NEASC to offer both Graduate and Undergraduate degrees. The New Hampshire Postsecondary Commission has approved the following Graduate programs:

Master of Business Administration (1995)
Master of Science in Information Technology Management (2001)
Master of Education (2005)
Master of Science in Sports Facilities Management (2007)
Doctor of Physical Therapy (2005)
Doctor of Arts (2006)

The Doctor of Physical Therapy degree is also nationally accredited by the Commission on Accreditation for Physical Therapy Education (CAPTE).

Graduate Studies offers both flexibility and convenience for upwardly mobile men and

women. Our graduate programs provide students with opportunities to pursue an advanced degree on either a part-time or a full-time basis at our Concord, Keene, Lebanon, Manchester, Online and Portsmouth sites.

We have expanded the flexibility of our programs by offering both hybrid and fully online degree programs.

The Graduate Studies Philosophy

The philosophy of Graduate Studies states that its members believe in the:

- value of intellect, stewardship, loyalty, commitment and service to others;
- inherent worth of the individual;
- value of diversity and cultural competency;
- concept that integration of mind, body and spirit is important to the development of the individual and the educational process;
- preparation of leaders of conscience;
- inclusion of multiple perspectives in professional education which is broad in scope and integrates core aspects of undergraduate learning;
- concept that continuous learning is critical for a healthy society;
- graduates of our programs who contribute to society in many ways

Graduate Studies Mission

The mission of Graduate Studies is to graduate leaders of conscience within its professional disciplines who display high level skills in critical thinking, professional skills and community involvement and who are prepared to assume roles of responsibility within organizations and the community. Through the integration of theory and practice, graduates bring a state-of-the art knowledge base to their professional lives along with skills in continuous learning which keep them in the forefront of their professional discipline. Within the context of work, family and community, graduates promote character development and embody the character of a well-educated person.

Curriculum Philosophy

The philosophy underlying all graduate degree programs is one of action based learning. This concept is built on the principle that the motivation and desired outcome of learning is a need to solve problems in the real world. The educational research literature demonstrates that learning is retained when it is most meaningful and that the most meaningful learning is that which is applied to real problems or situations as close to the learning experience as possible. The focus of our curricula is to replace passive learning with meaningful and active learning experiences. These experiences may come from real problems brought from the profession or work place to the classroom, mentoring experiences, worksite observations, networking, using current literature for analysis of concepts related to a course, etc. The student actively applies concepts as a way of learning and reinforcing learning. The classroom (virtual or in class) is a place where learners are engaged, guided and facilitated to explore, confirm, and evaluate concepts in the context of professional roles in professional environments.

MASTER OF BUSINESS ADMINISTRATION

Franklin Pierce University MBA 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.

MBA Mission

The Master of Business Administration degree provides students with the leadership skills essential for today's managers and crucial for advancement to higher levels of responsibility. The program focuses on specific content areas as well as the skills, principles, and habits that are the chief components of effective leadership. Exploration of the leadership theme is central to each content area. The leadership theme and action based curriculum carry on the institution's traditions and vision as represented by the undergraduate Individual and Community Integrated Curriculum that seeks to prepare graduates to function well as citizens.

MBA Goals

To prepare students for managerial excellence in a variety of settings, the Franklin Pierce University MBA is committed to the following goals:

1. Understand the linkages between character development, intellect and citizen leadership in an increasingly complex world.
2. Develop and use processes of collaboration, inquiry and critical analysis as students encounter management issues and alternative perspectives in management theory and its application.
3. Engage in the inquiry and interpretation of organizational culture in the public and private sectors. Students will advocate for positive change within their organizations and communities.
4. Through a process borne of self-development, our students will recognize their natural responsibility for others and the transformative nature of leadership.

MBA Objectives

Graduates of the Franklin Pierce University MBA program will develop the abilities to:

1. Understand classic leadership theory, and analyze diverse organizational cultures from different frames of reference.
2. Articulate their concept of leadership and management to advocate for and effect meaningful change, and demonstrate their skills as leaders.
3. Apply knowledge, values, disposition and critical thinking skills to business environments.
4. Identify, gather, organize, interpret and synthesize information, making use of an expert body of knowledge to become competent problem solvers and decision makers.
5. Communicate persuasively and coherently using oral, written and electronic methods.
6. Recognize ethical dilemmas in the business environment.

7. Use valid and reliable quantitative and qualitative methods of inquiry and decision making.
8. Understand, analyze and employ data and results of financial statements and reports.
9. Appreciate cultural relativism as it relates to global perspectives.
10. Understand the relationships of government, business and economic systems within society.
11. Exercise informed social responsibility within organizational and community frameworks.

Graduate Certificates

Health Practice Management

GM510	Seminar in Leadership
GM520	Legal and Ethical Issues
GM592	Health Policy
GM594	Health Care Payment Systems
GM596	Quality Improvement Models in Health Care

Human Resource Management

GM510	Seminar in Leadership
GM563	Human Resource Management
GM565	Compensation & Benefits
GM570	Training & Development
GM620	Conflict Management

Foundational Competencies

Students who do not receive advanced standing based on undergraduate course work, but who have substantially mastered the foundation 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 third course in the program.

Financial Accounting (competencies for MBA and both MS degrees)

This foundational competency emphasizes the interpretation, analysis, and use of key financial issues, which include the balance sheet, the income statement, statement of cash flows, cash budgeting and financial forecasting. This competency is required for GM541 Managerial Accounting and GM561 Financial Management.

Economics (competencies for both MBA and Master of Science in Information Technology)

This foundational competency provides an introduction to economic theories and economic systems. It places emphasis on supply and demand, economic cycles, money and banking, and the role the government plays through the Federal Reserve System. Topics covered include measurement of national output; consumption and investment; output determination; aggregate supply and demand; business cycles; money and banking; inflation and unemployment; the effects of money on output and prices; fiscal policy; deficits; and government debt. This competency is required for GM543 Economics for Managers.

Statistics (competencies for both MBA and Master of Science in Sports Facilities Management)

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 distribu-

tion functions; multiple and bivariate regression; decision theory; population parameters; and statistical inference. This competency is required for GM542 Quantitative and Research Techniques for Leaders.

Computer Competency

This foundational competency includes and overview of word-processing, spreadsheets, the Internet, and e-mail. This competency is required before enrolling in the MBA, MS ITM andMS SFM. Demonstration of competence in these areas is intended to assure the student's success in the program. MBA, MS ITM andMS SFM courses build on a basic level of competence which may come from academic courses, work experiences or other forms of formal and informal learning. Students are guided by their faculty advisor through the process of documenting competency.

MBA in LEADERSHIP

The MBA in Leadership program of study consists of 13 graduate courses. Each course carries with it three (3) graduate credit hours, with the exception of GM691 Strategic Management, which carries four (4) graduate credit hours.

Course Sequence

Students normally begin their studies with GM510, Seminar in Leadership. Students are encouraged to take courses generally following the numbering hierarchy. GM691 is the capstone course in the MBA program and is intended to be the final course in the sequence. No student will be allowed to register for the capstone course unless all 500 level courses have been completed. No transfer of GM510, Seminar in Leadership, or GM691, Strategic Management Seminar, is allowed.

MBA in Leadership Requirements

GM510	Seminar In Leadership	3
GM520	Legal and Ethical Issues in Organizations	3
GM525	Management Information Systems+	3
GM535	Managerial Communications*	3
GM540	Organizational Behavior*	3
GM541	Managerial Accounting	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
GI610	eCommerce+	3
GM640	International Management	3
GM691	Strategic Management Seminar**	4

**Students choose two of the three courses*
+students choose one of these two courses
***The Strategic Management Seminar is normally the last course taken to fulfill degree requirements.*
Note: All MBA course descriptions can be found after the description of the MS ITM degree program.

HUMAN RESOURCE MANAGEMENT TRACK

The MBA 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 includes the management of staffing, training, compensation, organiza-

tional behavior, diversity and conflict management. Leaders who possess skills in these areas are extremely important to an organization.

This degree consists of 13 courses and awards 40 credits. Course work focuses on both the knowledge and skills to be a successful manager while building an understanding of organizational behavior.

Objectives and Outcomes:

Upon successful completion of this program, graduates in Human Resource Management will achieve these additional MBA outcomes:

- The ability to assess human resource needs within an organization and develop effective organizational strategies for recruitment, retention and appropriate work productivity standards with an understanding of laws related to human resources.
- The leadership skills to effectively manage within the human resource environment.
- The financial foundation to engage in short and long range planning.
- The communication skills to effectively manage within the organization across all disciplines within the institutional structure.

HR Management Track requirements

GM 510	Seminar In Leadership	3
GM 520	Legal and Ethical Issues in Organizations	3
GM 535	Managerial Communications*	3
GM 540	Organizational Behavior	3
GM 542	Quantitative and Research Techniques for Leaders	3
GM 543	Economics for Managers	3
GM 561	Financial Management	3
GM 563	Human Resource Management	3
GM 564	Operations Management for Leaders	3
GM 565	Compensation and Benefits	3
GM 570	Training and Development for Adults	3
GM 620	Conflict Management	3
GM 640	International Management*	3
GM 691	Strategic Management Seminar**	4

** Students choose one of the two courses*

***The Strategic Management Seminar is normally the last course taken to fulfill degree requirements.*

HEALTH PRACTICE MANAGEMENT TRACK

Our MBA Health Practice Management track is designed specifically for professionals who want to succeed as leaders and managers in health care organizations. The program focuses on increasing the knowledge of the principles of management and delivery of health care services within small community agencies or multi-faceted health care organizations with an emphasis on health care financing.

This degree consists of 13 courses and awards 40 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. Topics include ethics, research, statistics, finance, organizational behavior as well as community development and relations with an emphasis on the financial aspects of managing a health practice.

Objectives and Outcomes:

Upon successful completion of this program, graduates in Health Practice Management will achieve these additional MBA outcomes:

- Broad and extensive knowledge of small community-based health care systems and complex health care facilities within a regional or national context.

- Quantitative and inquiry skills necessary to analyze the practices' needs and the community needs and then develop and implement appropriate strategies to meet and manage those needs.
- Oral, written and information technology skills required for effective communication with colleagues, health care providers, key community leaders, organizations, and consumers.
- Leadership skills as well as applied knowledge needed to successfully participate as a member of a health care team and as a mid-level manager.

Health Practice Management Track requirements

GM 510	Seminar In Leadership	3
GM 520	Legal and Ethical Issues in Organizations	3
GM 525	Management Information Systems	3
GM 541	Managerial Accounting	3
GM 542	Quantitative and Research Techniques for Leaders	3
GM 543	Economics for Managers	3
GM 561	Financial Management	3
GM 562	Marketing Management	3
GM 564	Operations Management for Leaders	3
GM 592	Health Policy	3
GM 594	Health Care Payment Systems	4
GM 596	Quality Improvement Models in Health Care	3
GM 691	Strategic Management Seminar**	4

***The Strategic Management Seminar is normally the last course taken to fulfill degree requirements.*

MS IN INFORMATION TECHNOLOGY MANAGEMENT

The primary goal of the Franklin Pierce University Master of Science in Information Technology Management program is the development of middle to upper level technology managers. This program has a dual focus: one on the development of the manager as a leader in the organization, and the second on the development of the technological theory and practice necessary to lead and manage an Information Systems department or company.

The Master of Science in Information Technology Management degree program requires students to develop a Leadership Portfolio as utilized in the MBA program. The portfolio enables students to articulate the leadership strategies and connect these strategies to the technological half of the program. 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, as currently practiced in the MBA program, allowing students to track their progress and reflect on their learning; continuously linking the learning to their strategic plan.

The capstone course, Systems Analysis and Design, fulfills the dual focus of the program: leadership and technology. Students complete the portfolio for assessment as partial fulfillment of the course objectives. This allows students to deliberately revisit the two themes, leadership and technology, and to bring those two major themes together into a coherent statement of design and analysis. The objective is to develop managers and leaders who can plan, lead, organize and establish control systems in the high technology environment, fulfilling the goal of becoming leaders in Information Technology. This program has been designed with industry input to meet those needs and to remain current with the changing needs of technology.

MS ITM Mission Statement

The Master of Science in Information Technology Management (MS ITM) program at Franklin Pierce University provides students with the management fundamentals that are essential for today's managers of Information Technology. This program focuses on the development of the skills, principles, and habits that are the chief components of effective management in Information Technology. Our technology management theme carries on the institution's traditions and vision as represented by the undergraduate Computer Information Technology curricula which seeks to prepare graduates to function as leaders in the information technology arena.

MS ITM Goals

It is important to recognize that the Master of Science in Information Technology Management degree program builds on Franklin Pierce University's MBA in Leadership's theme by expanding and broadening our delivery to support an increasing need for leadership competencies in the emerging information technology market. The overarching goal is to prepare students for managerial excellence in technology management. The Master of Science in Information Technology Management Program has identified the following goals:

1. Understand the linkages between character development, intellect, citizen leadership and technology in an increasingly complex world.
2. Develop an understanding of the linkages between the technology, human dynamics, and institutional practices in the management of information services.
3. Engage in the inquiry and interpretation of organizational culture in information services. Our graduates will advocate for positive change within their organizations.
4. Develop and use processes of collaboration, inquiry, and critical analysis as they encounter leadership and management issues in information systems.
5. Establish a firm foundation in both theory and practice of information systems analysis, design, and management.

MS ITM Objectives

Graduates of the Franklin Pierce University Master of Science in Information Technology Management degree program will be able to:

1. Articulate their concept of leadership to advocate for and effect meaningful change, and to demonstrate their skills as leaders.
2. Apply knowledge, values, disposition and critical thinking skills to business environments.
3. Identify, gather, organize, interpret and synthesize information, making use of an expert body of knowledge to become competent problem solvers and decisionmakers.
4. Design, create, and manage a database incorporating the latest technology and software.
5. Create and implement innovative solutions to business problems utilizing theories and concepts from the program.
6. Understand the business impact of emerging network technologies.
7. Analyze the advantages and requirements, including security issues, of a networked environment.
8. Demonstrate competencies in client-server and distributed computing systems.
9. Develop and implement online business models.
10. Recognize the legal, ethical, social, and global concerns related to eBusiness and eCommerce.
11. Evaluate information systems features utilizing a theoretical framework.

12. Determine development times, costs, and benefits of proposed modifications and changes.

Graduate Certificate

Emerging Network Technologies Certificate

GM510	Seminar in Leadership
GM551	Data Communications and Network Technologies
GI570	Operating Systems for Information Managers
GI571	Emerging Network Technologies
GI605	Distributed Computing

MS ITM Program of Study

The Master of Science in Information Technology Management program of study consists of 13 graduate courses. The curriculum utilizes six current MBA courses and nine Information Technology courses (including electives), building on the strength of both programs. Each course carries with it three (3) graduate credit hours.

Course Sequence and Advanced Standing

Students begin their studies with GM510 Seminar in Leadership. Students whose background includes undergraduate coursework in Accounting or Economics may waive one or both foundation competency requirements (see description of these competencies in the MBA program).

Students who do not demonstrate competence based on undergraduate coursework, but who have substantially mastered the foundation coursework by other means, such as life experience, may take a self-administered exam in that area designed by the faculty.

Students must successfully demonstrate competence before registering for the corresponding requisite course.

The courses have been divided into 3 tiers. Students are strongly encouraged to complete one tier before advancing to the next tier.

GI 651 Systems Analysis and Design, is the capstone course in the MS ITM program and is intended to be the final course in the sequence. This course integrates the dual themes of Leadership and Technology, and reinforces the thematic integrity of the program. No student will be allowed to register for the capstone course until all 500 level courses have been completed. No transfer of GM 510 Seminar in Leadership, or GI 651 Systems Analysis and Design, is allowed.

Note: Students must complete a University level programming course in an object oriented programming language. CIT244: Fundamentals of Computing I is a University level programming course covering the C language. Accepted languages are: C, C++, C#, and Java. If you are not knowledgeable of any of the above languages, you must consult with your MS ITM advisor before enrolling in a GI course.

MS ITM Requirements:

Tier 1:

GM 510	Seminar in Leadership	3
GM 520	Legal and Ethical Issues in Organizations	3
GM 525	Management Information Systems	3
GI 550	Database Technologies	3
GI 551	Data Communications and Network Technology	3
GI 570	Operating Systems for Information Managers	3

Tier 2:

GM 535	Managerial Communications*	3
GM 540	Organizational Behavior*	3
GM 543	Economics for Managers	3
GM 561	Financial Management	3
GM 563	Human Resource Management*	3
GI 571	Emerging Network Technologies	3
GI 580	Data Security Management**	3

Tier 3:

GI 605	Distributed Computing	3
GI 610	eCommerce**	3
GI 615	Decision Support Systems**	3
GI 651	Systems Analysis and Design	3

**Students choose one of the three courses.*
***Students choose one of the three courses.*

MBA-MS ITM Degree Option

If a student has completed the MBA at Franklin Pierce and would like to pursue the MS ITM degree, the student must complete nine (9) new courses in MS ITM to complete the MS ITM degree. Students must apply for the second degree and be accepted to this option by the Associate Dean of Graduate Studies before taking courses toward the second degree.

COURSE DESCRIPTIONS

GI550 Database Technologies
This course provides the fundamental concepts necessary to understand, develop, analyze, evaluate, and manage computerized database applications. Students become acquainted with the terminology associated with discrete field data collection, conversion, integration, and report presentation utilizing current generation database development programming. Students will research the adaptability, scalability, and practical utilization of databases.
Prerequisite: CIT244 or equivalent

GI551 Data Communications and Network Technologies
This course is intended to provide an understanding of basic network technologies, applications, and management issues. The course will explore how networks operate, the business advantages of a network environment, as well as LAN and WAN network design, planning, and implementation. Topics include network topologies, protocols, hardware, software, and security. Activities include creation of vendor specifications and evaluations of proposals.
Prerequisite: CIT244 or equivalent

GI570 Operating Systems for Information Managers
This course introduces the history of operating systems and how they interface to the end user. Operating systems are examined to understand the internal operation, structure, design, and I/O management. The use of device drivers, memory management, processing hierarchy and file system structures are also explored. Current operating systems are examined and how they communicate with each other.
Prerequisite: CIT244 or equivalent

GI571 Emerging Network Technologies
In this course students identify and research emerging technologies and the impact and application of such technologies to current and projected business environments. The course reviews the currently available technologies and explores the technical and business implications of implementation of emerging technologies such as wireless networking on that environment. Activities include identification of the business advantages of an emerging technology, creation of vendor specifications and RFPs, development of evaluation criteria, implementation and integration of the emerging technology into the business and technical environment. **Note: This course may not be transferred into the program.**
Prerequisite: GI551

GI580 Data Security Management
This course provides the fundamental concepts necessary to understand the threats to data security and how to manage those threats. The student analyzes computers, networks, hardware and software as tools to give users access to data, and as potential targets for attacks. Security threats and the steps to protect data, networks and hardware are explored. Students learn how to implement security solutions based on cost/benefit analysis. Topics for this course include security policies and training, email and anti-virus, data encryption, Internet security, VPNs, firewalls, physical security, and data defense in depth.
Prerequisite: GI551

GI605 Distributed Computing
This course provides fundamental knowledge and definitions of Client/Server computing. Relationship of client/server, distributed and enterprise computing are explored. Topics included in this course include underlying architectures, legacy data versus reengineering, networks, client tools, data warehousing, data integrity, LAN and WAN basics, client/server platforms and operating systems.
Prerequisites: GI551 and GI570

GI610 eCommerce
The course is a comprehensive overview of the principles and concepts needed to build and manage an e-business. Some of the topics explored are: the reasons and criteria to help decide whether to go online with a business; what the most appropriate model might be; emergence of the wireless web; related hardware, software, and communications technologies; strategies and techniques to best market the product; social, ethical, and legal issues; payment methods; and security issues. Real–world case studies would be discussed. Accessing and researching Web resources are among the requirements. Finally, for its project, the course seeks to simulate how to develop and maintain a Web-based business.
Prerequisite: GM543 or GI561

GI615 Decision Support Systems
This course will provide fundamental knowledge and definitions of the field of Artificial Intelligence and Expert Systems. The course will use the intelligent agent as a means of exploring the field of AI. Topics covered will include methods of problem solving knowledge and reasoning, logical acting, uncertainty, learning, and perception. An overview of the use and implementation of expert systems will also be covered.
Prerequisite: GI570

GI651 Systems Analysis and Design
This course is a detailed coverage of systems analysis and design as pertaining to a business organization. It seeks to highlight the emerging organizational, technical, and human skills needed by today's professionals in the information systems field. Students will learn the traditional and the object oriented approach. After a study of the foundations for systems

development, attention is turned to identifying and selecting systems development projects. Techniques and methods employed during each of the phases of the systems life cycle are discussed. Topics include: sampling and investigating data, data flow diagrams, data dictionaries, logic modeling, rapid application development, and issues of designing interfaces, databases, forms, and reports, ethics, and security. This capstone course also provides the framework for completion and evaluation of the leadership portfolio.

Prerequisites: All GM and GI500-level courses

Students may not transfer a course in substitution for Systems Analysis and Design.

GM510 Seminar in Leadership

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 and Ethical Issues in Organizations

This course examines legal and ethical dimensions of decision making and impact on corporate and public policy. Emphasis is placed on exerting effective leadership as related to ethical behavior. Contract and agency law, property, business organization and fair pricing are examined from a legal and ethical perspective in business.

GM525 Management Information Systems

This course provides the fundamental concepts necessary to understand, develop and manage information systems in organizations. Operational, managerial and strategic uses of information technology are examined. Topics include the role of information in organizations, decision-making, hardware, computer-based application software, managing data, telecommunications, networking and the Internet, ethical issues and the control of information technology.

GM535 Managerial Communications

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

This course focuses on organizational analysis through the "four-frame approach": structure, people, power/politics, and perception. It 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

Managerial Accounting takes the student beyond the preparation of financial statements and cost accumulation to the analysis of accounting information and the decision making policies and procedures that are enhanced by the systematic collection and reporting of financial data. Topics include cost analysis for decision-making and performance evaluation, management control systems, income measurement, assets and liabilities, statements of change in financial position, and capital budgeting.

Prerequisite: Competency in Accounting

GM542 Quantitative and Research Techniques for Leaders

This course examines the role of quantitative and 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. An emphasis is placed on the development of models and the role of managerial judgement in assessing the appropriateness

of these applications as a basis for leadership decisions. Topics include research methods, regression, decision theory, forecasting, linear programming, queuing theory, simulation and other management science models.

Prerequisite: Competency in Statistics

GM543 Economics for Managers

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

GM561 Financial Management

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

This course provides a managerial approach to identification and analysis of marketing problems through strategy development. Processes for searching for and identifying prospective opportunities are assessed, as well as a review of the marketing mix elements relating to planning, development and implementation of a marketing plan. Topics include market segmentation, buyer behavior, product policy and strategy, pricing, promotion and sales force management, distribution channel policy, competitive behavior, market research, and marketing ethics.

GM563 Human Resource Management

Increasing global competition, changing demographics, shifting roles for government and business, and renewed attention to people in achieving organizational goals have increased the importance of managing the employees of an organization. This course describes the real world objectives, actions and practices involved in human resource management. This course stresses 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

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. Topics include productivity, inventory management, quality control, continuous improvement, Just-In-Time manufacturing, scheduling, MRP, project management and others.

Prerequisite: GM542

GM565 Compensation and Benefits

This course examines the compensation and benefits accepted practices within U.S. and global organizational structures and the ways they impact the management functions of the organization as a whole. Topics include compensation planning and analysis, salary structure modeling, pay delivery administration, benefits, legal compliance and HRIS systems.

GM570 Training and Development

This course focuses on methods for using training and development within organizations to create more productive organizations. This course covers needs assessments and the design and implementation of training programs to address those needs. Analysis and application of adult learning theories will be explored. Through a variety of appropriate methods, techniques, and strategies effective in adult learning situations the course will investigate the special char-

acteristics of the adult learner. Demonstration of methods and techniques, use of visual aids and teaching devices and development of presentation skills will be covered in the course.

GM592 Health Policy
This course provides an in-depth analysis of health policy issues and the policies and laws affecting those issues. The course explores the political and social environment in which policy decisions are made, and the consequences of such decisions. During the course, students will explore specific health issues in local communities to determine the effect of local and governmental policies on those problems.

GM594 Health Care Payment Systems (4 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 Improvement Models in Health Care
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 cases and research in the area as a point of discussion.

GM620 Conflict Management
This course is designed to teach the concepts and skills necessary in order to most effectively manage conflict, both positive and negative, within oneself, between two people, within small groups, within organizations and between organizations. It is designed for managers and executives who need to understand, manage, and create opportunity from conflict. Students will learn about and use cooperative communication techniques, and team conflict and organizational conflict reduction strategies. Students will learn how to reduce the level of unnecessary destructive conflict while dealing more effectively with conflict that can be harnessed to produce positive results.

GM640 International Management
International management takes the perspective of leadership of an international enterprise. It deals with the problems of managing across national boundaries, as well as managing 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 (4 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 throughout the course of study.

Prerequisites: Completion of all MBA coursework at the 500 level. Students may not transfer in a course substitution.

MASTER OF SCIENCE IN SPORTS FACILITIES MANAGEMENT

Program Mission

The Master of Science in Sports Facilities Management (MS SFM) degree provides students with the sports facilities 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.

Program Objectives

- Develop a broad and extensive knowledge of sports management facilities issues, systems and interrelationships.
- Investigate and develop methods to enhance sponsorship of sports activities to create a competitive advantage.
- Practice oral and written information skills required for effective communication within a sports organization and institutional structure.
- Apply knowledge, values, ethics and critical thinking skills to the sports environment.
- Access human resource needs within and outside sports organizations to develop effective strategies for recruitment, retention and organization development.
- Develop an effective understanding of business in a sports environment and to engage in short and long-term success.
- Develop and apply computer and media technology skills to integrate and market sports facilities programs.
- Develop leadership skills as well as applied knowledge needed to successfully participate as a member of a sports organization and as a mid/upper level manager.

Description

Students enrolling in the MS SFM will develop 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.

Credit Hour Requirements:

TheMS SFM is a 40 credit-hour degree program that includes an extensive internship and action research project. In addition, students may select electives to focus on one of two tracks emphasizing (1) managing sports merchandising, or (2) managing sport facilities operations.

Students will complete this degree in approximately 18 months by enrolling in two courses per term (four terms are offered per year). Courses will include the following:

Core Course Requirement (6 courses)	18 credits
Elective Courses (4 courses)	12 credits
Internship and Action Research Project	10 credits
Total Credits	**40**

Cluster Scheduling:

Core Course Requirement: All students in the MS SFM program will enroll as a cohort and will take their core courses together. In the middle of each term of the core course requirement

period (two classes per term/3 terms), the cohort will meet in Rindge for the weekend/Friday afternoon thru Sunday afternoon. In addition, the cohort will meet online to complete contact hour and degree work requirements.

Elective Course Requirement: All elective course requirements will be met through the 100% online delivery method

Program Advisory Board

Franklin Pierce University has an impressive external advisory board. This board is capable of providing students with significant networking opportunities leading to access to professional sports teams, professional raceways, multinational businesses, and the entertainment industry. All students will be placed in internships toward the conclusion of their program to provide the opportunity to fast forward into their relevant career path.

Curriculum

To attain theMS SFM degree, students will complete the following requirements:

Core Courses

GM510 Seminar in Leadership (3)
GM520 Legal and Ethical Issues In Organizations(3)
GM540 Organization Behavior (3)
GM542 Quantitative and Research Techniques (3)
GM561 Financial Management (3)
GM564 Operations Management (3)

Elective Courses

GI610 eCommerce (3)
GM562 Marketing Management (3)
SF502 Media Relations and Technology in the Sports Industry (3)
SF506 Change Management in Sports Organizations (3)
SF508 Facilities Management (3)
SF510 Convention Center Management and Development (3)
SF520 Special Topics in Sports Management (3)
SF582 Internship and Action Based Research Project (3)
SF584 Internship and Action Based Research Project (3)
SF602 Internship and Action Based Research Project (4)

Program Tracks

The **Managing Sports Merchandising** track is designed for sports professionals who want to succeed at the development, marketing, and solicitation of sports materials. Students will increase their knowledge of the principles, focus and process to deliver these resources to the market. The following are the elective courses that will compose this track:

GI610 eCommerce (3)
GM562 Marketing Management (3)
SF502 Media Relations and Technology in the Sports Industry (3)
SF520 Special Topics in Sports Management (3) (Track Capstone)

The **Managing Sport Facilities Operations** track provides the depth and background to allow for the effective and successful operation of sport facilities. This track provides the knowledge and skills to leverage existing facility resources to their maximum extent and to pursue profit-maximizing operations. The following are the elective courses that will compose this track:

SF502 Media Relations and Technology in the Sports Industry (3)
SF506 Change Management in Sports Organizations (3)
SF510 Convention Center Management and Development (3)
SF508 Facilities Management (3) (Track Capstone)

Internship and Action Based Research Project

Upon completion of the core course requirements for theMS SFM, students may begin their internship and action research project. 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 beginning the internship, each student will submit a provisional action based research project design for their advisors approval. This internship and project should be complementary and can last for three months, six months or a full year (this schedule will be chosen based on the sports site and student career requirements). The project and internship will include 120 hours of documented work from the site supervisor and the Franklin Pierce UniversityMS SFM program coordinator.

COURSE DESCRIPTIONS

GM510 Seminar in Leadership
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.

GM520 Legal and Ethical Issues
This course examines legal and ethical dimensions in decision-making. Emphasis is placed on exerting effective leadership as related to ethical behavior. Contract and agency law, property, organization and fair pricing are examined from a legal and ethical perspective.

GM540 Organizational Behavior
This course covers organizational analysis through 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.

GM542 Quantitative and Research Techniques
This course examines the role of quantitative and 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. An emphasis is placed on the development of models and the role of managerial judgment in assessing the appropriateness of these applications as a basis for leadership decisions. Topics include research methods, regression, decision theory, forecasting, queuing theory, simulation and other management science models.

GM561 Financial Management
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.

GM562 Marketing Management
This course provides a managerial approach to identification and analysis of marketing problems through strategy development. Processes for searching for and identifying prospective opportunities are assessed, as well as a review of the marketing mix elements relating to planning, development and implementation of a marketing plan. Topics include market segmentation, buyer behavior, product policy and strategy, pricing, promotion and sales force management, distribution channel policy, competitive behavior, market research, and marketing ethics.

GM564 Operations Management
This course provides an understanding and appreciation of the concepts and methods used in the daily control of production and inventory in organizations. It also addresses the efficient

and effective use of resources, systematic direction and control of operations strategy. Topics include productivity, inventory management, quality control, continuous improvement, scheduling, project management and others.

GI610 eCommerce
The course is a comprehensive overview of the principles and concepts needed to build and manage an e-business. Some of the topics explored are: the reasons and criteria to help decide whether to go online with a sports business; what the most appropriate model might be; emergence of the wireless web; related hardware, software, and communications technologies; strategies and techniques to best market the product; social, ethical, and legal issues; payment methods; and security issues. Real–world case studies would be discussed. Accessing and researching Web resources are among the requirements. Finally, for its project, the course seeks to simulate how to develop and maintain a Web-based business.

SF502 Media Relations and Technology in the Sports Industry
This course helps students develop the ability to communicate effectively in media relations. The course uses communication theories, media techniques and technology to present an effective communication strategy. Topics include communication strategy and analysis, presentation and studio skills, writing, and corporate communication.

SF506 Change Management in the Sports Organization
This course integrates leadership skills and knowledge from all functional business areas to develop, implement and evaluate organizational change programs.

SF508 Facilities Management
Examines key skills and issues regarding the leadership and management of sports facilities. In addition to bringing in skills like Program Evaluation Review Technique and other quantitative programs, this course will examine the specific needs of quality sports facilities to permit high-level competition and profit maximizing operations. This course will be the capstone for the Managing Sport Facilities Operations Track.

SF510 Convention Center Management and Development
This course will integrate many of the key components of leadership and administration to model the effective management of a convention center. This will include the planning, administration, reporting and evaluation of financial and strategic performance. The key is the pragmatic integration of management to plan, organize and control its strengths and develop successful decision-making systems.

SF520 Special Topics in Sports Management
This course will examine contemporary issues in college and professional sports, the foundations of sport an its role in society. Topics might include: ethics, reforms in sports and many others. This course will be the capstone for Managing Sports Merchandising Track.

SF582, SF584, SF602 Internship and Action Based Research Project
Upon completion of the core course requirements for theMS SFM, students may begin their internship and action research project. 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. This internship and project should be complementary and can last for three months, six months or a full year. The project and internship will include 120 hours of documented work from the site supervisor and the FPU MS SFM Program Coordinator.

MASTER OF EDUCATION

Program Mission and Philosophy

In keeping with the mission and philosophy of Graduate Studies, the MEd degree programs and Teacher Certification adhere to the notion of graduating "leaders of conscience" who display high level skills in critical thinking, professional skills, and community involvement. Graduates will be prepared to assume roles of leadership and responsibility within organizational and community teams.

The very nature of a commitment to "Best Practices" and "Action Based Learning" in research, assessment, curriculum, teaching and learning, and technology, lends itself to leadership, scholarship, collaboration, critical thinking, reflective practice, decision-making and eventually the discovery of new knowledge to effect positive change.

Also consistent with the philosophy of Graduate Studies at Franklin Pierce, the MEd Degree program and Teacher Certification recognize the importance of process and alternative kinds of assessment. As such, the Portfolio Process will be threaded into each course within the student's area of concentration/certification.

Program Objectives

All phases of the MEd Programs and Teacher Certification are built around "Best Practices" research and Action Based Learning in an effort to foster an understanding of the implications of the No Child Left Behind Act and to help to meet the challenges set forth in the Act.

Upon successful completion of the MEd Degree Program and/or Teacher Certification, a graduate will have:

1. A thorough understanding of the implications of No Child Left Behind and the practical implementation of "Best Practices" including, but not limited to technology initiatives, accountability, state and national standards, research-based assessment practices, including alternative assessment such as Portfolio and e-Portfolio, reflective practice, Action-Based Learning, Action and Collaborative Action Research, Self-Determination Research, Multiple Intelligences Theory, Differentiated Learning, and the guiding principles of "Understanding by Design" (UBD).
2. An understanding of the complexity and implications of what it means to afford real equal educational opportunities for successful teaching, learning, and technology in a democratic society.
3. The skills to become "action-based learners" and reflective practitioners in their field of study in order to help all students achieve success.4. An understanding of the importance of assessment, evaluation and subsequent improvement.
5. An understanding of the importance of the characteristics of self-determination - Autonomy, Self-regulation, Psychological Empowerment, and Self-realization (Wehmeyer, 1995) in a teaching and learning environment in order to initiate or collaborate with others to effect positive school change.
6. The oral, written, and technology skills essential for effective communication with colleagues, supervisors, students, and the community, especially within the context of teaching and learning environments.
7. Opportunities for state certification.
8. An understanding of the connection between the Portfolio Process and reflective practice.
9. Knowledge of what it means to be a caring, supportive teacher and leader in a standards-based environment which stresses accountability and excellence.

In addition, the MEd will thoroughly ground students in research based practice, action based research methodology and the process of conducting and disseminating research.

MEd and Teacher Certification Programs of Study

Students may apply to either the MEd Program, Teacher Certification or both in any of the following areas:

Elementary (K-8) MEd

Degree and Certification	46 credits
MEd Only	40 credits
Certification Only	43 credits

Secondary Social Studies (5-12) and Secondary Biology (7-12)

MEd Degree and Certification	38 credits
MEd Only	32 credits
Certification Only	35 credits

Secondary English (5-12)

MEd Degree and Certification	41 credits
MEd Only	35 credits
Certification Only	38 credits

General Special Education with Learning Disabilities (LD) (K-12)

MEd Degree and Certification	37 credits
MEd Only	31 credits
Certification Only	34 credits

General Special Education with Emotional/Behavioral Disabilities (EBD) (K-12)

MEd Degree and Certification	37 credits
MEd Only	31 credits
Certification Only	34 credits

Students applying to MEd only should be certified in that area of concentration, except the General Special Education program. See General Special Education program. All students matriculated in the MEd Degree-Only Program in any of the above areas must develop an Area of Concentration E-Portfolio. Students accepted into the MEd program with Certification must take the Student Teaching/Internship as a requirement. Action Research Seminar is also required.

Programs will follow course sequencing that allows for September and March cohorts to complete the above programs within 21-28 months (depending on the program selected). A summer/weekend intensive program will allow for completion in 12-18 months.

Courses are offered in four 12-week terms throughout the year. Non-matriculated students may take a course only with approval of the Program Director and Associate Dean of Graduate Studies.

Double Certification

Students interested in combining Elementary (or Secondary) Certification with General Special Education with Learning Disabilities or Emotional/Behavioral Disabilities may do so by indicating that in the application process. Students must also specify whether the MEd degree will be in the area of Elementary, Secondary or Special Education. Once accepted, students will need to complete an E-Portfolio in each certification area as they progress through their coursework, take all applicable coursework in each area and take ED565 in order to student teach/intern in each area. Questions should be forwarded to the Director of Graduate Teacher Education Programs.

Student Teaching Semesters

Students enrolled for their student teaching experience will be registered in the College at Rindge semesters. The following Add/Drop policy will apply:

Period of Withdrawal	Percentage of Credit
Within 14 days of the of the first day of scheduled classes	100%
Within 15 to 21 days of the first day of scheduled classes	60%
Within 22 to 28 days of the first day of scheduled classes	40%
Within 29 to 35 days of the first day of scheduled classes	20%
After 35 days of the first day of scheduled classes	No credit

MEd/Teacher Certification in Elementary Education (K-8)

It is recommended that students applying to this program have a major in either English, Social Studies, Science or Math. An integrated major may be acceptable. This will be determined through the transcript evaluation process. Lack of an appropriate major does not preclude admittance to the program, but may require the student to take courses in addition to the program's education courses. Students who have more than 5 outstanding content area and general education requirements may need to complete those before they will be considered for acceptance into their program of choice.

MEd with Teacher Certification

ED501	E-Portfolio Seminar	1
ED505	Teaching, Learning and Technology in a Democratic Society	3
ED506	Advanced Psychology of the Learner	3
ED507	Research in the Classroom	3
ED508	Introduction to Assessment	3
ED509	Understanding/Teaching Exceptional Learners with FE	3
ED510	Design/Management of the Teaching/ Learning Environment	3
ED515	1st/2nd Language Acquisitions/ Development with ABLE	3
ED516	Instructional Design: Teaching Literacy Across the Curriculum with FE	3
ED517	Instructional Design: Methods in Teaching Social Studies with ABLE	3
ED518	Instructional Design: Methods in Teaching Math with ABLE	3
ED519	Instructional Design: Methods in Teaching Science with ABLE	3
ED525	Best Practices: Integrated Methods for Elementary with FE	3
ED531	Student Teaching/Seminar for Elementary (8 weeks K-3; 8 weeks 4-8)	6
ED580	Action Research Seminar (Needed for completion of degree program)	3
Total Graduate Credits		**46**

Other Requirements:

Certification /Concentration E-Portfolio
Praxis I & II [official copies to State of NH and Franklin Pierce]
No grade below a C in Education Courses

Students seeking approval to advance to Student Teaching/Internship status must submit an Intent to Student Teach/Intern form, official passing Praxis I scores, proof of ¾ completion of the Certification E-Portfolio, completion of all other outstanding requirements and two recommendations to the Office of Graduate Teacher Education Programs on or before April 15 for Fall Student Teaching/Internship and Oct. 15 for Spring Student Teaching/Internship. Failure to do so will delay approval to student teach. Students seeking approval to take the MEd capstone course, ED580, must follow all current procedures and deadlines to gain approval.

Praxis II or the ABCTE test for Elementary content in Language Arts, Math, Science, Social Studies is a mandatory requirement for State of NH (K-8) Elementary Certification as of June, 2006. It will also satisfy HQT (K-6) content requirements. It is highly recommended that students take one of these standardized tests prior to their Student Teaching/Internship. Certification will be delayed otherwise.

Praxis II in a Secondary content, for those in the Secondary Programs, is a mandatory requirement for State of NH Secondary Certification. It will also satisfy HQT content requirements for both Secondary students, as well as Elementary Certified individuals wishing to teach a specific content at the middle school level. It is highly recommended that students take the test prior to their Student Teaching/Internship. Certification will be delayed otherwise.

See HQT (Highly Qualified Teacher) requirements on the State of NH Department of Education web site for additional information.

Teacher Certification without MEd

Students pursuing Teacher Certification only will have different GPA and course requirements. However, they must develop a Certification E-Portfolio.

Total Graduate Credits **43**

MEd Only

Students accepted into MEd Degree only will not need to take Student Teaching and Seminar. However, they must develop a Concentration E-Portfolio.

Total Graduate Credits **40**

MEd/Teacher Certification in Secondary Social Studies Education (Grades 5-12)

Students applying to this program should have a major in Social Studies. Social Studies Certification encompasses the disciplines of history, civics, geography and economics. Lack of an appropriate major does not preclude admittance to the program, but may require the student to take courses in addition to the program's education courses. Students who have more than 5 outstanding content area and general education requirements may need to complete those requirements before they will be considered for acceptance into their program of choice.

MEd with Teacher Certification

ED501	E-Portfolio Seminar	1
ED505	Teaching, Learning and Technology in a Democratic Society	3
ED506	Advanced Psychology of the Learner	3
ED507	Research in the Classroom	3
ED508	Introduction to Assessment	3
ED509	Understanding/Teaching Exceptional Learners with FE	3
ED510	Design/Management of the Teaching/Learning Environment	3
ED516	Instructional Design: Teaching Literacy Across the Curriculum with FE	3

ED517	Instructional Design Methods in Teaching Social Studies with ABLE	3
ED526	Best Practices: Secondary Teaching Methods with FE	4
ED532	Student Teaching/Seminar (16 weeks: 8 weeks 5-8 & 8 weeks 9-12)	6
ED580	Action Research Seminar *(Needed for completion of degree program)*	3
Total Graduate Credits		**38**

Other Requirements:

Certification/Concentration E Portfolio
Praxis I and II [official copies to State of NH and FPC]
No grade below a C in Education Courses

Students seeking approval to advance to Student Teaching/Internship status must submit an Intent to Student Teach/Intern form, official passing Praxis I scores, proof of ¾ completion of the Certification E-Portfolio, completion of all other outstanding requirements and two recommendations to the Office of Graduate Teacher Education Programs on or before April 15 for Fall Student Teaching/Internship and Oct. 15 for Spring Student Teaching/Internship. Failure to do so will delay approval to student teach. Students seeking approval to take the MEd capstone course ED 580 must follow all current procedures and deadlines to gain approval.

Praxis II in a Secondary content, for those in the Secondary Programs, is a mandatory requirement for State of NH Secondary Certification. It will also satisfy HQT content requirements for both Secondary students, as well as Elementary Certified individuals wishing to teach a specific content at the middle school level. It is **highly recommended** that students take the test prior to their Student Teaching/Internship. Certification will be delayed otherwise. See HQT (Highly Qualified Teacher) requirements on the State of NH Department of Education web site for additional information.

Teacher Certification without MEd

Students pursuing Teacher Certification only will have different GPA and course requirements. However, they must develop a Certification E-Portfolio.

Total Graduate Credits **35**

MEd Only

Students accepted into MEd only will not need to take Student Teaching and Seminar. They will also develop a Concentration E-Portfolio.

Total Graduate Credits **32**

MEd in Secondary Biology Education (Grades 7-12)

Students applying to this program should have a major in Biology. Lack of an appropriate major does not preclude admittance to the program but may require the student to take courses in addition to the program's education courses. Students who have more than 5 outstanding content area and general education requirements may need to complete those requirements before they will be considered for acceptance into their program of choice.

MEd with Teacher Certification

ED501	E-Portfolio Seminar	1
ED505	Teaching, Learning and Technology in a Democratic Society	3

ED506	Advanced Psychology of the Learner	3
ED507	Research in the Classroom	3
ED508	Introduction to Assessment	3
ED509	Understanding/Teaching Exceptional Learners with FE	3
ED510	Design/Management of the Teaching/ Learning Environment	3
ED516	Instructional Design: Teaching Literacy Across the Curriculum with FE	3
ED519	Methods in Teaching Science with ABLE	3
ED526	Best Practices: Secondary Teaching Methods with FE	4
ED532	Student Teaching/Seminar (16 weeks: 8 weeks 5-8; 8 weeks 9-12)	6
ED580	Action Research Seminar *(Needed for completion of degree program)*	3
Total Graduate Credits		**38**

Other Requirements:

Certification Portfolio
Praxis I and II [official copies to State of NH and FPC]
No grade below a C in Education Courses

Students seeking approval to advance to Student Teaching/Internship status must submit an Intent to Student Teach/Intern form, official passing Praxis I scores, proof of ¾ completion of the Certification E-Portfolio, completion of all other outstanding requirements and two recommendations to the Office of Graduate Teacher Education Programs on or before April 15 for Fall Student Teaching/Internship and Oct. 15 for Spring Student Teaching/Internship. Failure to do so will delay approval to student teach. Students seeking approval to take the MEd capstone course ED 580 must follow all current procedures and deadlines to gain approval.

Praxis II in a Secondary content, for those in the Secondary Programs, is a mandatory requirement for State of NH Secondary Certification. It will also satisfy HQT content requirements for both Secondary students, as well as Elementary Certified individuals wishing to teach a specific content at the middle school level. It is highly recommended that students take the test prior to their Student Teaching/Internship. Certification will be delayed otherwise.

See HQT (Highly Qualified Teacher) requirements on the State of NH Department of Education web site for additional information.

Teacher Certification without MEd

Students pursuing Teacher Certification only will have different GPA and course requirements. However, they must develop a Certification E-Portfolio

Total Credits **35**

MEd Only

Students accepted into the M.Ed Degree only will not need to take Student Teaching and Seminar. They will develop a Concentration E-Portfolio

Total Graduate Credits **32**

MEd/Graduate Certification Program in Secondary English (Grades 5-12)

Students applying to this program should have a major in English. Lack of an appropriate major does not preclude admittance to the program but may require the student to take courses in addition to the

program's education courses. Students who have more than 5 outstanding content area and general education requirements may need to *complete those requirements before they will be considered for acceptance into their program of choice.*

MEd with Teacher Certification

ED501	E-Portfolio Seminar	1
ED505	Teaching, Learning and Technology in a Democratic Society	3
ED506	Advanced Psychology of the Learner	3
ED507	Research in the Classroom	3
ED508	Introduction to Assessment	3
ED509	Understanding/Teaching Exceptional Learners with FE	3
ED510	Design/Management of the Teaching/ Learning Environment	3
ED515	1st/2nd Language Acquisition/ Development with ABLE	3
ED516	Instructional Design: Teaching Literacy Across the Curriculum with FE	3
ED520	Instruction Design: Methods in Teaching English with ABLE	3
ED526	Best Practices: Secondary Teaching Methods with FE	4
ED532	Student Teaching/Seminar (16 weeks: 8 weeks 5-8 & 8 weeks 9-12)	6
ED580	Action Research Seminar *(Needed for completion of degree program)*	3
Total Graduate Credits		**41**

Other Requirements:

Certification Portfolio
Praxis I and II [official copies to State of NH and FPC]

No grade below a C in Education Courses

Students seeking approval to advance to Student Teaching/Internship status must submit an Intent to Student Teach/Intern form, official passing Praxis I scores, proof of ¾ completion of the Certification E-Portfolio, completion of all other outstanding requirements and two recommendations to the Office of Graduate Teacher Education Programs on or before April 15 for Fall Student Teaching/Internship and Oct. 15 for Spring Student Teaching/ Internship. Failure to do so will delay approval to student teach. Students seeking approval to take the MEd capstone course ED 580 must follow all current procedures and deadlines to gain approval.

Praxis II in a Secondary content, for those in the Secondary Programs, is a mandatory requirement for State of NH Secondary Certification. It will also satisfy HQT content requirements for both Secondary students, as well as Elementary Certified individuals wishing to teach a specific content at the middle school level. It is highly recommended that students take the test prior to their Student Teaching/Internship. Certification will be delayed otherwise.

See HQT (Highly Qualified Teacher) requirements on the State of NH Department of Education web site for additional information.

Teacher Certification without MEd

Students pursuing Teacher Certification only will have different GPA and course requirements. However, they must develop Certification E-Portfolio.

Total Graduate Credits **38**

MEd Only

Students accepted into MEd Degree only will not need to take Student Teaching and Seminar. However, they must develop a Concentration E-Portfolio.

Total Graduate Credits **35**

General Special Education

Franklin Pierce University offers MEd Degree programs with Certification in General Special Education with Learning Disabilities or Emotional/ Behavioral Disabilities. Successful applicants will have a minimum of a baccalaureate degree and pre-requisite introductory coursework in assessment, disabilities, an early field based experience and methods in the teaching and learning of mathematics, as well as Praxis I or equivalent. It is strongly suggested that applicants have certification in either elementary or secondary education. Alternatively, applicants may indicate their desire to obtain double certification in elementary or secondary education and special education through the MEd program. Students who do not have certification or appropriate foundational courses may take those courses through Franklin Pierce University or another institution. Students who take courses at another institution must go through the Course Substitution Approval Process through their home center.

Note: Students seeking approval to advance to Student Teaching/Internship status must submit an Intent to Student Teach/Intern form, official passing Praxis I scores, proof of ¾ completion of the Certification E-Portfolio, completion of all other outstanding requirements and two recommendations to the Office of Graduate Teacher Education Programs on or before April 15 for Fall Student Teaching/Internship and Oct. 15 for Spring Student Teaching/ Internship. Failure to do so will delay approval to student teach. Students seeking approval to take the MEd capstone course ED 580 must follow all current procedures and deadlines to gain approval. Students already currently certified in elementary or secondary may apply for the General Special Education MEd Only program.

MEd Degree & Certification in General Special Education with Learning Disabilities

ED501	E-Portfolio Seminar	1
ED505	Teaching, Learning and Technology in a Democratic Society	3
ED506	Advanced Psychology of the Learner	3
ED507	Research in the Classroom	3
ED510	Design/Management of the Teaching/Learning Environment	3
ED515	1st/2nd Language Acquisition/Development with ABLE	3
ED540	Best Practices and Assess/Diagnosis I: The Exceptional Learner	3
ED541	Best Practices and Teaching Methods I: The Exceptional Learner with ABLE	3
ED545	Effective Consultation and Communication w/FE	3 3
ED560	Internship/Seminar: General Special Education with LD (16 wks) 8 weeks elementary/8 weeks middle-secondary (alternative internship sites must be approved by Director/Certification Officer)	6
ED580	Action Research Seminar *(needed for completion of degree program)*	3
Total Graduate Credits		**37**

Other Requirements:

Certification/concentration E-Portfolio; no grade below a C in education courses; Praxis II for Elementary and/or Praxis II in a Secondary Content HQT requirement for anyone wishing to teach content K-6, middle school or 7-12 as part of a Special Education position. Contact the Program Director/Certification Officer for more details.

Certification Only

Students pursuing Certification only will have different GPA and course requirements. They will also develop a Certification E-Portfolio.

Total Graduate Credits **34**

MEd Only

Students accepted into an MEd Degree only program will not need to take Internship and Seminar. However, they must develop a Concentration E-Portfolio.

Total Graduate Credits **31**

MEd Degree and Certification in General Special Education with Emotional/Behavioral Disabilities

ED501	E-Portfolio Seminar	1
ED505	Teaching, Learning and Technology in a Democratic Society	3
ED506	Advanced Psychology of the Learner	3
ED507	Research In the Classroom	3
ED510	Design/Management of the Teaching/Learning Environment	3
ED515	1st/2nd Language Acquisition/Development with ABLE	3
ED540	Best Practices and Assess/Diagnosis I: The Exceptional Learner	3
ED541	Best Practices and Teach. Methods I: The Exceptional Learner with ABLE	3
ED545	Effective Consultation and Communication	3
ED547	Best Practices: Educating Students with EBD w/FE	3
ED561	Internship/Seminar: General Special Education with EBD (16 wks) 8 weeks elementary/8 weeks middle-secondary (alternative internship sites must be approved by Director/Certification Officer)	6
ED580	Action Research Seminar (needed for completion of MEd Program)	3
Total Graduate Credits		**37**

Other Requirements:

Certification/concentration E-Portfolio; No grade below a C in Education Courses; Praxis II for Elementary and/or Praxis II in a Secondary Content HQT requirement for anyone wishing to teach content K-6, middle school, or 7-12 as part of a Special Education position. Contact the Program Director/Certification Officer for more details.

Certification Only

Students pursuing certification only will have different GPA and course requirements. However they must develop a Certification E-Portfolio.

Total Graduate Credits **34**

MEd Only

Students accepted into an MEd Degree only program will not need to take Internship and Seminar. However, they must develop a Concentration E-Portfolio.

Total Graduate Credits **31**

Students who are not certified and/or who do not have appropriate foundational course work may take the following courses through FPC:

ED508 Introduction to Assessment
ED509 Understanding and Teaching Exceptional Learners with FE
ED518 Instructional Design: Methods in Teaching Mathematics with ABLE
Recommended Elementary Content Methods courses for students wishing to be considered HQT K-6. Praxis II or ABCTE test for elementary also required.
ED517 Instructional Design: Methods in Teaching Social Studies with ABLE
ED519 Instructional Design: Methods in Teaching Science with ABLE
Recommended Secondary Content Methods courses for students wishing to be considered HQT Middle/Secondary. Praxis II selected content test for secondary also required.
ED516 Instructional Design: Teaching Literacy Across the Curriculum with Field Experience
ED517 Instructional Design: Methods in Teaching Social Studies with ABLE
ED519 Instructional Design: Methods in Teaching Science with ABLE
ED520 Instructional Design: Methods in Teaching English with ABLE.

COURSE DESCRIPTIONS

All courses are three(3) semester hours unless otherwise noted.

ED501 E-Portfolio Seminar (1 credit)
This one credit seminar is an introductory course to be taken by all students accepted into the M.Ed. program and/or Certification. The course will provide training in the development of an E-Portfolio and an overview of the framework needed to develop a Certification E-Portfolio (and eCollege) or Concentration E-Portfolio based upon State of New Hampshire Department of Education standards. Students in this course will also be introduced to the Curriculum Frameworks in their area of certification/concentration, Grade Level Expectations (GLE's) and Grade Span Expectations (GSE's) as well as the framework for Lesson Planning and Reflective Practice (writing Reflective Rationales), all of which will be threaded throughout each certification/concentration program.

Prerequisites: Program acceptance, Computer Literacy; to be taken concurrently with ED505 or Program Director approval; must have minimum of a Bachelor's Degree.

ED505 Teaching, Learning and Technology in a Democratic Society
This course emphasizes issues in contemporary education in a democratic society within the context of a social, historical, philosophical, and legal framework. Focus will be on implications for all teachers and learners and will include research into school, community, state and federal resources which help all students succeed. Notions of Equal Educational Opportunity and No Child Left Behind Legislation will be explored. Students will craft or revise their personal philosophy of education in this class. Lesson plan development will be emphasized.

Prerequisite: ED501 concurrent with or taken prior to or Program Director approval.

ED506 Advanced Psychology of the Learner
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, particularly in reading. Additionally, a general understanding of all types and natures of exceptionalities among children and youth to age 21 will be explored. Topics will include work by all major theorists. Special attention will be given to understanding the cognitive, linguistic, creative, social, moral, emotional and physical development of children and adolescents as they attempt to acquire, integrate, retain, and express knowledge. The notion of self-determination will be introduced and explored.

Prerequisite: ED501 or Program Director approval.

ED507 Research in the Classroom
This course will provide a broad overview of quantitative, qualitative, and action research design and methodology, with special emphasis on action research. Students will select and review current research in related academic journals. An action research proposal within the framework of the student's area of concentration and/or certification will be required.

Prerequisites: Program acceptance, ED501, ED505 or equivalent or Program Director approval.

ED508 Introduction to Assessment
This course focuses on introducing students to all types of assessment, to include, but not be limited to, standardized assessment, issues around reliability and validity, NHEAIP (New Hampshire Educational Assessment and Improvement Program), NECAP (New England Common Assessment Program), and NAEP (National Assessment of Educational Progress), and formal and informal types of effective assessment to be used for monitoring purposes in the classroom, and the implications of No Child Left Behind. Alternative/authentic types of assessment will be explored, such as Portfolio and Reflective Practice. Students will prepare lesson plans based upon formal, informal and standardized assessment results. Focus will be on maintaining a continuous loop of pre-post assessment techniques to guide instruction and lesson planning.

Prerequisites: Program acceptance, ED501, ED505 or equivalent or Program Director approval.

ED509 Understanding and Teaching Exceptional Learners with Field Experience
This course is designed to introduce students to the federal and state laws and local policies that pertain to individuals with disabilities and the implications of these laws on American schools in helping to "leave no child behind." The course will also focus on how significant variations in development, including, but not limited to, variations in physical, sensory, language, cognitive, and emotional development, educational disabilities, and social and cultural contexts impact learning. Further, the course will provide a foundation for the development of effective instruction designed to meet the needs of all such types of diverse and exceptional learners, including but not limited to students with learning, emotional, and physical differences, the gifted and talented, and the linguistically and culturally diverse. Best practices, will be explored in an effort to identify strategies for the success of all students in both inclusion and pull-out settings.
All students will spend 15 hours in a classroom setting in the students' areas of certification, will teach one mini-lesson, and will reflect upon their experience in that setting as they relate to the topics covered in the course. The reflections will become part of the students' E-Portfolios.

Prerequisite: Program acceptance, ED501, 505 or equivalent or Program Director Approval.

ED510 Design and Management of the Teaching and Learning Environment
This course focuses on the overall management of K-12 classroom settings which foster an inclusionary model to address all learners and their needs and the practical implications of such models. In addition the design and management of other models of teaching and learning which promote the success of all students through established and reinforced values, standards and limits to guide positive behavior will be explored. Teacher intervention techniques to minimize disruptive behavior and knowledge of the positive aspects of affective education will be reinforced. Other topics will focus on effective use of space, time, resources and organizational structures within a classroom as well as management systems used for pre-post assessment of student progress.

Prerequisites: Program Acceptance, ED501, ED505 or ED 507 or equivalent or Program Director approval.

ED515 First and Second Language: Acquisition and Development with Action Based Learning
This course focuses on language acquisition and growth in typical and atypical developing populations, language learning disabled populations, and second language learner populations. Theories of language development will be subsequently related to effective "best" instructional practices, assessment, and curriculum development promoting language, reading achievement, and the importance of the integration of the processes of reading, writing, listening

and speaking. A balanced approach to literacy instruction which utilizes best practices and children's literature will be emphasized.
All students will spend 15 hours engaged in Action Based investigative inquiry, will reflect upon the outcomes of that experience and will present findings to the class. The findings and reflections will become part of the students' E-Portfolios.

Prerequisite: Program Acceptance, ED501 or Program Director Approval.

ED516 Instructional Design: Teaching Literacy Across the Curriculum with Field Experience
This course is designed to help educators understand the importance of an articulated K-12 curriculum in English/Language Arts, its impact across the curriculum, the use of assessment results to improve instruction and the advantages of using best research-based practices in the lower grades to successfully impact understanding in the upper grades. Students in this course will research the "best practices" in the teaching of reading, writing, listening, speaking, study and reference skills, and critical thinking/problem solving in all content and specialty areas. A strong emphasis will be placed on "Literacy Across the Curriculum" and topics will include implications of semi-literacy in content and specialty areas, especially as related to Curriculum Frameworks in all content areas and NCLB legislation. Standardized testing such as NHEAIP (New Hampshire Educational Assessment and Improvement Program), NECAP (New England Common Assessment Program, NHEAIP Alternate Assessment and NAEP (National Assessment of Educational Progress) will be discussed. Multiple formal and informal strategies to assess student learning in the content areas, as well as ways to use that information to modify and design instruction will be explored and an interdisciplinary unit plan developed.
All students will spend 15 hours in a classroom setting in the students' areas of certification, will teach one lesson, and will reflect upon their experience in that setting as they relate to the topics covered in the course. The reflections will become part of the students E-Portfolios.

Prerequisites: Program Acceptance, ED501; or Program Director approval

ED517 Instructional Design: Methods in Teaching Social Studies with Action Based Learning Experience (ABLE)
This course is designed to help students understand the importance of an articulated K-12 curriculum in Social Studies, the use of assessment results to improve instruction and the advantages of using best research-based practices in the lower grades to successfully impact understanding in the upper grades. Students will explore teaching models, methods, and topics for effective instruction in history, civic/government, geography and economics. They will review periods of history and diverse geographic areas through multiple mediums, including but not limited to historical texts, children's literature, and research done on present day heroes and heroines in local communities.
All students will spend 15 hours engaged in Action Based investigative inquiry, will reflect upon the outcomes of that experience and will present findings to the class. The findings and reflections will become part of the students' E-Portfolios.

Prerequisites: Program Acceptance, ED501 or Program Director Approval

ED518 Instructional Design: Methods in Teaching Mathematics with Action Based Learning Experience (ABLE)
This course is designed to help future educators understand the importance of an articulated K-12 curriculum in Mathematics, the use of assessment results to improve instruction and the advantages of using best research-based practices in the lower grades to successfully impact understanding in the higher grades. Students will explore the purposes and strategies of the components of a comprehensive mathematics program (nature and use of number; measurement and geometry; patterns, functions and algebra, collecting, representing and interpreting data) and will create lessons which are developmentally appropriate and support mastery in such a program.
All students will spend 15 hours engaged in Action Based investigative inquiry, will reflect upon the outcomes of that experience and will present findings to the class. The findings and reflections will become part of the students' E-Portfolios.

Prerequisites: Program Acceptance, ED501 or Program Director Approval

ED519 Instructional Design: Methods in Teaching Science with Action Based Learning Experience (ABLE)
This course is designed to help future educators understand the importance of an articulated K-12 curriculum in Science, the use of assessment results to improve instruction and the advantages of using best research-based practices in the lower grades to successfully impact understanding in the upper grades. The nature of scientific evidence which allows for models of explanation, issues of safety and health associated with exploration, how scientific discovery helps to shape history and society, the ethical and moral consequences of decisions related to those issues, and the integration of methods of teaching reading, writing, communication, and study skills essential to the effective mastery of science content at all levels will be explored.
All students will spend 15 hours engaged in Action Based investigative inquiry, will reflect upon the outcomes of that experience and will present findings to the class. The findings and reflections will become part of the students' E-Portfolios.
Prerequisites: Program Acceptance, ED501 or Program Director Approval

ED520 Instructional Design: Methods in Teaching English with Action Based Learning Experience (ABLE)
This course is designed to help future reading and writing educators understand the importance of an articulated K-12 reading and writing curriculum, the use of assessment results to improve instruction and the advantages of using best research-based practices and action based learning in the lower grades to successfully impact understanding in the upper grades. Focus will be on an integrative approach that connects the process of reading and analyzing good literature and writing through children's and adolescent literature with the foundational knowledge of all stages of the writing process. The ability to incorporate narrative, persuasive, informative and analytical writing into lesson and unit plans, as well as to be able to effectively teach and evaluate writing with regard to correct grammar, usage and mechanics will be emphasized. Portfolio development will be utilized as a form of assessment and reflection.
All students will spend 15 hours engaged in Action Based investigative inquiry, will reflect upon the outcomes of that experience and will present findings to the class. The findings and reflections will become part of the students' E-Portfolios.
Prerequisites: Program Acceptance, ED501 or Program Director Approval

ED525 Best Practices: Integrated Methods for Elementary with Field Experience
This course is designed as the capstone course for all prospective elementary education teachers and must be taken prior to student teaching. It will focus on the advanced integration of best practices previously studied in prior methods courses. Continued development of the Certification/Concentration portfolio will be emphasized. Unit plans integrating multiple content areas will be developed.
Students will spend 20 hours in an elementary classroom setting, will put into practice two integrated lessons, and will reflect upon their experiences in that setting as they relate to the advanced topics covered in the course. The reflections will become part of the students' E-Portfolios.
Prerequisites: This is a capstone methods course; all other coursework must be successfully passed before enrolling in the course; students wishing to take the course out of sequence must gain written approval from Program Director.

ED526 Best Practices: Middle/Secondary Teaching Methods w/Field Experience (4 credits)
This course is designed as the capstone course for all secondary education teachers and must be taken prior to student teaching. It will focus on integrating best practices previously studied in prior methods courses. Students will specifically focus on their area of certification/concentration. Continued development of the certification/concentration portfolio will be emphasized. Advanced level unit plans will be developed in the student's area of concentration.
Students will spend 40 hours in a secondary classroom setting in the student's area of concentration with a "Master Teacher," will put into practice two lessons, will keep a journal of professional dialogues with the host teacher, and will further reflect upon the experiences as

they relate to the advanced topics covered in the course. The reflections will become part of the students' E-Portfolios.

Prerequisites: This is a capstone methods course; all other coursework must be successfully passed be fore enrolling in the course; students wishing to take the course out of sequence must gain written approval from Program Director.

ED496/531 Student Teaching/Seminar for Elementary Certification (6 credits)
This culminating experience for Elementary Education teachers involves a 16 week sequentially developed program of observation, participation in and teaching in an approved public or private school setting. Students will complete 8 weeks in a lower elementary setting (K-3) and 8 weeks in a 4-8 self-contained classroom setting. Students will also participate in a Student Teaching/Internship seminar comprised of 5 monthly meetings focusing on ongoing issues during the 16-week experience culminating in a "Grande Finale Seminar" during which time Certification Portfolios will be presented.

Prerequisites: Completion of all education and outstanding coursework; successful completion of Praxis I; 2.5 or above CGPA; ¾ completion of Certification E-Portfolio, two recommendations, any other requirements as identified in the Student Teaching/Internship Handbook and Program Direc tor Approval.

The Intent to Student Teach/Intern fo/Internship and October 15 for Spring Student Teaching/ Internship.

Only undergraduate students from the Rindge rm and all of the above must be successfully completed by April 15 for Fall Student Teachingcampus who will be student teaching in this program will register for ED496.

ED497/532 Student Teaching/Seminar for Secondary Certification (6 credits)
This culminating experience for Secondary School Education teachers involves a 16 week sequentially developed program of observation, participation in and teaching in an approved public or private school setting. English and Social Studies students will complete 8 weeks in a 9-12 setting and 8 weeks in a middle school setting. Biology students will complete all 16 weeks in a 9-12 setting. Students will also participate in a Student Teaching/Internship seminar comprised of 5 monthly meetings focusing on ongoing issues during the 16-week experience culminating in a "Grande Finale Seminar" during which time Certification Portfolios will be presented.

Prerequisites: Completion of all education and outstanding coursework; successful completion of Praxis I; 2.5 or above CGPA; ¾ completion of Certification E-Portfolio, two recommendations, any other requirements as identified in the Student Teaching/Internship Handbook and Program Director Approval.

The Intent to Student Teach/Intern form and all of the above must be successfully completed by April 15 for Fall Student Teaching/Internship and October 15 for Spring Student Teaching/Internship.

Only undergraduate students from the Rindge campus who will be student teaching in this program will register for ED497.

ED540 Best Practices and Assessment/Diagnosis I: The Exceptional Learner
This introductory course in assessment and diagnosis of all types of education-related and reading disabilities will provide the student with a general understanding of disabilities assessment, both formal and informal, and will include important factors which must also be considered in disabilities assessment, such as linguistic, psychological, socio-economic, cultural, emotional and physical factors. An investigation into identifying the characteristics of self-determination (Autonomy, Self-regulation, Psychological Empowerment, and Self-realization (Wehmeyer, 1995)) in a teaching and learning environment, will be reinforced. Assessment information will be used to develop and evaluate individual education plans and alternative methods of teaching.

Prerequisites: Program Acceptance, ED501; ED508; ED509; ED515; ED518 (or equivalents) or Program Director Approval.

ED541 Best Practices and Teaching
Methods I: The Exceptional Learner with Action Based Learning Experience (ABLE)
This introductory methods course will provide research and practice opportunities for education-related and reading disabilities' specialists in a variety of methods/approaches for teaching in the basic literacy and skill areas of reading, language arts, mathematics, science, social studies and other specialty areas to enhance student learning and development. Planning, organization and implementation of the Individualized Education Plan will be emphasized, taking into account standardized and alternative assessment results. Methods and materials for teaching handicapped, culturally diverse, and the gifted and talented will be included. Self-determination research will be explored.
All students will spend 15 hours engaged in Action Based investigative inquiry, will reflect upon the outcomes of that experience and will present findings to the class. The findings and reflections will become part of the students' E-Portfolio.
Prerequisites: ED540; ED507 or Program Director Approval.

ED545 Effective Consultation and Communication
The focus of this course will be on the development of effective consultation and communication skills so that the future specialist will be able to assist in consultative functions necessary for successful educational programming and remediation plans for exceptional children, to be able to communicate with teachers, other specialists, parents, school personnel, community agencies and other individuals involved.
Prerequisites: ED501; ED505; ED 06; ED508 (or equivalents) or Program Director Approval.

ED546 Best Practices: Educating Students with Learning Disabilities with Field Experience
This culminating advanced level course designed for learning disabilities provides the student with opportunities to further explore a variety of learning theories and advanced effective assessment techniques, both formal and informal, used in diagnosing and evaluating learning disabilities. A general knowledge of educational measurements and statistics in order to become fluent in reading professional literature, familiarity with the administration and use of a wide variety of assessment tools, to include but not be limited to, norm-referenced tests, criterion referenced tests, and authentic assessment will be emphasized. Written reports effectively conveying results of all assessment practices utilized, as well as recommendations for classroom accommodations, instructional practices, and (as appropriate) individualized educational plans, will be produced. This course will also provide the opportunities for advanced exploration, implementation, and analysis of effective research-based instructional practices, which have been proven to assist students with learning disabilities in receptive, associational and/or expressive processes. All students will spend 30 hours in a Special Education setting which focuses on Learning Disabilities, will prepare and teach two integrated mini-lessons, and will reflect upon their experience in that setting as they relate to the topics covered in the course. The reflections will become part of the students' E-Portfolios.
Prerequisite: This is a capstone methods course; all other coursework must be successfully passed before enrolling in the course; students wishing to take the course out of sequence must gain written approval from the Program Director.

ED547 Best Practices: Educating Students with Emotional/Behavioral Disabilities with Field Experience
This culminating advanced level course designed for emotional/behavioral disabilities provides the student with opportunities to further explore an integration of psychological and learning theories and complex effective assessment techniques, both formal and informal, used in diagnosing and evaluating behavioral and emotional problems. Legal and ethical considerations, as well as analysis of the theoretical, psychological, and societal issues in the detection of such children and adolescents will be explored. Written reports effectively conveying results, as well as recommendations for classroom accommodations, instructional practices, and (when appropriate) individualized educational plans, will be produced. This course will also provide opportunities for advanced exploration, implementation and analysis

of effective research-based instructional practices which have been proven to assist students with behavioral/emotional disabilities. Competency in using specialized curriculum, measurement, management and teaching methods to remediate the learning and social difficulties of the emotionally or behaviorally disordered learners will be emphasized.
All students will spend 30 hours in a Special Education setting which focuses on Emotional and Behavioral Disabilities, will prepare and teach two integrated mini-lessons, and will reflect upon their experience in that setting as they relate to the topics covered in the course. The reflections will become part of the students' E-Portfolios.

Prerequisites: This is a capstone methods course; all other coursework must be successfully passed before enrolling in the course; students wishing to take the course out of sequence must gain written approval from the Program Director.

ED560 Internship/Seminar: General Special Education with LD (6 credits)
This is a culminating 16 week supervised internship experience working with a Learning Disabilities Specialist or Director in an approved public or private school setting. Eight weeks will be spent in an elementary setting and 8 weeks in a middle/secondary setting. Observation and participation in each setting should be done in an environment which provides accommodation plans to all exceptional learners, with particular emphasis on learning disabilities. Students will also participate in a Student Teaching/Internship seminar comprised of 5 monthly meetings. Focus will be on ongoing issues during the 16-week experience. Seminar includes a culminating day- long "Grande Finale Seminar" during which time Certification E-Portfolios will be presented.

Prerequisites: Completion of all education and outstanding coursework; successful completion of Praxis I; 2.5 or above CGPA; ¾ completion of Certification E-Portfolio, two recommendations, any other requirements as identified in the Student Teaching/Internship Handbook and Program Director Approval.

The Intent to Student Teach/Intern form and all of the above must be successfully completed by April 15 for Fall Student Teaching/Internship and October 15 for Spring Student Teaching/Internship.

ED561 Internship/Seminar: General Special Education with EBD (6 credits)
This is a 16 week supervised internship experience working with an Emotional/Behavioral Disabilities Specialist or Director in an approved public or private school setting. Eight weeks will be spent in an elementary setting and 8 weeks in a middle/secondary setting. Observation and participation in each setting should be done in an environment that provides accommodation plans to all exceptional learners, with particular emphasis on those with emotional/behavioral disabilities. Students will also participate in a Student Teaching/Internship seminar comprised of 5 monthly meetings. Focus will be on ongoing issues during the 16-week experience. Seminar includes a culminating day long "Grande Finale Seminar" during which time Certification E-Portfolios will be presented.

Prerequisites: Completion of all education and outstanding coursework; successful completion of Praxis I; 2.5 or above CGPA; ¾ completion of Certification E-Portfolio, two recommendations, any other requirements as identified in the Student Teaching/Internship Handbook and Program Director Approval.

The Intent to Student Teach/Intern form and all of the above must be successfully completed by April 15 for Fall Student Teaching/Internship and October 15 for Spring Student Teaching/Internship.

ED 565 Student Teaching/ Internship with Seminar: Double Certification (9 credits)
This is a culminating 24 week supervised student teaching/internship experience for students in a Double Certification track, for example, Secondary or Elementary with General Special Education w/LD or EBD or General Special Education w/LD and General Special Education w/EBD. This customized experience must be approved by the Director of the Graduate Teacher Education Programs and Certification Officer. The amount of time spent in a variety of settings and grade levels will be equally distributed so as to provide a full opportunity for teaching and learning in both areas of certification.
Students will also participate in a Student Teaching/Internship seminar over the course of the

24 week period and attend the culminating "Grande Finale" during which time Certification E-Portfolios will be presented. Students must develop and present two certification e-portfolios, one in each area of certification.

Pre-requisite: Successful completion of all Education related and outstanding coursework in both areas of certification, successful completion of Praxis I; minimum 2.5 GPA; ¾ completion of (two) Certification E-Portfolios, two recommendations; any other requirements as identified in the Student Teaching/Internship Handbook and Program Director/Certification Officer Approval.
The Intent to Student Teach/Intern form and all of the above must be successfully completed by April 15 for Fall Student Teaching/Internship and Oct. 15 for Spring Student Teaching/ Internship.

ED580 Action Research Seminar
This seminar style course is designed as a mandatory requirement for both those students in the M.Ed. only program as well as those in the M.Ed. with Certification. In this course students may choose to focus on the execution of one of the Action Research Projects designed in previous courses in the program based upon their area of concentration or design a new project. Students will choose from a variety of settings which may include public or private schools, clinical settings, or other previously approved sites. The seminar will culminate in a presentation of the Concentration Portfolios and a sharing of the results of the Action Research Project with other seminar participants, course instructor, and program director. Students will also be invited to the "Grande Finale Seminar" to share their Portfolios and results of their projects with student teachers/interns.

Prerequisites: Successful completion of all certification and/or concentration coursework or Program Director Approval. It is recommended that students in certification programs take this after they have successfully completed their student teaching/internship experience.
Note: Students must follow all current procedures and deadlines to gain approval to take this capstone course.

DOCTOR OF PHYSICAL THERAPY

Physical Therapy

Physical therapy is a dynamic profession with an established theoretical and scientific base and widespread clinical applications in the restoration, maintenance, and promotion of optimal physical function. For more than one million people everyday in the United States, physical therapists:

- Diagnose and manage movement dysfunction and enhance physical and functional abilities.
- Restore, maintain, and promote not only the optimal physical function but optimal wellness and fitness and optimal 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.

The terms "physical therapy" and "physiotherapy," and the terms "physical therapist" and "physiotherapist," are synonymous. As essential participants in the health care delivery system, physical therapists assume leadership roles in rehabilitation; in prevention, health maintenance, and programs that promote health, wellness, and fitness; and in the professional and community organizations. Physical therapists also play important roles both in developing standards for physical therapist practice and in developing health care policy to ensure availability, accessibility, and optimal delivery of physical therapy services. Physical therapy is covered by federal, state, and private insurance plans. The positive impact of physical therapists' services on health-related quality of life is well accepted. As clinicians, physical therapists engage in an examination process that includes taking the patient/client history, conducting a systems

review, and performing tests and measures to identify potential and existing problems. To establish diagnoses, prognoses, and plans of care, physical therapists perform evaluations, synthesizing the examination data and determining whether the problems to be addressed are within the scope of physical therapist practice. Based on their judgments about diagnoses and prognoses and based on anticipated goals and expected outcomes, physical therapists develop and implement discharge plans.

Physical therapists are licensed in each state in which they practice physical therapy. Requirements for licensure include graduation from a CAPTE accredited physical therapy education program and successful completion of the national physical therapy examination (NPTE).

Physical Therapy Philosophy

The Philosophy of the Physical Therapy Program states that its members believe:

1. In the inherent worth of the individual and the value of diversity;
2. That the integration of mind, body, and spirit is important to the development of the individual, the educational process, and the promotion of high-level wellness;
3. In the autonomous practice of the profession;
4. In the inherent value of interdisciplinary collaboration and consultation;
5. In the application of evidence-based practice;
6. That community service is a powerful mechanism for teaching and learning;
7. That professional education in the health sciences must integrate the liberal arts and foster the development of the whole person;
8. That life-long learning is critical for all members of society;
9. That ethical thinking, behavior and social responsibility must be reinforced in health science education, and that faculty, students, and graduates should be aware of their obligations and rights;
10. Critical thinking is a core skill for all graduates;
11. That graduates contribute to society through work, teaching, family, community involvement, and the application of new knowledge related to their work and lives.

Physical Therapy Program Mission

The mission of the professional education program in physical therapy at Franklin Pierce University is to graduate one physical therapist at a time who is a knowledgeable, compassionate, self-assured, adaptable, reflective, and service-oriented practitioner. This graduate by virtue of the integration of mind, body and spirit, critical thinking, life-long learning, and ethical values, renders independent judgments concerning patient or client needs, promotes the health of the client, and enhances the professional, contextual, and collaborative foundations of practice.

These practitioners contribute to society and the profession through practice, teaching, administration, community service, and the discovery and application of new knowledge related to physical therapy.

Note: This mission statement is adapted from the model mission statement developed by the Coalitions for Consensus conferences facilitated by the American Physical Therapy Association (APTA).

The Program

The Physical Therapy Educational program is an entry-level curriculum leading to a Doctoral degree in physical therapy (DPT).

Students seek admission following the receipt of an undergraduate degree and completion of prerequisite course work. Students who hold a BS/BA degree from an accredited csollege or university in Biology or Exercise Physiology may be deemed to have met the prerequisite requirements of the program.

The program is designed as an integrated model closely following the concepts of the Normative Model of Physical Therapist Professional Education developed by the American Physical Therapy Association (APTA). This curriculum prepares the student to integrate the five elements of patient/client management- examination, evaluation, diagnosis, prognosis, and intervention- in a manner to optimize outcomes. Examination, evaluation, and establishment of a diagnosis and a prognosis are all part of the process that helps the physical therapist determine the most appropriate intervention(s) to address outcomes that are desired by the patient/client.

As a dynamic curriculum, which is based on current knowledge of practice students are constantly exposed to advances in the profession. A cornerstone of this curriculum is the concept of primary care and the evolving health care environment. Concepts that prepare students to function in this dynamic system cut across the curriculum and are reinforced in many courses. Students develop skills in professionalism, compassion, time management, team dynamics, critical thinking, documentation, using referral systems, service learning, interpersonal communication, effective written communication, and prevention, as well as- promotion of health, wellness, and fitness. At the center of the curriculum is the mission of the University, the Division, and the Program, and a focus on the patient as the source of information and as the primary health decision-maker.

Physical therapy students and faculty at Franklin Pierce University appreciate the partnership between the patient and the health care provider and serve as advocates for the patient. Graduates of this program are practitioners who are kind; compassionate; integrate mind, body and spirit; make continuing contributions to the community; demonstrate commitment to lifelong learning; and are respected as highly competent professionals.

Admissions Prerequisites

In order to be considered for admission to the physical therapy program, the applicant must show evidence of having completed the following:

- Achievement of a minimum 2.8 cumulative grade point average (GPA) (on a 4.0 scale) in all previous course work.
- Completion of a BS/BA degree from an accredited college or university.
- Completion of the Graduate Record Examination [GRE]

The applicant who has attained a BS/BA* degree from an accredited college or university in: Biology, Exercise Physiology or a related professional degree may be deemed to have met the prerequisites for admission. A minimum cumulative 3.0 GPA must be achieved for the required prerequisite courses:

- Anatomy & Physiology (8 credits, including labs)
- Chemistry (4 credits, including lab)
- Statistics (3 credits)
- Physics (8 credits, including labs).

Science prerequisites should be at the science major level.

Franklin Pierce University is willing to work with all individuals to determine the degree to which previous courses of study meet the prerequisites. Please contact the the College of Graduate and Professional Studies Office in Concord for more details at (603) 899-4361.

A limited number of applicants will be accepted who have special circumstances. In particular experienced Physical Therapist Assistants are encouraged to apply to the program.

The Director of Physical Therapy has discretion to accept students who show potential to succeed and may not meet the requirements listed above. There may be times when students are still in the process of completing prerequisites, following admission to the program. In these cases all final transcripts for all prerequisite courses for entrance in the program must be submitted to the College of Graduate and Professional Studies Office in Concord on or before the last Friday of July.

*Note: It is assumed that, in completing a BS/BA degree, the applicant has completed appropriate liberal arts and science courses in preparation for a career in physical therapy. This area will be explored through the transcript analysis and interview.

Policies Regarding Promotion in DPT Program

In addition to standards set by the Academic Standards Committee, physical therapy students are expected to adhere to the following promotion policy.

Good academic standing is obtained by maintaining a cumulative GPA of 3.0.

Practice Classes

A student receiving a grade of B- must successfully remediate the course within the next term. If the student does not successfully remediate the grade in the next term, the student will not be allowed to matriculate in the Practice Curriculum, which includes Clinical Affiliations, thereafter.

A student receiving a grade of C+ must successfully remediate the course, which may include repeating the entire course. The student will not be allowed to matriculate in the Practice Curriculum until the course is successfully repeated. At the discretion of the faculty, remediation of portions of the course may be considered. This remediation must be successfully completed within the next term. If the student does not successfully remediate the course in the next term, the student will not be allowed to matriculate in the Practice Curriculum, which includes Clinical Affiliations, thereafter.

A student receiving a grade of C or below must retake the course. The student will not be allowed to matriculate in the Practice Curriculum until the course is successfully repeated.

Practice Classes include:

PTH 505 – Foundations of Physical Therapy Practice
PTH 510 – Physical Therapy Examination, Evaluation and Intervention
PTH 511 – Physical Therapy Practice I- Pediatrics and Adolescents
PTH 513 – Physical Therapy Practice II- Adults
PTH 515 – Physical Therapy Practice III- Geriatrics

Basic Science Classes

A student receiving a grade of C or below must retake the course. The student will not be allowed to matriculate in the Practice Curriculum until the course is successfully repeated.

Basic Science Classes include:
PTH 500 – Anatomy I
PTH 501 – Anatomy II
PTH 502 – Kinesiology I
PTH 503 – Kinesiology II
PTH 504 – Pathophysiology of Muscles and Cardiopulmonary System
PTH 508 – Neuroscience I
PTH 509 – Neuroscience II

Pass/Fail Classes

A student receiving a grade of Fail must successfully remediate the course. The student will not be allowed to matriculate in the Practice Curriculum until the course is successfully remediated.

Comprehensive Practical Examination

All students must pass all individual sections of the Comprehensive Practical Examination in order to matriculate in the Clinical Affiliations.

Clinical Affiliations

All students must pass three Clinical Affiliations. Only one remedial Affiliation will be allowed.

CURRICULUM PLAN

Professional Year I

Term I

PTH500 Anatomy I (3 Credits)
PTH502 Kinesiology I (3 Credits)
PTH505 Foundations of Physical Therapy Practice (5 Credits)
PTH517 Mentor Clerkship (1 Credit)

Term II

PTH501 Anatomy II (3 Credits)
PTH503 Kinesiology II (3 Credits)
PTH510 Physical Therapy Practice 1- Examination, Evaluation & Intervention (5 Credits)
PTH512 Life Span Development: Theory and Applications (3 Credits)

Term III

PTH504 Pathophysiology of Muscles and Cardiopulmonary System (3 Credits)
PTH508 Neuroscience I (3 Credits)
PTH511 Physical Therapy Practice I - Pediatrics & Adolescents (5 Credits)
PTH527 Integrated Clinical Experience I (1 credit)

Professional Year II

Term I

PTH509 Neuroscience II (2 Credits)
PTH513 Physical Therapy Practice II - Adults (5 Credits)
PTH514 Health Care Systems (3 credits)
PTH525 Directed Clinical Experience (3 Credits)

Term II

PTH516 Behavioral Science (3 Credits)
PTH518 Research Methods in Physical Therapy(2 Credits)
PTH624 Advanced Differential Diagnosis (3 Credits)
PTH627 Integrated Clinical Experience II (2 Credits)
PTH628 Special Topics* Sports Physical Therapy (2 Credits Elective)

Term III

PTH515 Physical Therapy Practice III - Geriatrics (5 Credits)
PTH519 Critical Inquiry (1 Credit)
PTH524 Clinical Pharmacology (2 Credits)
PTH620 Advanced Topics in Imaging & Diagnostics (3 Credits)
PTH628 Special Topics* Selected (2 credits elective)

Professional Year III

Term IV

PTH601 Clinical Affiliation I (6 Credits)
PTH605 Advanced Clinical Affiliation I (3 credits)

Term I

PTH601 Clinical Affiliation I (6 Credits)
PTH602 Clinical Affiliation II (6 Credits)
PTH605 Advanced Clinical Affiliation I (3 credits)
PTH606 Advanced Clinical Affiliation II (3 credits)
PTH720 Evidence Based Practice I (2 Credits Online)

Term II

PTH602 Clinical Affiliation II (6 credits)
PTH603 Clinical Affiliation III (6 Credits)
PTH606 Advanced Clinical Affiliation II (3 credits)
PTH607 Advanced Clinical Affiliation III (3 credits)
PTH610 Professional Seminar (2 Credits Intensive)
PTH730 Evidence Based Practice II (2 Credits Online)

Term III

PTH 603 Clinical Affiliation III (6 credits)
PTH 607 Advanced Clinical Affiliation III (3 credits)

Total Credits: 96

**Total Credits 98 or 100- If Special Topics Course(s)*
PTH628 Sports and/or Selected is/are taken as an elective in Professional Year II

COURSE DESCRIPTIONS

All courses are three (3) semester hours unless otherwise noted.

PTH500 Anatomy I
This course is the first part of a two-term course sequence that provides a comprehensive study of the gross anatomical structure of the human body. Emphasis is placed on bone-muscle relationships of the appendicular and axial skeleton. Using a regional approach this course includes surface anatomy, clinical palpation and clinical application focusing on the upper extremity and spine. The laboratory experience includes plastinated prosections 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 Physical Therapy Program

PTH501 Anatomy II
This course is the second part of a two-term course sequence that provides a comprehensive study of the gross anatomical structure of the human body. Emphasis is placed on bone-muscle relationships of the appendicular and axial skeleton. Using a regional approach this course includes surface anatomy, clinical palpation and clinical application focusing on the thorax, abdomen and lower extremities. The laboratory experience includes plastinated prosections 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: PTH500 or equivalent.

PTH502 Kinesiology I
This is the first part of a two term course that provides comprehensive study of the anatomical and mechanical basis for human motion. Emphasis is placed on bone-muscle-function relations of the appendicular and axial skeleton. Using a regional body approach, this course includes surface anatomy, clinical palpation, peripheral joint mobilizations and manual muscle testing. Active learning and problem solving are the primary teaching methods used in the laboratory component. This course provides the foundation for understanding of kinesiology as it relates to the practice of physical therapy.
Prerequisite: Enrollment in the Physical Therapy Program.

PTH503 Kinesiology II
This is the second part of a two term course that provides comprehensive study of the anatomical and mechanical basis for human motion. Emphasis is placed on bone-muscle-function relationships of the appenticular and axial skeleton. Using a regional body approach, this course includes surface anatomy, clinical palpation, peripheral joint mobilizations and manual muscle testing. Posture and gait are introduced from a biomechanical basis. Active learning and problem solving are the primary teaching methods used in the laboratory component. This course provides the foundation for understanding of kinesiology as it relates to the practice of physical therapy.

Prerequisite: PTH502 or equivalent

PTH504 Pathophysiology of Muscles & Cardiopulmonary System
This course is designed to provide students with a comprehensive understanding of muscular and cardiopulmonary pathophysiology. Inter-relationships among the systems are examined throughout the course. Within the study of the muscular system, particular attention is paid to skeletal muscle adaptation to decreased and increased use and disease. Principles of therapeutic exercise as an intervention to produce changes that will enable achievement of therapeutic goals are introduced and explored. Principles and concepts of human pathophysiology as they relate to the clinical practice of physical therapy and wellness are emphasized.

Prerequisite: Enrollment in the Physical Therapy Program.

PTH505 Foundations of Physical Therapy Practice (5 credits)
This course provides students with the opportunity to develop basic physical therapy clinical competencies. Principles of examination and safe and effective interventions are taught through lectures, demonstrations, and laboratory sessions. Students apply concepts through integrated clinical experiences. This course serves as a foundation for the Physical Therapy Practice courses in the curriculum. Course content includes: professional ethics, history-taking, documentation, transfers and ambulation training, goniometry and range of motion, physical therapy modalities, massage, aseptic techniques, and assessment of architectural barriers, and an introduction to The Guide to Physical Therapist Practice.

Prerequisite: Enrollment in the Physical Therapy Program.

PTH508 Neuroscience I
This course provides an integration of neuroanatomy, neurophysiology, and neuropsychology with an emphasis on how the sciences help us to understand human behavior and movement. A foundation is developed for understanding neural control of various functions but with a concentration on the control of movement.

Prerequisite: PTH512 or equivalent.

PTH509 Neuroscience II (2 credits)
This course addresses the development and plasticity of the nervous system and their relationship to the recovery of function from insult in children and adults. The neural basis for motor learning and changes in motor performance is studied in the context of intervention processes.

Prerequisite: PTH504, 508 or equivalent.

PTH510 Physical Therapy Examination, Evaluation and Intervention (5 credits)
This course is a primary course in the physical therapy management of patient/client problems. The course of study includes the processes of examination, evaluation, diagnosis, prognosis, intervention, and outcomes as they relate to patients/clients with neuromusculoskeletal problems. Students apply the principles and techniques of therapeutic exercise to various orthopedic disorders.

Prerequisite: Successful completion of all prior Physical Therapy courses.

Note: The Guide to Physical Therapist Practice is utilized throughout the curriculum and is a primary reference for all courses.

PTH511 Physical Therapy Practice I Pediatrics & Adolescents (5 credits)
This course is the first of a three course sequence on physical therapy management of patient/client problems. The plan of study includes the processes of examination, evaluation, diagnosis, prognosis, intervention, and outcomes as they relate to patients/clients under the age of 21 years. Areas covered include a review of the normal development process and introduction of abnormal development, standardized testing of motor development, concepts of handling children, managing within teams, communication with parents, teachers and other adults, and school-based and family-centered care. In addition, areas of focus include childhood trauma, TBI, spinal cord injury, fitness, health risks, growth-related disorders, genetic disorders and other conditions specific to children. Evidence based practice, clinical cases and The Guide for Physical Therapist Practice are implicit aspects of the course.
Prerequisite: PTH512 or equivalent.

PTH512 Life Span Development: Theory and Applications
This is a fundamental course introducing students to the perspective of understanding the interface among the physiological, psychological, sociological, and spiritual domains through the life span of human development. Using the genogram as a method of self-exploration into the concept of family development and intergenerational transmission of traits and characteristics, students develop an understanding of their own life span and an appreciation of development through generations. Students are introduced to life span development theory and its clinical application with emphasis on motor development. Students are also introduced to the interview process and observe individuals at various levels of development.
Prerequisite: Successful completion of all prior Physical Therapy courses.

PTH513 Physical Therapy Practice II Adults (5 credits)
This course is the second of a three course sequence on physical therapy management of patient/client problems. The plan of study includes the processes of examination, evaluation, diagnosis, prognosis, intervention, and outcomes as they relate to patients/clients young adult/middle age population. This course is case-based using The Guide for Physical Therapist Practice and a multi-system approach with an emphasis on the consequences of disease for the whole person. Motor control and motor learning are basic components of this course.
Prerequisite: PTH511 & 512

PTH514 Health Care Systems
This course introduces students to health care in the United States and its relation to the practice of physical therapy. Students learn about the history of the health care industry, its development and current policy in the health care systems. Although specifically focusing on U.S. health care, international comparisons are made and cultural differences identified. Principles of health care administration, as well as the rules and regulations governing the practice of physical therapy establish the context of current physical therapy practice.
Prerequisite: Successful completion of all prior Physical Therapy courses.

PTH515 Physical Therapy Practice III Geriatrics (5 credits)
This course is the third of a three course sequence on physical therapy management of patient/client problems. The plan of study includes the processes of examination, evaluation, diagnosis, prognosis, intervention, and outcomes as they relate to patients/clients beyond the age of 55 years. Areas covered are the normal aging process, including physical and psychological changes; the pathological consequences of aging; and issues, which influence the quality of life of older persons. The course content is case-based and uses The Guide for Physical Therapist Practice.
Prerequisites: PTH511, 512 and 513

PTH516 Behavioral Science
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 intrapersonal

dynamics of working with clients and patients. Students learn to value the patients' and the therapist's emotional response to wellness, illness and disease and to assess how emotional response and the outcome of the illness/disease process and intervention strategies influence one another.

Prerequisite: Successful completion of all prior Physical Therapy courses.

PTH517 Mentor Clerkship (1 credit) P/F

This course places the student in a clinical setting during the first term. Through establishing a one:one relationship with a clinical mentor the student is introduced to the broad array of roles and responsibilities of the physical therapist in practice, the profession and the community. Each student makes arrangements with the mentor for appointments and observation time.

Prerequisite: Enrollment in Physical Therapy Program.

PTH518 Research Methods in Physical Therapy (2 credits)

The purpose of this course is 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. It is essential for students to understand the principles of clinical research when analyzing the literature, weighing the evidence, and applying the evidence to clinical practice, which will be the focus of the two follow-up courses.

Prerequisite: Successful completion of all prior Physical Therapy courses.

PTH519 Critical Inquiry (1 credit)

This course is designed to educate the student in the methods of critical inquiry and analysis of the literature. The course integrates classroom lectures, group forums and discussions. 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, and a prognosis and selecting intervention strategies. Students will be required to analyze a number of primary studies from peer-reviewed journals and explain the implications of the studies results to clinical practice.

Prerequisite: Successful completion of all prior Physical Therapy courses.

PTH524 Clinical Pharmacology (2 credits)

This course is designed to introduce physical therapy students to the basic principles of pharmacology in order for them to develop a knowledge of drug actions, interactions and side effects in the context of a general practice environment, and to lay the foundation for further study regarding specialty practice and the evolution of new drug therapies. Topics include introductory lectures in pharmacology, pharmacokinetics, and the pharmacology of specific drug categories related to the treatment of major disease processes encountered in the most typical physical therapy patient populations. Of particular importance are the side effects of drugs which affect the patient's ability to successfully engage in physical therapy.

Prerequisite: Successful completion of all prior Physical Therapy courses.

PTH525 Directed Clinical Experience P/F

This course provides students with formal instruction regarding professional behavior in clinical settings, methods of effective patient-client education in community, health, wellness and fitness, and participation in clinical education through extended affiliations. Included within the course are introductory clinical experiences in a variety of settings. These integrated experiences offer each student opportunities to demonstrate professionalism, foster collegiality with other health care providers, develop empathic relationships and demonstrate beginning clinical competence in program development, management, teamwork and direct patient care.

Prerequisite: Successful completion of all prior Physical Therapy courses.

PTH527/627 Integrated Clinical Experience I (1 credit) & II (2 credits) P/F
These courses place the student in a variety of clinical settings to observe skilled clinicians evaluating and treating patients/clients with varied diagnoses and disabilities. The student integrates didactic lessons with hands-on and observational experiences. These integrated experiences offer each student opportunities to demonstrate professionalism, foster collegiality with other health care providers, develop empathic relationships and demonstrate beginning clinical competence in teamwork and the processes of examination, evaluation, diagnosis, prognosis, interventions and outcomes of direct patient care.

Prerequisite: Successful completion of all prior Physical Therapy courses.

PTH601 Clinical Affiliation I (6 credits) P/F
In this course physical therapy students participate in an eleven week, full-time clinical affiliation under the supervision and guidance of licensed physical therapists in facilities affiliated with Franklin Pierce University and located throughout New England and the United States. Students have the opportunity to put into practice, in a wide array of clinical settings, the skills and knowledge they have acquired during the didactic phase of the curriculum. Throughout this clinical experience students are challenged to progress toward entry-level competence in essential physical therapy practice skills. Competencies include, but are not limited to, professional behavior, legal and ethical practice, communication, patient safety, examination and evaluation, diagnosis and prognosis, treatment planning and outcomes.

Prerequisites: All physical therapy coursework in professional years one and two must be successfully completed, and all PT practice courses must be completed with at least a 3.0 GPA.

PTH602 Clinical Affiliation II (6 credits) P/F
In this course physical therapy students participate in an eleven-week, full-time clinical affiliation under the supervision and guidance of licensed physical therapists in facilities affiliated with Franklin Pierce University and located throughout New England and the United States. Students have the opportunity to put into practice, in a wide array of clinical settings, the skills and knowledge they have acquired during the didactic phase of the curriculum and during the first clinical affiliation. Throughout this clinical experience students continue to work towards developing entry-level competence in essential physical therapy practice skills. Competencies include, but are not limited to, professional behavior, legal and ethical practice, communication, patient safety, examination and evaluation, diagnosis and prognosis, treatment planning, and intervention techniques.

Prerequisites: All physical therapy coursework in professional years one and two must be success fully completed, and all PT practice courses must be completed with at least a 3.0 GPA.

PTH603 Clinical Affiliation III (6 credits) P/F
In this course physical therapy students participate in a ten-week, full-time clinical affiliation under the supervision and guidance of licensed physical therapists in facilities affiliated with Franklin Pierce University and located throughout New England and the United States. Students have the opportunity to put into practice, in a wide array of clinical settings, the skills and knowledge they have acquired during the didactic phase of the curriculum and during the first two clinical affiliations. Throughout this clinical experience students develop entry-level competence in essential physical therapy practice skills. Competencies include, but are not limited to, professional behavior, legal and ethical practice, communication, patient safety, examination and evaluation, diagnosis and prognosis, intervention techniques.

Prerequisites: All physical therapy coursework in professional years one and two must be success fully completed, and all PT practice courses must be completed with at least a 3.0 GPA.

PTH605 Advanced Clinical Affiliation I (3 Credits) P/F
In this course physical therapy students participate in a six week full-time, or a ten to twelve-week part-time clinical affiliation under the supervision and guidance of licensed physical therapists in facilities affiliated with Franklin Pierce University and located throughout New England and the United States. Advanced students, such as physical therapist assistants or

other allied medical professionals have the opportunity to put into practice in a wide array of clinical settings the skills and knowledge they have acquired during the didactic phase of the curriculum. Throughout this clinical experience students are challenged to progress toward entry-level competence in essential and advanced physical therapy practice skills, at an accelerated pace. Competencies include, but are not limited to, professional behavior, legal and ethical practice, communication, patient safety, examination and evaluation, diagnosis and prognosis, treatment planning, and intervention techniques.

Prerequisites: All Physical Therapy course work in professional years I and II must be successfully completed, and all PT practice courses must be completed with at least a 3.0 GPA.

PTH606 Advanced Clinical Affiliation II (3 Credits) P/F

In this course physical therapy students participate in a different setting for a six week full-time, or a ten to twelve-weeks part-time clinical affiliation under the supervision and guidance of licensed physical therapists in facilities affiliated with Franklin Pierce University and located throughout New England and the United States. Advanced students, such as physical therapist assistants or other allied medical professionals have the opportunity to put into practice in a wide array of clinical settings the skills and knowledge they have acquired during the didactic phase of the curriculum. Throughout this clinical experience students are challenged to progress further toward entry-level competence in essential and advanced physical therapy practice skills, at an accelerated pace. Competencies include, but are not limited to, professional behavior, legal and ethical practice, communication, patient safety, examination and evaluation, diagnosis and prognosis, treatment planning, and intervention techniques.

Prerequisites: All Physical Therapy course work in professional years I and II must be successfully completed, and all PT practice courses must be completed with at least a 3.0 GPA.

PTH607 Advanced Clinical Affiliation III (3 Credits) P/F

In this course physical therapy students participate in a five week full-time, or a ten week part-time clinical affiliation under the supervision and guidance of licensed physical therapists in facilities affiliated with Franklin Pierce University and located throughout New England and the United States. Advanced students, such as physical therapist assistants or other allied medical professionals have the opportunity to put into practice in a wide array of clinical settings the skills and knowledge they have acquired during the didactic phase of the curriculum. During this clinical experience students are challenged to attain entry-level competence in essential and advanced physical therapy practice skills, at an accelerated pace. Competencies include, but are not limited to, professional behavior, legal and ethical practice, communication, patient safety, examination and evaluation, diagnosis and prognosis, treatment planning, and intervention techniques.

Prerequisites: All Physical Therapy course work in professional years I and II must be successfully completed, and all PT practice courses must be completeed with at least a 3.0 GPA.

PTH610 Professional Seminar

This intensive seminar focuses on issues relevant to students about to enter the physical therapy profession as entry-level clinicians. Areas covered include professional development, social responsibility, job search skills, preparation for the NPTE, and current climate in the delivery of physical therapy services. Students use available technology as they explore these topics.

Prerequisite: Successful completion of all prior Physical Therapy courses.

PTH620 Advanced Topics in Imaging and Diagnostics

This course is designed to introduce physical therapy students to various radiographic imaging and electrodiagnostic procedures used to evaluate a variety of neuromusculoskeletal pathologies commonly treated by physical therapists. Specific radiographic imaging discussed include plane film radiography, magnetic resonance imaging (MRI), computerized tomography (CT scans), Positron Emmision tomography (PET Scans), fluoroscopy, and bone scans. Electrodiagnostic procedures include motor and sensory nerve conduction and electromyo-

graphic techniques. The focus of the course is placed on interpretation of test results and how physical therapists can utilize these findings during evaluation to assist in determining physical therapy interventions.

Prerequisite: Successful completion of all prior Physical Therapy courses.

PTH624 Advanced Differential Diagnosis

This course is designed as a culminating experience for physical therapy students in the process of differential diagnosis in screening for systemic diseases or medical conditions that may mimic neuromusculoskeletal conditions commonly treated by physical therapists. The process of differential diagnosis involves a targeted client history; a determination of pain patterns/pain types and associated signs and symptoms; and a limited systems review. It also includes broad recognition of constitutional symptoms and signs, the determination of the systems most likely affected, and the process of making appropriate referrals to other health care providers. The process of differentiating signs and symptoms is an implicit aspect of all treatment based courses in the program. This course builds on competencies achieved throughout the program.

Prerequisite: Successful completion of all prior Physical Therapy courses.

PTH628 Special Topics Elective (2 Credits)

This is a course that provides students the opportunity for further study in a selected area of physical therapy. Topics may include, but are not limited to: advanced neurology, orthopedics, pediatrics, sports physical therapy, women's health, and alternative medicine/complimentary therapies. The topics offered vary from year to year depending on students' interests. Students advance their knowledge and skills in the topic they select through lecture and laboratory components of the course.

Prerequisite: Successful completion of all prior physical therapy courses.

PTH720 Evidence-Based Practice I (2 Credits)

This is the first of two evidence-based practice courses. This first course is designed 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: PTH 518 & 519

PTH730 Evidence-Based Practice II (2 Credits)

The purpose of this class is to apply the principles of evidence based practice regarding the selection of suitable examination techniques, determining a specific prognosis and identifying appropriate physical therapy treatments. This course will consist of identifying relevant research articles to each student's clinical interest, critically analyzing the identified articles and completion of a systematic review of the literature that is to be submitted to a peer review journal for possible publication. Students will sequentially develop sections of the systematic review in each module throughout the course.

Prerequisite: PTH720

DOCTOR OF ARTS

Doctor of Arts in Leadership

Transformational leaders are not taught to be transformational by gaining more knowledge in their area of specialization. They are guided in the process of becoming a transformational leader. The very nature of critically evaluating leaders and leadership theory in a multidisciplinary and socio-cultural context is transformational. The Doctor of Arts degree program provides an opportunity for such transformation within the context of the arts and humanities among a diverse group of learners. Professionals in business, education, the arts, community and government service, health care, and other disciplines will lead their professions and their communities through the next decades of change.

The Doctor of Arts Program from Franklin Pierce will equip these individuals with the power of an understanding of themselves, their profession and their community, and the power to lead by engaging the transformative process and inspiring others to move beyond self interest to a greater good. We will prepare the leaders of tomorrow by enhancing the critical and creative evaluation skills of the professional today. We will provide opportunities to strengthen professional skills by critically analyzing leadership theories, acknowledging personal values and embracing the arts and humanities as intrinsic to understanding the human condition.

Artistic expression enables individuals to understand themselves and their world in unique ways. The arts and humanities are used to pose the questions that examine the role of leaders in times of social, political, economic, personal or professional transformation and inspire the individual to move beyond self interest toward a better society. A transformational experience has the power to inspire alternative thinking for today's context and challenges leaders with the responsibility to act in the best interest of the social good. This program of study guides students to explore, embrace, model and incorporate the tenets of transformational leadership as they investigate how the arts and humanities deepen the life experience, allowing the student to face personal and civic challenges with a unique perspective and a desire to transcend the immediate solutions for creative alternatives.

Through personal experience, dialogue with colleagues and selected readings and projects, students will explore the nature of transformation and the power and purpose of the arts and humanities in the personal, professional and social lives of transformational leaders.

Doctor of Arts Philosophy

The philosophy of the Doctor of Arts degree at Franklin Pierce is grounded in the powerful dynamic created when transformational leadership practice consciously guides the discovery, dissemination and application of knowledge. The Doctor of Arts fosters an atmosphere of intellectual challenge, applied research, and creative scholarship in the context of the arts and humanities. The program engages future leaders in a transformative process of learning to prepare them to facilitate social, professional, organizational, economic, and community development. The Doctor of Arts inspires individuals to be transformational leaders with inspirational vision, high moral and ethical values, and innovative thinking and action, embracing the arts and humanities as a form of understanding and communication across socio-cultural boundaries.

Doctor of Arts Mission

The mission of the Doctor of Arts degree at Franklin Pierce is to graduate individuals who are intellectually curious, grounded in research methods, value the process of ethical and moral transformation, integrate creative thinking from global perspectives in a variety of communities, and continue to live, work and contribute in their professions, organizations and communities. Graduates will value the cultural and intellectual diversity in the arts and humanities and appreciate themselves and the world in unique ways. In meeting the mission of the program, graduates will embrace creative alternatives to problems and provide opportunities to find solutions that are transformative.

Goals of the Doctor of Arts Program

- •To prepare leaders for transformational roles in society
- •To advance knowledge and applied research, preparing leaders with vision
- •To develop practice-focused scholarship, integration of knowledge and reflective and service-based inquiry
- •To enhance the leadership values, skills, and knowledge of current and aspiring leaders in professional disciplines
- •To inspire the holistic view of leadership as a transformational process
- •To engage the process of analyzing and synthesizing content through a transformational leadership perspective
- •To foster an understanding of the importance of the arts and humanities in assuming the role of steward of the societal landscape, developing a sense of connectedness and community
- • To aspire to develop creative solutions to today's problems that are grounded in moral and ethical principles

Admissions Prerequisites

In order to be considered for admission to the Doctor of Arts program, the applicant must show evidence of having completed the following:

- •Achievement of a minimum of 2.8 cumulative grade point average (GPA) (on a 4.0 scale) in all previous coursework.
- •Completion of a Master's degree from an accredited University or university.
- •Formal application.
- •Submission of official undergraduate and graduate transcripts.
- •Required interview.
- •CAGS credit from fully accredited partner institutions will be reviewed on a case by case basis.
- •Students matriculate as part of a cohort of one of three campuses (Concord, Lebanon, Portsmouth).

Transformational Leadership Core (27 Credits)

All courses are three (3) semester hours unless otherwise noted.

BA740	Mastering and Guiding the Process of Change
HM765	Cross-Cultural Communications for a New World
TL605	Collaborative Leadership
TL615	Transforming the Public Agenda
TL625	Social Critiques
TL630	Transforming Communities through Applied Research
TL705	Transformation Through the Arts
TL710	Doctoral Seminar: Research Methods, Data Collection and Analysis
TL715	Leadership and the Creative Imagination

Foundational Content (21 credits)

Students are required to choose five (5) electives from content areas foundational to the dissertation. Elective courses are drawn from disciplines such as the arts and sciences, business and law, administration and education. The following electives are available:

BA730	Program Assessment and Evaluation
BA745	Scenario Planning and Game Theory
BU720	Managing Financial and Human Resources

BA750 Organizational Health
BU725 Law, Ethics and Decision-Making
BU735 Policy Analysis and Organizational Change
HM770 Arts and Learning
HM775 Leadership Through Writing
TL610 Legal and Ethical Issues in Policy Making
TL620 Organizational Planning

Students are required to complete internship experiences foundational to the dissertation:

HM780 Presidential Leadership
TL850 Internship (3 credits)
TL852 Internship (3 credits)

Dissertation (12 credits)

TL 901 Literature, Review and Introduction
TL902 Problem Development and Research Methods and Data Collection
TL903 Data Collection and Analyses
TL904 Discussion and Dissertation Completion and Defense

Students will complete oral comprehensive exams in order to move to the dissertation phase of the program

Additional Information

Applications are available on the Franklin Pierce Web site at <http://www.franklinpierce.edu/pages/gps/apply.html>

Classes will begin Fall 2006

Estimated time to degree completion is 3-4 years with the final year spent in dissertation work.

Course delivery will be scheduled online and will require a monthly, on-campus commitment. The on-campus requirement will follow a Friday-Sunday schedule. Please contact the Graduate Studies Office for individual course times and dates.

COURSE DESCRIPTIONS

BA730 Program Assessment and Evaluation
This course explores the theories and methods of planning, implementing and evaluating programs and interventions in order to assist individuals and groups to meet the needs and goals of the organization. Both quantitative and qualitative methodologies are used to evaluate both the need for and the outcomes of programs.

BA740 Mastering and Guiding the Process of Change
This course is designed to enable current or emerging leaders to become more informed, effective and responsible in the political arena. The course is designed to engage in an in depth study of symbolic politics and the consequent impact upon public policy and the complex web of political relationships. Particular attention is given to the consequent implications for the change process within organizations and communities.

BA745 Scenario Planning and Game Theory
This doctoral seminar examines two interrelated sets of tools for economic and organizational strategy building, scenario planning and game theory. Scenario planning is a methodology to increase our understanding of an uncertain future. A scenario planner creates a number of plausible stories about the future rather than merely extrapolating past trends forward. Game theory is the investigation of strategic behavior in the context of interdependent action. For example: an organization's strategic plans may be thwarted if its competitors respond in kind. Scenario planning and game theory used together form a powerful tool for planning and management.

BA750 Organizational Health
The course is designed as an intensive introduction to the theories, methods and tools for building wellness concepts into the strategic planning process of organizations. The class will define the future of wellness in the workplace evolving beyond mechanistic approaches to individual wellness and developing holistic principles leading to organizational health. At the completion of the course, students will have an understanding of ways to institute a new wellness paradigm into organizational design.

BU720 Managing Financial and Human Resources
Superior leaders appreciate the conversion of ideas into action and consequence. Superior leaders recognize that power is needed to drive this conversion and find it in research, service, and resources such as finance. These leaders can then use a medium such as the arts to carry the transformation from idea to action; this transformation can be fueled by the power of finance. The activities of finance are based on beliefs, values, and concern for all stakeholders whether they be company stockholders, employees, consumers, or members of the community.

BU725 Law, Ethics and Decision-Making
This course explores how the United States' legal system deals with ethical ambiguity and ethical questions which are highly debated in our society. It poses the challenge to analyze major cases concerning administrative practices such as affirmative action, privacy, and professional conduct, and basic moral issues such as abortion, care of children, and the right to die in specific cultural environments and organizations. The course focuses on the evaluation of decisions and the assessment of various approaches to fundamental ethical dilemmas and debates and the impact of law in contemporary society.

BU735 Policy Analysis and Organizational Change
This course is set in the context of a belief that all institutions exist within increasingly complex and entrepreneurial environments. The public's need for choice, quality, and accountability are forces which have given rise to a complex system of federal, state, and local policies as well as a variety of non-traditional organizations to meet the needs of society. Effective leaders must function as entrepreneurs, policy administrators and community organizers for their organization to be responsive to this dynamic environment. The course challenges effective leaders to be participants, leaders, and agents of change in a range of organizations including traditional, charter, and private schools, non-profit organizations, businesses, Universitys and universities, and human service and governmental agencies.

HM765 Cross-Cultural Communications for a New World
This seminar provides a framework for developing the interpersonal communication and interaction skills necessary for a more valuable engagement of global knowledge and experience. Students learn to identify cultural aspects of verbal and nonverbal behavior of persons from different cultures, and gain a deeper understanding of the cultural differences that cause difficulties in global communication. The course utilizes cross-cultural communication case studies, readings and interviews to explore the issues related to specific cultural differences. The course also emphasizes the importance of negotiating positions on a variety of on-going international issues through role-playing, interviews and public forums.

HM770 Arts and Learning
This course is designed to provide students with the arts leadership skills necessary for designing, implementing, assessing, and sustaining arts integration models in diverse school or organizational settings. The course focuses on the multiple roles of the arts as mediational tools and provides theoretical and applied knowledge of learning in, with, and through the arts. Within the course there is an emphasis on the use of the arts and artistic methods through hands-on activities modeling arts, infused learning, and instruction. Content from the course is applied, analyzed, and evaluated in relation to individual and group understandings and considerations of site-specific organizational change and professional development.

HM775 Leadership through Writing
This course is an intensive program designed to prepare students to assume a leadership position in and through writing. This content will be applied, analyzed and evaluated in a variety of organizational contexts. The course requires a commitment to reflection through writing and an understanding of the power of the written word in communication and influence.

HM780 Presidential Leadership
Throughout history leadership is summoned forth by human needs and wants. Whether it is the need for protection or the desire for economic opportunity or individual liberty, the world's people look to leaders to accomplish change that responds to their wants. In the United States the republican form of government, the Constitution, and the party system define the boundaries of political leadership. Within the context of the presidency, this course explores these questions of leadership: Is transformational leadership possible? What historical circumstances, personal qualities, or tactics have produced transformational change in the United States? What is the relationship of leaders to followers? Of ideals, vision, and results? What are our public values? How is presidential leadership tied to these values? Is it possible for a transformational president to be a conservative?

TL605 Collaborative Leadership
This course is designed to provide an in-depth examination of theory and critical skills necessary for collaboration in all settings. The course will emphasize the exploration of major concepts related to leadership with an emphasis on developing partnerships and collaborative relationships. Themes of collaborative leadership identified during this course will frame the focus of course work.

TL610 Legal and Ethical Issues in Policy Making
This course emphasizes the moral and social responsibilities of organizational leaders as well as the practical application of ethical principles to organizational leadership behavior and decision-making. Stakeholders in society use the law as a tool toward social change. In policy development, the codification of rules and laws demonstrate a failure of the political system to meet the expectations of some constituencies. Although social institutions must deal with the legal and political environment in which it exists, policy development allows for an opportunity to present ethical concerns in a matter that allows for open evaluation. Therefore, while behaving as civil members of a community, social institutions must manage themselves so as to advocate for positive change.

TL615 Transforming the Public Agenda
This course focuses on the development of a self-renewing capability inherent in professionals and organizations. The notion of transformation in the context of knowledge base, self-reflection and the sociopolitical processes in social change will be discussed. The course will explore the integration of "ecological perspectives" within a changing society and the demand for greater tolerance of human behavior within an environment where marginalization and relative poverty continue to exist. A primary focus of the course is the need to keep justice and moral decision-making at the core of changing public ideology toward a higher appreciation of consequences of individual actions within a global context.

TL620 Organizational Planning
The goal of this course is to familiarize students with major conceptual frameworks, debates, and developments in contemporary organization theory. This is an inter-disciplinary domain of inquiry drawing from sociology, economics, psychology, anthropology, and political science. The course focuses on inter-organizational processes, and also addresses the economic, institutional and cultural contexts that organizations face. The course makes use of a vast and multifaceted domain of inquiry and a wide variety of planning strategies.

TL625 Social Critiques
This course focuses on the identification of particular social issues as a basis for analysis within the various frames offered throughout the course and provides a forum that brings experience and current methodology together to address social movements or trends that relate to the specific interest of the individual. Examination of various social philosophies will serve as a point of departure for analyzing social movements with an intent to inform policy in a "frame-reflective" (Rein and Schön) manner. Social critique suggests that policy is not always based in rational-deductive methodology but is highly influenced by the frames of analysis, which are used to understand social movements and problems.

TL630 Transforming Communities through Applied Research
This course presents an overview of the process and application of developing, implementing and evaluating qualitative research. The student will conduct a descriptive analysis of initiating the inquiry, gathering data, recording and analyzing data and evaluating the project. There will be an emphasis on the literature of value driven research. Connections are made to organizational and community development and policy decision making across disciplines.

TL705 Transformation Through the Arts
This course focuses on the act of creation which enables individuals to understand themselves and their world in new and diverse ways. This transformational creative experience has the power to give pleasure and communicate ideas, as well as to foster the cultural and artistic development of the individual and society. Emphasis is on the investigation of how the arts deepen life experiences, allowing the individual to face life's joys and challenges with a unique perspective. Through personal experience, dialogue with colleagues and selected readings and projects, the course will encourage the exploration of the nature of this transformation and the power and purpose of the arts in one's personal and professional life.

TL710 Doctoral Seminar: Research Methods, Data Collection And Analysis
This course is an examination of various methods of social inquiry and analysis. The course presupposes that all participants have graduate level preparation in inquiry skills and analysis and a foundation in contemporary social critique. Although there will be a common focus for participation, each individual will examine those particular methods that will become the basis for the dissertation. All doctoral students are expected to either have a defined research question for advanced inquiry or be in the process of refining this question.

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TL715 Leadership and the Creative Imagination
This is a doctoral seminar which addresses the issue of the role of creativity in developing and nurturing leadership in one's self and others. Leaders in literature, the arts, business, education and public service will be explored through biographies, films, plays, observations, writings and productions. Leaders in fiction will also be studied in order to further understand the virtues of leadership.

TL850/852 Internships
Doctoral students can take advantage of a variety of opportunities for professional development within the educational plan. Internships allow students to explore and gain experience outside the higher education environment. The doctoral student must design, in advance, a pilot research project/question that will be investigated within the context of the internships. The internship plans must be approved by the faculty member before the internships start.

TL 901, 902, 903, 904 Dissertation
The dissertation is a substantial work of independent original research which makes a contribution to the current body of knowledge in a scholarly field. Through the coursework in this doctoral program the doctoral candidate establishes the boundaries of the current body of knowledge in a particular theoretical area of interest. Under the guidance of both the Mentor and Faculty Advisor, the candidate establishes a researchable question, proposes a methodology and gains approval of the doctoral committee to move forward with the study. The dissertation may be presented in a traditional bound dissertation, as publishable research reports or as a creative work supplemented by a research report suitable for publication.

ACADEMIC POLICIES

Academic Policies-General

Class Attendance

Students are expected to attend all classes. A student knowing of absences in advance should meet with the instructor to make the necessary arrangements for make-up work. Students who do not officially drop or withdraw within the established time frames are financially responsible for outstanding tuition.

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. Please be sure to follow up with the Financial Aid Coordinator at your center.

Drop and Withdrawal Policy

Failing to attend class does not relieve students of their financial obligation. Students are required to fill out a registration status change form when dropping or withdrawing from a course. In rare instances, a course may be added to one's registration after the end of the Add-Drop Period. When this is necessary, the faculty member involved and the Dean of the College of GPS or his/her designee must approve it in writing. A $250 fee will be assessed and billed to the student's account. Withdrawals/credits are as follows:

Prior to the beginning of classes	100% credit
Classes that are dropped during the first week (Add/Drop period)	100% credit
After the (Add/Drop period) ends:	
For classes that meet twice a week*	
Classes withdrawn from before the third class	40% credit
After the third scheduled class	20% credit
After the fourth scheduled class	no credit
For classes that meet once a week*	
Classes withdrawn from before the second class	60% credit
After the second scheduled class	no credit
For classes that meet 100% online	
During the second week of classes	60% credit
After the second scheduled week	no credit

**includes eLL classes (online component counts as a scheduled class)*

Matriculation

Students who wish to matriculate in a degree program must actively elect this classification during admission. In order to be eligible for matriculation, students are required to submit and fulfill all application requirements. Requirements include the submission of a completed application, all required transcripts, and all other degree specific requirements for admission.

Students must be matriculated in a degree program in order to be eligible for financial aid or the awarding of a degree. Students may apply for non-matriculated coursework under special circumstances and with the permission of the appropriate dean.

Auditing a Course

Auditors are students who enroll in a course for which they will not receive a letter grade or credit. Auditors will be admitted to courses only when there are spaces available and the

extent of their participation will be agreed upon between the students and their instructors. Auditors who meet these conditions will receive a grade of "AU" for the course. Students who have enrolled in a course either as an auditor or for credit may elect to change their status no later than one week from the first scheduled day of class. Online and eLL courses may **not** be audited. Audited FPU courses may not count as LEAP credit.

Directed Study

Under exceptional circumstances, a course listed in the University catalogue may be offered to a student on an individual basis. The details of the Directed Study must be agreed upon by the faculty sponsor and the student, and approved by the appropriate Associate Dean of the program, no later than the week before classes begin in the term in which the Directed Study is to occur. In a Directed Study, the student and professor meet on a regular basis, normally once a week.

Repeating a Course

Students may repeat only those courses taken at Franklin Pierce in which they have received a grade of "D" or "F". When a course is being repeated, it must be repeated at Franklin Pierce. Once the course has been repeated, the Registrar will recompute the grade point average using the latest grade and indicate the course was repeated.

Incomplete Grades

A grade of Incomplete is awarded only as a result of illness or other extenuating circumstances beyond the student's control and must be arranged with the instructor. An Incomplete Form must be completed in order for the grade to be accepted.

Incomplete grades must be made up by the end of the following term. After this date, an Incomplete will be changed to an "F".

Grading System

Grade Symbols	Quality Definition	Point Value
A	Excellent	4.00
A-		3.67
B+		3.33
B	Very Good	3.00
B-		2.67
C+		2.33
C	Satisfactory	2.00
C-		1.67
D+		1.33
D	Unsatisfactory but passing	1.00
D-		0.67
F	Failure	0.00
I*	Incomplete	
R*	Course repeated	
AU*	Audit	
W*	Student Initiated Withdrawal	
WP/WF*+	Instructor-initiated withdrawal	
AW*	Administratively withdrawn	

** Denotes that the grade is not used when computing the CGPA*

+ This action must be taken by the end of the term in which the course was given, and cannot be reversed. The P (Pass) or F (Fail) suffix indicates the student's performance at the time of withdrawal.

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.
Note: Grades of C-, D+, D and D- do not apply to the graduate programs.

Grade Report

A copy of the grade report is mailed to the student at his or her permanent address of record at the end of each term.

Transcripts

An official transcript is one bearing the seal of the University and the signature of the Registrar. Official transcripts are normally mailed directly to institutions or persons considering the applicant for admission or employment. Each request for an official transcript must be accompanied by a signed request from the student and a $10 fee. Transcript request information and a downloadable (PDF) form are available on our web site at www.franklinpierce.edu. From the homepage, click on Administrative button, then choose the link to Registrar and then Transcript Requests.

Occasionally students request multiple copies of transcripts. If multiple copies are requested at one time, the first two copies will be $10 each, the next 5 copies will be $5 each and any additional copies will be $2 each. The reduced fees apply only to multiple copies requested at the same time.

Transcript overnight service is available for $25. A facsimile requesting this service should be directed to the office of the Registrar at 603-899-4069; payment options are available by calling 603-899-4068.
Note: Transcripts will not be released for students not financially cleared.

International Students

International students are advised that Franklin Pierce University, the College of Graduate & Professional Studies does not provide housing, transportation, or employment assistance at any of its sites. Students must make separate housing, dining, and transportation arrangements.
International students applying for admission are required to demonstrate proficiency in the English language. English language proficiency is demonstrated as follows:

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

In addition, international students must demonstrate an ability to pay for one full year of tuition and living expenses at Franklin Pierce University.

International students must attend Franklin Pierce as full-time students. Franklin Pierce defines a full-time graduate student as taking a minimum of two (2) courses per term, for a minimum of three (3) terms per year. This equates to 18 credits per year. Franklin Pierce defines a full-time undergraduate student as taking a minimum of two courses per term, for a minimum of four (4) terms per year. This equates to 24 credits per year. International students should contact International Student Services at (603) 899-4397 for more information.

World Education Services

The World Education Service organization evaluates credentials from schools and Universitys outside the United States. Students with foreign high school and University transcripts must use this service. World Education Services evaluation and verification is required of all international students prior to enrollment. For information write: World Education Services, Inc., P.O. Box 5087, Bowling Green Station, New York, New York 10274-5087 or consult their website at <www.wes.org>.

Transfer Credit

Students wishing to transfer credits should obtain a transcript release form from any of the center locations. The form should be signed and mailed to the school in question. Only official transcripts, forwarded to the appropriate center, will be accepted for credit evaluation.

The Registrar's Office will complete an official evaluation after all transcripts are received. Official notification of transfer evaluation results normally occurs within 90 days of receipt of all prior transcripts and American Council of Education credit recommendations, e.g., military credit recommendations.

Students with Disabilities

In accordance with the Americans with Disabilities Act, any student who has a documented physical, learning, or emotional disability* will be provided with reasonable accommodations designed to meet his or her needs. Before any such assistance can occur, it is the responsibility of the student to see that documentation is on file with the Academic Services Center at Franklin Pierce University in Rindge and that the advisor has a copy of the Accommodation Plan developed by the ADA coordinator. Please attend to any need for accommodations as soon as possible.

**Documentation cannot be more than three years old.*

Plagiarism

Since plagiarism strikes at the very heart of the academic enterprise, it is taken very seriously at Franklin Pierce. Plagiarism is the act of stealing or passing as one's own the ideas or words of another. Specifically, this includes: a) copying the words of another student from examinations, themes, term papers or theses; b) copying the printed words or ideas of a writer without giving credit to the author; "1) failing to cite quotations and borrowed ideas, 2) failing to enclose borrowed language in quotation marks, and 3) failing to put summaries and paraphrases in your own words"; using, borrowing, stealing, presenting or downloading another's ideas/writing and submitting such material as your own work; resubmitting work, in whole or in part, that has been previously submitted in another course without prior permission of the current instructor.

The minimum penalty for a first offense for all forms of cheating, including plagiarism, should be subject to the instructor's discretion, with mandatory placement of a documented record on file in the office of Graduate and Professional Studies. For a second offense of cheating, including plagiarism, the student will receive a one-semester, non-deferrable suspension from the University. For a third offense of cheating, including plagiarism, the student will be dismissed from the University. In any case discussed above, the ultimate discretion lies with the Dean's office of the Division of Graduate and Professional Studies.

Family Rights and Privacy Act

Students may receive copies of information contained in their educational records by making a request to the office that maintains those records as long as the release of such information does not violate the Family Rights and Privacy Act of 1974.

According to the Family Rights and Privacy Act of 1974 (more commonly referred to as the "Buckley Amendment"), these records shall not be released to another individual, agency, or organization (except University personnel with a legitimate educational interest as determined by the University) without first obtaining the student's written authorization to do so. The only information that the University can release without the student's written authorization is "directory information". Directory information includes the following: the student's name, center, home address, major fields of study, dates of attendance, degrees and awards received, participation in officially recognized activities and sports, and the weight and height of members of athletic teams. Directory information may be released upon request unless the Registrar receives a written request from the student directing otherwise.

According to the Buckley Amendment, information contained in the educational records of students who are eighteen or enrolled in post-secondary institutions may be sent to the

parents without the written consent of the student only if the student is a financial dependent of the parents. (The term "dependent" is defined in section 152 of the Internal Revenue Code as an individual (son, daughter, stepson, and stepdaughter of a taxpayer) who received over half of his/her support from the taxpayer during the given calendar year.)

Student Rights and Responsibilities

Franklin Pierce University recognizes that students enrolled in the University assume an obligation to conduct themselves in a manner compatible with the function of an educational institution. Students are expected to conduct themselves as responsible individuals as well as contributing members of an academic community. The responsibilities of students as citizens of both the center community and society at-large are clearly stated in the G&PS Student Code of Conduct. Students are expected to be fully familiar with the G&PS Student Code of Conduct and will be held accountable for their actions as members of the University community. Copies of this document are available at each center location and on the University's web site at www.franklinpierce.edu.

Administrative authority for the judicial system resides with the Vice President for Student Affairs. Responsibility is delegated by the Vice President for Student Affairs to members of the community in such a way as to ensure a fair and equitable judicial process.

Operative Catalogue

Franklin Pierce University views the University's catalogue as the primary contract between the University and the student. This means students are subject to graduation course requirements in the catalogue which was in effect at the time of their matriculation, or students may, at their option, elect to fulfil the requirements in any subsequent catalogue, provided they were enrolled at the time the catalogue was published. The University reserves the right to make substitutions for courses which are no longer offered.

In either case, the graduation requirements of the catalogue are to be considered in its entirety; students may not fulfill part of their requirements from one catalogue and another part from another catalogue.

Administrative and financial policies and requirements may change each year. These policies pertain to all students enrolled in the academic year in which each new catalogue is in effect.

Because catalogues are published at a particular moment in a changing world, the University reserves the right to change any part and to make such changes retroactive for students currently enrolled.

Time Limit

Students enrolled in degree programs may continue to work toward their degree programs under the requirements which were in effect at the time they matriculated provided that there have been no breaks of more than twenty-four consecutive months. Students who have breaks of more than 24 consecutive months must meet requirements in effect at the time they re-enter the University. Graduate students who have had breaks of more than 12 months must meet requirements in effect at the time they reenter the university.

Academic Policies – Undergraduate

Admission

An official transcript showing completion of high school or the equivalent is required for admission into a degree or certificate program offered by the University's Professional Studies Program. No application fee is required. An Application for Admission and a high school transcript release form are available at each of the center locations or online at www.franklinpierce.edu.

Academic Advising

Academic Advising is an important dimension of each student's educational experience. Advisors are available to answer questions about course registration, degree requirements and transfer credits. Our course schedule is established every spring for the entire academic year **(September through August)**. New students are encouraged to meet with an advisor prior to registering. Appointments are available at all center locations.

Home School Student Admission

Franklin Pierce University welcomes applications from home-educated students who satisfy similar qualifications required of traditional secondary school graduates. The home school shall comply with the regulations of the state in which the student was schooled. All applicants must present proof of graduation from their respective secondary school/home school or a GED. Please contact the center office for further clarification.

Advanced Standing

Franklin Pierce University recognizes the value of learning that has been accomplished both non-traditionally and traditionally for University credit toward our degree programs. The maximum amount of advanced standing credit is 30 semester hours for an Associate's degree and 90 semester hours for a Bachelor's degree. Maximum combined credit from Associate-level Colleges, ACE, CLEP, and LEAP is 75 semester hours.

American Council on Education (ACE)

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 credit for programs evaluated by ACE per their recommendations. These recommendations are available at your center office. Maximum credit awarded through ACE is 45 semester hours.

University-Level Examination Program (CLEP)

Students may earn credit through the University-Level Examination Program. CLEP examinations must be taken within the first 12 months of a student's enrollment at the University. 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. The examinations are offered in five general areas: English Composition, Mathematics, Natural Science, Social Science/History, and Humanities. In addition, fifty specific subject examinations in such areas as U.S. History, Management, and Accounting are also offered. Information on the CLEP program is available at your center office. Test results are processed as transfer credit. Official results should be forwarded to your center office. Maximum credit awarded through CLEP is 30 semester hours.

Previously taken CLEP testing will be reviewed on a case by case basis.

Learning Experience Assessment Process (LEAP)

LEAP is designed to help students analyze the knowledge they have accumulated through non-credit classroom experience, work-related experience, and informal experience, such as

community service or self-study skills. It is important to note that credit is not granted for the life experience itself, but rather for the learning that has resulted.

In order to receive credit, a student must prepare a Learning Experience Assessment Process Portfolio as described in the Franklin Pierce University LEAP Student Handbook. This handbook describes each type of qualified learning experience in detail and provides step-by-step instructions for documentation. The interdisciplinary Learning Experience Assessment Process Review Board of Franklin Pierce University evaluates a portfolio. Normally, notification of credit awarded occurs within 60 days.

Students are required to complete a LEAP Workshop that outlines the assessment process and the preparation of a portfolio.

The portfolio must be submitted within the first 12 months of a student's enrollment at the University.

There is no fee for having your first LEAP Portfolio analyzed. The fee for credit awarded varies depending upon the type of learning experiences being evaluated. A full outline of per credit charges can be found in the current LEAP Student Handbook. Students may investigate the leap process by participating in a LEAP workshop either physically or online. They should not proceed to compiling a LEAP portfolio without meeting with their center advisor.

Students who are interested in this program should meet with their center advisor to discuss the LEAP program in more detail. Students must be accepted into a matriculated program prior to submitting a LEAP portfolio. Maximum credit awarded through LEAP is 45 semester hours. Audited Franklin Pierce courses may not count as LEAP credit.

Accelerated Degree Programs

Franklin Pierce University, the College of Graduate and Professional Studies, offers accelerated degree programs for those students who wish to gain their Bachelor's or Associate's degree in as short a time frame as possible. The accelerated degree programs can be completed in one, two, or three years, depending upon the number of credits awarded through advanced standing.

Franklin Pierce's unique eight-week scheduling format allows students to complete each of the accelerated degree programs by taking classes just two nights per week, year-round. With six terms per year, students take two classes each term. Students who wish to take more than two classes per term must demonstrate a high level of academic achievement and receive permission from the Center Director.

Accelerated degree programs are not for everyone. Each program requires a great deal of work, time, and commitment. However, for students who want to advance their career standing as quickly as possible, accelerated degree programs prove to be a valuable resource.
Academic advisors are available at each of the center locations to help students formulate individual accelerated degree plans. Students who are unsure of which accelerated program they qualify for or who have any questions should contact their center.

Registration

A separate registration will be held for each of the six terms. Course offerings will be posted on center bulletin boards and on the web at www.franklinpierce.edu. Students are encouraged to register early since classes are limited in size. Students are eligible to attend classes and receive grades and academic credit only if they are properly registered. To be properly registered, one must be financially clear and must actively register for courses. Students who have questions about registration should contact the Center Director.

In order to be enrolled in a course that meets twice a week, a student must be registered and attend by the third class; for courses that meet once a week, a student must attend by the second class. **Online/eLL students are required to actively engage the instructor on the date the course begins.**

Add/Drop/Withdrawal Policy

For each term, the first week of classes is considered to be the "Add/Drop" period: Dur-

ing this time courses may be added and and/or dropped at no charge. Individual courses dropped during this period will not be reflected on the student's transcript and the student will not be charged tuition.

A course dropped after the end of the "Add/Drop" period becomes a withdrawal. Withdrawals will be reflected on the student's transcript as "W", the student will be charged a percentage, dependent upon the number of classes attended prior to the withdrawal.

Students may not, of their own volition, withdraw after the first two weeks of a course. After the first two weeks, withdrawal must be initiatied by the instructor: in each such instance, the grade reported by the instructor will be WP (withdraw passing) or WF (withdraw falling). See page 316 for information on withdrawal/credit.

Course Overload

Students with a cumulative grade point average of 3.25 or higher are allowed to enroll in up to three courses in a term. Students with a CGPA below 3.25 may enroll in three courses in a term only with the approval of the Center Director. Approval for more than three courses by any student must be granted by the Associate Dean of Undergraduate Professional Studies.

Grade Change Policy

Once submitted, a grade can only be changed by the Registrar if an error has been made in the calculation or transcription of the original grade. The Registrar may not make a grade change after the conclusion of the term following the term in which the grade was originally submitted. Should a faculty member wish to change a grade for any other reason, the request with justification should be submitted to the Academic Standards Committee for approval.

Class Standing

Class standing is determined as follows:

Freshman	0-25 semester hours earned
Sophomore	26-55 semester hours earned
Junior	56-87 semester hours earned
Senior	88+ semester hours earned

Academic Grievance

If a student believes he/she has an academic grievance against a faculty member, he/she should first present the grievance in writing to the professor in an attempt to achieve a mutual resolution.

Should the matter still not be resolved to the satisfaction of both parties, either party may present the matter in writing to the Academic Standards Committee. Both parties shall have the opportunity to present their case before the ASC, including any and all relevant evidence and/or witnesses. After all pertinent information has been presented, the student and faculty member will be notified of their decision.

The grievance procedure must be initiated no later than the end of the term following that in which the grievance occurred.

Readmission Policy

The Professional Studies' open admissions policy does not apply to students who are seeking readmission.

Students who have been suspended for poor academic achievement may be readmitted upon satisfactory completion of a prescribed course of study approved in advance by the Associate Dean of Undergraduate Professional Studies.

Graduation Procedures

Commencement is held once a year in May at our traditional campus in Rindge, New Hampshire. The Graduation date for students who complete their graduation requirements Terms V and VI is September 30. The date for Terms I and II is January 30. Diplomas will

be available as soon as possible thereafter. Those completing during Terms III, and IV will receive their diplomas in May. It is mandatory that potential graduates adhere to the following graduation procedures:

1. Between six and eight months prior to completion of graduation requirements, potential graduates must meet with their center director concerning graduation requirements and sign a Request to Graduate form in order to be considered for a timely graduation. Transcripts, CLEP scores, and LEAP Portfolios pertaining to courses already completed must have been previously submitted to the Registrar prior to the scheduling of this meeting. No request to graduate will be accepted for a student who's CGPA is below 2.00. Students meet with their Advisor as follows:

Students Completing Degree Requirements	**Meet with Advisor the Previous**
Term I (Sept.-Oct.)	**Term IV (March-April)**
Term II (Nov.-Dec.)	**Term V (May-June) (unless Petitioned to Walk early) See Number 6 below**
Term III (Jan.-Feb.)	**Term VI (July-August) (unless Petitioned to Walk early) See Number 6 below**
Term IV (March-April)	**Term I (Sept.-Oct.)**
Term V(May-June)	**Term II (Nov.-Dec.)**
Term VI (July-August)	**Term III (Jan.-Feb.)**

2. Once the Request to Graduate form has been returned to the center, the student may complete a Graduation Verification form to update recorded information.
3. Additional transcripts for recent courses must be in the Registrar's office prior to the completion of a student's last term of attendance unless the last term of attendance is two or more terms prior to the graduation month.
4. Students who submit their Request to Graduate after the specified date, or otherwise fail to meet graduation requirements, must submit another Request to Graduate. Students will not be allowed to graduate without an up-to-date graduation form. Franklin Pierce University is not responsible for any student who fails to submit a Request to Graduate.
5. Students requesting to graduate will be charged a mandatory $150 graduation fee.
6. Students must request participation in May Commencement no later than December 1, and must have all course work completed by the end of Term VI. Registration for required courses must be in place to walk early.
7. In order to receive a diploma or transcript all tuition and fees owed the University must be paid in full.

Dean's List

Students who have completed a minimum of two courses in a BS or BA program within a term and have a term grade point average of at least 3.3 will be named to the Dean's List.

Dean's Honor List

Students who have completed a minimum of two courses in a BS or BA program within a term and have a term grade point average of 3.65 or better will be named to the Dean's Honor List.

Satisfactory Academic Progress

A student's academic record must give evidence that he/she has reasonable prospects of completing degree requirements. Academic records are reviewed at the completion of each term to determine whether satisfactory progress is being made.

Academic Warning and Probation

Students with a CGPA below 2.0 after completing 15 semester hours will be placed on aca-

demic warning. Students whose CGPA remains below 2.0 after completing 30 semester hours will be placed on academic probation and limited to one course per term.

Academic Suspension

Students with a CGPA below 2.0 after completing 45 semester hours will be academically suspended from the University when their academic record does not give evidence of satisfactory progress toward meeting degree requirements. Students may apply for readmission after a suspension by complying with readmission criteria and meeting with the Associate Dean of Undergraduate Professional Studies.

Academic Dismissal

Permanent separation from the University. The student may not apply for readmission.

Graduation Honors

Bachelor's degree candidates will be awarded honors at graduation if they have completed a minimum of 60 semester hours in residence and meet the following minimum requirements:

Cum Laude:	CGPA of 3.25-3.49 at time of graduation
Magna Cum Laude:	CGPA of 3.50-3.79 at time of graduation
Summa Cum Laude	CGPA of 3.8 or higher at time ofgraduation

Valedictorian

This designation is based solely on the highest cumulative grade point average attained by April 1st among those students receiving a Bachelor's degree at a given Commencement ceremony and who meet the residency requirement for graduation honors (i.e., 60 semester hours of credit earned at Franklin Pierce University). There will be two valedictorians, one representing the graduates of the College at Rindge and one representing the College of Graduate and Professional Studies.

Alpha Sigma Lambda Honor Society

Alpha Sigma Lambda is dedicated to the advancement of scholarship and recognizes high scholastic achievement in an adult student's career. To become a member, a graduating senior must have completed a minimum of 45 semester hours at Franklin Pierce University toward a Baccalaureate degree and must be a first-time candidate for a Bachelor's degree. At least 12 semester hours must be in the Liberal Arts area. Members must be in the highest 10 percent of those who meet the requirements, which are calculated through Term III.

Residency Requirement (BA/BS)

A student who is registered for courses at Franklin Pierce University is considered in residence. To be eligible for a BA or BS degree, students are required to complete at Franklin Pierce University a minimum of 30 semester hours, 12 of which must be courses within the major (at the 300/400 level) and 12 within the College Core. The College Core requirement, courses awarded through ACE, CLEP, LEAP, or transfer credits, do not apply toward meeting the residency requirement.

Students desiring a second Bachelor's degree must complete a second residency requirement of 30 semester hours all taken after the completion of the first Bachelor's degree. Students will not be awarded an Associate's degree and Bachelor's degree at the same graduation ceremony, nor will students receive an Associate's degree following the awarding of a Bachelor's degree at Franklin Pierce University.

Residency Requirement (AA)

A student who is registered for courses at Franklin Pierce University is considered in residence. To be eligible for an AA degree, students are required to complete at Franklin Pierce University a minimum of 30 semester hours, 6 of which must be courses within the major and 6 within the College Core. Courses awarded through ACE, CLEP, LEAP, or transfer credits, do not apply toward meeting the residency requirement.

Time Limit

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

Study at Other Institutions

Once enrolled in a degree program at Franklin Pierce University, students are expected to complete all course work in residence. Permission to take courses at other institutions and to transfer them back to the University will be granted only under extenuating circumstances. A student should consult with the Center Director for proper procedure prior to taking courses outside the College. The Associate Dean of Undergraduate Professional Studies is responsible for final determination.

Program Responsibility

Students are ultimately responsible for their academic programs. All students should become familiar with the graduation requirements of their programs as stated in their operative catalogues.

Academic Policies - Graduate

Academic Advising

Academic Advising is an important dimension of each student's educational experience. Advisors assist students in the decision-making process and in making the most of the opportunities offered at the University. They help students plan their program, set goals, and utilize University resources. Advisors often become mentors and advocates for students.

Each student will be assigned a faculty advisor. These advisors are members of the full-time faculty. This structure facilitates interaction between the student and advisor and allows the advisor to be aware of individual needs. A student may request to change his or her advisor at any time.

Course Withdrawal

Students may not, on their own initiative, withdraw from courses after the first three weeks of a term. Withdrawal after these periods may be initiated only by the instructor or under extenuating circumstances and with the approval of the Associate Dean of Graduate Studies. Examples of such circumstances might include debilitating illness or injury that prevents completion of courses or a family crisis that requires the student's presence at home. In such cases, a WP, WF or AW will be entered on the transcript for each course, although, in rare instances, the faculty member may, after consultation with the Associate Dean, give a grade and award credit or issue an I (Incomplete) pending completion of the required work. This action must be taken by the end of the term in which the course was given and cannot be reversed. See page 316 for information on withdrawal/credit.

Grade Change Policy

Once a grade has been submitted to the Registrar, that grade may be changed only if an error has been made in calculation or transcription of the original grade. Should a faculty member wish to change a grade for any other reason, the request, with justification in writing, must be approved by the Associate Dean of Graduate Studies

Course Overload

The customary graduate level course load is two courses per term. Requests to take more than two courses per term must be made in writing to the Associate Dean of Graduate Studies for approval. Special program offerings such as the MEd Summer Intensive require variable course loads and do not need additional approval.

A typical course load for DPT students consists of 10-14 credits per term in the didactic portion of the curriculum. Part-time course load (fewer than 10 credits) will be prorated at the cost per credit physical therapy rate. The clinical course load consists of 6-9 credits per term and are not prorated.

Minimum Standards Policy

Although Franklin Pierce University expects every graduate student to strive for academic excellence, at a minimum, all graduate students must achieve a grade point average (GPA) or cumulative grade point average (CGPA) of 3.0 (B) or higher. Students who receive a single grade below B- will receive an **Academic Warning Letter**. Students whose term GPA is below 3.0, who receive a second grade below B-, or whose CGPA is below 3.0 will be placed on **Academic Probation**. Students who receive a third grade below B-, or who have been placed on Academic Probation, and have not made Satisfactory Academic Progress will be placed on **Deferred Suspension** during the following term. If the student's CGPA does not return to 3.0, or the student continues to carry three grades below B-, following a term on Deferred Suspension, that student will receive an **Academic Suspension** from the University. A grace period of up to one additional term on Deferred Suspension may be awarded by the Dean of the College of Graduate and Professional Studies. If during any term, after one term on Deferred Suspension, a student does not make satisfactory academic progress, the student may be academically dismissed **(Academic Dismissal)** from the University. The Academic Standards Committee will evaluate all graduate students who have academic issues at the close of each term.

Admissions and Acceptance

Admission to MBA, MEd and Masters of Science in Information Technology and Sports Facilities Management:

1. A Bachelor's degree from a regionally accredited University in any major field of study with a grade point average (GPA) of at least 2.8 on a 4.0 basis.
2. Applicants for admission are required to submit a completed admissions package including:
   - Application Form
   - Resume
   - Career Objectives
   - Official transcripts of baccalaureate degree granting institution
   - Three letters of recommendation
   - An interview
   - Other components as requested

NOTE: See individual Doctoral programs for admissions requirements. ALL admissions paperwork is required before registering for classes.

The Franklin Pierce Graduate program does not require standardized admission tests. The Graduate Studies Office will review admissions packages once all paperwork is received. The Graduate Studies Office will make an admissions decision within one week of receipt of materials. At that point, students may register for class as directed.

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

The Dean of the College of Graduate and Professional Studies may accept students who have not met all admission criteria on a provisional basis. Provisional admission may be granted pending satisfactory completion of admission requirements.

Non-Degree Graduate Certificates (Non-Matriculating)

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. Applicants for the Graduate Certificate are required to:

- Hold a Bachelor's degree from a regionally accredited institution
- Have a GPA of at least 2.8 on a 4.0 scale
- Complete an application form
- Submit a resume
- Submit official transcripts from degree granting institutions
- Submit one letter of reference

Future acceptance into a degree program requires the full admission process.

Grading Requirements

Good academic standing is achieved by maintaining a GPA or CGPA of 3.0 (B) or higher. Students may have no more than two grades lower than a B-. Any student earning a third grade lower than a B- will be placed on Deferred Suspension or Academic Suspension. Only grades of C+ or lower may be repeated. A course may only be repeated one time.

Transfer Credit

Following evaluation by the Associate Dean of Graduate Studies, students may receive transfer credit up to 6 graduate credit hours for grades of "B" or better. The determination of transfer credits will be based, in part, on the compatibility with courses in the core program. Students must be fully admitted to the program to be eligible to transfer credit. Students must submit an official transcript, a request for transfer form, course descriptions and a syllabus of the course to the Graduate Office. Students will also be required to submit a module paper for their Professional Portfolio at the completion of their graduate program.

Academic Grievance

Academic grievance procedure is as follows:

1. The student should bring the matter to the direct attention of the faculty member involved in order to arrive at a mutual resolution.
2. If the matter is not resolved, the student should present the grievance in writing to the Associate Dean of Graduate Studies for petition to the Academic Standards Committee.
3. Should the matter still not be resolved, the student may bring the issue to the Dean of the College of Graduate and Professional Studies. The decision of the Dean is final.

Where appropriate, the student should consult with his or her faculty advisor. At any point, and for any reason, the student may request a change of faculty advisor.

Grievances outside of the academic domain should be brought to the Associate Dean of Graduate Studies and may be referred to the appropriate University Department for follow-up.

Time Limit

Students are expected to complete all requirements for graduation within eight years of enrolling in the Graduate program of Franklin Pierce University.

Academic Probation

A student whose term grade point average (GPA) is below 3.0 or who receives a second grade below B-, or cumulative grade point average (CGPA) is below 3.0 will be placed on academic probation as a reminder that the record needs to be improved. Students on academic probation must improve their academic standing during the next term.

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 readmission criteria. Detailed policy statements are available at the College of Graduate and Professional Studies Office in Concord.

Deferred Suspension

Under certain circumstances, a student who would otherwise be suspended may be allowed to enroll for a subsequent term on the condition that he or she develops a satisfactory Learning Contract with an academic advisor.

Disciplinary Suspension or Dismissal

Students who are suspended or dismissed for disciplinary reasons will receive grades of "WP or "WF" effective on the date of suspension or dismissal. Dismissal is a permanent action.

Academic Dismissal

Permanent separation from the University. The student may not apply for readmission.

Readmission Policy

Inactive students: Graduate Students who remain inactive for four consecutive terms must receive the permission of the Dean of the College of Graduate and Professional Studies for readmission. Students must meet the catalogue requirements in effect at the time of readmission, and must be in good'academic and financial standing.

Students with Academic Issues: Graduate students who wish to reapply, but are not in academic good standing must receive permission of the Dean of the College of Graduate and Professional Studies, and must develop a satisfactory learning contract. Students must meet the catalogue requirements in effect at the time of readmission, and must be in good financial standing.

Graduation Requirements

To be eligible for graduation, the student must maintain a cumulative grade point average (CGPA) of 3.0 (B) or higher.

Withdrawal from the University

Any student wishing to withdraw from the University during a term must complete a Withdrawal and Separation Clearance, which can be obtained from the College of Graduate Studies Office in Concord. An exit interview is also required. A student who merely stops attending classes without completing the necessary steps for official withdrawal will receive grades as assigned by his/her instructor for all courses in which he/she is enrolled.

Withdrawing from the University after the Add-Drop Period will result in a "W" on the transcript for each course for which the student is enrolled. This will be the case for the first three weeks of a term.

Any student who withdraws from the University during the final four weeks of a term will receive grades as assigned by his/her instructors for all courses in which he/she is currently enrolled. A grade of WP (withdraw passing) or WF (withdraw failing) will be given only under extenuating circumstances and with approval of the Associate Dean of Graduate Studies. In rare instances, the faculty member may, after consultation with the Associate Dean of Graduate Studies, give a grade of "I" (Incomplete) pending completion of the required work.

If a student wishes to return to the University after withdrawing, taking a leave or suspension, he or she is required to apply for readmission through the Associate Dean of Graduate Studies. Readmission is not automatic.

Corporate Life Experience Advancement Program (LEAP)

Through our Corporate LEAP program students may be eligible to obtain credit for formal courses you have successfully completed at work. In an effort to help students obtain credit for prior learning, Franklin Pierce University has worked with organizations to evaluate in-house training programs for graduate credit. Any employee who successfully completes the approved corporate course (s) can receive appropriate credit toward a graduate degree. For more information on Corporate LEAP for graduate programs, please contact the College of Graduate and Professional Studies Office at 603-899-4361.

Graduation Procedure

Masters Degrees are conferred three times per year: September, January and May. Doctoral Degrees are only conferred at the May Commencement Ceremony. The commencement ceremony is held at the Rindge campus in May.

1. A Request to Graduate (RTG) form MUST be signed and submitted to the Registrar six months prior to graduation.
2. A Graduation Verification form must be signed to confirm or update recorded information.
3. A $150.00 graduation fee is required.
4. Students must request participation in May commencement ceremonies no later than February 15th.
5. The graduate is responsible for ensuring that all tuition and fee obligations are met in order to receive a diploma.

Sigma Beta Delta International Honor Society

Sigma Beta Delta is an international honor society for business, management and administration. The purpose of the society is to promote a higher level of scholarship in business education and to recognize and reward scholastic achievement in business courses. To be considered for induction into Sigma Beta Delta, students must rank in the upper 20 percent of their class.

Financial Information – General

Franklin Pierce University reserves the right to change any charges upon general notice to the student body. Students must indicate their 10 digit Student Account Number when payment is made. Full payment at the time of registration unless financing or deferred payment is in process.

All outstanding balances must be paid in full before the start of the following term. Students with outstanding balances will not be cleared to register for the following term. Tuition payments must be mailed to the Student Accounts Office, Franklin Pierce University, 40 University Drive, Rindge, NH 03461. Students are responsible for any and all collection fees and costs associated with defaulted financial obligations.

Late Payment Fees and Financial Clearance

Students failing to meet the terms of a mutually agreed upon deferment arrangement will be assessed a $50 per month late payment fee, future enrollment(s) will be dropped and will not be cleared to register for future term(s). "Failing to meet the terms" means that the student has an outstanding balance at the end of the last day of the payment period. [see Deferred Payment]

General Refunds of Credit Balances

Students who receive Financial Aid and would like to request a refund must submit a Refund of Title IV Funds Form to their center no later than 2 weeks prior to the end of the enrollment period provided the student is enrolled and attending class. All charges for a current term will be deducted prior to the release of funds.

Refund of Federal Financial Aid

Students who withdraw before 60% of the term is completed will have their Federal financial aid eligibility calculated in direct proportion to the length of enrollment. The percentage of time the student remained enrolled is the percentage of disbursable aid for that period that the student earned. A student who remains enrolled beyond the 60% point earns all aid for that period.

Return of Federal (Title IV) funds calculation is performed independently of institutional costs incurred for the period of enrollment.

The date of withdrawal used to calculate the last date of attendance will be the last date of attendance as shown on the status change form. Students who leave without completing an official change of status form and those who stop attending class will have their last date of attendance be the date of the last documented academically-related activity.

Additional information may be obtained from your center or from the Student Accounts Office.

Deferred Payment

Franklin Pierce University offers students several deferred payment options. Students must formally request a deferred payment arrangement through the Center Director. Deferred payment arrangements may be available for the following circumstances: Students demonstrating financial hardship; students applying for financial aid; students receiving assistance from state or federal agencies; and studentswho provide a letter of authorization, purchase order or voucher from their company/agency in which funds are to be paid directly to Franklin Pierce. Deferred payment arrangements are not available for 100% online courses. Potential arrangements are outlined below:

1. Financial Aid Pending Deferment Option: Students initiating the application process for financial aid may be granted a "Financial Aid Pending" deferment arrangement. Students need to actively request this arrangement. Students granted the arrangements are required to submit proof that financing is in place to cover the full amount of the outstanding balance. Students not satisfying this requirement will automatically revert to a self-pay classification and agree to pay all outstanding balances by the end of the last

day of the term in which the tuition debt was incurred. Students failing to meet the terms of their deferment arrangement will be assessed a $50 per month late payment fee and will not be cleared to register for the following term (please refer to Late Payment Fees and Financial Clearance section). Ultimately, the student is responsible for all unpaid balances.

2. Company/Agency Third-Party Billing Deferment Option: If course charges are to be paid directly to Franklin Pierce University by an employer, state or federal agency the student must provide a letter of authorization, purchase order or voucher. The student must sign a "Consent To Release" form before the Student Accounts office is authorized to bill the company or agency. All third-party billing documentation must be submitted to the Student Accounts Office by the end of week two of each term. Ultimately, the student is responsible for all unpaid balances.
3. Monthly Payment Plans: Franklin Pierce University has partnered with Sallie Mae's Tuition Pay Service to offer students and families monthly payment options that budget all or a portion of the student's balance on their account. For more information on Tuition Pay please visit HYPERLINK <http://www.tuitionpay.com" www.tuitionpay.com> or call 1-800-635-0120

Consent to Release Statement

By signing this form, the student agrees to release financial aid information, grade report, and withdrawal information to the servicing education centers. The institution agrees to submit grade reports, upon request, within 30 days of course completion or in accordance with contract or memorandum of understanding.

Family Discount

An immediate family member of a student enrolled for credit can receive a 50% tuition discount for classes taken in the The College of Graduate and Professional Studies. In cases where one family member is enrolled in a program of study with a higher tuition cost and one in a lower cost program, the discount is taken from the lower cost program. The family will designate which member will receive the discount and the discount must be consistently applied to that member.

The discount is on a matching course per course basis. Family members must reside at the same address as the attending student. The attending student must pay 100% for the course upon which the discount is based for the receiving student to earn a discount. Only one discount is allowed. Example: A student cannot receive a corporate discount and a family discount. Audited courses are not considered for discounts. **A Family Discount form must be completed each term the discount is utilized and submitted no later than the first week of the first term of attendance.**

The benefit also extends to families where one member is enrolled in a Graduate Program and the other at the College at Rindge. Both would have to be attending full-time and at the same time for the discount to apply. In these cases the discount would equal 25% of the tuition for the Graduate student and 15% of the tuition for the College at Rindge student.

If either family member withdraws from class after the discount has been applied the discount will be revoked and the student(s) will be responsible for any balance owed.

**DPT and DA students are not eligable for the discount.*

Company Reimbursement:

If a company has a reimbursement-to-student policy, the student is responsible for the total bill to Franklin Pierce University at the time of registration. To expedite early release of grades to employers, students must submit an "Early Release of Grade" form accompanied by a stamped envelope addressed to the employer's Human Resource Department. This form must be submitted to the center office prior to week seven of the term.

Veteran Information

GI Bill (monies released directly to student)

Veterans Administration checks are sent directly to the veteran. First-time enrollees may experience a delay of six to eight weeks before they receive their first check, which will be retroactive.

Veterans are reminded that their VA checks represent an allotment based on the number of courses taken in the first term at Franklin Pierce University. 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 results in under- or over-payments that will be adjusted in the next check. All overpayments must be returned to the VA.

The VA may discontinue benefits for students who do not have previous transcripts sent to center within 30 days of enrollment.

VA – VOC REHAB (monies sent directly to school)

Veteran's Administration checks are sent directly to the school. The Veteran's 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.

Tuition and General Fees 2007-08

The following Tuition and General Fees will be in effect beginning with the Fall 2007 Terms.

Undergraduate Tuition

In-Class/eLL Undergraduate Tuition	$257 per credit
100% Online UG Tuition	$295 per credit
Audit (Undergraduate)*	$160 per credit

Graduate Tuition

In-Class/eLL MBA/MS ITM/MEd	$478 per credit
100% Online MBA/MS ITM/MEd	$517 per credit
Audit MBA/MS ITM/MEd	$260 per credit*
Doctor of Arts (DA) Tuition	$688 per credit
DPT Term Based Tuition:**	$8,505 per term
DPT/Transitional DPT Tuition	$851 per credit
Doctoral Commitment Deposit	$200

General Fees

Transcript Fees	See Page 318 for details
Returned Check	$40
Graduation Fee	$150
LEAP Credit	$100 per credit
Parking	No Charge
Application	No Charge
Books and Supplies	$100 approximate per course

*eLL and fully online courses may not be audited. **This rate stated does not include a Health Coverage fee. Health coverage is available at an additional cost by request by contacting the College of Graduate and Professional Studies at the Concord Center.

Financial Aid

Application

Students may complete the Free Application for Federal Student Aid (FAFSA) and mail it to the processor or electronically complete the form using the Internet web site, www.fafsa.ed.gov. Be sure to include the Franklin Pierce Title IV code number 002575 in the appropriate section. FAFSA processing time is generally 2-4 weeks. Student Aid Reports (SAR) will be sent to the student after processing is complete. The student should then meet with the Center Financial Aid Advisor.

To receive financial aid, students must be matriculated into a degree program and meet all other Federal eligibility criteria for receipt of financial aid.

Federal Stafford Loan (Subsidized)

This Federal low-interest loan program is available to many Graduate and Professional Studies students. Undergraduates may borrow up to $35,00 for their Freshman year, up to $4,500 for their Sophomore year, and up to $5,500 for each of their Junior and Senior years. Graduate students may borrow up to $12,500 each year. Repayment of principal and interest (fixed 6.8% APR) begins six months after completion of the program or withdrawal. Until that time, the Federal Government pays the interest on the loan for the student. Repayment may be extended up to 10 years.

Federal Stafford Loan (Unsubsidized)

This program enables students who did not qualify for a subsidized loan to obtain loan funds regardless of income. The same terms and conditions apply as the subsidized Stafford Loan, except the borrower is responsible for interest that accrues while in school. Borrowers can receive both subsidized and unsubsidized Stafford loans totaling up to their applicable Stafford limit if they do not qualify for the full amount of a subsidized Stafford loan.

Parent Loans for Undergraduate Students-PLUS

Parents of dependent undergraduate students may borrow under the PLUS program. PLUS loan limits equal the student's cost of education minus other financial aid with no aggregate limit. The interest rate for PLUS loan borrowers is fixed 8.5% APR. Repayment begins within 60 days of when the loan is disbursed.

Teachers for New Hampshire

The New Hampshire Higher Education Loan Corporation has created a program to provide assistance in the form of a forgivable loan for students preparing to be teachers. This is available to Franklin Pierce students in the Teacher Certification program who have been fully accepted into the program. Up to $6,000 is available and repayment of the loan will be forgiven for individuals who are employed as teachers for three years in New Hampshire.

Satisfactory Academic Progress Regulations for Financial Aid

Students enrolled in the B.A. or B.S. program must complete 120 credit hours in order to receive the degree. Students enrolled in the A.A. program must complete 60 credit hours in order to complete the degree.

For financial aid purposes, a student enrolling full-time in either an undergraduate or graduate program would register for 6 credit hours per term. A student enrolling half-time would register for 3 credit hours per term. An academic year, for purposes of completion of financial aid enrollment plans, is defined as 6 terms.

In order to be eligible for continued receipt of financial aid, federal policy requires the establishment of quantitative and qualitative measures of incremental progress toward completion of the degree requirements. Incremental progress toward degree completion will be measured once per year in May. Qualitative measure requires the student to maintain an acceptable cumulative Grade Point Average (GPA). Quantitative measure requires the student

to successfully complete an acceptable percentage of classes attempted. Students who fail to meet the requirements, will be notified in writing. Such students have the option to satisfy the requirements in one of two ways.

1. Taking courses in subsequent terms (at their own expense) to raise either the credit hour or grade point average requirement, or both;
2. Requesting a waiver of the requirements due to mitigating circumstances. Students who wish to have the requirements waived due to mitigating circumstances (such as illness, death of a family member, family difficulties, etc.) should write a letter to the Assistant Director of Financial Aid for The College of Graduate and Professional Studies indicating why the requirements were not met. Approval or disapproval of the request will be made by Financial Aid. Students who receive this waiver will receive notification of the requirements necessary to bring the hours or grade point average into compliance at the next incremental measurement period.

Students who fail to meet the requirements will be ineligible for any financial aid until the student is once again meeting satisfactory academic progress.

Federal regulations, also, mandate that students may not receive financial aid for more than 150% of the published length of the program. Franklin Pierce University, therefore, establishes that students may not receive financial aid for more than 60 credit hours for Graduate programs, 150 credit hours for the B.A./B.S. program or 75 credit hours for the A.A. program. This equates to a time frame of 125% of the program length and allows for those cases where exceptions must be made to still remain within federal policy.

Students who have a cumulative GPA of less than 2.00 or have successfully completed less than 67% of the classes attempted must contact the College of Graduate and Professional Studies center to ensure that they are not in jeopardy of losing their financial aid eligibility. Students must maintain a minimum GPA to retain financial aid eligibility. Graduate students must complete 80% of the classes they attempt and must maintain a cumulative GPA of 2.50 or higher. Specific cumulative GPA requirements and successful completion requirements for undergraduate students can be obtained from the College of Graduate and Professional Studies center or the Student Accounts Office.

For transfer students, the GPA requirement will be based only on those grades earned at Franklin Pierce, but will include the total credit hours attempted at all institutions. Total hours attempted at all institutions will be used to calculate the successful completion percentage calculation.

1. Credit hours attempted are defined as those credits for which the student is enrolled at the expiration of the tuition refund period.
2. The following provisions apply to the standards of satisfactory academic progress for receipt of federal and institutional student financial aid:
3. Courses may be repeated. GPA and credits will be calculated in accordance with FPC's repeat course policies found under the Academic Regulations in the catalog.
4. A grade of "I" (incomplete) is considered unsuccessful, and the attempted credit hours will be attributed to the successful completion percentage requirement until a successful grade has been recorded.
5. The credit hours for course withdrawal (W) will be attributed to the successful percentage completion calculation.

Paralegal Program

For financial aid purposes students must complete all requirements of the program in 18 months. Five of the 10 required courses must be completed within the first nine months of program entrance in order to be eligible for continued receipt of financial aid.

Undergraduate Grants

Federal Pell Grants

For eligible students, Federal Pell Grants provide gift assistance ranging from $400 to $4,050 per year. Awards are determined by formulas and federal appropriations approved annually by Congress. Application can be made for the Pell Grant Program by completing the Free Application for Federal Student Aid (FAFSA) form and mailing it to the processor. The FAFSA is available at your center office. Student Aid Reports (SAR) will be sent to the student after processing is complete. A copy of the family's federal tax forms may also be required to determine Pell Grant eligibility. Students matriculated into a degree program and those enrolled in the Teacher Certification Conversion Program may be eligible for a Federal Pell Grant.

NH Charitable Foundation

The New Hampshire Charitable Foundation awards from $500 to $2,000 per year per recipient in the form of non-interest and low-interest loans, scholarship, grant and grant/loan combinations. Assistance is awarded on the basis of financial need, academic merit, and personal achievement. The Foundation has an interest in assisting adults returning to school or studying on a part-time basis.

Applications are available by contacting:

New Hampshire Charitable Foundation
37 Pleasant Street
Concord, NH 03301-4005
(603) 225-6641 or 1-800-464-6641
www.nhcf.org

If you are interested in applying for financial aid at Franklin Pierce University, please contact your center office. Advisors are available to answer your financial aid questions.

Undergraduate Scholarships

William Randolph Hearst Foundation Endowed Scholarship Fund for Professional Studies Students

Initiated by the Hearst Foundation in 1993, this endowed scholarship fund is intended specifically to address the needs of students enrolled in degree granting programs. One scholarship per center is awarded annually. Awards are need based. Recipients must have completed four courses with a GPA of 3.0 or better.

The Elizabeth D. & Harry F. Reagan Memorial Scholarship Fund

Established in 1993 in loving memory of her parents by Mrs. Rosalie R. Tydings. The scholarship is awarded to a Professional Studies student who is a U.S. citizen enrolled at the Concord Center and residing in the greater Concord, NH area. The recipient will demonstrate financial need and satisfactory academic progress toward a degree. Preference will be given to students who are single parents and desire access to an educational program that will aid them in upgrading their job skills.

Professional Studies Alumni Scholarship

This scholarship will be awarded to part-time or full-time bachelor degree-seeking candidates, based on financial need. The recipients must have completed at least two courses at Franklin Pierce University with a cumulative grade point average of 3.0 or above. A scholarship will be awarded to one student at each of the Professional Studies centeres. Interested students will be required to complete a scholarship application. Details are available at your home center. Students seeking a second bachelor degree are not eligible for this scholarship.

Alpha Sigma Lambda Adult Education Foundation Scholarship

Foundation grants will be made to adult students in continuing higher education based on scholarship, leadership, the clarity and content of their personal statement, strength of recommendation, and need. Professional Studies students are invited to apply for this yearly scholarship. Consult you Center Director for application process.

For further information on any of these scholarship opportunities, please contact an academic advisor at your center.

Graduate Scholarships

Alumni Scholarships

Established by the Alumni Board in 2002, these scholarships will be awarded to students enrolled in the Graduate programs at Franklin Pierce University. Students meeting the eligibility requirements in each of the graduate programs offered at Franklin Pierce will be considered for these awards. One-$1,000 scholarship will be awarded for each program.

Students must demonstrate a high level of academic achievement with a cumulative grade point average (CGPA) of 3.5 or above in their program.

Interested students will be required to complete a scholarship application packet. Details and deadlines regarding the scholarship program are available at each center.

Sigma Beta Delta International Honor Society Fellowship Program

Sigma Beta Delta members are eligible to compete for the Society's fellowship awards. The Society awards $500 fellowships annually to assist five outstanding student members in continuing their education.

The Samuel B. Hunt Foundation Professional Studies Scholarship Fund

Established in 1992, this scholarship is based on financial need and awarded to part-time or full-time students. The recipient must be a degree candidate or have been accepted in the Teacher Certification program, must have successfully completed four courses at Franklin Pierce University with a Cumulative Grade Point Average of 3.0 and must not be receiving company reimbursement.

Kathy Cepeda Physical Therapy Scholarship

This scholarship is awarded to a student in the professional phase of the Physical Therapy program who demonstrates financial need. The recipient demonstrates a commitment to family and community and strives to learn outside the classroom. This individual must be a student member of APTA. This scholarship is awarded in memory of Kathy Cepeda, a physical therapist for almost thirty years.

General Information

Parking

There is no fee for parking. Regulations vary from center to center and students are required to follow the rules of the center they attend.

ID Cards

Student ID cards are available at all center locations. These cards entitle the holder to many student discounts and serve as student identification at the Franklin Pierce University Library (located at the main campus in Rindge), other NHCUC institutions, and at the University's sporting events.

Drug-Free Center

Illicit manufacture, distribution, dispensing, possession or use of illicit drugs or alcohol is prohibited on any center of the University.

Smoking

Smoking is not permitted in our buildings. In consideration of the Franklin Pierce University smoking policy and the laws of the State of New Hampshire, centers are non-smoking environments. University policy prohibits smoking within 10 feet of every entryway. Additional restrictions may be necessary on certain centers.

Health Insurance

PT students interested in health insurance should contact the College of Graduate & Professional Studies at the Concord Center at 603-228-1355.

Housing Referrals

Franklin Pierce University's Concord Center is a non-residential center. Housing referrals are available at the Graduate Studies Office.

Textbooks

For your convenience, all textbooks may be ordered through the online bookstore. Simply go to www.efollett.com and follow the directions.

Computer Lab

Computer Lab facilities are available to all students. Children are not permitted in the lab. For more information on lab hours, consult your center office.

Campus Crime Report

The campus crime report has been compiled in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. The booklet is available at <http://www.franklinpierce.edu/pages/StudentLife/dst/safetycrime.html>

Campus Bulletin Boards

Bulletin boards are conveniently located at each of the campuses. Registration times, course schedules, and all other relevant information will be posted.

Libraries

The Franklin Pierce University Library, located on the College at Rindge, houses 178,204 volumes and subscribes to more than 19,400 print and electronic full-text periodical titles. The Library offers a comfortable environment for study and research and the College of Graduate and Professional Studies students are always welcome. The Franklin Pierce library offers many resources to support the College of Graduate and Professional Studies students.

Primary library support for the College of Graduate and Professional Studies students is via the Library's web page (library.franklinpierce.edu), telephone, email, and instant messaging. Students can access the Library's resources including our online catalogue and many academic databases and research guides via our web site.

Franklin Pierce University is a member of the New Hampshire University and University Council (NHCUC). Membership in the NHCUC provides Franklin Pierce students access to libraries 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. Reference and interlibrary loan services are generally not available to FPC students at other institutions' libraries.

Library Reference Services

Reference librarians are available most hours that the Library is open to assist students with any questions they have, whether you are beginning your research or would like assistance with a particular resource. Librarians can be reached via phone, email, instant messaging, and fax. In addition, the Library's webpage contains helpful information on using our online resources.

Intercampus and Interlibrary Loan

All Franklin Pierce students, regardless of campus location, may borrow materials from the Franklin Pierce library in Rindge, NH. Once requested, the materials will be sent to your primary campus. You may also request items not owned by Franklin Pierce, which may be obtained by an interlibrary loan. Whenever possible, items will be sent to you electronically. Requests for intercampus or interlibrary loans should be made through the Circulation Department at the library.

Career Development Resources

The College of Graduate & Professional Studies has available to our students the services of the Assistant Director of Career Planning and Placement. This position offers support in a variety of areas including career decision-making and goal setting, resume and cover letter preparation and job searching. Consultation is available by phone or email and appointments can be scheduled at each of the the College of Graduate & Professional Studies centers.

Students may borrow books and videotapes on such topics as resume writing, interviewing, and job search techniques from each center location as well as the library located at the Rindge campus.

For more information contact:
Career Planning & Placement
40 University Drive
Rindge, NH 03461
603-899-1160

Grievance and Appeal Procedure Related to Section 504 and ADA

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/ADA 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:

1. 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.

2. In the case of a grievance, the individual should discuss his/her objection with the person responsible for the office or department where the objection was originally raised. The 504/ADA 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/ADA Compliance Officer is listed below under #4.
3. If not satisfied, the individual should discuss the objection with the senior staff member under whose jurisdiction the department falls. The Section 504/ADA Compliance Officer can help the individual in identifying who the senior staff member is.
4. 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/ADA Compliance Officer in the Student Affairs Office, New Hampshire Hall (telephone: 603-899-4162).
5. 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 chair shall select the other two members. 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 the University personnel affected by the decision, within one week of the conclusion of the hearing.

Notice of Non-Discrimination

Franklin Pierce University, in recognition of its obligations under Title VII of the Civil Rights Act of 1964, as amended, Title VI of the Civil Rights Act of 1984, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA), and the Age Discrimination in Employment Act (ADEA), has established the following policy on non-discrimination:

Franklin Pierce University does not discriminate on the basis of sex, 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 in the administration of its educational policies, admissions policies, scholarship or loan programs, and/or athletic and other University administered programs or activities.

In addition, employees and students with concerns/complaints regarding sexual and other unlawful harassment, and or retaliation related to harassment, should consult the University's sexual harassment policy.

Non-Discrimination Compliance Officers

The University has designated the following person(s) as the Coordinator in charge of compliance with Title VII, Title VI, Title IX, Section 504, ADEA and the University's non-discrimination policies generally:

Dr. Jim Earle
Vice President of Student Affairs
Office of Student Affairs
(603) 899-4162
or
Vice President for Finance and Administration
(603) 899-4244

These people are available to assist the University, its employees and students and the public with any inquiry or concern regarding the University's non-discrimination policies.

Complaint Procedure

Any applicant for employment or employee with any questions, concerns or complaints regarding the University's non-discrimination policy and/or its application should contact the Vice President for Finance and Administration, (603) 899-4244.

Any applicant for admissions or student with any questions, concerns or complaints regarding the University's non-discrimination policy and/or its application should contact Dr. James Earle, Vice President of Student Affairs, Office of Student Affairs, (603) 899-4162.

Regarding discrimination in employment, you may also wish to contact:
United States Equal Employment Opportunity Commission Boston Area Office
475 JFK Federal Bldg., Government Center
Boston, MA 02203-0506
Tel.: (617) 565-3200
Fax: (617) 565-3196

Regarding discrimination in programs and activities, you may also wish to contact:
Assistant Secretary for Civil Rights – New Hampshire
Office For Civil Rights, Boston Office
U.S. Department of Education
J.W. McCormack Post Office and Courthouse
Room 701, 01-0061
Boston, MA 02109-4557
Tel.: (617) 223-9662
Fax: (617) 223-9669, TDD: (617) 223-9695

Processing of Complaints/Resolution

Upon receipt of a complaint of discrimination or other information which causes concern about possible discrimination, the University will promptly look into the situation and conduct an investigation as may be reasonable, and it will seek to address the matter promptly and take appropriate disciplinary and/or remedial action(s) if warranted. The University will conduct investigations discretely. Franklin Pierce University does not tolerate retaliation against persons who report incidents of discrimination or sexual or other unlawful harassment, or against those who participate in investigations of discrimination or harassment. Any person(s) who believe that they have been subject to retaliation should report the matter as outlined in the complaint procedure above.

Corporate and Community Relations

Franklin Pierce University's Corporate Outreach Program establishes partnerships with area companies in order to make the pursuit of higher education and training more accessible to all. The University offers corporate education partnerships through:

Customized in-house training workshops and seminars: The University designs hands-on training that meets the needs of business today. All training programs are custom designed and can be offered on-site or at one of the University's five center locations.

On-Site degree and non-credit courses: Franklin Pierce University develops individual courses for credit or non-credit to meet the specific needs of organizations. Courses are offered at company locations to allow employees to pursue degree programs at their work place.

Facility rental space for training and meetings: Because the Division of Graduate & Professional Studies classes meet in the evenings and on weekends, classroom space is unused and available for rent during regular business hours. The professional classrooms accommodate 30-40 people, and all centers are equipped with computer labs.

Corporate LEAP: Franklin Pierce University evaluates company sponsored in-house training programs for University credit. Any employee who fully participates in an approved training program can receive appropriate credit toward a degree at the University.

The Community and Corporate Relations office is located at the Concord Center. Please call (603) 228-1355 for more details.

NOTES:

Directory

Office of the President

George J. Hagerty, *President,* B.A., Stonehill College, Ed.M., Ed.D., Harvard University

Stella M. van Renesse-Walling, *Assistant to the President,* B.A., Mount Holyoke College

Christian Arnold, *Executive Assistant to the President,* A.S., Greenfield Community College

Office of the Provost

Michael Bell, *Provost and Vice President for Academic Affairs, Professor-English,* A.B., St. Joseph's University, M.A., Ph.D., University of Pennsylvania

Paul M. Kotila, *Dean of the College at Rindge, Professor - Biology and Environmental Science,* B.S., M.S., Michigan Technological University, Ph.D., University of Wisconsin

Jane Walter Venzke, *Dean of the College of Graduate and Professional Studies,* B.S., University of Connecticut, M.Ed., Ed.D., University of Vermont

Joan Epro, *Associate Dean of Academic Affairs-The College at Rindge,* B.A., Brooklyn College, M.A., New York University

Karen J. Brown, *Assistant Dean of Academic Affairs, The College at Rindge,* B.A., Clark University, M.B.A., Franklin Pierce College

The College at Rindge

Behavioral Sciences

William H. Jack, Jr., *Division Chair, Professor - Psychology,* B.A., Valparaiso University, M.A., Western Michigan University

Sharon L. MacCartney, *Administrative Assistant,* B.A., Middlebury College, B.A., Franklin Pierce College, Ed.M., Harvard University

Nancy J. Gagnon, *Administrative Assistant*

Business Administration

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Fred Joyce, *Groundskeeper*

Bob Budd, *Groundskeeper*

Ron Hagstrom, *General Maintenance*

Rob Hannings, *Electrician*

Bob Jones, *Groundskeeper*

Chris Moore, *Mechanic*

Eric Nelson, *Locksmith*

Roland Pillsbury, *General Maintenance*

Mike Ryan, *Groundskeeper*

Jean St. Pierre, *Airframe Technician*

Bill Skinner, *General Maintenance*

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The University reserves the right at any time to make whatever changes or additions that the Board of Trustees deems necessary. Supplements showing changes or additions will be available through the Admissions Office.

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NOTES:

A Note on the Purpose of an Academic Catalogue

The purpose of an academic catalogue is threefold: to be of use to present or potential students and faculty members, to serve as an historical document, and to let others know the nature and scope of programs available. No matter how hard one tries, such publications are never perfect; the various staff and faculty members listed herein will do their best to find answers to questions the reader might have.

The detailing of policies and processes tends to make such documentation seem deadly dull and musty, when in reality they relate to the most important and exciting of all human activities—the learning process. Students have the responsibility of becoming familiar with those policies and processes as they pursue their educational goals. The students, administration, faculty and staff have the mutual responsibility of bringing the words to life by making the learning experience as pleasant and productive as possible.

Because such catalogues are published at a particular moment in a changing world, the University reserves the right to change any part and to make any such changes retroactive for students currently enrolled.

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