

FranklinPierce

U N I V E R S I T Y

Academic Catalog
2012 – 2013

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Notice of Nondiscrimination

Franklin Pierce University, in recognition of its obligation under Title VII of the Civil Rights Act of 1964, as amended, Title VI of the Civil Rights Act of 1984, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disability Act (A.D.A), and the Age Discrimination Act (ADEA), has established the following policy on non-discrimination: Franklin Pierce University does not discriminate on the basis of sex (including sexual harassment and sexual violence in accordance with Title IX which requires that the University not discriminate in this manner), race, color, religion, age, disability, national or ethnic origin, sexual orientation, marital status or other legally protected classification in hiring, promotion and terms and conditions of employment and/or administration of educational policies, admissions policies, scholarship or loan programs, athletic and other University administered programs and activities.

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

Mr. Richard Marshall
Senior Compliance Coordinator
Vice President for Finance and Administration
DiGregorio Hall, Second Floor
(603) 899-4244
marshallr@franklinpierce.edu

FRANKLIN PIERCE UNIVERSITY

Ms. Sharon Burke
Coordinator of Compliance for Faculty, Staff, and Vendor Matters
Director of Human Resources
DiGregorio Hall, First Floor
(603) 899-4077
Burkes@franklinpierce.edu

Dr. James Earle
Coordinator of Compliance for Student Matters
Vice President for Student Affairs
Astmann Career Center
(603) 899-4162
earlejp@franklinpierce.edu

In addition, for inquiries regarding the application of non-discrimination policies, people 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

Office of Civil Rights
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) 223-9662
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 (including sexual harassment or sexual violence, or other unlawful harassment), or against those who participate in investigations of discrimination. Any person who believes that they have been subject of retaliation should report the matter to one of the University's three Compliance Coordinators.

Title VI, VII, IX, ADEA, ADA/504 compliance coordinators shall coordinate University compliance with the above referenced complaints including identifying and addressing any patterns or systemic problems that arise during the review of such complaints. If it is determined that the Compliance Coordinator dealing with a specific case has a conflict of interest or is directly involved in a complaint, then the President of the University shall be called upon to assign another faculty or staff member to act as Interim Compliance Coordinator to handle the complaint.

A Message from the President

Welcome, and thank you for being part of the Franklin Pierce University community. I know that you are a person committed to advancing your education, that you expect to have small classes where faculty care about you and what you learn, and that you want peers who are intellectually stimulating. Franklin Pierce University provides all of these things, and more, in environments that are safe and comfortable. My colleagues and I are committed to providing you with exceptional academic experiences, whether you are a first year undergraduate, an adult returning to further your education, or a graduate student.

Since 1962, Franklin Pierce has provided a high quality education so that our graduates can play leadership roles in a rapidly changing world. Indeed, our mission is to educate students to become leaders of conscience capable of making ethical decisions in their professional and personal lives that contribute to their professions and to the communities where they live. You can find successful Franklin Pierce graduates in health care fields, education, mass communication, and business, among other fields, and living in communities around our region and the world.

The foundation of our students' success is rooted in the liberal arts curriculum we offer to expand their intellectual curiosity, and in the skill sets we help students to develop so that they are able to respond to changes in employment markets. Most importantly, Franklin Pierce graduates succeed because they are taught, mentored, and guided by faculty members who are focused upon student learning and who care about their students. A liberal arts foundation, preparation for a career, and exceptional teaching are all elements of a high quality academic experience. These are also characteristic of a Franklin Pierce University education.

As Franklin Pierce's President, I look forward to learning more about your experiences as a student. Together, we will build upon the strengths of this great university that is committed to your success.

Again, welcome to Franklin Pierce University.

Dr. James F. Birge, President, Franklin Pierce University



Mission Statement

Franklin Pierce University embraces an education that matters: one that achieves academic success through the integration of liberal arts and professional programs. Our community of educators and learners creates an environment that fosters intellectual curiosity and encourages experiential and applied learning. A Franklin Pierce experience enables each student to discover and fulfill his or her own unique potential. We prepare students to become confident, knowledgeable individuals and leaders of conscience.

Vision Statement

Franklin Pierce University will be celebrated for providing educational opportunities that intentionally connect academic majors and programs to career options through the integration of our liberal arts heritage, enriching faculty/student relationships, and excellence in undergraduate and graduate education. Our commitment to the highest quality education is reflected through the use of innovative and flexible instruction models, signature programs, outcomes-based learning, and contemporary applications of technology within a supportive environment. Prepared for the professional, personal, and social demands of the 21st century, our alumni will continue to be ethical leaders and catalysts for positive change within and beyond their communities.

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), the Frank S. DiPietro Library, the Marlin Fitzwater Center for Communication, an amphitheater, the Center for Academic Excellence, a campus center, six residence halls, three apartment houses, four townhouse complexes, 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, a dance studio, 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, Criminal Justice, Education, English, Environmental Science, Fine Arts, Graphic Communications, Health Sciences, 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 213, 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 27 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 Science, Fine Arts, Forensic Psychology, Graphic Communications, History, Intelligence and Security Studies, Mass Communication, Mathematics, Music, Philosophy, Political Science, Psychology, Sociology, Sports and Recreation Management and Theatre Arts. Students are also able (and are encouraged) to propose interdisciplinary minors built around particular

themes of interest. A student may not receive a minor in the same discipline as a major. Rules for the double-counting of courses in a major and minor can be found on page 13.

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 Communication, Mass Communication, Music, and Theatre
English	Creative Writing, Literature
Mass Communication	Media Production, Media Studies, and Journalism
Theatre Arts	Acting/Directing, Dance, Design/Technical

Certificates (The College at Rindge)

The College at Rindge also offers four interdisciplinary certificate programs in Documentary Studies, Global Citizenship, Sustainability Studies, and Women in Leadership. These certificates are described in the Academic Programs section of the catalog.

Teacher Certification (The College at Rindge)

Undergraduate teacher certification programs are offered on the Rindge campus in Art Education, Elementary Education, English Education, Life Sciences Education, and Social Studies Education. Certification is not synonymous with “highly qualified” as defined by federal government legislation and the NH Department of Education. For secondary certification programs, being highly qualified means that students have a degree in the subject that they are teaching, as well as in education. For students seeking elementary certification, it means that there are certain course requirements within the subject-area major that must be met to be “highly qualified.” Advisors work closely with students to respond to the requirements of federal and state legislation.

The College of Graduate & Professional Studies (CGPS)

The College is comprised of five university centers located in Concord, Lebanon, Manchester and Portsmouth, New Hampshire, and Goodyear, Arizona, 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. Undergraduate programs are scheduled in eight-week terms; Graduate program terms are 12 weeks in duration.

Undergraduate Studies (CGPS)

Offerings include a Bachelor of Arts degree with majors in American Studies, Human Services and Criminal Justice. Bachelor of Science degrees are offered in Accounting/Finance, Integrated Studies, Management, Marketing, Nursing, and Healthcare Administration. Associate of Arts degrees are offered in Accounting, Criminal Justice, General Studies, Healthcare Administration, 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 2.00 is required both overall and in the major for graduation.

Graduate Studies (CGPS)

The Graduate Studies Program offers a Master of Business Administration (MBA) in Leadership, an MBA in Energy and Sustainability Studies, an MBA in Human Resource Management, an MBA in Health Administration, an MBA in Information Technology, an MBA in Sports Management, a Master of Science in Information Technology Management (MSITM), a Master of Physician Assistant Studies (MPAS), a Master of Science in Nursing (MSN) and

a Master in Education (MEd) with or without certification in Secondary, Elementary, and Special Education. The MPAS is a full time day program at the Lebanon Center. A Doctor of Physical Therapy (DPT) and a Doctor of Arts in Leadership Studies (DALs) are also offered. The DPT is designed as a traditional day program and is offered at our Concord, NH and Goodyear, AZ centers. Graduate Studies also offers Teacher Certification.

Certificate Programs (CGPS)

Certificate programs are designed to meet the needs of students who want to achieve a limited specialty in a particular area of study. Undergraduate certificate programs offered in CGPS include: Accounting, Human Services, and Paralegal. Graduate certificates are available in Emerging Network Technologies, Energy and Sustainability Studies, Healthcare Administration, Human Resource Management, Nursing Education and Sports Management.

Teacher Certification (CGPS)

A Master of Education degree and graduate certification programs are offered for students who possess a Bachelor's degree. Programs include Elementary Education (grades K-8), Middle/Secondary English (grades 5-12), Middle/Secondary Social Studies (grades 5-12), Secondary Life Sciences (grades 7-12), Programs for Students with Disabilities, which include K-12 certification in General Special Education, Learning Disabilities (LD) and Emotional/Behavioral Disabilities (EBD). M.Ed. only programs are offered in all the above areas and in Curriculum and Instruction with an optional Literary Focus. Certification is not synonymous with "highly qualified." For this reason, the Graduate Teacher Education Program works closely with students to help them understand the difference. The Franklin Pierce University program Graduate Certification Officer can recommend certification of a particular student to the state, whereas, the local school district sets parameters in consultation with the state for "highly qualified teacher" designation, which usually can be accomplished if someone is already certified in another area by taking Praxis II in a specified content area or having a content major (30 credits) in that area of concentration.

Accelerated Degree Programs – CGPS undergraduate

The College of Graduate & 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 credit transfer. Franklin Pierce's unique eight-week scheduling format allows students to complete each of the accelerated degree programs by taking two courses per term for six terms per year. Students who wish to take more than two classes per term must demonstrate a high level of academic achievement and may need permission from the Dean. 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 a center.

Accelerated/Business + Programs – The College at Rindge and CGPS graduate

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

Several PLUS + options are available to new and continuing students who have a record of strong academic achievement and a desire to advance their education. Personalized schedules

are available to student athletes and those with work or volunteer commitments so students can take advantage of all that Franklin Pierce has to offer. The following options are available:

3-year Accelerated Business Degree Program

Complete your undergraduate program in three years.

3+1 Program

Complete your undergraduate business + program in three years and be automatically accepted into the graduate business +1 program of your choice.

4+1 Program

Complete your undergraduate business + program in four years and be automatically accepted in the graduate business +1 program of your choice.

+1 Program

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

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 institution. Individuals may also contact the Commission on Institutions of Higher Education, New England Association of Schools and Colleges, 209 Burlington Road, Bedford, Massachusetts 01730-1433, (781) 271-0022, email: cihe@neasc.org. The University is approved by the New Hampshire Department of Education, the U.S. Immigration and Naturalization Service, the Department of Justice, and the U.S. Department of Education. The Commission on Accreditation in Physical Therapy Education (CAPTE) granted accreditation to Franklin Pierce University's M.P.T. Program on April 24, 2002 with permission to advance the curriculum to the D.P.T. 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 email accreditation@apta.org. The Franklin Pierce University Master in Physician Assistant Studies Program has been awarded provisional accreditation by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA, 12000 Findley Road, Suite 240, Johns Creek, GA 30097, (770) 476-1224, arc-pa.org). All students matriculating in a provisionally accredited program are eligible to sit for the Physician Assistant National Certification Examination. Continuing accreditation status for a program is achieved only after a successful follow-up review and second site visit

by ARC-PA. The accreditation review for the Franklin Pierce Physician Assistant Program took place in the spring of 2012 with a decision by ARC-PA due in the fall 2012. The RN to BS program is accredited by the National League for Nursing Accrediting Commission, Inc. (NLNAC), 3343 Peachtree Road NE, Suite 500, Atlanta, GA 30326, phone: (404) 975-5000. The Master of Science in Nursing program is a candidate for accreditation by the National League for Nursing Accrediting Commission. Certification in elementary, special education and secondary teacher education is approved by the New Hampshire Department of Education.

All Certification programs in elementary, special education, and middle-secondary teacher education are approved by the New Hampshire Department of Education. The New Hampshire State Approving Agency (New Hampshire Department of Education) 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.

Frank S. DiPietro Library

The Frank S. DiPietro Library is located at the College at Rindge. In support of its educational mission, the DiPietro Library provides a comfortable open stack environment for study and research. Open 95 hours a week during the academic year, the DiPietro Library offers a variety of services and resources 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, library instruction based on ACRL's principles of information literacy is delivered in a dedicated classroom located within the library. Library faculty provide program-specific instruction sessions and one-on-one assistance.

The collection of over 151,000 volumes includes books, periodicals, DVDs, CDs, eBooks, and other multimedia. Over 60 licensed web-based databases, including EBSCOhost, JSTOR, ProQuest, MD Consult and Westlaw Campus Research, provide full-text access to over 39,000 electronic journal titles. Our online catalog and other library resources and services are available on the web at <http://library.franklinpiercedu>.

All Franklin Pierce students, regardless of campus location, may borrow materials from the DiPietro Library. You may also request items not owned by Franklin Pierce, which may be obtained by 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 DiPietro Library.

The University is a member of the New Hampshire College and University Council (NHCUC), which extends borrowing privileges to Franklin Pierce students at other member institutions. This privilege is generally limited to the use of materials on site, and the loan of materials from the library's circulating collections. Reference and interlibrary loan services are generally not available to Franklin Pierce students at other institutions' libraries.

The Center for Academic Excellence

The Center for Academic Excellence is located in the DiPietro Library on the Rindge campus. The Center houses the coordination of the Academic Advising programs and Academic Services. All students are welcome and encouraged to use the resources of the Center.

Academic Advising

Academic advisors at Franklin Pierce University assist students in the decision-making process and in making the most of the opportunities offered by the University. They help students plan their program, set goals and identify and use appropriate resources.

At the College at Rindge, entering freshmen students are assigned to an academic advisor who is also their instructor for the required freshman seminar. This structure facilitates interaction between the student and advisor and allows the advisor to be aware of and respond to individual needs. Academic and Student Affairs staff work closely with advisors in response to these needs. Once the student has declared a major, a faculty advisor from the major area of study is chosen by the student.

The Coordinator of Academic Advising is located in the Center for Academic Excellence and is available to assist students with special academic decisions and concerns. Students may meet with the Coordinator to discuss topics such as choosing a major, self-designing a major or minor or preparing for a meeting with a faculty advisor.

At the College of Graduate & Professional Studies, students work with advisors who are familiar with and can address the needs of adult learners. Advisors work with students to address career and life goals, assess skills acquired through the curriculum and experience, enhance student capabilities to be self-directed learners, and engage in strategic relationships and collaborative work both within the institution and externally with employers and other organizations.

Academic Services

A variety of services are provided in person and online by a team of dedicated professionals are available to all Franklin Pierce University students. Services include: ongoing student-led small group tutoring for a variety of classes, individual assistance with reading and comprehension, resource material, and regular discussions on issues such as time and stress management, organization skills, test-taking strategies, academic planning, reading loads, and research papers, as well as general assistance with the “who, what, when, where, why and how” details that are part of life as a college student.

In addition to academic support, Academic Services also offers leadership development opportunities to qualified students. The Peer Leader program is co-coordinated by Academic Services. This program recruits students to work as leaders and mentors for incoming first year and transfer students on the Rindge campus. Students participating in the Peer Leader program have the opportunity to work directly with faculty advisors in connection with the Freshman Seminar and participate in ongoing leadership development work. The Peer Tutoring program is coordinated by Academic Services in collaboration with faculty teaching the targeted courses. This program recruits students to work either one-to-one with students struggling with course material, with groups of students in guided peer study groups, or online using a combination of approaches appropriate to the course material. Peer tutors are provided with development opportunities in refining communication techniques, recognizing and working with diverse learning styles and providing support that is appropriate for students with learning disabilities.

With guidance from Academic Services staff, Peer Leaders and Peer Tutors also staff the NH Study Room 5, a peer-led academic assistance and moderated study space located in the freshmen residence halls at the College at Rindge.

Academic Accommodations for Students with Disabilities

Students requesting accommodations based on specific disabilities should meet with the appropriate contact person early in the semester or term. In accordance with the Americans with Disabilities Act (A.D.A.), any student who presents appropriate documentation of a physical, learning or emotional disability in accordance with University policy 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 submit the necessary documentation. The Coordinator of Student Accessibility Services in the Center for Academic Excellence must receive the entire test documents, such as a psycho-educational

assessment, individualized IQ test, achievement test or signed diagnosis statement of an MD or licensed psychologist, depending on the disability. These tests must have been given within the last three years and should contain a summary of results and recommendations. During an initial consultation with the Coordinator of Student Accessibility Services, a student's eligibility for services is determined. This consultation occurs after the student has submitted the appropriate documentation and is registered for classes.

Academic Services assists students who qualify for academic accommodations with a range of services, from alternative settings for exams to advocacy skills instruction. All students are encouraged to contact the Center to determine which services could be most helpful. Self-advocacy is encouraged and staff will work with students on the development of these skills.

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 of 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 for a broad range of communications jobs. The Center includes the Patterson Television Studio; a high definition field production studio; an audio production studio and editing suite; a high definition video production instructional laboratory, classroom, and editing suites, all with Final Cut Pro on a Macintosh platform; new media backpack journalism kits; and an interactive journalism lab.

The Fitzwater Center is home also to the Pierce Media Group, the campus' student-run media outlets: the campus radio station (WFPC-LP 105.3 FM), television station (FPTV 25), newspaper (Pierce Arrow), online newspaper (www.PierceArrowNews.com), the News Center (with Associated Press wire service), PoliticsFitzU (political reporting unit), the Raven Sports Network, and a promotion/marketing agency (Four Corners Marketing). For further information regarding the Marlin Fitzwater Center for Communication, contact Dr. Kristen Nevious, Director, at (603) 899-1039 or neviousk@franklinpierce.edu.

Monadnock Institute of Nature, Place and Culture

The Monadnock Institute of Nature, Place and Culture promotes an understanding of and active engagement with place, a concept that emphasizes the connections between natural history and cultural heritage in the Monadnock region and beyond. Our work supports the Franklin Pierce University mission to cultivate an ethos of academic excellence, to promote career exploration and environmental responsibility, and to serve as a public intellectual and cultural resource. Institute projects include research, education and community outreach, and are designed to facilitate local perspectives, community engagement, and environmental stewardship.

The Monadnock Institute leadership team teaches courses in writing, interdisciplinary studies of local places, archeology, documentary studies, field ecology, sustainability, public history, land conservation, adventure/environmental education, and related areas. The Institute maintains partnerships with regional organizations with expertise in these fields, in order to support internships and other experiential and applied learning opportunities for students. The Institute also houses the Sustainability Center and oversees the Sustainability Certificate program.

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.

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.

Career Services

The Career Services 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 Services 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. Students in the College of Graduate & Professional Studies have access to services via phone, email and Skype.TM

Operative Catalog

The Franklin Pierce University Academic Catalog is a general document that provides information regarding policies, procedures, academic programs and related costs. Every effort has been made to assure accuracy at the time of printing. However, Franklin Pierce University, through the appropriate action of its Board of Trustees, the administration and faculty, reserves the right to make changes as educational and financial considerations may require. Any such changes may be implemented without prior notice, without obligation and unless specified, are effective when made. This catalog should not be construed as constituting a contract between the University and any person. Students are subject to graduation/curriculum requirements in the catalog which was in effect at the time of their matriculation. Typically, students may elect to fulfill the requirements in any subsequent catalog, provided they were enrolled at the time the catalog 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 catalog are to be considered in their entirety; students may not fulfill part of their requirements from one catalog and another part from another catalog. Administrative, academic and financial policies and requirements may change each year. These policies pertain to all students enrolled in the academic year in which each new catalog is in effect.

Important note: *Effective Fall 2012 for the incoming Class of 2016, this outcomes-based General and Liberal Education (GLE) plan replaces the Individual and Community Integrated Curriculum (IC). Students previously enrolled at the University will continue to fulfill the “IC” requirements, as per the Catalog that governs their progress toward a degree. This includes those continuing students who may be declaring a newly created major or minor and are therefore following this Catalog with respect to that program. They will continue to fulfill IC requirements for general education. For the reference of these students, a listing of the IC requirements appears at the end of the “Courses of Instruction” section, p. 231.*

Statement of Student Responsibility

The student is responsible for reading and adhering to academic policies and regulations in University publications, College documents and Program materials.

Student Records and Disclosure

The Family Educational Rights and Privacy Act (FERPA - 20 USC § 1232G; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the US Department of Education.

FERPA gives parents/legal guardians certain rights with respect to their children’s educational records. These rights transfer to the student when s/he reaches the age of 18 or attends a postsecondary institution. Students to whom the rights have transferred are “eligible students”. (Franklin Pierce University defines “attends a postsecondary institution” as the first day of classes of the student’s start term; applicants who do not become students have no FERPA rights).

Definition of Education Records, School Official and Legitimate Educational Interest

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

A “**school official**” includes any person employed by the University to fulfill the University’s mission, such as, but not limited to, faculty, administrators, staff, counselors and health and safety personnel; people or companies contracted with the University such as, but not

limited to, an attorney, auditor, consultant or collection agent; or a student serving on an official committee or assisting another school official in performing his/her tasks. *to pg. 20

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

1. Right to Inspect Educational Records

A student has the right to inspect and review his/her educational records within 45 days of the day the University receives a request for access. Requests must be made in writing and directed to the office in which the record is kept (see below: location of records). The University will make arrangements for access and notify the student of the time and place where the records may be inspected.

Location of Records

Franklin Pierce University collects and maintains student's information for both statistical reporting and operation of the University. The information is retained electronically and/or on paper records kept in the following offices: Registrar, Center for Academic Excellence, Student Financial Services, Student Affairs, Health Center, College Relations, Outreach Education Center, and Campus Safety.

2. Amending a Record

Students may ask the University to amend a record they believe is inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA. The student should write to the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it should be changed.

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

3. Release of Information

Students have the right to provide written consent before the University discloses personally identifiable information contained in a student's educational records, except to the extent that FERPA authorizes disclosure without consent. The student also has the option to complete a Release of Information form to grant access to parents or others to his/her education records. Release of Information forms must be returned to the Registrar's office.

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

- Disclosure to school officials with legitimate educational interests.
- Directory information (as outlined below, in next section)
- To another school in which a student seeks or intends to enroll or is enrolled
- To Federal, State, and local authorities conducting an audit, evaluation or enforcement of educational programs
- In connection with Financial Aid
- To organizations conducting research on behalf of the University

- To accrediting organizations
- To parents of a dependent student
- To comply with a judicial order or subpoena
- In health or safety emergency
- Results of a disciplinary hearing to an alleged victim (or next of kin) of a crime of violence
- Disclosure to parent of student under 21 if the University determines that the student has committed a violation of drug or alcohol policies or rules.

Directory information

Directory information includes the following: The student's name, campus/home address, telephone number, major field of study, dates of attendance, enrollment status (i.e. class, undergraduate or graduate, full or part-time), degrees and awards received, the most recent prior educational institution attended, participation in officially recognized activities and sports, and the weight and height of members of athletic teams. *Any student who does not want such information released, may file a form in the Registrar's Office. Students must submit this form by the end of the add/drop period for which s/he is registered. Students are asked to inform the registrar of any corrections to their biographical information immediately.*

4. Complaints

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

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

Communications with Student and Parents

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

Information Requested

The University gathers information on a variety of areas. Explanation of some of these may be helpful.

Citizenship must be indicated as we are bound by federal law to provide information certification for citizenship for citizens of the United States and foreign countries.

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

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

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

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

Email and Electronic Signatures

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

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 the applicable fee. Transcript request information and a downloadable (PDF) form are available on our web site.

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

Graduation Dates

Commencement is held once a year in May at the University's traditional campus in Rindge, New Hampshire. There are five official University Graduation dates. Following is a chart of completion terms paired with dates of graduation:

January 30 grads complete coursework Term 1, Term 2, Grad Term 1, PFFA, Fall Semester

March 30 grads complete coursework: Term 3, Grad Term 2

May graduates complete coursework: Term 4, PFSP, Spring Semester

June 30 grads complete coursework: Term 5, Grad Term 3, Summer I

September 30 grads complete coursework: Term 6, Grad Term 4, Summer II

Graduation Honors – Bachelor degrees

Students will be awarded honors upon degree conferral 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 have, or 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). In the rare case of equal GPAs, the student with the most number of credits earned at Franklin Pierce University will be the valedictorian. There will be two valedictorians, one representing graduates of the College at Rindge and one representing graduates of the College of Graduate & Professional Studies.

Commencement Participation Policy

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

- must submit a completed Request to Graduate form (RTG) that has been approved by their academic advisor(s) to the Office of the Registrar by December 1st, and must have that RTG approved by the Registrar;
- must not have participated in any previous Franklin Pierce University Commencement ceremony for this degree;
- and must
 - a) have already graduated at the previous June, September, January or March graduation date or, as a CGPS undergraduate student, have completed all degree requirements by the end of CGPS Undergraduate Term 4; or
 - b) be currently registered for and attending all necessary courses in either Rindge Spring, PF Spring, CGPS Undergrad Term 5/6, or CGPS Grad Term 3/4 in order to graduate at the May or June graduation date; or
 - c) have no more than two courses totaling eight or fewer credits remaining, as listed on the approved RTG, that will be completed in order for the student to graduate by the subsequent September graduation date.
- **Exceptions:** Doctoral students in a program requiring a dissertation must meet requirement a), above. Undergraduate Education majors who have completed all curricular requirements other than student teaching, who will be student teaching during the subsequent Fall semester, are eligible to participate in the May ceremony. Students in the MED program who meet requirement c), above, who will be student teaching during that term may have two courses totaling 12 or fewer credits remaining.

Latin honors listed at the May Commencement ceremony for May Graduates will continue to be determined by CGPA and a minimum of 60 semester hours earned at FPU at the end of Rindge Fall or CGPS Undergrad Term 3. Participants planning to graduate in June or September will not have Latin honors listed at the Commencement ceremony. Final Latin honors for all graduates will be determined by credits and CGPA earned when the student completes all requirements, and will be recorded on the student's diploma and final transcript.

Plagiarism or Other Forms of Academic Dishonesty

Plagiarism is the act of stealing or passing as one's own the ideas or words of another. Diana Hacker identifies three specific acts that constitute plagiarism: "(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" (Hacker, 359 and 418). 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; using, borrowing, stealing, presenting or downloading another student's ideas or 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 from both current and former instructors. Since plagiarism and other forms of cheating strike at the very heart of the academic enterprise, they are 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 the instructor's discretion, with mandatory placement of a documented record on file in the office of the appropriate Dean. For a second offense of cheating, including plagiarism, the student will receive a non-deferrable suspension of one semester. For a third offense of cheating, including plagiarism, the student will be dismissed from Franklin Pierce University. In any case discussed above, the ultimate discretion lies with the appropriate Dean. (Hacker, Diana. *A Writer's Reference* 6th edition. Boston: Bedford/St. Martin's Press, 2007.)

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

It is the policy of Franklin Pierce University to comply with Section 504 Regulations of The Rehabilitation Act of 1973, The Americans with Disabilities Act of 1990, and other applicable state regulations. Accordingly, any member of the University community who believes that there has been a violation of the regulations is encouraged to discuss the matter with the Section 504/A.D.A. Compliance Officer, or other persons identified by the Compliance Officer, in order to resolve the matter in a prompt and equitable manner. If such discussions do not resolve the matter, the individual may then initiate a grievance by taking the steps outlined below:

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/A.D.A. Compliance Officer can be of assistance in referring the individual to the appropriate person and office. The address and telephone number for the Section 504/A.D.A. Compliance Officer is listed below, under step 4.
3. If not satisfied, the individual should discuss the objection with the senior staff member under whose jurisdiction the department falls. The Section 504/A.D.A. Compliance Officer can help the individual in identifying who the senior staff member is.
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/A.D.A. 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 two other members shall be selected by the chair. The senior staff member under whose jurisdiction the matter falls will be invited to the hearing. The Ad Hoc Committee must allow a full and fair opportunity for the presentation of evidence relevant to the reason(s) for the hearing request, by any party, as deemed appropriate by the Ad Hoc Committee. The Ad Hoc Committee must render a decision in writing to the grieving individual, as well as personnel affected by the decision, within one week of the conclusion of the hearing.

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

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records — including your Social Security Number, grades, or other private information — may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and student records systems.

FranklinPierce

U N I V E R S I T Y

The College at Rindge

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Academic Calendar 2012-2013

Fall Semester 2012

Residence Halls Open/New Students Arrive.....	Sat 1-Sep
Orientation for New Students	Sat - Mon 1-3-Sep
Returning Students Arrive.....	Sun 2-Sep
Registration for All Students	Mon 3-Sep
Classes Begin	Tues 4-Sep
Add/Drop Ends - Fall.....	Tues 11-Sep
September Open House	Sun 23-Sep
Alumni Reunion Weekend-50th Anniversary Celebration Kickoff	Fri-Sun 28-30-Sep
Family Day.....	Sat 29-Sep
Graduation - Summer II	Sun-30-Sep
Fall Break - 2 Days - Administrative Offices Closed - No Classes	Mon-Tues 8-9-Oct
October Open House.....	Sun 16-Oct
November Open House.....	Sat 10-Nov
Franklin Pierce Founders Day - 50th Anniversary Celebration	Wed 14-Nov
Last Days of Classes Before Thanksgiving Break (Res. Halls close at 8 PM.	Tues 20-Nov
Thanksgiving Break - Rindge Campus Closed	Wed-Fri 21-23-Nov
Residence Halls Re-Open at 12 PM	Sun 25-Nov
Classes Resume.....	Mon 26-Nov
Last Day of Classes	Fri 14-Dec
Reading Day	Sat 15-Dec
Final Examinations - 4 Day Period.....	Sun-Wed 16-19-Dec
Residence Halls Close at 8 PM/ Winter Break Begins.....	Wed 19-Dec
Winter Holiday - Rindge Campus Closed.....	Mon-Tue 24-Dec-1-Jan

Spring Semester 2013

Martin Luther King Jr. Day - Rindge Campus Closed.....	Mon 21-Jan
Orientation, Res Halls Open & Registration	Tues 22-Jan
Classes Begin	Wed 23-Jan
Add/Drop Ends - Spring	Wed 30-Jan
Graduation - Fall.....	Wed 30-Jan
Winter Open House.....	Sun 10-Feb
Presidents' Holiday - Rindge Campus Closed	Mon 18-Feb
Last Day of Classes Before Spring Break.....	Fri 15-Mar
Spring Break Day - Rindge Campus Closed	Fri 22-Mar
Residence Halls Re-Open.....	Sun 24-Mar
Classes Resume.....	Mon 25-Mar
Spring Open House	Sat 20-Apr
Last Day of Classes	Fri 10-May
Reading Day	Sat 11-May
Final Examinations - 4 Day Period.....	Sun-Wed 12-15-May
Res. Halls Close for Underclass Students	Wed 15-May
Baccalaureate	Fri 17-May
May Commencement/Graduation - Spring	Sat 18-May

Summer 2013

Memorial Day - Rindge campus closed.....	Mon 27-May
Summer Session I Begins.....	Mon 3-Jun
Add/Drop ends - Summer I	Wed 5-Jun
June STEP Day.....	Fri 28-Jun
Summer Session I ends.....	Fri 28-Jun
Summer Session II begins.....	Mon 1-Jul
Add/Drop ends - Summer II.....	Wed 3-Jul
Graduation - Summer I.....	Sun 30-Jun
Independence Day - Rindge campus closed.....	Thurs-Fri 4-5-Jul
July STEP Day	Fri 19-Jul
Summer Session II Ends	Fri 26-Jul

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

Message from the Dean

On behalf of the faculty and staff of the College at Rindge, welcome to Franklin Pierce University. The College at Rindge is home for 1400 undergraduate students in 23 different degree programs. It also houses many of the centralized administrative and student service offices of the University, including the Registrar, Student Financial Services, Career Planning and Placement, and the Frank S. DiPietro Library.

The campus at Rindge has the look and feel of a traditional residential undergraduate institution; its diverse academic programming is complemented by a new outcomes-based general education curriculum designed to develop intellectual and practical skills having application across a range of disciplines. This holistic approach reflects the University's commitment to an education that provides depth in one or more subject areas (e.g., in the major) while also supporting the capacity for Franklin Pierce graduates to adapt to evolving opportunities in the work place or advanced education.

The College at Rindge and its faculty are exclusively focused on undergraduate education that provides enriching academic experiences both in and out of the classroom. International experiences are offered at our sites in Lyon, Vienna, Athens, Pierce on the Camino, the Pierce Walk in Europe, Costa Rica, and elsewhere. Hands-on, pre-professional opportunities for students are available through the Marlin Fitzwater Center for Communication, the New England Center for Civic Life, the Monadnock Institute of Nature, Place and Culture, archaeological digs, wetland and bat research projects, Students in Free Enterprise, student teaching, a variety of internships, and many others. The College also offers a diverse range of extracurricular activities including honors societies, student government and clubs, alternative spring break, adventure recreation, and intramural and NCAA Division II athletics. The College at Rindge is truly an academic community focused on the undergraduate experience.

Welcome,

Paul M. Kotila

Dean of the College at Rindge

Academic Policies

Degree Requirements

Bachelor's Degree: To be eligible for a Bachelor's degree from Franklin Pierce University, students must have a minimum cumulative grade point average of 2.00, a minimum grade point average of 2.00 in an academic major, and complete 120 credits (100 level and above). In addition, in order to complete minor or certificate programs, students must maintain a minimum grade point average of 2.00 in those programs. General and Liberal Education Curriculum requirements and requirements for a major must be satisfied. Students are awarded their diploma at the graduation date after fulfillment of all graduation requirements.

Residency Requirements

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

Residency Requirements for Bachelor's Degree

A minimum of 30 semester hours must be completed in residence, of which 6 semester hours must be completed in the General and Liberal Education curriculum. An additional 12 semester hours must be upper level courses (300 level or above) in each declared major. Students must spend the senior year in residence unless otherwise approved by the appropriate Division Chair and the Registrar.

Residency Requirements for Certificates

Students must complete at least four courses towards the Certificate at Franklin Pierce University.

Second Degree Requirements

Students desiring a second bachelor's degree in addition to either the B.A. or B.S. must complete a second residency requirement of 30 semester hours, all taken after the completion of the first Bachelor's degree.

Students who wish to return for a second degree after graduation will begin with Admissions. Students will not receive an Associate's degree following the awarding of a Bachelor's degree at Franklin Pierce University.

Time Limits

Undergraduates enrolled in Bachelor's degree programs may continue to work toward their degree 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 complete an Admissions application and meet the requirements of the catalog in effect at the time they notify Franklin Pierce of their intent to resume coursework toward degree completion. Notification means registering for a course at Franklin Pierce, or submission of an official transcript reflecting coursework completed at another institution. All students resuming coursework, whether that work is completed at Franklin Pierce or at another institution, are subject to the catalog in effect at the time of notification. This catalog includes program curriculum for the degree as well as college administrative, academic and financial policies.

Satisfactory Progress toward General Education Requirements

In order to achieve Junior Standing for course registration purposes, at least 50%(7) of the minimum number of G.E. courses, both required and elective, needed to complete Learning Outcome requirements must have been passed, and at least 50% (15) of the total number of required Learning Outcomes must have been met (see Recommended General Education Curriculum Guide, p. 124). This policy does not affect student financial aid or housing preferences.

Developmental Courses

Courses numbered below the 100 level (e.g. GS003 Math Skills, TR030ESL) are counted as credits and in the grade point average for the semester, but **do not** count toward the 120 credit hours required for graduation.

Double-Counted Courses

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 at the Baccalaureate level, 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.

Student Categories

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

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

Transfer Credit Policy

Transfer students, including graduates of two-year colleges are welcome to apply for entrance in any term or semester. The Admissions Office must be provided with an official transcript from each high school (or GED) and college attended, as well as official score

documentation for any other advanced standing/accelerated coursework from non-traditional sources (military, ACE). Official notification of transfer evaluation results normally occurs within 90 days of receipt of all prior transcripts and other documentation. Transcripts must be sent directly to the University.

Transfer Credit Policy Residency Requirements

Transfer students will be required to meet the minimum residency requirements for the degree that they wish to pursue (see Residency requirements, page 24).

Advanced Standing

Transfer from Other Accredited Institutions

Students may receive credit for courses previously taken at other regionally accredited institutions, provided they earned a grade of C or better as defined by Franklin Pierce University. Students from regionally accredited Associate-level colleges will receive transfer credit of up to 75 semester hours for grades of C or better in appropriate coursework.

New Hampshire Transfer

New Hampshire community college students are encouraged to visit NHTransfer.org for an online analysis of one's coursework transferability. Admissions counselors are available at all Franklin Pierce locations to provide information and assist student with the transfer process. A preliminary transfer credit evaluation will be completed shortly after you are offered admission to the University.

Evaluation of Foreign Transcripts

Students must request to have official transcripts sent to a recognized credential evaluation service. In this evaluation, the transcript will be translated into English, if needed, authenticated and equivalencies set to determine the level of education and its relation to accredited institutions in the United States. The results of the evaluation must be sent from the agency to Franklin Pierce University. While the University agrees to review the evaluation for possible transfer credits, we reserve the right to accept or deny credits based upon the results of the evaluation. Fees are the responsibility of the student. Acceptable agencies for use are those who maintain a professional membership with AACRAO (American Association of Collegiate Registrars and Admissions Officers) or NACES (National Association of Credential Evaluation Services) and include but are not limited to: World Education Service (WES), Center for Educational Documentation (CED), Foundation for International Services (FIS), or AACRAO International Education Services (IES).

Advanced Standing & Non-Traditional Credit Guidelines

Undergraduate students may accelerate their degree programs through use of non-traditional forms of credit. Included are the Learning Experience Assessment Process (see below), the College Level Examination Program (CLEP) and coursework validated by the American Council on Education (ACE) and various other credit evaluation agencies. All coursework noted here is processed by transfer credit. The maximum amount of credit for all such forms of nontraditional credit is 75 semester hours. Furthermore, the maximum within each category is as follows:

- LEAP 45 semester hours

- CLEP 30 semester hours

- ACE and other credit evaluation agencies, 45 semester hours

The American Council on Education (ACE) has evaluated and recommended for credit many of the training programs conducted by the Armed Services, major industries, and professional associations. Franklin Pierce University will generally award transfer credit for programs evaluated by ACE per their recommendations. Students may earn credit through the **College-Level Examination Program (CLEP)**. CLEP examinations must be taken within the first 18 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. Information on the CLEP program is available at your center office. Previously taken CLEP testing will be reviewed on a case-by-case basis.

AP credit (College Board Advanced Placement Exams) and **IB credit** (International Baccalaureate): the University recognizes 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 Exams (score of 3 or higher) or International Baccalaureate Higher Level Exams (score of 4 or higher). Official score reports must be submitted to the University from College Board or International Baccalaureate for credit to be granted.

Learning Experience Assessment Process (LEAP)

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

When students demonstrate college-level learning, credit may be awarded and applied toward graduation requirements. Students will prepare a Learning Experience Portfolio demonstrating the acquired learning. Portfolios must be submitted before 87 credits are earned at Franklin Pierce University.

Learning Experience Assessment Process (LEAP) Students must be accepted into a matriculated program prior to submitting a LEAP portfolio and are required to complete a LEAP Workshop that outlines the assessment process and the preparation of a portfolio.

Students will prepare a Learning Experience Portfolio as described in the Franklin Pierce University LEAP Student Handbook to demonstrate the acquired learning. The interdisciplinary Learning Experience Assessment Process Review Board of Franklin Pierce University evaluates a portfolio with notification of credit normally awarded within 60 days. 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. The portfolio must be submitted within the first 18 months of a student's enrollment at the University.

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 advisor. Students should contact the Office of the Registrar for application information. Audited Franklin Pierce courses may not count as LEAP credit.

Class Standing

Class standing is determined as follows:

Freshman: 0-25 semester credits earned.

Sophomore: 26-55 semester credits earned.

Junior*: 56-87 semester credits earned, declaration of major, completion of GLE110 and GLE120, completion of at least 50% (7) of the minimum number of General and Liberal Education courses and completion of at least 50% (15) of the total number of required Learning Outcomes.

Senior: 88+ semester credits earned.

** This class standing is applicable to students who enroll at the university for 2012-2013 and beyond. Those enrolled prior to 2012-2013 will need to meet the requirements in the catalog of their matriculation.*

Study at Other Institutions

Once enrolled in a degree program at Franklin Pierce University, students are expected to complete all coursework in residence. Permission to take courses at other institutions and

to transfer them back to the University will be granted only under extenuating circumstances. Students must file a Request to Study at Another Institution form, signed by the student's advisor and submitted to the Office of the Registrar.

Course Load and Registration Overload

A full-time 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 17 or fewer credits with the permission of the academic advisor. Students who wish to register for 18 or 19 credits must have a minimum 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 minimum 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.

Registration

Students are eligible to attend classes and receive grades and academic credit only if they are properly registered. To be properly registered, students must be financially clear, must register for courses, and must confirm registration during the designated period. **Any student who is not properly registered will be denied entrance to classes.** Fulfillment of registration requirements is the individual student's responsibility, and must be done in accordance with procedures and guidelines outlined by the Registrar. Students who have not checked in by the end of the designated period will forfeit their pre-registered place in courses and be charged a \$100.00 late registration fee to re-register. The fee assessment begins on the first day of classes of a full semester and continues through the add/drop period. Students who have not registered for any classes by the first day of the semester will be charged a \$100.00 late registration fee. For Rindge summer sessions, the late registration period is the first two days of classes.

Add/Drop Policy

For Fall and Spring semesters, the first week of classes (5 business days) 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 additional charge. Individual courses dropped during the add/drop period do not appear on the student's transcript; there is no tuition charge for such courses. Tuition charges for a term, 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.

Exception to Registration Policy

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 desired, the student may fill out a Request for Exception to Registration Policy form and the faculty member involved **must agree** to the late add. The request will be submitted to and reviewed by the Registration Exception Committee. The Committee shall consider requests made by students for an exception to a registration policy, including but not limited to adding and dropping courses after the end of the add/drop deadline and withdrawal from a course after the end of the deadline. If the late add is approved, a \$250 fee will be billed to the student's account. No exceptions will be made after the census period (see calendar on Registrar's webpage for census dates).

Class Attendance

Students are expected to attend all classes. A student anticipating absences should meet with the instructor to make the necessary arrangements for make-up work. Students who do not officially drop or withdraw within the established time frames are financially responsible for outstanding tuition.

Course Withdrawal Policy

Withdrawing from one or more courses after the add-drop period will result in a W on the transcript for each 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.

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.

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 or designee. All withdrawn courses count as attempted credits.

Internships

Learning through a supervised work experience for credit is an available option for qualified upper-class students in several academic departments. Internships are available in the fall or spring semester and in the summer. Internships must be registered prior to the semester and the contract must be fully recorded with the Registrar's office no later than the end of the fourth week of the semester in which the work has begun. Students who do not submit a final/approved contract to the Registrar's office by the end of the fourth week of the semester will be withdrawn from the Internship placeholder course. Because this is a course withdrawal after the add/drop period, tuition paid for the course will not be refunded. Exceptions are: internships starting in the summer may be registered in the fall, and internships starting in January may be registered in the spring. Any internship started in the summer and not completely registered by July 15 must 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 catalog listing of approved courses. The topic of an Independent Study should be selected and carefully designed by the student and faculty sponsor, and must meet with the approval of the Division Chair and Dean no later than the end of the add/drop period 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 3.00 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 Office of the Registrar or from the Division Chair office.

Directed Study

Only under exceptional circumstances, a course listed in the University Catalog may be offered to a student on an individual basis. In Directed Study, the student and professor meet on a regular basis, normally once a week. The details of the Directed Study must be agreed upon by the faculty sponsor and the student. Directed Studies must be approved by the Division Chair and Dean, no later than the end of the add/drop period in the semester in which the Directed Study is to occur.

Repeating Courses

Undergraduate students may repeat only those courses taken at Franklin Pierce University from which they withdrew or have earned a grade of D, D- or F; no course may be repeated more than twice. Repeating a course more than once may impact financial aid eligibility, and therefore students are encouraged to contact Student Financial Services (SFS).

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.

Once a course has been repeated at Franklin Pierce University, the grade received on the last repeat becomes the final grade and replaces the other grades for that course in the cumulative GPA. All final grades will appear on the student's transcript. The repeated course will be noted with an asterisk (*) and the new grade will be followed by an (R). A student may elect to take an equivalent course, with permission, at another college and receive credit for that course, but the course grade will not alter the student's cumulative grade point average and the original grade will remain as part of their GPA.

Auditing Courses

Students wishing to take a course for no credit may do so by indicating "Audit" in the appropriate area on registration materials. Auditors are students who enroll in a course for which they will not receive a letter grade or credit. Auditors will be admitted to courses only when there are spaces available and the extent of their participation will be agreed upon between the students and their instructors. (Studio art courses, music lessons, eLL or 100% online courses may not be audited.) No audit condition of course registration may be changed after the end of the established add-drop period. Audited courses are posted on the academic record with the grade notation of "AU" with no academic credit awarded. Audited FPU courses may not count as LEAP credit.

Grades and Honors

Grade Report

Students who are currently active have access to their grades through CampusWeb.

Incomplete Grades

A grade of Incomplete (I) may be given when the student has been prevented from completing a course as a result of illness, family tragedy, or other extenuating circumstances, at the instructor's discretion. Completion of the course must be arranged between the instructor and the student. An Incomplete is not figured into the student's grade average at the time it is given. When a grade of Incomplete (I) is given, the student will have a maximum of thirty calendar days (or earlier if specified by the instructor) after the start of the next semester to complete the course. The instructor has forty calendar days after the start of that semester to submit the grade. If the work has not been completed and a grade has not been submitted by this time, the Incomplete will become an F. Students who receive an incomplete grade are not eligible for Dean's Honors or Dean's List for the semester/term in which the Incomplete is received.

A grade of In Progress (IP) may be awarded for a limited number of courses which, by their nature, take more than one term 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 the coursework has been completed and the final grade has been turned in to the Registrar's office.

Grade Change Policy

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

- Errors in the calculation or transcription of a grade can be submitted directly to the Registrar's office through the end of the next full semester/term after the grade was submitted.
- All other grade changes must be reviewed by the Academic Standards Committee and approved by the appropriate Dean. Grade changes arising from illness, family tragedy, or miscommunication, or instructor error will be given due consideration.

Dean's Honors – Undergraduate

Dean's List: To qualify for the Dean's List at the end of the fall or spring semester, a matriculated student must have completed a minimum of 12 graded credits of 100 level (or above) courses; received no Ds, Fs, Is, or IPs; and achieved a semester grade point average of at least 3.50. A student who has received an IP grade at the end of a semester may become eligible for the Dean's List when the coursework has been completed and final grade has been turned into the Registrar's office.

Dean's Honors List: To qualify for the Dean's Honors List at the end of the fall or spring semester, a matriculated student must have completed a minimum of 12 graded credits of 100 level (or above) courses; received no Ds, Fs, Is, or IPs; and achieved a semester grade point average of at least 3.85. A student who has received an IP grade at the end of a semester may become eligible for the Dean's Honors List when the coursework has been completed and final grade has been turned into the Registrar's office.

Departmental Honors

Students must have earned at least 50% of major credits at Franklin Pierce University to be considered eligible for departmental honors.

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-	Marginal Grade	1.67
D+		1.33
D	Unsatisfactory but passing	1.00
D-		0.67
F	Failure	0.00
I*	Incomplete	(See Incomplete policy)
IP*	In Progress	(Available for specific courses only)
P*	Pass	(Available for specific courses only)
AU*	Audit	No grade or credit
W*	Student initiated withdrawal	
WP/WF*+	Instructor-initiated withdrawal	See policy
AW*	Administrative withdrawal	
S	Satisfactory (Mid-term)	
U	Unsatisfactory (Mid-term)	

** Denotes that the grade is not used when computing the cumulative grade point average (CGPA).*

+ This action must be taken at least four weeks before the end of the semester in which the course was taken. This action 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.

Academic Standing

Franklin Pierce University expects every student to strive for academic excellence. The minimum acceptable grade point average to remain in good academic standing is a 2.00 (C average). The academic progress of students will be reviewed at the close of the fall and spring semesters in order to determine academic standing. Students included in this review are those who:

- Are enrolled as matriculated students
- Have not withdrawn from the institution during the semester
- Have received at least one final course grade (A-F) at the time the review is conducted
- Have earned fewer than 100 career credits toward graduation

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

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

Academic Warning

Students who remain in good academic standing at the close of a semester ($CGPA \geq 2.00$) but whose SEMESTER GPA falls below a 2.00 will be placed on Academic Warning and will receive notification from the Office of the Registrar warning them that if their CGPA drops below 2.00 they may be subject to the sanctions indicated below.

First Sanction

- First-year, non-transfer students who in their first semester earn a CGPA from 1.00 to 1.99 will be automatically placed on Academic Probation for one semester.
- First-year, non-transfer students who in their first semester earn a CGPA below 1.00 will be subject to a one-semester Suspension
- All other students who fall below the minimum for good academic standing (CGPA below 2.00) will be subject to a one-semester Suspension

Students on Academic Probation must earn a semester grade point average of at least 2.00 or they will be subject to Suspension. Students who complete a semester on Probation with a semester grade point average of at least 2.00 will be allowed one additional semester on Probation to raise their cumulative grade point average to 2.00. Students can accumulate no more than two consecutive semesters on Academic Probation. Placement on Probation will include the creation of a Letter of Agreement, containing guidelines regarding class attendance, utilization of academic support services, and demonstrable improvement in academic performance.

Second Sanction

All students who have previously served a one-semester Suspension OR a term on Academic Probation are subject to a one-year Suspension if:

- Their cumulative grade point average subsequently falls below a 2.00 OR
- They fail to earn at least a 2.00 semester grade point average in their first semester on Probation OR
- They fail to raise their cumulative grade point average to a 2.00 by the end of the second semester on Probation.

Third Sanction

All students who previously served a second sanction are subject to Academic Dismissal, which is a permanent separation from the University if:

- Their cumulative grade point average subsequently falls below a 2.00 OR
- They fail to earn at least a 2.00 semester grade point average in their first semester on Probation OR

- They fail to raise their cumulative grade point average to a 2.00 by the end of the second semester on Probation.

Academic Dismissal

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

Appeals

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

Readmission Policy

After serving a suspension, students may apply for academic readmission. Any student reentering or seeking readmission to the College at Rindge should contact the Office of Residential Life (603) 899-4360. Readmission to the University with a cumulative grade point average less than 2.00 will result in the placement of the student on Academic Probation.

Disciplinary Suspension or Dismissal

Students who are suspended or dismissed for disciplinary reasons will receive grades of WP or WF effective on the date of suspension or dismissal. Dismissal is a permanent action. In the case of disciplinary suspension or dismissal, the ultimate discretion lies with the Associate Dean of Student Affairs.

* In addition to academic expectations regarding Academic Standing, recipients of all forms of financial assistance are expected to meet Satisfactory Academic Progress. Satisfactory academic progress is measured qualitatively, by review of the Cumulative Grade Point Average (CGPA); quantitatively (pace), by review of the rate of progress – the percentage of credits earned vs. attempted; and overall against a maximum timeframe of 150% of the program's length, measured in attempted credits. Full-time undergraduate students must complete their program within six years. The academic credit for semesters is earned with a passing grade (D or better). Satisfactory progress is defined as a minimum of a 2.00 CGPA and a rate of progress of at least 67%. Please see the Student Financial Services page (248) for greater detail.

Academic Grievances

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. The grievance procedure must be initiated prior to the end of the semester following that in which the grievance occurred.

Leave of Absence

1. Any student wishing to take a leave of absence must complete a Leave of Absence form which may be obtained from the Office of Residential Life, (603) 899-4360. A leave of absence implies that the student intends to return to the University after no more than one semester away. If a student does not return after the semester leave, he/she will be administratively withdrawn, and must apply for readmission through the Office of Residential Life 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 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. This will be the case for the first four weeks of classes for the fall or semester and through the first week of classes of a summer session. A student who takes a leave of absence after week four of a fall or spring semester or after the first week of a summer session will receive either a WP or WF grade as assigned by the course instructor (see Refund Policy, page 257).
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 257).
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 offices necessary for facilitating the return (i.e., housing arrangements through Residential Life, course selection through the Registrar's office, etc.).

Withdrawal from the University

1. Any student wishing to withdraw from the University during a semester or summer session must complete a Withdrawal form, which can be obtained from the Office of Residential Life, (603) 899-4360. 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 257)
2. Withdrawing 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 classes for the fall or spring semester and through the first week of classes of a summer session. A student who takes a leave of absence after week four of a fall or spring semester or after the first week of a summer session will receive either a WP or WF grade as assigned by the course instructor. 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 257.)

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 257.)

3. Any student who withdraws from the University 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 257.)
4. If a student wishes to return after withdrawing, or after a suspension, he/she is required to apply for readmission through the Vice President for Student Affairs. Readmission is not automatic.

Academic Programs and Services

Academic Ambition Statement

Franklin Pierce University: A dynamic teaching and learning community, creating passion for academic excellence and civic engagement.

Liberal Education and the Pierce Promise

A vision of liberal education lies at the heart of Franklin Pierce University's promise to offer an "education that matters," one that readies students for careers and life in a complex, challenging 21st-century world. This vision is guided by a carefully formulated set of learning outcomes. Adapted from the nationally prominent LEAP (Liberal Education and America's Promise) initiative, endorsed by employers, educators, and policy makers, these outcomes reflect a growing consensus on what college graduates ought to know and be able to do.

Franklin Pierce (GLE) Learning Outcomes

Knowledge & Understanding

Natural Sciences, Mathematics, Social Sciences, Humanities, Arts & Design

Intellectual and Practical Skills

Inquiry & Analysis, Critical Thinking, Creative Thinking

Critical Reading, Written Communication, Oral Communication

Quantitative Literacy, Information Literacy, Technology Literacy, Financial Literacy

Teamwork, Problem Solving

Personal & Social Responsibility

Civic Knowledge & Engagement, Intercultural Knowledge, Ethical Reasoning, Career Exploration

Engaged Learning & Thinking

Experiential, Applied

At Franklin Pierce, liberal education is understood to be the charge of the whole curriculum, with the major and minor programs, and general education working in partnership to promote achievement of the GLE Learning Outcomes. Advanced study in a specialized field (see Majors below) provides opportunity for students to realize these outcomes at the most sophisticated levels. General education requirements (see p. 124) offer a breadth of encounter with the outcomes not possible in any single field, and establish a secure academic grounding for the higher accomplishments of the disciplines.

Important note: Effective Fall 2012 for the incoming Class of 2016, this outcomes-based General and Liberal Education (GLE) plan replaces the Individual and Community Integrated Curriculum (IC). Students previously enrolled at the University will continue to fulfill the "IC" requirements, as per the Catalog that governs their progress toward a degree. This includes those continuing students who may be declaring a newly created major or minor and are therefore following this Catalog with respect to that program. They will continue to fulfill IC requirements for general education. For the reference of these students, a listing of the IC requirements appears at the end of the "Courses of Instruction" section, p. 231.

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.

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. Matriculated students may choose a major at any point in their college career. 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 6 for a complete list of majors and pages 42-231 for descriptions of them). Students also have the option of designing their own interdisciplinary major (see Student-designed major, page 213). All majors must be completed in conjunction with general education requirements. (See below and p. 124.)

Minors and Interdisciplinary Thematic Minors

Students are 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.

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.

General Education Requirements:

General education requirements are defined in terms of the Franklin Pierce (GLE) Learning Outcomes (see listing, p. 122). The fundamental expectation is that students will encounter each of the stated learning outcomes (LO's) at least once, in a course approved for general education (g.e.) credit and expressly addressing that LO. Students will successfully "encounter" an LO by passing the course in which it is addressed. Courses serving this purpose include several of a foundational nature, not affiliated with a specific disciplinary field, required in the first year; they also include a range of more exploratory offerings, based in the disciplines, and chosen on an elective basis. For a full list of these courses, together with further information pertaining to general education requirements, see the GLE section in "Courses of Instruction" (pp. 122-129).

Honors Program

The Honors program provides a challenging intellectual community and engaging co-curricular programming to participants. The program offers honors sections of core courses, occasional honors electives, and honors options in major courses designed to appeal to the more academically committed student. 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 six honors courses (18 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.

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 129), and development of Franklin Pierce's own programs in Lyon, France, Vienna, Austria and Athens, Greece are three 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, students may choose to study abroad through other providers. In recent years, students have participated in such programs in Australia, Costa Rica, England, France, Ireland, Italy, New Zealand, Scotland and Spain. Most study abroad programs are open to students in good standing who have completed two semesters of study at Franklin Pierce University, and who meet the GPA and other requirements of each program. Students should discuss planning for a study abroad program with their academic advisor and contact the International Studies Abroad Programs Office to get information on programs that are approved by the University.

Pierce in Vienna, Pierce in Athens and Pierce in Lyon

Semester abroad programs are available to students. Students live and study in Vienna, Austria, Athens, Greece and Lyon, France. The programs offer a full semester of Franklin Pierce University credits and are designed to take advantage of the historic and artistic heritage of these cities. There are numerous excursions and students are encouraged to pursue independent projects that further connect them with the people, art and business organizations of Vienna, Athens and Lyon. 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, Greek or French language, International Business, Anthropology, History, and independent study courses. Students are encouraged to submit applications for the fall program by March 1 and for spring by November 1. For information on specific prerequisites and deadlines, contact Stella Walling (603) 899-4147 or stella@franklinpierce.edu.

Pierce on the Camino

The Franklin Pierce study abroad program on the Camino de Santiago immerses students in the same journey that eight centuries of pilgrims have experienced. Approximately 15 students participate in a one semester, long-distance walk through southern France and across northern Spain along the old pilgrimage route to Santiago de Compostela. Walking as a pilgrim, carrying a backpack, staying in pilgrim hostels, country inns, and monasteries, walking with other Franklin Pierce students and a professor, students travel on foot between 10-15 miles a day. Slowing down to "human speed," leaving behind the ordinary concerns of daily life, and unplugging from the internet, iPods and cell phones brings rich rewards that are rare in today's world—the intimacy of prolonged solitude, the beauty of the natural world you feel with all your senses, the gratitude from many acts of kindness extended, and the joy of sustained conversation with others in the group and with fellow pilgrims from all over the world. For information on specific prerequisites and deadlines, contact Stella Walling (603) 899-4147 or stella@franklinpierce.edu.

Summer Sessions

Students may enroll in the summer sessions to accelerate their graduation plans or to make up courses. Many courses in the General and Liberal Education Curriculum, along with a selection of elective courses, are offered in the summer. Some specialized courses, such as Field Experiences in Archaeology, 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.

Pre-Law Advising Program

Many students come to Franklin Pierce with an interest in pre-law, but are not sure how that may translate to a major program of study. The first thing students should know is that pre-law is not a major. Being “pre-law” is a stated intention to pursue a specific type of graduate degree. Students who intend to go to law school can major in any subject area, as law schools admit students from a wide variety of majors. The American Bar Association does not recommend any specific major OR courses for those interested in law school. Most students enter law school without a background in law at all, but instead have a good undergraduate foundation in critical reading, critical thinking, writing and public speaking– skills that can be obtained in any of our undergraduate majors.

Therefore, the most important thing to keep in mind when selecting a major is that you should choose an undergraduate major that you will enjoy and in which you can do well. The American Bar Association indicates that the three most important factors for students intending to go to law school are:

1. Grade Point Average
2. LSAT score (an SAT exam for law school that you would take your junior/senior year in college)
3. Letters of Recommendation

Students seeking Pre-Law advising must contact the Humanities Division Chair who will assign a pre-law advisor, as well as provide access to Pre-Law advising handbooks and law school information.

Developmental 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 I 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

3 credits

Writing Skills is a developmental 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. 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. Grading for this course: A, B, C, or F.

GS003 Math Skills

3 credits

Math Skills is a developmental course 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. Grading for this course: A, B, C, or F.

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

The Transition program enrolls undergraduates in the College at Rindge who require English language classes in order to reach the proficiency level necessary for a full academic load of courses. Transition students take a combination of English as a Second Language classes along with regular college courses. The program also offers support to international students in adjusting to the academic and social demands of an American institution of higher learning. A minimum TOEFL score of 45 (450 paper-based test) is required for the College Transition Program. A minimum TOEFL score of 61 (500 paper-based test) 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.

TR010 Tutorial in ESOL

1 credit

An individual tutorial is available by arrangement for continuing students who seek assistance in a specific area.

TR030 ESL

3–9 credits

ESL is an integrated skills class covering listening, speaking, reading and academic writing. A range of in-class activities include discussion, small group work, oral presentations and note taking. Academic texts and independent reading will help students develop reading strategies and analytical skills. Writing will include journals, summary writing, personal narratives and short essays. Field trips and outside events acquaint students with local area and culture. An emphasis will also be on introducing students to the expectations of university classes in the U.S.

TR050 ESOL Lab

2 credits

ESOL students continue to develop reading and writing skills in this lab-style class. Students work collaboratively with the instructor in defining areas of need and designing a study plan. Students will work individually or in a small group to improve reading comprehension and writing skills. The lab is designed to support students who are enrolled in College Writing I and II.

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.

Wensberg Writing Center

The Writing Center, located in Edgewood Hall, is staffed by trained, experienced faculty and peer tutors who help students develop their writing skills. Tutors provide individual support to all students at any stage of the writing process from planning through editing. The center is open day and evening hours; students may schedule an appointment or just drop-in.

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. Courses count toward Franklin Pierce enrollment status, but are considered transfer credit. 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 College, Manchester; Southern New Hampshire University, Manchester; and the University of New Hampshire, Durham.

Reserve Officer Training Corps (ROTC) Programs—via NHCUC

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.

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 a 70 Mb high-speed connection. 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 is assigned a Franklin Pierce email address.

Computer Labs

There are multiple computer room resources located at the College at Rindge, including two Macintosh labs and three PC labs. There are also three additional computer labs at the Graduate & Professional Studies centers. The software installed in the PC labs includes Windows, Visual Studio Suite, Office, and specific classroom studies software. All computers in the labs have access to shared network printers.

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.

Courses of Instruction

Accounting–Finance (AC–FM)

ASSOCIATE PROFESSOR: Bryan O’Neil
ASSISTANT PROFESSOR: Jeanne Gerard
LECTURER: Tara Demeyer

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 for business majors or non-business majors.

The mission of the Accounting-Finance Program is to prepare students for careers in accounting or finance, including banking, securities exchange, corporate accounting and finance, law, and similar professions, as well as develop the basis for advanced work at the graduate level. We challenge students to develop technical expertise as well as critical thinking and reasoning skills and then apply this understanding through variety of hands-on experiences, including Internships, Small Business Advisory Groups (SBAG), and Students in Free Enterprise (SIFE).

In order to fulfill graduation requirements, students must maintain a minimum cumulative grade point average of 2.00, a minimum grade point average of 2.00 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 2.00 in those programs.

The major in Accounting/Finance combines a basic liberal arts education with a strong preparation for a career in either accounting or finance. During the first two years of study, emphasis is placed on the 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 General and Liberal Education Curriculum (page 122) and the Division of Business Administration core course requirements (page 72), students must pass the following courses with a grade point average of at least 2.00 to fulfill the Accounting-Finance major requirements:

Accounting Track

- AC102 Principles of Accounting II
- AC213 Intermediate Accounting I
- AC214 Intermediate Accounting II
- AC314 Cost Accounting I
- AC323 Auditing
- AC354 Individual Income Taxes
- AC474 Advanced Accounting I
- AC/FM001 Comprehensive Exam (take with BA471)
- FM423 Investment Analysis
- AC390 Internship or AC395 Advanced Internship or AC495 Senior Independent Project

Finance Track

- AC102 Principles of Accounting II
- ET102 Principles of Economics II
- ET223 Money and Banking
- FM311 Managerial Finance
- FM257 Real Estate Investments
- FM454 Problems in Finance
- FM423 Investment Analysis
- FM/AC001 Comprehensive Exam (take with BA471)
- FM390 Internship or FM395 Advanced Internship or FM495 Senior Independent Project

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 3.00 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 3.00 cumulative grade point average and a 3.50 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

AC101 Principles of Accounting I	AC323 Auditing
AC102 Principles of Accounting II	AC354 Individual Income Taxes
AC213, 214 Intermediate Accounting I & II	

This minor is offered to majors in the Business Program and non-business majors.

Minor Requirements—Finance

AC101 Principles of Accounting I	FM257 Real Estate Investments
ET101 Principles of Economics	FM311 Managerial Finance
ET223 Money and Banking	FM423 Investment Analysis

This minor is offered to majors in the Business Program and non-business majors.

Required for Graduation

120 semester hours, including General and Liberal Education Curriculum. The normal course load is 15–16 credits per semester. Transfer students should refer to the residency requirement section of the catalog.

Recommended Curriculum Guide

For further details regarding general education requirements specified below, refer to the “Recommended General Education Curriculum Guide,” p. 124.

First Year

Fall Semester

GLE101 First Year Inquiry Seminar
GLE110 First Year Composition I
AC101 Principles of Accounting I
_____ Elective (CIT101 suggested)
_____ General Education Elective

Spring Semester

GLE120 First Year Composition II
AC102 Principles of Accounting II
MT260 Statistics
_____ Elective
_____ General Education Elective

Sophomore Year

Fall Semester

_____ General Education Lab Science I
AC213 Intermediate Accounting I +
ET223 Money and Banking ++
ET101 Principles of Economics I
MN201 Principles of Management
_____ General Education Elective

Spring Semester

_____ General Education Lab Science II
AC214 Intermediate Accounting II +
FM257 Real Estate Investments ++
FM224 Principles of Financial Management
MK201 Principles of Marketing
_____ General Education Elective

Note: By University policy, students must make a minimum standard of progress toward the completion of general education requirements by the end of the Sophomore Year, in order to achieve Junior Standing for course registration purposes. See “Recommended General Education Curriculum Guide,” p. 124.

Junior Year

Fall Semester

BA258 Legal & Social Environment of Business
AC314 Cost Accounting +
FM311 Managerial Finance ++

_____ General Education Elective
_____ General Education Elective
_____ Elective*

Spring Semester

AC323 Auditing Theory +	_____ Elective*
AC354 Individual Income Taxes +	_____ Elective
_____ General Education Elective	

Senior Year

Fall Semester

AC474 Advanced Accounting +
IB364 The Global Economy
FM423 Investment Analysis
AC/FM390 Internship or AC/FM395 Advanced Internship or AC/ FM495 Senior Independent Project
_____ Elective*

Spring Semester

BA471 Senior Business Seminar
FM454 Problems in Finance ++
BA001 Comprehensive Exam (take with BA471)
AC/FM001 Comprehensive Exam (take with BA471)
_____ Elective
_____ Elective
_____ Elective

**One or more additional electives may be needed to fulfill general education requirements. See “Guide,” p. 124.*

+ Course required for the Accounting Track

++ Course required for the 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.*

AC312 Forensic Accounting

3 credits

This course will develop the students’ understanding of what forensic accounting is and how it pertains to both civil and criminal matters. The participant in this course will gain a basic understanding of the characteristics of forensic accounting, the tools used in this area and the applications in the business world today, including financial statements and tax fraud, bankruptcy, divorce, identity theft, organized crime and litigation services. *Prerequisites: AC101, BA213 or BA258.*

AC314 Cost Accounting 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

This course covers auditing reports and standards of professional ethics and legal responsibility, methods of internal accounting control, and 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 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.*

FM214 Managing Your Money

3 credits

This course focuses on applying the appropriate tools and strategies that help consumers make informed financial decisions in a world with increasing choice and complexity.

FM224 Principles of Financial Management

3 credits

Provides an overview of the three major financial areas: 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

This course covers an extensive look at broad classes of investments in real estate, appraisal techniques, investment analysis, financing, and real estate law.

FM311 Managerial Finance

3 credits

This course covers 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. *Prerequisites: Completion of junior year 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. *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 one additional 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**

Available as an elective to all Accounting majors. Topics covered are: troubled debt restructuring, not-for-profit entities, partnerships and trusts. Offered as a directed study only. *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 catalog listing of approved courses. The topic of an Independent Study should be selected and carefully designed by the student and faculty sponsor, and must meet with the approval of the 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.

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 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.

Advertising (AD)

PROFESSOR: Jason Little

AFFILIATED FACULTY: Richard Block (Graphic Communications), Robert Diercks (Graphic Communications), Richard Roth (Mass Communication), Heather Tullio (Mass Communication)

In order to fulfill graduation requirements, students must maintain a minimum cumulative grade point average of 2.00, a minimum grade point average of 2.00 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 2.00 in those programs.

A minor is offered in Advertising.

Advertising is a creative communication tool used to help build and support brand awareness and preference. Without advertising, it would be difficult for consumers to differentiate between brands and be well informed of new products and services.

The mission of the Advertising minor is to foster student development of the knowledge and skills necessary to create effective communication strategies and tactics, targeted to the appropriate audience, at the appropriate time. Specific objectives include:

1. To develop and apply effective oral, written, and electronic communication skills.
2. To understand how Web-Based Marketing Communication, Radio, Television, Print, Direct Response, and Out-of-Home media can be created and used to successfully target primary prospects.
3. To gain knowledge and skills with regard to graphic design, graphic production, and media production.
4. To understand effective research methods with relationship to developing, testing and evaluating advertising media, messages, campaigns, and advertising strategies.
5. To gain knowledge with respect to the ethical and legal issues associated with advertising.
6. To develop effective team skills with regard to creating a successful advertising campaign.

Minor Requirements

MK201 Principles of Marketing
 MK214 Consumer Behavior
 AD304 Advertising
 GC201 Graphic Design I

GC350 Graphic Production
 MC230 Introduction to Media
 Production

Advertising 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.

Fall/Spring

MK214 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: IC105 and completion of or simultaneous enrollment in IC106.*

Fall/Spring

AD/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.*

Fall/Spring

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.

GC350 Graphic Production

3 credits

GC350 introduces students to all steps of the production process, from initial design concept through the printed page. Macintosh-based software is used in preparing art for reproduction and students will gain hands-on experience in color, file, and font management. Course looks at issues in traditional print methods as well as new and emerging technologies. 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. *Prerequisites:* GC201, GC302.

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.

American Studies (AS)

COORDINATOR: Joni Doherty (American Studies)

STEERING COMMITTEE: Gerald Burns (English & American Studies), Joni Doherty (American Studies), John R. Harris (American Studies), Lynn Murray-Chandler (Education), Martha Ritter (Education)

AFFILIATED FACULTY: Andrea Bergstrom (Mass Communication), Douglas F. Challenger (Sociology), Frank Cohen (Political Science), Sarah T. Dangelantonio (English), Donna Decker (English), Robert G. Goodby (Anthropology), Melinda M. Jetté (History), Mary C. Kelly (History), Douglas A. Ley (History), Robin F. Marra (Political Science), Kristen Nevios (Mass Communication), 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.

The mission of the American Studies Program is to provide students with the opportunity to acquire a broad knowledge of American life, past and present, and an in depth understanding of one specific aspect of American culture or society. Faculty associated with the program are committed to teaching students how to integrate historical, social, and critical disciplinary perspectives and their associated methodologies into an interdisciplinary construction of knowledge. Our graduates will be able to apply the knowledge and skills gained in this program not only in their own careers and personal lives, but also to meet the challenges posed by life in contemporary American society and the global community.

In order to fulfill graduation requirements, students must maintain a minimum cumulative grade point average of 2.00, a minimum grade point average of 2.00 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 2.00 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 General and Liberal Education Curriculum (page 140), a total of 34 credits in American Studies must be completed with a grade point average of at least 2.00 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.

Note: Students majoring in American Studies who are also majoring in Elementary Education 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 (required for all students)

And any two of the following:

EN204 Introduction to American Literature

One U.S. History Survey Course:

HS201 U.S. History to the War of 1812

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

Please note: Students may take only one U.S. History survey course to fulfill introductory course requirements.

MC100 Communication, Media and Society

MC242 Principles of Media Literacy

PO201 U.S. Government

SO101 Introduction to Sociology

WL115 Introduction to Women's Studies

Note: Once the Introductory course requirement is met, any of the courses (with the exception of AS101) may be counted as Electives.

Methods Courses

Any one of the following:

EN210 Introduction to Literary Studies

HS301 Historical Methods

SO218 or 219 Quantitative or

MC301 Media Criticism

Qualitative Research Methods

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.

Assessment and Planning Course

AS250 American Studies Assessment and Planning Seminar

Note: Recommended for second-semester sophomore year. Additional assessment and planning work will be conducted as part of the Senior Project Seminar.

Integrative Capstone Course:

AS401 American Studies Senior Project Seminar

Elective Courses

Select six courses from the list below, in accordance with the following guidelines:

- 1. No more than three from any one department;
- 2. No more than two that are being counted for another major;
- 3. No more than two 100-level courses

Note: For students not double-majoring in Elementary Education, three elective courses (from different disciplines) must define a thematic concentration approved by the faculty advisor. Students who are double majoring: see note under Major Requirements on page 48

AD370 Advertising in America	HS313 U.S. Labor History
AN210 Contemporary Native America	HS314 Alien Nation: The History of American Immigration & Ethnicity
AN221 Prehistoric Indians of North America	HS319 History of New England
AN225 Women Around the World	HS320 African-American History
AN311 Museum Studies	HS322 Comparative American and European Gender History Since 1650
AN331 Violence and Aggression	HS323 Topics in American Cultural and Intellectual History
AN350 Prehistory of New England	HS341 American Women's History
AS103 Fielder's Choice: American Culture and Baseball	HS370 U.S. Foreign Relations to 1914
AS301 Place, Community, and American Culture	HS371 20th Century U.S. Foreign Policy
AS490/491 Internships in American Studies	MC100 Communication, Media and Society
ED112 Foundations and Issues in Education	MC281 Understanding Film
ED260 Childhood and Adolescent Literature	MC304 Media Law
ED300 Historical Perspectives on American Education	MC341 Media and Culture
EN110 American Mosaic: Multicultural Literature in the U.S.	MC/SO344 American Political Culture
EN342 19th Century American Novel	MC382 Gender and Media Representation
EN343 American Short Story	MC383 Children and the Media
EN344 American Poetry to 1900	MK314 Consumer Behavior
EN351 20th Century American Poetry	MU212 Jazz History
EN352 20th Century American Fiction	MU213 Popular Musical Culture Since Bill Haley
ES210 Evolution of Environmental Thought	PO312 American Political Thought
FA286 Modern and Contemporary Art and Design	PO344 Environmental Politics
HP211 Introduction to Public History	PO351 American Presidency
HP320 Salem to Gettysburg	PO352 Constitutional Law I
HS111 Protest in America	PO353 Constitutional Law II
HS112 Boomers to Yuppies: American Society Since 1945	SO205 Race and Ethnic Relations
HS132 History and Film	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 General and Liberal Education Curriculum. The normal course load is 15–16 credits per semester. Transfer students should refer to residency requirement section of catalog.

Recommended Curriculum Guide

For further details regarding general education requirements specified below, refer to the “Recommended General Education Curriculum Guide,” p. 124.

First Year

Fall Semester

GLE101 First Year Inquiry Seminar
GLE110 First Year Composition I
AS101 Introduction to American Studies
or AS__ Introductory Elective
MT__ General Education Mathematics
or ____ General Education
Elective
____ Elective or General Education
Elective

Spring Semester

GLE120 First Year Composition II
AS__ Introductory Elective
AS101 Introduction to Amer. Studies
or AS__ Introductory Elective
MT__ General Education Mathematics
or ____ General Education
Elective
____ Elective or General Ed Elective

Sophomore Year

Fall Semester

AS__ American Studies Elective
AS__ American Studies Elective
____ General Education Lab Science I
____ General Education Elective
____ Elective

Spring Semester

AS__ American Studies Elective
AS250 Assessment and Planning
Seminar
____ General Education Lab Science II
____ General Education Elective
____ General Education Elective

Note: By University policy, students must make a minimum standard of progress toward the completion of general education requirements by the end of the Sophomore Year, in order to achieve Junior Standing for course registration purposes. See “Recommended General Education Curriculum Guide,” p. 124.

Junior Year

Fall Semester

AS__ Methods Course
AS__ American Studies Elective
____ General Education Elective
____ Elective*
____ Elective

Spring Semester

AS__ American Studies Elective
____ Elective
____ General Education Elective
____ Elective*
____ Elective

Senior Year

Fall Semester

AS__ American Studies Elective
____ Elective*
____ Elective
____ Elective
____ Elective

Spring Semester

AS401 Senior Project Seminar
____ Elective*
____ Elective
____ Elective
____ Elective

**One or more additional electives may be needed to fulfill general education requirements. See “Guide,” p. 124.*

American Studies Curriculum

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.

AS250 Assessment and Planning Seminar **1 credit**

Provides opportunity for students, working with the contents of their academic portfolio and other materials, to assess their progress within the American Studies major and the General Education curriculum, as well as to begin planning for career and life opportunities.

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. *Prerequisite: IC105.*

AS401 Senior Project Seminar **3 credits**

A seminar featuring readings in the field of American Studies, including portfolio-based academic assessment and career planning activities, and culminating in an independent research and/or creative project on a particular aspect of American life and/or culture. *Prerequisites: AS250 and senior standing or permission of instructor.*

AS490/491 Internship in American Studies **1-6 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: sophomore standing or above, 3.00 cumulative grade point average, and permission of instructor.*

Anthropology (AN)

PROFESSOR: Debra S. Picchi
ASSOCIATE PROFESSOR: Robert G. Goodby
ASSISTANT PROFESSOR: Robert L. Welsch

A Bachelor of Arts degree is offered in Anthropology.

A major and a minor are offered in Anthropology.

The mission of the Anthropology Department is to provide students with holistic, comparative knowledge about human history and human behavior through the integrated study of cultural and biological anthropology, archaeology, and linguistics; to give students the opportunity to engage in independent scholarship and field research; and to prepare students for a broad range of careers or for graduate study.

In order to fulfill graduation requirements, students must maintain a minimum cumulative grade point average of 2.00, a minimum grade point average of 2.00 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 2.00 in those programs. 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. Anthropology majors are encouraged to consider studying abroad for a semester with a faculty member from the Anthropology Department. Franklin Pierce's study abroad program offers students a chance to live and study side by side with people from a different culture in Europe. It is also a chance to make friends that last a lifetime and to be cultural ambassadors at a time when this type of exchange is very important to the world.

A faculty advisor will assist those Anthropology majors interested in preparing for graduate school to develop a program at the Honors level. This is a different program from the College 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 3.00 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 3.00 average with a 3.50 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 95 for information on the secondary teacher certification program.

Major Requirements

In addition to the General and Liberal Education Curriculum, (page 124), students must complete sections I through IV listed below.

I Basic Course Work

AN101 Introduction to Cultural Anthropology	AN201 Introduction to Applied Anthropology
AN102 Human Origins	AN482 Anthropology Theory and Ethics
AN113 Introduction to Archaeology	AN485 Anthropology 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 *or*

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	AN225 Women Around the World
AN210 Contemporary Native America	AN245 Living and Working Abroad
AN216 Human Sexuality	AN252 World Archaeology
AN217 Archaeology of the Unknown	AN260 Human Anatomy & Physiology
AN220 Global Problems	AN299 Independent Study in Anthropology
AN221 North American Archaeology	

300-400 Level Courses

AN311 Museum Studies	AN323 Anthropology of Religion
AN314 Peoples and Cultures of Oceania	AN325 Medical Anthropology
AN320 Sex, Gender, and Archaeology	AN330 Anthropology of Art

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AN331 Violence and Aggression	AN412 Peoples and Cultures of Europe
AN350 The Archaeology of New England	AN423 Anthropology of Public Health
AN399, 499 Independent Study in Anthropology	AN424 Advanced Archaeological Lab
AN400 Readings in Anthropology	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 catalog 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 General and Liberal Education Curriculum. The normal course load is 15–16 credits per semester. Transfer students should refer to residency requirement section of catalog.

Recommended Curriculum Guide

For further details regarding general education requirements specified below, refer to the “Recommended General Education Curriculum Guide,” p. 124.

First Year

<i>Fall Semester</i>	<i>Spring Semester</i>
GLE101 First Year Inquiry Seminar	GLE120 First Year Composition II
GLE110 First Year Composition I	AN102 Human Origins
BI101 Biology I	AN201 Intro to Applied Anthropology
AN101 Intro to Cultural Anthropology	AN___ Anthropology Elective 1 (100-200 level)
or AN113 Introduction to Archaeology	_____ Elective
_____ General Education Elective	

Sophomore Year

<i>Fall Semester</i>	<i>Spring Semester</i>
AN101 Intro to Cultural Anthropology	AN___ Anthropology Elective 2 (100-200 level)
or AN113 Introduction to Archaeology	_____ Elective
AN218 Quantitative Research Methods	MT___ General Education Mathematics
or AN219 Qualitative Research Methods	or _____ General Education Elective
MT___ General Education Mathematics	_____ General Education Elective
or _____ General Education Elective	_____ General Education Elective
_____ General Education Elective	
_____ General Education Elective	

Note: By University policy, students must make a minimum standard of progress toward the completion of general education requirements by the end of the Sophomore Year, in order to achieve Junior Standing for course registration purposes. See “Recommended General Education Curriculum Guide,” p. 124.

Anthropology Majors should attempt to complete their practicum requirement (Archaeology Field School, Internship, or some other approved practicum) during the Sophomore or Junior year. This requirement can be completed during the summer, but approval for internships must be received before the semester begins.

Junior Year

Fall Semester

- AN___ Anthropology Elective 3 (200-300 level)
 _____ Elective
 _____ General Education Elective
 _____ Elective*
 _____ Elective

Spring Semester

- AN___ Anthropology Elective 4 (300-400 level)
 AN___ Anthropology Elective 5 (300-400 level)
 _____ Elective*
 _____ Elective
 _____ Elective

Senior Year

Fall Semester

- AN___ Anthropology Elective 6 (300-400 level) or AN400 Readings in Anthropology
 AN482 Anthropology Theory & Ethics
 _____ Elective*
 _____ Elective
 _____ Elective

Spring Semester

- AN___ Anthropology Elective 7 (300-400 level) or AN490 Senior Thesis (if Honors student)
 AN485 Anthropology Portfolio Review
 _____ Elective
 _____ Elective
 _____ Elective

**One or more additional electives may be needed to fulfill general education requirements. See "Guide," p. 124.*

Anthropology Curriculum

AN101 Introduction to Cultural Anthropology

3 credits

Introduces students to cultural Anthropology's key concepts, principles, and methods. Draws on simulated field work experiences in rural Mexico.

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.

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, multiculturalism, 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 and will analyze readings and case studies.

AN210 Contemporary Native America

3 credits

Examines the traditions of indigenous peoples of North and Latin America. Focusing on Brazilian, Mayan, and Navajo cultures, it deals with issues such as spirituality, resource use, and contact concerns.

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.*

Summer, 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.*

Summer—even years, option for required practicum

AN216 Human Sexuality

3 credits

Examines the subject from biological and behavioral perspectives. Separates misinformation about sexuality from scientific data. Reviews cross-cultural options for expression of sexuality which can be integrated into adult behavioral patterns. *Prerequisite: sophomore, junior or senior level.*

AN217 Archaeology of the Unknown

3 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 methodological 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: AN101 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.*

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.

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.*

AN245 Living & Working Abroad

3 credits

Prepares students from all majors to live, work, and/or study abroad. The course seeks to enhance students' sensitivity to cultural differences and to refine skills for circumventing the barriers the differences may cause. It prepares students to weather culture shock and to avoid the pitfalls of ethnocentrism and xenophobia. A special set of exercises helps students to learn how to search for and secure work overseas.

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.

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.*

AN314 Peoples and Cultures of Oceania**3 credits**

The Pacific Islanders have been central to anthropology for a century and their diverse cultures have contributed greatly to anthropological theories and models. This course surveys cultural similarities and differences found among the peoples of Polynesia, Melanesia, Micronesia, and Australia, considering both traditional cultures and how these cultures are modernizing and changing through global processes. *Prerequisite: AN101 or AN113 or AN201 or permission of instructor.*

AN323 Anthropology of Religion**3 credits**

Religion plays a central role in many if not most societies around the world. This course examines how anthropologists have understood and made sense of exotic religions in the societies they have studied, and how these approaches can be used to understand religion in the world today. *Prerequisite: AN101 or AN113 or AN201 or permission of instructor.*

AN325 Medical Anthropology**3 credits**

Examines how anthropologists have approached cultural differences in how people understand illness and disease as well as the different way that people around the world have tried to treat health problems. Readings, discussions, and films will compare and contrast medical systems in Africa, Asia, New Guinea, Latin America, Native America, and the contemporary U.S. The course considers how medical therapies “work” as well as how medical students are socialized to be effective physicians. *Prerequisites: AN101 or AN201 or BI101 or permission of instructor.*

AN330 Anthropology of Art**3 credits**

This course considers how anthropologists have used the study of art and material culture to understand religion, social structure, political systems, and value systems in the societies they have studied. Readings, discussions, films, and analysis of ethnographic art objects will compare how art expresses different cultural themes in the arts of Africa, Oceania, and the Americas. *Prerequisite: AN101 or AN113 or AN201 or FA180 or FA183 or permission of instructor.*

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.

AN350 The Archaeology of New England

3 credits

Surveys the archaeological record of 11,000 years of Native American habitation 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.*

AN423 Anthropology of Public Health

3 credits

This seminar explores how anthropologists have approached issues in public health in the U.S. and overseas, emphasizing the role that culture plays in different systems of health care. We will examine what anthropology can teach us about the possibilities and challenges of developing effective, sustainable, long-term public health interventions for many of the most serious global health problems. *Prerequisite: AN201 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 Portfolio Review

1 credit

Anthropology majors examine Anthropology program goals. They review their portfolios where documents are stored that show how they have met program goals. Culminates in an oral presentation to full-time permanent Anthropology faculty.

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: AN400 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 catalog listing of approved courses. The topic of an Independent Study should be selected and carefully designed by the student and faculty sponsor, and must meet with the approval of the 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. *Prerequisite: 3.00 cumulative grade point average.*

Arts Management (AM)

PROFESSOR: Jason Little

ASSISTANT PROFESSOR: Mack Bean

AFFILIATED FACULTY: Richard Block (Graphic Communications), Katherine Coker-Cronin (Fine Arts), Loretann 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 2.00, a minimum grade point average of 2.00 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 2.00 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.

Mission and Learning Outcomes of the Arts Management Program

The mission of the Arts Management Program is to develop the knowledge and skills necessary for graduates to effectively lead arts organizations. Students acquire the ability to develop and sustain an arts organization while maintaining financial stability and servicing targeted audiences. The program has the following intended learning outcomes within the context of art organizational settings:

1. Students will distinguish how nonprofit arts organizations are structured and managed.
2. Students will analyze the internal and external environment, via appropriate information sources when making strategic decisions.
3. Students will demonstrate market communication competencies.
4. Students will demonstrate fund raising competencies.
5. Students will demonstrate grant writing competencies.
6. Students will demonstrate fundamental nonprofit financial planning competencies.

Students are provided opportunities throughout the program to apply learning outcomes to real world experiences such as internships, the Small Business Advisory Group, Students in Free Enterprise, and other experiential learning situations.

Major Requirements

In addition to the General and Liberal Education Curriculum (page 124) and required courses in a chosen Arts Management concentration, the following courses must be completed successfully with a grade point average of at least 2.00 to fulfill the major requirements. Divisional core requirements (page 73) 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	
AM201 Managing Nonprofit Organizations and Fundraising	AM001 Arts Management Comprehensive Exam (take with BA471)
AM301 Seminar in Grant-Writing and Financial Planning	BA001 Business Comprehensive Exam (take with BA471)
MK201 Principles of Marketing	BA213 Business Law I
MN201 Principles of Management	BA471 Senior Business Seminar
AM390 Internship in Arts Management or AM395 Advanced Internship or AM495 Senior Independent Project	ET101 Principles of Economics I
	FM224 Principles of Financial Management

Choose one of the following:

AN311 Museum Studies	MN314 Human Resource Management
MK335 Public Relations	MN371 Small Business Management
MK350 Electronic Commerce	

Divisional Honors

An Honors candidate for any major in the Business Division must have a 3.00 cumulative grade point average and a 3.25 grade point average in all major courses with no grade lower than a C-. A High Honors candidate for any major in the Business Division must have a 3.00 cumulative grade point average and a 3.50 grade point average in all major courses with no grade lower than a C-. 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 General and Liberal Education Curriculum. The normal course load is 15-16 credits per semester. Transfer students should refer to the Residency Requirement section of the catalog.

Arts Management Concentration in Art History

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

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

Three 200-level courses are required for Art History concentration: (Offered in rotation – Spring only)

- FA281 Oriental Art
- FA283 Greek and Roman Art
- FA286 Modern and Contemporary Art and Design

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

- FA380 Art Criticism: History and Techniques (Fall only)

Arts Management Concentration in Dance

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

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

TH133 Dance Movement III	TH261 Lighting Design I
TH151 Costume Design & Construction	TH137 Ballet I or TH138 Ballet II
TH136 Theatre Dance and Jazz I	

TH305 Dance Technique &
Composition II
TH143 Production Performance
Dance III

ID241 Production Performance Musical
TH144 Production Performance
Dance IV

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
FA235 Printmaking I
FA241 Stained Glass
FA251 Glassblowing I
FA261 Sculpture I

One to three studio electives from the following:

FA335, 337, 338, 439 Printmaking II, III, III, IV, V
FA302, 303, 304, 405 Drawing II, III, IV, V
FA312, 313, 314, 415 Creative
Photography II, III, IV, V
FA322, 323, 324, 425 Ceramics II, III, IV, V
FA332, 333, 334, 435 Painting II, III, IV, V
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

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:

FA201 Drawing I or
FA211 Creative Photography I

Four Graphic Communications courses:

GC201 Graphic Design I
GC302 Graphic Design II
GC321 Typography
GC350 Graphic Production

At least one Graphic Communications elective:

GC261 Color Photography Workshop I
GC320 Book Design
GC376 Animation Fundamentals
GC367 Commercial Photography I
GC341 Illustration
GC227 Calligraphy
GC272 Computer Graphic Design I
GC303 Graphic Design III

Arts Management Concentration in Mass Communication

I. Department Core

Mass Communication Concentration Core (12 credits)

MC100 Communication, Media & Society
MC301 Media Criticism
MC200 Rhetoric and Society
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
MC252 Journalism II

THE COLLEGE AT RINDGE

- Media Production Focus (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

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 MU212,213, Jazz History and Popular Musical Culture Since Bill Haley

Arts Management Concentration in Theatre

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

One Dramatic Literature course from the following:

- EN310 Shakespeare Comedies & Histories
- TH342 Modern European Drama
- TH343 Modern American Drama

One course from the following group:

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

Two production courses from the following:

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

Recommended Courses for General Electives for Arts Management major

TH180 Public Speaking	HP211 Introduction to Public History
AD370 Advertising in America: A Cultural and Historical Perspective	FA382 The Art Museum and Gallery in Theory and Practice
AM299, 399, 499 Independent Study in Arts Management	FA450 Fine Arts Seminar Capstone: Preparation of the Art Professional
AD304 Advertising	_____ Courses from other Arts Management Concentrations
IB211 International Business Cultures	

Recommended Curriculum Guide

For further details regarding general education requirements specified below, refer to the “Recommended General Education Curriculum Guide,” p. 124.

First Year

Fall Semester

GLE101 First Year Inquiry Seminar	MT_____ General Education Mathematics
GLE110 First Year Composition I	or _____ General Education
AC101 Principles of Accounting I	Elective
	_____ Elective

Spring Semester

GLE120 First Year Composition II

ET101 Principles of Economics I

MN201 Principles of Management

MT___ General Education Mathematics
 or ___ General Education
 Elective
 ___ General Education Elective

Sophomore Year*Fall Semester*

MK201 Principles of Marketing

AM201 Managing Non-Profit
Organizations and Fundraising

___ General Education Lab Science I

___ General Education Elective

___ General Education Elective

Spring Semester

___ Elective

___ Elective

___ General Education Lab Science II

___ General Education Elective

___ General Education Elective

Note: By University policy, students must make a minimum standard of progress toward the completion of general education requirements by the end of the Sophomore Year, in order to achieve Junior Standing for course registration purposes. See "Recommended General Education Curriculum Guide," p. 124.

Junior Year*Fall Semester*FM224 Principles of Financial
Management

BA213 Business Law I

___ General Education Elective

___ Elective*

___ Elective

*Spring Semester*MN___ Management Elective or AN311
Museum StudiesAM301 Seminar in Grant-Writing and
Financial Planning

___ Elective*

___ Elective

___ Elective

Senior Year*Fall Semester*AM390 Internship in Arts Management
or AM395 Advanced Internship
or AM495 Senior Independent
Project___ General Education Elective as
needed

___ Elective*

___ Elective

___ Elective

Spring Semester

BA471 Senior Business Seminar

AM001 Comprehensive Exam (take with
BA471)BA001 Comprehensive Exam (take with
BA471)

___ Elective

___ Elective

___ Elective

___ Elective

**One or more additional electives may be needed to fulfill general education requirements. See "Guide," p. 124.*

Arts Management Curriculum**AM201 Managing Non-Profit Organizations and Fundraising****3 credits**

The study of non-profit organizations, including leadership, organizational structure, board of trustees, human resources, marketing, fund-raising and career trends.

Fall, odd year

AM301 Seminar in Grant-Writing and Financial Planning**3 credits**

Students develop grant-writing skills that are necessary for writing a winning grant proposal. In addition, the course focuses on budgeting, investment planning and accounting for non-profit organizations, including 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: junior class standing 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 catalog listing of approved courses. The topic of an Independent Study should be selected and carefully designed by the student and faculty sponsor, and must meet with the approval of the 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 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 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.

Biology (BI)

PROFESSORS: Harry G. Davis, Paul M. Kotila

ASSOCIATE PROFESSORS: Susan E. Arruda, Andrew Hatchett, Rhine Singleton, Jacques Veilleux

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

A major and a minor are offered in Biology.

Biology majors who minor in Chemistry are exempt from the double-counted course policy.

The mission of the Biology Department is to develop students' breadth and depth of knowledge in the life sciences. We emphasize skill acquisition, including critical thinking, data analysis and interpretation, use of the primary literature, planning and execution of biological experiments and basic field/laboratory techniques. Students graduating from the Biology program will be able to communicate with biologists and non-biologists alike regarding current societal issues in the life sciences. Successful completion of the degree

provides a solid foundation for specialized studies at the graduate level or a broad base of educational experience in preparation for career employment.

In order to fulfill graduation requirements, students must maintain a minimum cumulative grade point average of 2.00, a minimum grade point average of 2.00 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 2.00 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 91 for information on the secondary teacher certification program.

Major Requirements

In addition to the General and Liberal Education Curriculum (page 124), a minimum of 48 credits (Bachelor of Arts) or 56 credits (Bachelor of Science) in the major must be completed successfully, with a grade point 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 catalog 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 or	4 credits
BI241 Evolutionary Biology	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 B.A. 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.

Requirements to be considered for admission into a graduate physical therapy program (Doctor of Physical Therapy)

Franklin Pierce University offers a Doctor of Physical Therapy (DPT) through its College of Graduate & Professional Studies. The Franklin Pierce DPT requirements can be found on the website as well as in this catalog on page 366. Admissions requirements for other DPT programs can vary. Students intending to apply to DPT programs, including Franklin Pierce, should check admission requirements at least two years prior to application. Students interested in attending Franklin Pierce’s DPT Program should see page 364.

We recommend students planning to apply to a physical therapy graduate program pursue either a B.A. in Biology or Psychology. Students who earn a degree in Psychology (or any field other than Biology) must meet all of the prerequisite science requirements. Students should take MT152 or MT221 and MT260 for the math requirement, and complete PH101-102 (Physics I & II), two semesters of Psychology (at least one psychology course must be at the 200 level or above), CH101-102 (Gen Chem I & II), and BI260-261 (Human Anatomy and Physiology I & II).

Minor in Biology

Requirements:

- BI101-102 Biology I & II 8 credits
 - Two elective courses in Biology at the 200 level or above 6-8 credits (excluding Biophotography, BI233)
 - 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 General and Liberal Education Curriculum. The normal course load is 15–16 credits per semester. Transfer students should refer to residency requirement section of catalog.

BIOLOGY MAJOR ADVISING GUIDE

Course	General Electives	Ecology & Evolution Track	Health Sciences Track	Physical Therapy Track†
	B.A. or B.S.	B.A. or B.S.	B.A. or B.S.	B.A.
BI212 Cellular Biology	x*	x*	x*	x*
BI217 Tropical Forest Ecology	x	x		
BI218 Ecology	x**	x**		
BI221 Entomology	x	x		

BI223 Local Flora	x	x		
BI231 Animal Behavior	x	x		
BI235 Human Health & Nutrition	x		x	x
BI241 Evolutionary Biology	x**	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	
BI375 Mammalogy	x	x		
BI430 Forest Ecology	x	x		
PS/BI304 Introduction to Neuroscience	x		x	
PS/BI430 Introduction to Psychopharmacology	x		x	

* Students must take either Cellular Biology or Microbiology; the course not taken as a Major Requirement is available as a Biology Elective. Students must take either Ecology or Evolutionary Biology. 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 refer to the Requirements for Admission in to the graduate Doctor of Physical Therapy program (page 366).

Recommended Curriculum Guide – Bachelor of Arts

For further details regarding general education requirements specified below, refer to the “Recommended General Education Curriculum Guide,” p. 124.

First Year

Fall Semester

GLE101 First Year Inquiry Seminar
GLE110 First Year Composition I
BI101 Biology I
CH101 Chemistry I
MT151 Algebra & Trig I *or* MT221 Calculus I

Spring Semester

GLE120 First Year Composition II
MT___ Major Mathematics Requirement
BI102 Biology II
CH102 Chemistry II

Sophomore Year

Fall Semester

BI218	Ecology or BI211 Genetics
BI___	Biology elective
_____	General Education Elective
_____	General Education Elective

Spring Semester

BI211	Genetics or BI24 Evolutionary Biology
BI___	Biology elective
BI___	Biology elective
_____	General Education Elective

Note: By University policy, students must make a minimum standard of progress toward the completion of general education requirements by the end of the Sophomore Year, in order to achieve Junior Standing for course registration purposes. See "Recommended General Education Curriculum Guide," p. 124.

Junior Year

Fall Semester

BI___	Biology Elective
_____	Elective
_____	Elective
_____	General Education Elective
_____	General Education Elective

Spring Semester

BI212	Cellular Biology or BI325 Microbiology
BI480	Biology Seminar
_____	General Education Elective
_____	General Education Elective
_____	Elective*

Senior Year

Fall Semester

BI___	Biology Elective
_____	Elective*
_____	Elective*
_____	Elective

Spring Semester

BI481	Senior Thesis or BI460-462 Internship in Biology
BI___	Biology elective
_____	Elective

**One or more additional electives may be needed to fulfill general education requirements. See "Guide," p. 124.*

Recommended Curriculum Guide – Bachelor of Science

For further details regarding general education requirements specified below, refer to the "Recommended General Education Curriculum Guide," p. 124.

First Year

Fall Semester

GLE101	First Year Inquiry Seminar
GLE110	First Year Composition I
BI101	Biology I
CH101	Chemistry I
MT151	Algebra & Trig I or MT221 Calculus I

Spring Semester

GLE120	First Year Composition II
MT___	Major Mathematics Requirement
BI102	Biology II
CH102	Chemistry II

Sophomore Year

Fall Semester

BI218	Ecology
CH211	Organic Chemistry I
_____	General Education Elective
_____	General Education Elective

Spring Semester

BI211	Genetics
CH212	Organic Chemistry II
BI___	Biology elective
_____	General Education Elective

Note: By University policy, students must make a minimum standard of progress toward the completion of general education requirements by the end of the Sophomore Year, in order to achieve Junior Standing for course registration purposes. See "Recommended General Education Curriculum Guide," p. 124.

Junior Year*Fall Semester*

BI___ Biology Elective
 PH101 Physics I
 _____ Elective
 _____ General Education Elective
 _____ General Education Elective

Spring Semester

BI480 Biology Seminar
 PH102 Physics II
 BI212 Cellular Biology or BI325
 Microbiology
 _____ General Education Elective

Senior Year*Fall Semester*

BI___ Biology Elective
 _____ Senior Capstone
 _____ General Education Elective
 _____ Elective*
 _____ Elective

Spring Semester

BI481 Senior Thesis
 _____ Elective*
 _____ Elective*
 _____ Elective

**One or more additional electives may be needed to fulfill general education requirements. See "Guide," p. 124.*

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.

Fall, 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.*

Fall, alternate years

BI/ES214 Coastal Ecology**3 credits**

This summer field study course will explore New England coastal ecology, with special focus on outer Cape Cod. Course topics include coastal geomorphology; barrier island dynamics and estuarine ecology; plant succession on active dune systems; threatened and endangered coastal and marine species; human impacts to coastal ecosystems; and natural resource management issues in New England coastal systems. *Prerequisite: BI101 or ES101 or IC110 or permission of instructor.*

BI/ES217 Tropical Forest Ecology**4 credits**

This course introduces the fundamental characteristics of the rainforest and adjacent ecosystems. Students will learn, through direct observation, lectures, seminars, field exercises and interpretation, about the physical and biological forces that shape the tropical forest and its plant and animal inhabitants. The course begins with a series of seminars in the fall semester on campus, followed by an extended field trip to Costa Rica during the winter break. *Prerequisites: BI102 or ES102. Preference will be given to juniors and seniors majoring in Biology or Environmental Science. In addition, attendance at an information session prior to course registration is required for enrollment.*

Fall-January, alternate years

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. Most lab sessions take place outdoors in the field, regardless of weather. *Prerequisite: BI102, ES102 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

BI/PS231 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

BI241 Evolutionary Biology

4 credits

This course examines the patterns of evolution seen in the fossil record and in current biodiversity on the planet, as well as the underlying processes that drive evolutionary change. Themes for the course include the importance of evolution to the study of biology at all levels, from the sub-cellular to the global ecosystem, and how knowledge of evolutionary processes is critical to understanding the future of life on Earth. *Prerequisite: BI102 or ES102.*

BI250 Introduction to Plant Biology (laboratory)

4 credits

The evolutionary history of the plant kingdom. Cytology, anatomy, physiology, and reproduction of land plants. *Prerequisite: BI102 or ES102.*

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. BI261 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, Spring

BI/PS304 Introduction to Neuroscience (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. *Prerequisite: PS261 (minimum grade of C-) or 16 credits of Biology.*

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

BI370 Medical Terminology and Health Systems 4 credits

This course is designed to acquaint students interested in entering the medical fields with the science of medicine, healthcare delivery systems and the ethical framework that supports them. There will also be focus on medical terminology as it relates to the medical profession, healthy physiology and disease processes. Critical review of current medical literature will assist in understanding evidence based medicine.

Spring, 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.*

BI229, 329, 429 Special Topics in Biology

3 credits

Constructed around a timely issue in Biology, generally in a field of expertise of the faculty member facilitating the course. *Prerequisites may vary.*

BI299, 399, 499 Independent Study in Biology

1-6 credits each

Offers an opportunity to explore an area of study not included in the catalog listing of approved courses. The topic of an Independent Study should be selected and carefully designed by the student and faculty sponsor, and must meet with the approval of the 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

PROFESSOR: Jason Little ASSOCIATE PROFESSORS: Bryan O'Neil, Minghua Li

ASSISTANT PROFESSORS: Mack Bean, Mary Ann Gaal, Jeanne Gerard, Rodney J. Blackman

INSTRUCTOR: Keith Detjen

SENIOR LECTURERS: William Costa, Kent Whitman

LECTURERS: Ken Clarke, Walter Harney, Gerald Lettre

Mission Statement

The mission of the Division of Business Administration is to provide a rich and diverse supportive learning environment for undergraduate students, with the aim of fostering cre-

ative ideas and solutions that can be applied to different organizational settings. Students develop practical skills and knowledge in the areas of leadership, management, administration, marketing, communication, economics, accounting, finance, law and ethics.

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 2.00, a minimum grade point average of 2.00 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 2.00 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 213), and design an appropriate program tailored to their goals through electives, independent studies and internships.

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

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 General and Liberal Education Curriculum (page 124), 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 2.00. 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 Arts degree must complete two semesters of a foreign language, at least one of those semesters at the intermediate or higher level, in addition to all other requirements for the Bachelor of Science degree. Students majoring in the 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 42, Advertising – page 47, Applied Economics – page 86,
International Business – page 151, Management – page 151, Marketing – page 156
and Sports and Recreation Management – page 208.

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	FM224 Principles of Financial Management
BA258 Legal and Social Environment of Business	BA471 Senior Business Seminar
MN201 Principles of Management	BA001 Comprehensive Exam in Business (take with BA471)
MK201 Principles of Marketing	XX001 Major Comprehensive Exam (take with BA471)
IB364 The Global Economy	
ET101 Principles of Economics I	
MT260 Statistics	

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 3.00 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 3.00 cumulative grade point average and a 3.50 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 to non-business majors.

In order to fulfill graduation requirements, students must maintain a minimum cumulative grade point average of 2.00, a minimum grade point average of 2.00 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 2.00 in those programs.

Minor Requirements

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

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

Business Administration Curriculum

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.*

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.

BA/ES265 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 on-line 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: junior class standing, 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

The course will explain the various monetary and fiscal policies associated with running a global business. Students will be asked to understand what the similarities and differences are in monetary and fiscal policy and why this may be so. *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. This course is the capstone requirement for all business majors. *Prerequisite: 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.

A minor is offered in Chemistry. Biology and Health Sciences majors who minor in Chemistry are exempt from the double-counted course policy (see page 25).

The mission of the Chemistry minor is to strengthen the laboratory science credentials of students enrolled in Biology, Health Sciences, Environmental Science, Criminal Justice, or Biology Education Certification programs. The minor is designed to engage students in an active learning environment that enhances their understanding and appreciation for the study of chemistry and of science in general. An active learning environment is offered both in the lecture, through the use of hands-on learning activities and interactive classroom demonstrations, and in the lab via guided inquiry laboratory investigations utilizing modern analytical instrumentation.

In order to fulfill graduation requirements, students must maintain a minimum cumulative grade point average of 2.00, a minimum grade point average of 2.00 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 2.00 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

This course will examine the chemistry of both the atmosphere and the hydrosphere (the Ocean) and reveal the dynamic chemical relationship that exists between them. *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 catalog listing of approved courses. The topic of an Independent Study should be selected and carefully designed by the student and faculty sponsor, and must meet with the approval of the Divi-

sion 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

ASSOCIATE PROFESSOR: Gary A. Heald

LECTURERS: Peter D. Hipson, Paul Niemi

A minor in Computer Information Technology and a minor in Computer Applications (CA) are offered.

The mission of the Computer Information Technology Program is to develop responsible citizens and ethical leaders through development of knowledge and skills in the field of Information Technology.

In order to complete a minor program, students must maintain a minimum grade point average of 2.00 in the program.

Information Technology represents the continuing convergence of technology in the computing and communications fields. The growth of the World Wide Web and the use of the Internet and intranet in business have resulted in the need for technically competent professionals. The minor prepares the student to seek jobs that require the application of critical information technology skills in a chosen area of interest.

Minor Requirements

In addition to the General and Liberal Education requirements, (p. 124) a total of 21 credits must be completed successfully with a GPA of 2.00 to fulfill the minor requirements.

Minor in Computer Information Technology:

CIT102 Introduction to IT

CIT220 Programming for Windows

CIT301 Cyber Ethics & Law

CIT232 Web Design and Development

CIT343 Principles of Database Design

CIT354 Data Communications

Choose one of the following:

CIT270 Technical Writing

CIT344 Database Management

CIT380 Computer Networking

CIT222/ES222 Introduction to

Geographic Information Systems

CIT234 Web Programming

CIT390 Internship in Computer
Information Technology

CIT299/399 Independent Study

Minor in Computer Applications:

CIT102 Introduction to IT

CIT130 Database Applications

CIT140 Electronic Spreadsheets

CIT211 Introduction to Programming

CIT232 Web Design and Development

CIT301 Cyber Ethics & Law

Choose one of the following:

CIT220 Programming for Windows
CIT270 Technical Writing
CIT234 Web Programming
CIT343 Principles of Database Design

CIT354 Data Communications
CIT/ES222 Introduction to Geographic Information Systems
CIT299/399 Independent Study

Computer Information Technology Curriculum

CIT101 Microcomputer Applications

3 credits

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

CIT102 Introduction to Information Technology

3 credits

Introduces students to contemporary information technology: computer hardware, software, databases and data warehouses, Internet, e-Commerce, Transactions Processing Systems, Decision Support Systems, Geographic Information Systems, Artificial Intelligence, Expert Systems, Neural Networks, Fuzzy Logic, Genetic Algorithms, Intelligent Agents, Swarm Intelligence, Systems Development, Enterprise Resource Planning, Security, and how it is used in business to gain competitive advantage.

CIT130 Database Applications

3 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: 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.

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.*

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.

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*

CIT270 Technical Writing**3 credits**

This course will cover developing the reading skills and the writing skills for technical communication in diverse fields such as medical, pharmaceuticals, chemistry, biotechnology, computer software, computer hardware, electronics, aerospace, arts, business, law, religion, and finance. The students will identify the audience being addressed and write documents such as end-user manuals, system design documents, web sites appropriately designed, formatted, and written with precision tools of a technical writer for the target audience to achieve clear communication. *Prerequisites: IC105, IC106 College Writing I and II*

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 on-line contracting and taxation, social issues such as privacy, defamation, computer crime, international issues in cyberspace and constitutional issues. *Prerequisite: junior class standing*

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: CIT232 or permission of instructor*

CIT344 Database Management**3 credits**

Covers database management and imparts skills in general maintenance of the database and backup/restore techniques using SQL. Current trends and topics in database technology will also be covered. *Prerequisite: CIT343*

CIT354 Data Communications**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: CIT232*

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*

CIT390 Internship in Computer Information Technology **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 Independent Study **2–6 credits each**

Offers an opportunity to explore an area of study not included in the catalog listing of approved courses. The topic of an Independent Study should be selected and carefully designed by the student and faculty sponsor, and must meet with the approval of the 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, Jerome D. Levine, Allan Rachlin

ASSISTANT PROFESSOR: Jean Dawson

A Bachelor of Arts degree is offered in Criminal Justice

A major and a minor are offered in Criminal Justice.

The mission of the Criminal Justice Program is to produce graduates who have demonstrated competency in administration of justice, corrections, criminological theory, law adjudications, law enforcement, research and analytic methods, and the appropriate skills needed to utilize and apply this understanding.

In order to fulfill graduation requirements, students must maintain a minimum cumulative grade point average of 2.00, a minimum grade point average of 2.00 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 2.00 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.

Furthermore, Criminal Justice majors are required to take and pass two competency exams assessing proficiency and mastery of course material gleaned from classes in the major. One exam will be administered as part of the Sophomore Assessment Seminar which should be taken by students during the spring semester of sophomore year.

A second proficiency exam will be administered to students during the senior Criminal Justice Seminar, the capstone course of the major, to be taken spring semester of the final year. Students must pass both exams as part of the requirements for completion of the major. A cumulative grade point average of 2.00 must be maintained in required Criminal Justice courses in order to remain in the major.

Honors are accorded the major who has a 3.00 overall grade point average and a 3.25 grade point average in Criminal Justice. High Honors are accorded the major who has a 3.00 overall grade point average and a 3.50 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 General and Liberal Education Curriculum (page 124)

CJ101	Introduction to Criminal Justice	SO101	Introduction to Sociology
CJ201	Police Work	SO205	Race and Ethnic Relations
CJ203	Juvenile Justice	SO/PA209	Ethics
CJ225	Sophomore Assessment	SO210	Deviance and Social Control
CJ301	Criminal Investigation & Evidence	SO218	Quantitative Research or
		SO219	Qualitative Research
CJ302	Courts and Criminal Procedure	SO410	Criminology
CJ470	Senior Criminal Justice Seminar	SO460	Corrections

Three of the following electives. Only one course each from Anthropology, Psychology, or Political Science can count as a CJ elective.

AN331	Violence and Aggression	PS300	Theories of Intimate Violence
CJ330	Special Topics in Criminal Justice	PS319	Case Studies in Espionage
CJ340	Gender, Race, & Crime	PS323	Seminar on Addiction
CJ495	Criminal Justice Internship	PS330	Child Abuse and Neglect
PO201	U.S. Government	SO220	The Family
PS270	Psychology of Terrorism	SO350	Law and Society

Minor Requirements *(the following seven courses)*

CJ101	Introduction to Criminal Justice	CJ302	Courts and Criminal Procedures
CJ201	Police Work	SO101	Introduction to Sociology
CJ301	Criminal Investigation & Evidence	SO210	Deviance and Social Control
		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 General and Liberal Education Curriculum. The normal course load is 15–16 credits per semester. Transfer students should refer to residency requirement section of catalog.

Recommended Curriculum Guide

For further details regarding general education requirements specified below, refer to the “Recommended General Education Curriculum Guide,” p. 124.

First Year

Fall Semester

GLE101	First Year Inquiry Seminar
GLE110	First Year Composition I
CJ101	Introduction to Criminal Justice
SO101	Introduction to Sociology
MT___	General Education Mathematics
	or ____ General Education

Spring Semester

GLE120	First Year Composition II
CJ201	Police Work
SO205	Race & Ethnic Relations
_____	General Education Elective
MT___	General Education Mathematics
	or ____ General Education
	Elective

Sophomore Year

<i>Fall Semester</i>			
SO209	Ethics	CJ203	Juvenile Justice
SO218	Quantitative Research Methods	_____	General Education Lab Science I
	or SO219 Qualitative Research Methods	_____	General Education Elective
<i>Spring Semester</i>			
SO210	Deviance & Social Control	_____	General Education Lab Science II
CJ225	Sophomore Assessment	_____	General Education Elective
_____	General Education Elective		

Note: By University policy, students must make a minimum standard of progress toward the completion of general education requirements by the end of the Sophomore Year, in order to achieve Junior Standing for course registration purposes. See “Recommended General Education Curriculum Guide,” p. 124.

Junior Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
CJ301	Criminal Investigation & Evidence	CJ302	Courts & Criminal Procedure
CJ____	Criminal Justice Elective	CJ____	Criminal Justice Elective
_____	General Education Elective	_____	General Education Elective
_____	Elective*	_____	Elective*
_____	Elective	_____	Elective

Senior Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
SO410	Criminology	CJ470	Senior Criminal Justice Seminar
CJ____	Criminal Justice Elective	SO460	Corrections
_____	Elective*	_____	Elective
_____	Elective	_____	Elective
_____	Elective	_____	Elective

**One or more additional electives may be needed to fulfill general education requirements. See “Guide,” p. 124.*

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 process-

ing, 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.*

CJ225 Sophomore Assessment

1 credit

This course is designed to provide Criminal Justice majors with an opportunity to reflect on their own educational experience to date within the Criminal Justice major. Students will take the competency exam testing their proficiency in their knowledge connected to Criminal Justice up to this point in their studies. Passing this exam is a requirement for future work in the major. *Prerequisites: CJ101, CJ201, CJ203, SO101, and SO205 or permission of instructor.*

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. *Prerequisite: CJ201 must be 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. *Prerequisite: CJ301 must be completed with a grade of C or higher.*

CJ330 Special Topics in Criminal Justice

3 credits

This course provides an in depth examination of a limited or specialized area within the criminal justice field. The content of the course will vary according to the area of specialization of the instructor and the interest of the students. Students may repeat this course for additional credit if the content is different. *Prerequisites: CJ101, CJ201, CJ203, SO101 and SO210 or permission of the instructor.*

CJ340 Gender, Race, and Crime

3 credits

Empirical research and theoretical perspectives form the basis of this seminar's exploration of gender, race, and crime and the implications of criminal laws, criminal justice practices and programs. The social status of racial/ethnic minorities, women and girls, and men and boys are explored in relation to victimization, perpetration of crime, policing, courts, sentencing, corrections and the juvenile justice system. The course includes an examination of the intersection of gender and race and the underlying historical, social, economic, and cultural conditions that impact women and racial/ethnic minorities. Special issues covered include hate crimes, sexual violence, substance use, racial profiling, and disproportionate minority confinement. *Prerequisites: SO205, SO210, and CJ201 or permission of the instructor.*

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: 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. A proficiency exam will be administered to all students, and a passing grade is a requirement for successful completion of the Criminal Justice major. *Prerequisites: Senior Criminal Justice major, CJ302.*

CJ 495 Internship in Criminal Justice

3-15 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.*

CJ499 Independent Study in Criminal Justice

3 credits

Offers the student an opportunity to explore an area of study not included in the catalog listing of approved courses. The topic of an Independent Study should be selected and carefully designed by the student and faculty sponsor, 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.

Documentary Studies Certificate (DS)

STEERING COMMITTEE: The Monadnock Institute

CORE FACULTY: Douglas Challenger, John Harris

AFFILIATED FACULTY: Melinda Jette, Heather Tullio, Lou Bunk, Richard Roth

A Certificate is offered in Documentary Studies.

The Documentary Studies Certificate is designed to provide students with the knowledge and skills to be good documentary storytellers, an expertise that is increasingly important in many different professional disciplines and careers. The Certificate in Documentary Studies is an interdisciplinary program coordinated through the Monadnock Institute of Nature, Place and Culture in which students learn the craft of producing non-fiction films and audio documentaries. They research and collaboratively document the lives of people living within the Monadnock region often in partnership with regional organizations. Through studying the documentary tradition, students learn to research and gain access to subjects’ lives, create video and audio recordings, edit and refine their work through analysis and storytelling structure, and show their finished work in various formats from radio and the internet to broadcast and the big screen. Borrowing from a variety of disciplines—art, drama, literary, sociology, anthropology, oral history, video and audio production—students produce a professional, intimate, humanistic body of work that better equips them to perform in their chosen field.

In order to fulfill graduation requirements, students must maintain a minimum cumulative grade point average of 2.00, a minimum grade point average of 2.00 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 2.00 in those programs.

Requirements

Students intending to complete the Documentary Studies Certificate are expected to complete 18 credits of course work. An audio and a video track are offered. Required courses for both tracks include DS101 Introduction to Documentary Studies (3 credits), a research methods course (SO219 Qualitative Research Methods or HP310 Oral History), DS491 Documentary Studies Project Seminar I (3 credits) and DS492 Documentary Studies Project Seminar II (3 credits). In addition, two courses in either audio production (MU120 Recording Techniques I and MU220 Advanced Recording Techniques) OR two courses in video production (MC230 Introduction to Media Production and MC331 Single Camera) are required.

Though not required, students might consider taking other courses to supplement their skills as a documentarian such as: AN105 Culture Through Film, GC201 Graphic Design I, EN209 Intro to Creative Nonfiction, TH180 Public Speaking, FA211 Creative Photography I, AD304 Advertising, MC374 Audio Production and MC431 Advanced Media Production.

DS 101 Introduction to Documentary Studies

3 credits

This is a gateway course for all students in the Certificate in Documentary Studies program and those who plan to enroll. The Certificate in Documentary Studies is designed to provide students with the knowledge and skills to be good documentary storytellers, an expertise that is increasingly important in many occupations. The course covers the history of the documentary tradition, looks at selections from past classics as well as contemporary works and new trends in the field to learn the craft by example, and introduces students to vari-

ous documentary approaches, the research methods, storytelling techniques and ethical and legal issues relevant to the creation of video and audio documentaries.

DS 491 Documentary Studies Project Seminar I

3 credits

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

DS 492 Documentary Studies Project Seminar II

3 credits

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

Applied Economics (ET)

ASSOCIATE PROFESSOR: Minghua Li

ASSISTANT PROFESSOR: Mack Bean

In order to fulfill graduation requirements, students must maintain a minimum cumulative grade point average of 2.00, a minimum grade point average of 2.00 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 2.00 in those programs.

A Minor is offered in Applied Economics

The mission of the Applied Economics minor is to develop students' understanding of the forces affecting the economic life of individuals, communities and nations, and to provide a basis for informed opinions and responsible decision-making on many public issues. We do so 1) by providing a learning environment focused on small classes, individual interaction with faculty, and information technology-supported classrooms; 2) by offering vigorous training in the principles of economic theory and developing critical thinking and problem-solving skills intrinsic to the economics discipline; and 3) by nurturing the ability to apply these skills to analyze and address relevant issues at both individual and community levels.

Minor Requirements (Business majors)

Six courses in Applied Economics must be completed successfully with a grade point average of at least 2.00. 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 govern-

ments. 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.

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 throughout 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: ET101.*

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: ET101.*

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 PROFESSORS: Martha Ritter, John Villemaire

ASSISTANT PROFESSORS: Lynn A. Murray-Chandler, Virginia Durnford

The mission of the Education Department is to prepare students to become skillful, reflective practitioners who are prepared to take leadership roles in today’s public schools.

A 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

Life Sciences Education (grades 7-12),

English Education (grades 5-12), and

Social Studies Education (grades 5-12).

Major Requirements

In order to fulfill graduation requirements, students must maintain a minimum cumulative grade point average of 2.00, a minimum grade point average of 2.00 in an academic major, and complete 120 credits, including the General and Liberal Education Curriculum.

In addition, in order to complete minor or certification programs, students must maintain a minimum grade point average of 2.00 in those programs. Students in an Education Certification Program must have a cumulative 2.50 grade point average to student teach and to be recommended for teacher certification.

Education majors must maintain a double major. Education majors select a primary academic major in an area that supplies content background for their certification area. Appropriate additional majors are listed with program requirements. Students who choose not to complete the Education course sequence, including student teaching, will be dropped from the Education major.

An Honors candidate in Education is required to have a 3.00 cumulative grade point average and a 3.33 grade point average in Education. A High Honors designation is awarded to students who have a 3.00 cumulative grade point average and a 3.67 grade point average in Education.

Certification Program Overview

The Education Department has programs leading to teacher certification in art, life sciences, elementary, English, and social studies education. All programs are approved by the New Hampshire State Department of Education. In addition to completing the College's Declaration of Major form, admittance to an Education certification program requires a separate application process. Students who major in Education will be assisted by a faculty member as they apply for admittance to a certification program. Students may apply for admission to a program upon completing one semester at the College. Admittance to the program also requires students to pass the national PRAXIS I exams in reading, writing, and mathematics. 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 must pass Praxis II exams for state certification.

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. Students electing to 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 advising.

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 encouraged for early field experiences. 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.

Several noteworthy requirements that students must meet in order to be in good standing in a certification program are: (1) formal acceptance into an Education program; (2) no grade lower than C in Education courses; (3) cumulative GPA 2.50 or better; (4) successful completion of PRAXIS I exams and Praxis II exams (5) completion of an Education e-Portfolio focused on New Hampshire State Teacher Education Standards (ED610).

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 are encouraged to meet with

the Certification Officer and 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 requirements of 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.

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 General and Liberal Education Curriculum (page 124) 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	ED312 Teaching Students with Special Needs
ED112 Foundations & Issues in Education	ED314 Challenges in Mathematics & Science
ED224 Curriculum I	ED316 Integration Through Social Studies
ED225 Curriculum II	ED350 Content Area Literacy
ED231 Primary Literacy	ED483 Student Teaching Seminar
ED256 Field Experience Teaching Students with Special Needs	ED490 Student Teaching
ED263 Primary Discovery	

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

For further details regarding general education requirements specified below, refer to the “Recommended General Education Curriculum Guide,” p. 124.

First Year

Fall Semester

GLE101 First Year Inquiry Seminar
GLE110 First Year Composition I
_____ Academic Major Course
ED112 Foundations & Issues in Education or ED105 Educational Psychology
MT____ General Education Mathematics or _____ General Education Elective

Spring Semester

GLE120 First Year Composition II
_____ Academic Major Course
_____ Academic Major Course
ED105 Educational Psychology or ED112 Foundations & Issues in Education
MT____ General Education Mathematics or _____ General Education Elective

Sophomore Year

Fall Semester		Spring Semester	
ED231	Primary Literacy	ED263	Primary Discovery
ED224	Curriculum I	_____	Academic Major Course
_____	Academic Major Course	_____	Academic Major Course
_____	General Education Lab Science I	_____	General Education Lab Science II
_____	General Education Elective	_____	General Education Elective

Note: By University policy, students must make a minimum standard of progress toward the completion of general education requirements by the end of the Sophomore Year, in order to achieve Junior Standing for course registration purposes. See “Recommended General Education Curriculum Guide,” p. 124.

Junior Year

Fall Semester		Spring Semester	
ED312	Teaching Students with Special Needs	ED225	Curriculum II
ED256	Field Experience Teaching Students with Special Needs	ED316	Integration Through Social Studies
ED314	Challenges in Math and Science	ED350	Content Area Literacy
_____	Academic Major Course	_____	Academic Major Course
_____	Academic Major Course	_____	Academic Major Course or _____
_____	General Education Elective	_____	General Education Elective

Senior Year

Fall Semester		Spring Semester	
ED483	Student Teaching Seminar +	_____	General Education Elective
ED490	Student Teaching+	_____	General Education Elective
		_____	Elective*
		_____	Academic Major Course
		_____	Academic Major Course

+ Students may student teach in the fall or spring semester
*One or more additional electives may be needed to fulfill general education requirements. See “Guide,” p. 124.

Secondary Education Certification Program

The College at Rindge offers certification programs at the secondary level in life sciences, English, and social studies. In addition to completing the General and Liberal Education Curriculum (page 124), students in this program must complete a major in their field and the required education courses listed below. Potential life sciences teachers may major in biology or environmental science, and social studies teachers may major in history (highly recommended) or political science. 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	ED257	Field Experience Principles of Secondary Teaching
ED112	Foundations and Issues in Education	ED312	Teaching Students with Special Needs
ED221	Classroom Organization and Management	ED316	Integration Through Social Studies (Social Studies Certification only)
ED224	Curriculum I		
ED256	Field Experience Teaching Students with Special Needs		

ED350 Content Area Literacy (English
Certification only)
ED360 Principles of Secondary School
Teaching

ED487 Student Teaching Seminar
ED492 Student Teaching

Life Sciences Education Certification Program

Certification in Life Sciences Education is for grades 7-12. In addition to completing the General and Liberal Education 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 General and Liberal Education 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)
EN210 Introduction to Literary Studies	EN410 Teaching of Writing
EN215 Beyond Britain and America: Other Literatures in English	EN485 Senior Assessment Seminar
EN225 Sophomore Assessment Seminar	EN492 Senior Seminar
EN310 Shakespeare I <i>or</i> EN311 Shakespeare II	EN010 English Comprehensive

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

Drama Course EN____
Poetry Course EN____
Fiction Course EN____

Social Studies Education Certification Program

Certification in Social Studies Education is for grades 5-12. In addition to completing the General and Liberal Education 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. 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 Studies Certification students to major in areas other than History, a choice of major outside of History will likely require overloads, summer school, or a fifth year because of the total number of credits required.

HP211 Introduction to Public History
HS100 Introduction to Geography
HS201 U.S. History to the War of 1812
HS202 American History in the Age of Slavery and the Civil War
HS203 Emergence of Modern America, 1877-1945
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*

THE COLLEGE AT RINDGE

- HS314 Alien Nation: The History of American Immigration and Ethnicity or
 - HS320 African-American History
 - HS322 Comparative American and European Women’s History Since 1650 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

For further details regarding general education requirements specified below, refer to the “Recommended General Education Curriculum Guide,” p. 124.

First Year

Fall Semester	Spring Semester
GLE101First Year Inquiry Seminar	GLE120 First Year Composition II
GLE110First Year Composition I	_____ Academic Major Course
_____ Academic Major Course	_____ Academic Major Course
ED112 Foundations & Issues in Education or ED105 Educational Psychology	ED105 Educational Psychology or ED112 Foundations & Issues in Education
MT____ General Education Mathematics or _____General Education Elective	MT____ General Education Mathematics or _____General Education Elective

Sophomore Year

Fall Semester	Spring Semester
ED224 Curriculum I	ED221 Classroom Organization & Management
_____ Academic Major Course	_____ Academic Major Course
_____ General Education Elective	_____ Academic Major Course
_____ General EducationLab Science I	_____ Academic Major Course
_____ General Education Elective	_____ General EducationLab Science II
	_____ General Education Elective

Note: By University policy, students must make a minimum standard of progress toward the completion of general education requirements by the end of the Sophomore Year, in order to achieve Junior Standing for course registration purposes. See “Recommended General Education Curriculum Guide,” p. 124.

Junior Year

Fall Semester	Spring Semester
ED350 Content Area Literacy (English Certification Only) or	ED316 Integration Through Social Studies (Social Science Certification Only) or
ED312 Teaching Students with Special Needs	ED312 Teaching Students with Special Needs
ED256 Field Experience Teaching Students with Special Needs	ED256 Field Experience Teaching Students with Special Needs
_____ Academic Major Course	_____ Academic Major Course
_____ Academic Major Course	_____ Academic Major Course
_____ General Education Elective	_____ Academic Major Course
_____ General Education Elective	_____ General Education Elective

Senior Year*Fall Semester*

- _____ Academic Major Capstone
 ED360 Principles of Secondary School Teaching
 ED257 Field Experience Principles of Secondary School Teaching
 _____ Academic Major Course or Elective*
 _____ Academic Major Course or Elective*
 _____ Academic Major Course or Elective*

Spring Semester

- ED487 Student Teaching Seminar
 ED492 Student Teaching

**One or more additional electives may be needed to fulfill general education requirements. See "Guide," p. 124.*

Art Education Certification Program

Certification in Art Education is for grades K-12. In addition to completing the General and Liberal Education Curriculum, students in this program complete a major in Fine Arts designed for certification candidates and complete the required education courses listed below. A detailed program guide for Art Education is available from an appropriate Education advisor and from faculty in the Fine Arts Department. Incoming freshman students are advised to bring a portfolio of high school work, for review by a Fine Arts faculty member. Students are required to take a non-sequential progression of methods seminars concurrently with an appropriate field experience.

Required Education Courses

ED105 Educational Psychology	ED258 Field Experience Middle School Art Methods
ED112 Foundations and Issues in Education	ED359 High School Art Methods Seminar
ED224 Curriculum I	ED259 Field Experience High School Art Methods
ED251 Elementary Art Methods Seminar	ED484 K-12 Art Student Teaching Seminar
ED255 Field Experience Elementary Art Methods	ED495 K-12 Art Student Teaching
ED312 Teaching Students with Special Needs	
ED358 Middle School Art Methods Seminar	

Recommended Curriculum Guide

For further details regarding general education requirements specified below, refer to the "Recommended General Education Curriculum Guide," p. 124.

First Year*Fall Semester*

- GLE101 First Year Inquiry Seminar
 GLE110 First Year Composition I
 _____ Academic Major Course
 ED112 Foundations & Issues in Education *or* ED105 Educational Psychology
 MT____ General Education Mathematics *or* _____ General Education Elective

Spring Semester

- GLE120
 _____ First Year Composition II
 _____ Academic Major Course
 _____ Academic Major Course
 ED105 Educational Psychology *or* ED112 Foundations & Issues in Education
 MT____ General Education Mathematics *or* _____ General Education Elective

Sophomore Year

Fall Semester		Spring Semester	
ED224	Curriculum I	ED__	Arts Methods Seminar
_____	Academic Major Course	ED__	Field Experience Art Methods
_____	Academic Major Course	_____	Academic Major Course
_____	Academic Major Course	_____	Academic Major Course
_____	General EducationLab Science I	_____	General EducationLab Science II
_____	General Education Elective	_____	General Education Elective

Note: By University policy, students must make a minimum standard of progress toward the completion of general education requirements by the end of the Sophomore Year, in order to achieve Junior Standing for course registration purposes. See “Recommended General Education Curriculum Guide,” p. 124.

Junior Year

Fall Semester		Spring Semester	
ED__	Art Methods Seminar	ED312	Teaching Students with Special
ED__	Field Experience Art Methods		Needs
_____	Academic Major Course	ED__	Art Methods Seminar
_____	Academic Major Course	ED__	Field Experience Art Methods
_____	General Education Elective	_____	Academic Major Course
_____	General Education Elective	_____	Academic Major Course
		_____	General Education Elective

Note: ED312 may be taken spring sophomore year or fall/spring junior year if student teaching in fall of senior year, or fall senior year if student teaching in spring.

Senior Year

Fall Semester		Spring Semester	
_____	Academic Major Capstone	ED487	Student TeachingSeminar
_____	Academic Major Course	ED492	Student Teaching
_____	General Education Elective		
_____	Academic Major Course or		
	Elective*		
_____	Academic Major Course or		
	Elective*		

**One or more additional electives may be needed to fulfill general education requirements. See “Guide,” p. 124.*

Dual Certification in Elementary and Art Education

Students may elect to complete both Elementary and Art Education Certification Programs for a dual certification. To become dual certified students complete the requirements for both programs, with the exception of the final student teaching experience. Students are not expected to complete a full year of student teaching. Dual certification candidates will complete an eight-week student teaching experience in a 1-4 multi-subject classroom and an eight-week placement in a 7-12 grade art classroom. Additionally, students will participate in one student teaching seminar. An Education Portfolio addressing Teacher Education Standards (ED610s) is required for program completion. For students seeking dual certification, the portfolio will be combined for elementary and art education.

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 as a supervised participant/observer in a public or private school. *Pass/Fail. Elective. Prerequisite: must be Education major.*

Fall/Spring

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

3 credits

Focuses on teaching methods and theories, school classroom organizational structures, and management techniques. Students will design assessable objectives and a variety of types of lesson plans. Reflective journaling will be introduced and practiced. Course includes supervised experiences in teaching students in school settings; observation and implementation of curricula; and scheduled seminars for discussing and critiquing practicum experiences. Professional attire and travel to local schools are required for this course. Students are required to take the Praxis I examination as a part of this course. *Students are responsible for the registration fee for this exam (\$180).*

Fall

ED225 Curriculum II

3 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. The course includes supervised experience in school settings, observation and implementation of curricula, methods, and materials; and scheduled seminars for discussing and critiquing practicum experience. *Professional attire and travel to local schools are required for this course.*

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. *Prerequisite: ED105 or ED112.*

Fall/Spring

ED251 Elementary Art Methods Seminar

2 credits

This course is designed for K-12 art certification students. It provides a survey of the philosophy, psychology, and pedagogy of art-making and creativity. Students will focus on the developmental characteristics and needs of students in K-4. They will develop lesson and unit plans, criteria for assessing student work, and a "work-in-progress" teaching philosophy. Students will interact with a variety of media. Because each enrollment may include multi-pages, sophomores through seniors, it is not considered to be sequential with the middle

school seminar or the high school seminar. *Prerequisites: ED105 and ED112. Must be taken concurrently with ED255.*

Fall/Spring

ED255 Field Experience Elementary Arts Methods

1 credit

The content and activities of this course will include supervised experiences in teaching students art 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 ED251.)*

Fall/Spring

ED256 Field Experience Teaching Students with Special Needs

1 credit

The content and activities of this course will include supervised experiences in teaching special needs 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 ED312.)*

Fall/Spring

ED257 Field Experience Principles of Secondary School Teaching

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 are required for this experience. (Students in the Secondary Education program must take this concurrently with ED360.)*

Fall/Spring

ED258 Field Experience Middle School Art Methods

1 credit

The content and activities of this course will include supervised experiences in teaching students art 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 ED358.)*

ED259 Field Experience High School Art Methods

1 credit

The content and activities of this course will include supervised experiences in teaching students art 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 ED359.)*

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 and others) standards. *Prerequisite: ED105 or ED112.*

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/Spring

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.

Fall/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-8. They will review periods of history and diverse geographic areas through children's literature. Concepts of culture will be explored through art and music. Unit plans will incorporate a variety of qualitative assessment devices. Emphasis will be placed on strategies that encourage critical thinking, creative thinking, and media literacy. *Prerequisite: ED224.*

Spring

ED350 Content Area Literacy**3 credits**

Focuses on 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.*

Fall

ED358 Middle School Art Methods Seminar**2 credits**

This course is designed for K-12 art certification students. It provides a survey of the philosophy, psychology, and pedagogy of art-making and creativity. Students will focus on the developmental characteristics and needs of students in grades 5-8. They will develop lesson and unit plans, criteria for assessing student work, and a "work-in-progress" teaching philosophy. Students will interact with a variety of media. Because each enrollment may include multi-ages, sophomores through seniors, it is not considered to be sequential with the elementary school seminar or the high school seminar. *Prerequisites: ED105 and ED112. Must be taken concurrently with ED258.*

Fall/Spring

ED359 High School Art Methods Seminar

2 credits

This course is designed for K-12 art certification students. It provides a survey of the philosophy, psychology, and pedagogy of art-making and creativity. Students will focus on the developmental characteristics and needs of students in grades 9-12. They will develop lesson and unit plans, criteria for assessing student work, and a “work-in-progress” teaching philosophy. Students will interact with a variety of media. Because each enrollment may include multi-ages, sophomores through seniors, it is not considered to be sequential with the elementary school seminar or the middle school seminar. *Prerequisites: ED105 and ED112.*

Must be taken concurrently with ED259.

Fall/Spring

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 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.

Fall

ED483 Elementary Student Teaching Seminar

1 credit

To be 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. Students complete the Education Portfolio focused on Teacher Education Standards (ED610s). Job search strategies and interview skills will be developed, including writing a cover letter and resume. Students are expected to take Praxis II exams (fee required).

Fall/Spring

ED484 K-12 Art Student Teaching Seminar

1 credit

To be taken concurrently with ED495 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. Students complete the Education Portfolio focused on Teacher Education Standards (ED610s). Job search strategies and interview skills will be developed, including writing a cover letter and resume. Students are expected to take Praxis II exams (fee required).

Fall/Spring

ED487 Secondary Student Teaching Seminar

1 credit

To be taken concurrently with ED492 Secondary Student Teaching. It is comprised of weekly student teaching debriefing sessions focusing on ongoing issues during the 16-week student teaching experience. Students complete the Education Portfolio focused on Teacher Education Standards (ED610s). Job search strategies and interview skills will be developed, including writing a cover letter and resume. Students are expected to take Praxis II exams (fee required).

Fall/Spring

ED490 Elementary Student Teaching

7 or 14 credits

A 16-week sequentially developed program of observation, participation, and classroom teaching in an approved public or private school for elementary certification (14 credits). Students seeking elementary certification will spend eight weeks in a K-3 classroom and eight weeks in a grade 4-8 classroom. An 8-week placement in a grade 1-4 classroom may be selected by students seeking dual certification (7 credits). Insights into teaching materials and their use, lesson plans, units, and curriculum development are developed during this

experience. Classroom management and discipline skills are strengthened. Daily travel is required. Students are responsible for their own transportation. *Prerequisites: "Good Standing" in the program, permission of the Program Director; completion of all required Education courses, cumulative GPA of at least 2.50, and a passing score on all three sections of the Praxis I exams.*

Fall/Spring

ED492 Secondary Student Teaching

14 credits

Students experience two 8-week sequentially developed placements in a middle school and a high school. These placements encompass observation, participation, and classroom teaching in an approved public or private school. Insights into teaching materials and their use, lesson plans, units, and curriculum development are developed during this experience. Classroom management and discipline skills are strengthened. Daily travel is required. Students are responsible for their own transportation. *Prerequisites: "Good Standing" in the program, permission of the Program Director; completion of all required Education courses, cumulative GPA of at least 2.50, and a passing score on all three sections of the Praxis I exams.*

Fall/Spring

ED495 K-12 Art Education Student Teaching

7 or 14 credits

A 16-week sequentially developed program of observation, participation, and classroom teaching in an approved public or private school for elementary certification (14 credits). K-12 Art students will work in two of the following placements: K-4, 5-8, 9-12. An 8-week experience in a 7-12 grade classroom may be selected by students seeking dual certification (7 credits). Insights into teaching materials and their use, lesson plans, units, and curriculum development are developed during this experience. Classroom management and discipline skills are strengthened. Daily travel is required. Students are responsible for their own transportation. *Prerequisites: "Good Standing" in the program, permission of the Program Director; completion of all required Education courses, cumulative GPA of at least 2.50, and a passing score on all three sections of the Praxis I exams.*

Fall/Spring

English (EN)

PROFESSORS: Gerald T. Burns, Sarah Dangelantonio, Donna Decker, James F. Maybury

SENIOR LECTURER: MaryBeth Failla

LECTURERS: Michael Barrett, Edie Clark, Nancy McGartland,

A Bachelor of Arts degree is offered in English.

A major and a minor are offered in English.

The mission of the English Department is to engage students in the rich heritage of the written word. The curriculum provides for this engagement through the study of literature and of creative writing, with the intention of integrating these two dimensions of literary experience. Our program also cultivates diversity: of historical periods and cultural traditions of literature; of genres and styles of creative writing; of critical and craft approaches, instructional methods, and academic skills development. The Department additionally affirms the value of history and philosophy to the student of literature and encourages the study of foreign languages. Graduates in English will be prepared to contribute to a range of career fields, act as educated citizens, and enrich their own and others' experience of life.

Specific program learning goals are ranged in the following categories: 1) Literary Knowledge; 2) Language in Literature; 3) Interpretation; 4) Research and Presentation; 5) Expression; 6) Creative Writing; 7) Literature and Life. Student progress toward the achievement of these goals is measured through the contents of an electronic portfolio, required of all English majors, and a competency exam administered in the senior year.

In order to fulfill graduation requirements, students must maintain a minimum cumulative grade point average of 2.00, a minimum grade point average of 2.00 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 2.00 in those programs.

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 courses. In order to qualify for departmental honors, students must complete at least half of their major requirements at Franklin Pierce.

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 91 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 General and Liberal Education Curriculum requirements (page 124), the English core requirements, plus appropriate electives for their track. In accordance with University academic regulations, at least four of the courses taken within the major must be at or above the 300 level. No more than 6 credits total of EN150/250/350/450 may be used for the major. The English Major offers a choice of three tracks: Literature, Creative Writing and Graduate Studies.

English Core — 21 credits

EN203	Introduction to British Literature.....	3 credits
EN204	Introduction to American Literature.....	3 credits
EN210	Introduction to Literary Studies	3 credits
EN220	Introduction to Creative Writing	3 credits
EN225	Sophomore Assessment Seminar	1 credit
EN310	Shakespeare: Comedies and Histories <i>or</i>	
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 ...	Spring Semester
EN020	English Competency Exam - Creative Writing Track ..	Spring Semester

Literature Track — 24 credits

At least eight electives (24 credits), only one of which may be at the 100 level; at least three British Literature and three American Literature, varied in historical period, including at least one course each from British Literature before the 18th Century and British Literature from the 18th century or later. An additional Shakespeare course may NOT be used to meet the British Literature before 18th century requirement.

EN110	American Mosaic.....	3 credits
EN112	Villains, Vengeance, and Violence	3 credits
EN115	Banned Books.....	3 credits
EN117	Buddies, Bullies and Bodies: Young Adult Literature.....	3 credits
EN215	Beyond Britain and America	3 credits
EN218	Somewhere Over the Rainbow: Queer Studies.....	3 credits
EN251	Us vs. Them: Introduction to Law and Literature.....	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 Literature.....	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
EN150/250/350/450 Special Topics in Literature	3 credits
EN489 Senior Thesis.....	3 credits
EN291/391/491 Internship.....	1-6 credits
EN492 Senior Seminar	3 credits

Creative Writing Track — 25 credits

EN241 Editing and Publishing is required. Two literature courses are required but EN310 and EN311 may NOT be used to meet this requirement. At least 6 courses from the following, no more than two from outside of the English department.**

EN209 Introduction to Creative Nonfiction.....	3 credits
EN235 Fiction Workshop	3 credits
EN237 Poetry Workshop	3 credits
EN417 Advanced Fiction Workshop	3 credits
EN421 Advanced Poetry Workshop	3 credits
EN422 Writing for Publication	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 Creative 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. An additional Shakespeare course may NOT be used to meet the British Literature before the 18th-century requirement.

Four semesters of a foreign language are strongly recommended.

Major Fields Test – The MFT in English will be administered to Sophomore and Senior English majors.

Minor Requirements

Minor in English (Literary Studies) — 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 Creative 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 General and Liberal Education Curriculum. The normal course load is 15-16 credits per semester. Transfer students should refer to the residency requirement section of the catalog.

Recommended Curriculum Guide

For further details regarding general education requirements specified below, refer to the “Recommended General Education Curriculum Guide,” p. 124.

First Year

Fall Semester

- GLE101 First Year Inquiry Seminar
- GLE110 First Year Composition I
- MT___ General Education Mathematics
or ___ General Education
Elective
- EN___ English
- ___ Elective

Spring Semester

- EN204 Introduction to American Literature
- GLE120 First Year Composition II
- MT___ General Education Mathematics
or ___ General Education
Elective
- ___ General Education Elective
- ___ Elective

Sophomore Year

Fall Semester

- ___ General Education Lab Science I
- ___ General Education Elective
- ___ General Education Elective
- EN203 Introduction to British Literature
- EN210 Introduction to Literary Studies
- EN225 Sophomore Assessment Seminar

Spring Semester

- ___ General Education Lab Science II
- ___ General Education Elective
- ___ Elective
- EN___ English Elective
- EN___ English Elective

Note: By University policy, students must make a minimum standard of progress toward the completion of general education requirements by the end of the Sophomore Year, in order to achieve Junior Standing for course registration purposes. See “Recommended General Education Curriculum Guide,” p. 124.

Junior Year

Fall Semester

- EN___ English Elective
- EN___ English Elective
- ___ General Education Elective
- ___ Elective*
- ___ Elective

Spring Semester

- EN___ English Elective
- EN___ English Elective
- ___ General Education Elective
- ___ Elective*
- ___ Elective

Senior Year

Fall Semester

- EN492 Senior Seminar
- EN485 Senior Assessment Seminar
- EN___ English Elective
- ___ Elective*
- ___ Elective

Spring Semester

- EN020 English Comp Exam/Writing Track
- EN010 English Comp Exam/Lit Track
- EN___ English Elective
- EN___ English Elective
- EN___ English Elective
- ___ Elective

**One or more additional electives may be needed to fulfill general education requirements. See “Guide,” p. 124.*

English Curriculum

Courses in Literature

EN010 English Competency Oral Exam – Literary Studies Track **0 credit**
The Competency Exam in Literary Studies consists of the following components: a) critical

essay on a work selected by the English faculty; b) oral defense of the essay; c) demonstration of general literary knowledge; d) technical analysis of a short text, likely a poem; e) structured discussion of a topic or topics relating the study of literature with life and career.

Spring Semester

EN020 English Competency Exam - Creative Writing Track

0 credit

The Competency Exam in Creative Writing consists of the following components: a) craft essay on a work selected by the English faculty; b) oral defense of the essay; c) presentation and defense of selected creative work; d) technical analysis of a short text, likely a poem; e) structured discussion of a topic or topics relating the study of literature and the practice of creative writing with life and career.

Spring Semester

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 throughout the world. Several banned books will be read.

EN117 Buddies, Bullies and Bodies: Young Adult Literature

3 credits

A survey of selected works of young adult literature with additional discussion of the history of and trends in young adult literature and publishing, methods of stimulating reluctant readers, and as time permits the selection of literature for use in classrooms and libraries.

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: College Writing I 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: College Writing I or permission of the instructor.*

EN210 Introduction to Literary Studies

3 credits

An introduction to various genres, the course trains students in methods for analyzing and understanding literature; how to write about literature and develop vocabulary appropriate to literary study. *Prerequisite: College Writing I 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: College Writing I or permission of the instructor.*

EN/HS218 Somewhere Over the Rainbow: Queer Studies

3 credits

This interdisciplinary course is designed to introduce students to the academic field of Queer Studies, also known as Gay and Lesbian Studies. We will examine the history, literature, communities, and context(s) of those who identify as gay, lesbian, bisexual, transgendered, and queer in Europe and North America, 1900-2000. *Prerequisite: College Writing II or permission of 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. *Prerequisites: College Writing I & II or permission of instructor.*

EN251 Us vs. Them: Introduction to Law and Literature **3 credits**

No society can flourish with strict enforcement of rules; every society softens the rigors of strict legalism to some extent. This course examines imaginative literature and literary techniques of analysis as a means of addressing the tensions inherent in practicing, enforcing, and interpreting law, particularly when one attempts to abstract from the specific circumstances of a case the tug of emotion, personalities of disputants, and other human factors.

Prerequisites: College Writing I & II.

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: College Writing I 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 Literature **3 credits**

A study of important modern British poets from Hardy and Hopkins to the present, and British prose writers since the end of the Victorian period, including Hardy, Conrad, Orwell, Joyce, and Woolf. *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.*

EN150, 250, 350, 450 Special Topics in Literature **3 credits each**
A seminar on a subject chosen by instructor.

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 completion of the competency exam in English, and broad reflection on the place of language and literature, literary study and literary creation, in their own lives and the life of the world around them. *Prerequisite: senior standing or permission of instructor.*

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.*

EN291, 391, 491 Internship in English **1–6 credits**
A significant learning experience undertaken and arranged in consultation with a major advisor. *Prerequisite: permission of English major advisor.*

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 creative writing, focusing primarily on the study of fiction and poetry. Some sections of this course may also cover other creative genres including nonfiction, memoir and drama. By studying and writing texts in these genres, students will acquire a working knowledge of fundamental aspects of literary and formal 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: College Writing I & II, and EN220.*

EN237 Poetry Workshop **3 credits**
A course in the basic techniques of writing poetry. Readings from major works selected for their relevance. *Prerequisites: College Writing I & II, and EN220.*

EN241 Editing and Publishing (with lab) **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: College Writing I & II.*

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: College Writing I & II and EN210.*

EN417 Advanced Fiction Workshop

3 credits

Advances the skills learned in EN235 and adds the skills for preparing a manuscript for submission to a publisher. *Prerequisites: Creative Writing I & II 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: College Writing I & II and EN237, or permission of instructor.*

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: College Writing I & II, EN220 and EN235 or EN237.*

EN299, 399, 499 Independent Study in English

1-6 credits each

Offers the opportunity to explore an area of study not listed in the catalog. The topic should be jointly selected and carefully designed by the student and faculty sponsor, and be approved by the 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 O. Koning, Paul M. Kotila

ASSOCIATE PROFESSORS: Frederick S. Rogers, Rhine Singleton

AFFILIATED FACULTY: Frank Cohen (Political Science), Harry G. Davis (Biology),

James Donelan (Philosophy), John Harris (American Studies), Gary Heald (CIT),

Frank Hubacz, Jr. (Chemistry), Linda Malmgren (Biology), Jacques Veilleux (Biology)

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

A minor is offered in Environmental Studies.

The mission of the Environmental Science Program is to develop the values, knowledge and skills to be able to solve environmental problems. We emphasize an experiential, interdisciplinary approach to teaching and learning. We expect our graduates to understand relevant content areas and demonstrate proficiency in critical thinking, analytical and quantitative analysis, information literacy, communication, group work, and problem solving. Successful completion of the ES major provides students with a solid foundation for specialized graduate study, and the depth and breadth needed to find employment in the diverse variety of fields addressing environmental problems.

In order to fulfill graduation requirements, students must maintain a minimum cumulative grade point average of 2.00, a minimum grade point average of 2.00 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 2.00 in those programs. 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 91 for information on the Secondary Teacher Certification Program.

B.A. in Environmental Science

Major Core Requirements*

In addition to the General and Liberal Education Curriculum requirements (page 124), the following courses selected for the major must be completed successfully, with a grade point average of at least 2.00:

ES103	Introduction to Ecosystem and Wildlife Conservation <i>or</i> BI102 Biology II	ES480	Junior Seminar
			One semester of Mathematics at the MT151 level or above
ES104	Introduction to Natural Resource Conservation	BI/ES218	Ecology
BI101	Biology I	ES481	Senior Thesis or
CH101-102	Chemistry I and II <i>or</i> GL101-102 Geology I and II	ES460	Internship

Major Electives (see below)

Area of Emphasis (see below)

B.S. in Environmental Science

Major Core Requirements*

In addition to the General and Liberal Education Curriculum requirements (page 124), the following courses selected for the major must be completed successfully, with a grade point average of at least 2.00:

ES103	Introduction to Ecosystem and Wildlife Conservation <i>or</i> BI102 Biology II	CH211-212	Organic Chemistry I and II
BI101	Biology I		One year of Mathematics at the MT151 level or above including MT221
ES104	Introduction to Natural Resource Conservation	Calculus <i>or</i> MT260	Statistics
CH101-102	Chemistry I and II	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, BI241 Evolutionary Biology, BI250 Plant Biology*, BI312 Vertebrate Zoology*, ES/BI217 Tropical Forest Ecology, ES/BI320 Wetland Ecology and Protection, ES/BI430 Forest Ecology, BI367 Water Resources Management, ES/BI342 Wildlife Conservation and Management, BI231 Animal

THE COLLEGE AT RINDGE

Behavior, BI375 Mammalogy, GL101-102 Geology I-II, GL205 Environmental Geology, ES214 Coastal Ecology

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, ES240 Creating Sustainable Communities, ES235 Alternate Energy

One of the following: (3-4 credits)

Quantitative Major Elective: CH312 Quantitative Analysis, BI367 Water Resources Management, ES/CH221 Environmental Chemistry, ES222 Introduction to GIS, ES230 Intermediate GIS, ES320 Wetland Ecology and Protection, 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	ES/BI320	Wetland Ecology and Protection
BI221	Entomology	ES/BI342	Wildlife Conservation and Management
BI223	Local Flora	ES/BI430	Forest Ecology
BI231	Animal Behavior	GL101 or 102	Geology I-II
BI241	Evolutionary Biology	GL205	Environmental Geology
BI250	Plant Biology	ES222	Introduction to GIS
BI312	Vertebrate Zoology	ES230	Intermediate GIS
BI367	Water Resources Management	ES214	Coastal Ecology
BI375	Mammalogy		
ES/BI217	Tropical Forest Ecology		

2. Chemistry/Water Resources

BI367	Water Resources Management	ES/CH221	Environmental Chemistry
CH211-212	Organic Chemistry I & II	ES/BI320	Wetland Ecology and Protection
CH312	Quantitative Analysis		

3. Education (for Secondary School State Certification in Biology)**

BI211	Genetics	ES/BI342	Wildlife Conservation and Management
BI212	Cellular Biology	PH101-102	Physics I & II
BI231	Animal Behavior		

4. Education (non-certification)

AS301	Place, Community and American Culture	ED263	Primary Discovery
ED105	Educational Psychology	ED314	Challenges in Math and Science
ED224	Curriculum II	ES210	Evolution of Environmental Thought

5. Ethics/Community

AN220	Global Problems	ES240	Creating Sustainable Communities
AS301	Place, Community and American Culture	ES/PA306	Philosophy of Science and Nature
ES210	Evolution of Environmental Thought	PA214	Modern Philosophy
		SO203	Community Organization

6. Law/Policy and Enforcement

BA265	Law and Environment	ES310	Environmental Impact Assessment
CJ101	Intro. to Criminal Justice		
CJ201	Police Work		

ES/BI320 Wetland Ecology and Protection
 ES/PO344 Environmental Politics
 ET101 Principles of Economics I

PO201 U.S. Government
 PO205 Contemporary World Affairs
 PO352 Constitutional Law

7. Parks & Natural Resource Management

ES214 Coastal Ecology
 ES222 Introduction to GIS
 ES230 Intermediate GIS
 ES310 Environmental Impact Assessment
 ES/BI342 Wildlife Conservation and Management
 SR346 Parks & Natural Resource Management

BI367 Water Resources Management
 SR115 Foundations of Adventure Recreation
 SR201 Principles of Sports Recreation Management
 SR243 Programming in Sports and Recreation Management

8. Physical/Geographic Resources

PH101-102 Physics I & II
 GL101-102 Geology I-II
 GL205 Environmental Geology
 ES/CH 221 Environmental Chemistry

ES222 Introduction to GIS
 ES230 Intermediate GIS
 ES235 Alternate Energy

***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.

ES103 Introduction to Ecosystem and Wildlife Conservation OR IC110/111 Integrated Science
 BI218 Ecology

Two of the following:

AS301 Place, Community & American Culture
 ES210 Evolution of Environmental Thought
 BA265 Environmental Law
 ES240 Creating Sustainable Communities
 ES310 Environmental Impact Assessment
 ES/PO344 Environmental Politics
 ES/PA306 Philosophy of Science and Nature
 ES235 Alternate Energy

Two of the following:

BI223 Local Flora
 BI231 Animal Behavior
 BI241 Evolutionary Biology
 BI250 Plant Biology
 BI355 Ecophysiology
 BI375 Mammalogy
 ES214 Coastal Ecology
 ES/BI217 Tropical Forest Ecology
 ES/CH221 Environmental Chemistry
 ES/BI320 Wetland Ecology
 BI365 Limnology
 ES/BI342 Wildlife Conservation
 GL101 or 102 Geology I or Geology II
 GL205 Environmental Geology

Required for Graduation:

120 semester hours, including the 38-credit General and Liberal Education Curriculum. The normal course load is 15–16 credits per semester. Transfer students should refer to the residency requirement section of the catalog.

Recommended Curriculum Guide

For further details regarding general education requirements specified below, refer to the “Recommended General Education Curriculum Guide,” p. .

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

First Year

Fall Semester

- GLE101 First Year Inquiry Seminar
- GLE110 First Year Composition I
- ES103 Intro to Ecosystem & Wildlife Conservation
- MT__ Mathematics for major (MT151 or higher)
- _____ General Education Elective

Spring Semester

- _____ Elective
- GLE120 First Year Composition II
- ES104 Intro to Natural Resource Conservation
- MT__ Second Math Course (Required for BS) (MT151 or higher)
- _____ General Education Elective

Sophomore Year

Fall Semester

- BI101 Biology I
- BI218 Ecology
- CH101 Chemistry I or GL102 Geology II
- _____ General Education Elective

Spring Semester

- _____ Major Elective #1
- CH102 Chemistry II or GL102 Geology II
- _____ General Education Elective
- _____ General Education Elective
- _____ General Education Elective

Note: By University policy, students must make a minimum standard of progress toward the completion of general education requirements by the end of the Sophomore Year, in order to achieve Junior Standing for course registration purposes. See “Recommended General Education Curriculum Guide,” p. .

Junior Year

Fall Semester

- _____ Area of Emphasis #1
- _____ Major Elective #2
- _____ General Education Elective
- _____ Elective*
- _____ Elective

Spring Semester

- _____ Area of Emphasis #2
- _____ Major Elective #3
- ES480 Junior Seminar in Environmental Science
- _____ Elective*
- _____ Elective

Senior Year

Fall Semester

- _____ ES481 Senior Thesis or ES460 Internship
- _____ Area of Emphasis #3
- _____ Major Elective #4
- _____ Elective*
- _____ Elective

Spring Semester

- _____ General Education Elective as needed*
- _____ Area of Emphasis #4
- _____ Elective
- _____ Elective
- _____ Elective

**One or more additional electives may be needed to fulfill general education requirements. See “Guide,” p. .*

Environmental Science Curriculum

ES103 Introduction to Ecosystem and Wildlife Conservation

4 credits

Using real-world data from local and global sites, students will explore the issues related to species conservation around the world. Issues of habitat destruction, pollution, invasive species, overhunting and human overpopulation will be investigated, as well as basic concepts of evolution, biogeography and human attitudes towards the environment. Students will examine trends in biodiversity, and learn how ecosystems can be preserved, managed and restored in order to save wild biodiversity and create a sustainable society.

ES104 Introduction to Natural Resource Conservation**4 credits**

Using real-world data from local and global sites, students will explore the issues related to natural resource conservation around the world. Topics covered will include impacts of mining and processing mineral resources, recycling and waste management, renewable and non-renewable energy resources, global climate change and management of water resources, as well as basic concepts of geology, energy and human attitudes towards the environment. Students will examine trends in global resource use, learn how natural resources can be used more wisely through problem solving, and take action through civic engagement to move towards creating a more sustainable society.

ES/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.*

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/BI214 Coastal Ecology**1+ credits**

This field study course runs in May as part of spring semester. It will explore New England coastal ecology, with special focus on outer Cape Cod. Course topics include coastal geomorphology; barrier island dynamics and estuarine ecology; plant succession on active dune systems; threatened and endangered coastal and marine species; human impacts to coastal ecosystems; and natural resource management issues in New England coastal systems. *Prerequisite: BI101 or ES101 or IC110 or permission of instructor.*

ES/BI217 Tropical Forest Ecology**4 credits**

This course introduces the fundamental characteristics of the rainforest and adjacent ecosystems. Students will learn, through direct observation, lectures, seminars, field exercises and interpretation, about the physical and biological forces that shape the tropical forest and its plant and animal inhabitants. The course begins with a series of seminars in the fall semester on campus, followed by an extended field trip to Costa Rica during the winter break. *Prerequisites: BI102 or ES102. Preference will be given to juniors and seniors majoring in Biology or Environmental Science. In addition, attendance at an information session prior to course registration is required for enrollment.*

Fall – January, alternate years

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 or ES102.*

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*

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.

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*

ES235 Alternate Energy 3 credits

This course is an exploration of different methods of generating energy. The course will include calculations on energy use and generation, conservation practices and techniques as well as basic principles of electricity and thermodynamics. We will look at conventional energy, renewable energy forms such as wind, hydro, wood, solar, and geothermal as well as biofuels. No energy discussion is complete without a discussion of the compromises. Almost all energy releases carbon, either directly in its use or indirectly in its production, often both. We will look at the science, the technology, the economics and the environmental issues of each energy type. *Prerequisites: ES101 or BI101 or CH101 or GL101 or PH101.*

ES240 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/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 or BI101 or BI102 or by permission of the instructor.*

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).

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 social, economic and natural environments. *Prerequisite: ES101 or BI218.*

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.*

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 or ES101 or BI218.*

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.*

ES/BI367 Water Resources Management**4 credits**

This course addresses the science and policy of maintaining a healthy and adequate water supply in the US and other countries. We will consider the watershed connections, the geologic setting, and the impacts of development on the physical, chemical and biological aspects of surface water and groundwater bodies. We will also learn the field tools and techniques used to sample surface water and analyze its chemistry. *Pre-requisite: BI218 or permission of the instructor.*

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.*

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 catalog listing of approved courses. The topic of an Independent Study should be selected and carefully designed by the student and faculty sponsor, and must meet with the approval of the 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.

Fine Arts (FA)

ASSOCIATE PROFESSOR: Loretann Devlin-Gascard

ASSISTANT PROFESSORS: Susan Silverman, Nathan Sullivan

SENIOR LECTURERS: Katherine Coker-Cronin, Elsa Voelcker

LECTURERS: Eva Goodman, Jordana D. Korsen, Terry Silverman

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.

The mission of the Fine Arts department is twofold: to prepare Fine Arts majors for professional careers in the visual arts or further graduate study, and to enrich and develop students' awareness and knowledge of society's visual culture. We are committed to both tra-

ditional and contemporary foundations of image and artifact-making. We see this approach as scaffolding for skill-building and the in-depth exploration of visual ideas. Studio work is balanced with critical thinking and historical knowledge.

To fulfill our mission, the Fine Arts department values:

- The context within which visual thinking, skill building and construction of artifacts result in an understanding of the creative process;
- An instructional framework that is inclusive in its approach, by meeting individual students where they are;
- A sense of artistic community and the importance of exploring and transforming our visual culture at the institutional, community, national, and global arenas;
- Guidance for individual artistic and personal assessment, developing patterns for life-long learning and discipline to allow students to take ownership of their education, responsibilities, and preparedness for career choices.

The Fine Arts department is dedicated to serving the University community by providing the following institutional functions and learning outcomes to the students.

1. To provide quality visual arts education to students seeking a Bachelor of Arts degree in Fine Arts within the context of a liberal arts university. A student receiving a Bachelor of Arts must possess a working knowledge of cultural art practices and the production of related artifacts that demonstrate:
 - A. Using a variety of materials, students will be able to identify and apply principles and methods of visual artistic production.
 - B. Students will be able to contextualize concepts learned in the foundations of art history and criticism and relate these concepts to a variety of mediums including their own work.
 - C. Students will be able to effectively express ideas about visual media both orally and in writing.
 - D. Students will be able to demonstrate competencies in fundamental visual skills across a variety of artistic media in studio practice.
 - E. Students will demonstrate the ability to use creative and critical thinking skills as they apply to problem solving in artistic process and production.
 - F. Students will be able to extend creative and cultural discourses through innovative and imaginative exploration and experimentation through their work. (ie, thesis work/body of work)
 - G. Students will be able to demonstrate an effective working process and a disciplined and dedicated approach to studio practice.
 - H. Students will be able to articulate the cultural implications and value of contemporary art practices, and an ability to situate their studio practice in this context. (ie, artist statement/thesis paper/oral defense)
 - I. Students will demonstrate the knowledge, skills, and dispositions for a professional life in the visual arts including continued study at a graduate level (ie, documentation of work, presentation of work)
2. To provide quality visual arts education to students seeking a minor in Fine Arts to broaden their educational experience and supplement their Major. A student receiving a minor in Fine Arts will attain a basic knowledge of cultural art practices and the production of related artifacts as well as basic knowledge of art history.
3. To provide students across the Franklin Pierce community the opportunity to experience studio art courses, exposure to the creative, formal and technical processes involved in visual arts and the history of the visual arts as part of their general education.

4. To serve, in conjunction with the education department, as a teacher preparation program in visual arts for students who desire to enter teaching fields at the community, elementary and secondary levels.

In order to fulfill graduation requirements, students must maintain a minimum cumulative grade point average of 2.00, a minimum grade point average of 2.00 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 2.00 in those programs.

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.

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.

Required courses:

The Fine Arts major requires a minimum of 48 credits, as follows: (In addition to the General and Liberal Education Curriculum, page 124)

Basic Studio courses

- FA101 Two-Dimensional Design
- FA102 Three-Dimensional Design
- FA201 Drawing I
- 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
- FA286 Modern and Contemporary Art & Design or
- FA283 Greek and Roman Art (Spring only)

One 300-level Art History course is required:

- FA380 Art Criticism; History and Techniques (Fall only)

Senior Capstone is required:

- FA450 Senior Capstone: Preparation of the Art Professional

Seven studio art courses (21 credits) from the following list to include four courses in one medium for four semesters (the concentration), three courses of choice in media other than the concentration.

Concentrations may be taken in the following mediums: creative photography, ceramics, painting, print making, stained glass, glassblowing, and drawing.

The drawing concentration will consist of Drawing III, IV, V and one of the following: FA205 Oriental Brush Painting, FA231 Painting I, FA235 Printmaking I, or GC341 Illustration.

- FA303, 304, 405 Drawing III, IV, V
- FA211, 312, 313, 314, 415 Creative Photography I, II, III, IV, V
- FA221, 322, 323, 324, 425 Ceramics I, II, III, IV, V
- FA231, 332, 333, 334, 435 Painting I, II, III, IV, V
- FA235, 335, 337, 338, 439 Printmaking I, II, III, IV, V
- 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

Requirements for a minor in Art History (18 credits)

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
- FA286 Modern & Contemporary Art and Design
- FA283 Greek and Roman Art

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

- FA380 Art Criticism; History and Techniques (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	FA235 Printmaking I
FA205 Oriental Brush Painting	FA241 Stained Glass I
FA211 Creative Photography I	FA251 Glassblowing I
FA221 Ceramics I	FA261 Sculpture I
FA231 Painting I	

One to three studio electives from the following:

- FA335, 337, 338, 439 Printmaking II, III, IV, V
- FA302, 303, 304, 405 Drawing II, III, IV, V
- FA312, 313, 314, 415 Creative Photography II, III, IV, V
- FA322, 323, 324, 425 Ceramics II, III, IV, V
- FA332, 333, 334, 435 Painting II, III, IV, V
- 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	FA221 Ceramics I
FA183 History of Art	FA231 Painting I
FA2__ 200-level Art History course	FA261 Sculpture I
FA380 Art Criticism: History and Techniques	FA235 Printmaking I
FA101 Two-Dimensional Design	_____ 300-level Studio Elective*
FA102 Three-Dimensional Design	_____ 300-level Studio Elective*
FA201 Drawing I	_____ 300-level Studio Elective*
FA302 Drawing II	_____ Level IV in drawing, painting, or ceramics
FA211 Creative Photography I	
FA450 Senior Capstones: Preparation of the Art Professional	

**Note: 300-level studio electives need to be in three different disciplines*

For more information on teacher certification in art, and education requirements, refer to Education (ED). See page 87 of catalog.

Required for Graduation:

120 semester hours, including the General and Liberal Education Curriculum. The normal course load is 15–16 credits per semester. Transfer students should refer to residency requirement section of catalog.

Recommended Curriculum Guide

For further details regarding general education requirements specified below, refer to the “Recommended General Education Curriculum Guide,” p. 124.

First Year

Fall Semester

GLE101 First Year Inquiry Seminar
GLE110 First Year Composition I
MT___ General Education Mathematics
or ___ General Education
Elective
FA101 Two-Dimensional Design
FA180 Foundations of Art

Spring Semester

GLE120 First Year Composition II
FA183 History of Art
MT___ General Education Mathematics
or ___ General Education
Elective
FA102 Three-Dimensional Design
FA201 Drawing I

Sophomore Year

Fall Semester

FA302 Drawing II
FA___ Art Elective
___ General Education Lab Science I
___ General Education Elective
___ General Education Elective

Spring Semester

FA28_ Art Period Course
FA___ Art Elective
___ General Education Lab Science II
___ General Education Elective
___ General Education Elective

Note: By University policy, students must make a minimum standard of progress toward the completion of general education requirements by the end of the Sophomore Year, in order to achieve Junior Standing for course registration purposes. See “Recommended General Education Curriculum Guide,” p. 124.

Junior Year

Fall Semester

FA___ Art Elective
FA___ Art Elective
___ General Education Elective
___ Elective*
___ Elective

Spring Semester

FA___ Art Elective
FA___ Art Elective
___ General Education Elective
___ Elective*
___ Elective

Senior Year

Fall Semester

FA450 Fine Arts Senior Capstone
FA380 Art Criticism: History &
Techniques
FA___ Art Elective
___ Elective*
___ Elective

Spring Semester

FA___ Art Elective
FA___ Art Elective
___ Elective
___ Elective
___ Elective

**One or more additional electives may be needed to fulfill general education requirements. See “Guide,” p.124.*

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. Central aspects of basic, compositional design such as unity, variety and

balance, as well as the formal elements of design such as line, color and texture are explored and applied to solving problems of design.

FA102 Three-Dimensional Design

3 credits

An investigation of basic design fundamentals associated with various three-dimensional materials. Positive and negative space, mass, volume and scale may be explored as well as an understanding of the organizing principles of design. Both figurative and non-figurative work will be explored.

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.

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?

Spring

FA201 Drawing I

3 credits

An introduction to observational drawing methods and practices. Through the use of line, shape, form and value, students will develop an ability to work with both analytical and expressive approaches to drawing. Subjects may include still-life, landscape, interior space, and the figure. Common drawing media will be employed; these may include graphite, charcoal, ink, and chalk. *Addresses GLE LO's Arts & Design (AD) and Creative Thinking (CV).*

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.

FA205–206 Oriental Brush Painting I & II

3 credits each

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.

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.*

FA217 Digital Photography

3 credits

An introductory level course that explores how technology intersects art through the basics of making digital images incorporating various technologies, with an emphasis on creative possibilities and applications. The social impact of digital images will be examined through a variety of compelling projects and critique. Students will learn camera operation to make digital photographs, scan film and flat art, and use digital printing processes to make a portfolio of images suitable for exhibition and/or publication. Students must provide their own fully adjustable (f/stops and shutter speeds) digital camera. *Addresses GLE LO's Art & Design (AD), Creative Thinking (CT), and Technology Literacy (TL).*

FA221 CERAMICS I (GEN ED)**3 credits**

This course introduces students to the basic skills and creative process of making forms on the wheel and with hand-building techniques within the context of ceramic history and contemporary practice. The fundamentals of glazing and firing will be demonstrated and practiced. Students will complete a portfolio of finished pieces to be evaluated at the end of the semester. *Addresses GLE LO's Arts & Design (AD) and Creative Thinking (CV).*

FA322 CERAMICS II**3 credits**

Students will continue to practice basic skills of wheel-based and hand-built ceramic forms, focusing on sculptural and/or functional work, to develop excellence in craftsmanship and technical ability. The course will consist of lectures, critiques, demonstrations and work in and out of class. Glazing, glaze formulation and firing of finished work will be included. A portfolio of finished work will be evaluated at the end of the semester. *Prerequisite, FA221 Ceramics I.*

FA231 Painting I**3 credits**

An introduction to painting on paper, panels and stretched canvas. Characteristics, application and techniques of painting are emphasized along with methods of rendering space and forms in space. Subjects may include still life, landscape, the human form and genre.

FA235-335 Printmaking I and II**3 credits each**

An introduction to the methods and materials of printmaking techniques, including relief, collograph, dry point, and computer-generated images for the development of unique multiples. The course will include the use of scanned and digitally altered images as a means for creating intaglio prints. Printmaking I meets the requirement for K through 12 certification for Art Education majors. Printmaking II will focus more closely on two or more methods of printmaking, and developing a cohesive series of editioned prints. Both black and white and color techniques will be covered. *Prerequisite for level II: 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.

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.

FA261-362 Sculpture I and II**3 credits each**

Exploration of the creative relationships between form and space as expressed with three dimensional media such as clay, wood, stone or accumulated materials. Sculpture II students may select a medium that best expresses their personal vision. *Prerequisite: FA201 or permission of instructor.*

FA281 Oriental Art**3 credits**

The art of India, Japan, China, the Islamic World 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 of one another.

Spring in rotation

FA 286 Modern and Contemporary Art and Design

3 credits

This course surveys styles of art and design from the modern era (ca. 1890-1945) through the post-war and contemporary movements (after 1945-present) resulting from technical revolution and cultural globalization. It further examines the ways in which movements of art and design interfaced during these periods and emerged as virtually symbiotic.

Spring in rotation

FA302 Drawing II

3 credits

An expanded study of rendering of the still life, genre, landscape and human form which introduces foreshortening, forms in relation to space, and the expressive potential of form. Employing the elements of line and value, work will be executed in a variety of black and white and colored media. *Prerequisite: FA201*

FA303-304 Drawing III and IV

3 credits each

A further development toward mastering the methods and materials studied in Drawing I and II. Emphasis will be placed on developing original compositions through the study of old and modern masters. *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. *Prerequisite: permission of instructor.*

FA323-324 Ceramics III and IV

3 credits each

Further development of personal expression within the ceramic medium focusing on wheel based forms or hand-built forms. Course will include clay and glaze testing and formulation, and an understanding of kiln firing and design. This shall include a special project in addition to a final portfolio of finished work. *Prerequisite: permission of instructor.*

FA332 Painting II

3 credits

A continuation of the study of basic painting, using oils and/or acrylics. Students are given the freedom to explore aspects of objective, non-objective and abstract painting, with emphasis given to applied theory. *Prerequisite: FA231.*

FA333-334 Painting III and IV

3 credits each

Further continuation of the study of painting with emphasis given to the development of painting techniques required for expressing personal vision and individual areas of interest. *Prerequisite: permission of instructor.*

FA337-338 Printmaking III and IV

3 credits each

Advanced study of the concepts and techniques of printmaking to include multi plate and the combining of techniques learned in Printmaking I and II. In Printmaking IV, students will focus more deeply on one or more methods of printmaking: intaglio, relief or digital. An integration of images and techniques and research that allows for individual expression in the print medium will culminate in a portfolio of prints. *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. *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. *Prerequisite: permission of instructor.*

FA380 Art Criticism: History and Techniques

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

FA382 The Art Museum and Gallery in Theory and Practice

3 credits

This course offers a theoretical, historical and practical encounter with art museums and galleries. Through both study and hands-on application, the function of the art museum

and gallery are explored. The university's art gallery provides an experimental "laboratory" for the practical application of the course material. *Prerequisites: FA180 or FA183 and one of the following: FA281, FA283, FA286; or permission of the instructor.*

FA405 Drawing V

3 credits

Advanced study in traditional and contemporary drawing media and their relevant applications. Emphasis will be placed on developing a cohesive body of work in relation to student's personal objectives and understanding the relationship of this work to historical and contemporary drawing practices. *Prerequisite: FA304.*

FA415 Creative Photography V

3 credits

An in depth investigation of advanced photographic techniques both in the shooting and printing of photographs as well as the use of light. Students will produce a unified portfolio or book of prints using their own original work done with new techniques they discovered while doing their research. A digital representation of their work will also be required. *Prerequisite: FA314.*

FA425 Ceramics V

3 credits

An in depth investigation of advanced ceramic techniques and expression, to include original research of contemporary or historical ceramics that will inform the student's work. The student will produce a series of pieces that reflect the synthesis of this research into their own personal imagery. May also include kiln design and construction and glaze design and development. *Prerequisite: FA324.*

FA435 Painting V

3 credits

Advanced study in traditional and contemporary painting media and their relevant applications. Emphasis will be placed on developing a cohesive body of work in relation to student's personal objectives and understanding the relationship of this work to historical and contemporary art practices. *Prerequisite: FA334.*

FA439 Printmaking V

3 credits

An in depth investigation of advanced printmaking techniques, drawing skills, creative decision making resulting in a deeper understanding of the printmaking medium. Students will produce a unified series of prints based on their own original research of contemporary or historical prints and development of techniques related to the research. *Prerequisite: FA338.*

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 catalog listing of approved courses. The topic of an Independent Study should be selected and carefully designed by the student and faculty sponsor, and must meet with the approval of the 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.

FA495 Internship/Apprenticeship for Fine Arts

3 credits

The internship/apprenticeship in Fine Arts is meant for upper level Fine Art majors and minors who demonstrate competency in a particular concentration. It allows students the

opportunity to gain real work experience within a professional studio, gallery or museum. Contracts for the internship/apprenticeship will be completed by the student in conjunction with the faculty member, an advisor and the employer and approved by the division chair. An internship/apprenticeship requires a minimum of 40 hours of work for each credit earned. The student's evaluation will be done by the faculty advisor and the employer.

General and Liberal Education (GLE)

Liberal Education and the Pierce Promise

A vision of liberal education lies at the heart of Franklin Pierce University's promise to offer an "education that matters," one that readies students for careers and life in a complex, challenging 21st-century world. This vision is guided by a carefully formulated set of learning outcomes. Adapted from the nationally prominent LEAP (Liberal Education and America's Promise) initiative, endorsed by employers, educators, and policy makers, these outcomes reflect a growing consensus on what college graduates ought to know and be able to do. In addition, since the results are measured in terms of actual learning achieved, the new vision focuses attention on the educational process, inviting faculty to be more innovative and student-centered in their methods, and students to be more active and engaged in their academic development.

Franklin Pierce (GLE) Learning Outcomes

Knowledge & Understanding

Natural Sciences, Mathematics, Social Sciences, Humanities, Arts & Design

Intellectual and Practical Skills

Inquiry & Analysis, Critical Thinking, Creative Thinking

Critical Reading, Written Communication, Oral Communication

Quantitative Literacy, Information Literacy, Technology Literacy, Financial Literacy

Teamwork, Problem Solving

Personal & Social Responsibility

Civic Knowledge & Engagement, Intercultural Knowledge, Ethical Reasoning, Career Exploration

Engaged Learning & Thinking

Experiential, Applied

Important note: Effective Fall 2012 for the incoming Class of 2016, this outcomes-based General and Liberal Education (GLE) plan replaces the Individual and Community Integrated Curriculum (IC). Students previously enrolled at the University will continue to fulfill the "IC" requirements, as per the Catalog that governs their progress toward a degree. This includes those continuing students who may be declaring a newly created major or minor and are therefore following this Catalog with respect to that program. They will continue to fulfill IC requirements for general education. For the reference of these students, a listing of the IC requirements appears at the end of the "Courses of Instruction" section, p. 231.

Liberal Education, Major/Minor Programs, and General Education

Unlike many universities, but in keeping with the national model, Franklin Pierce distinguishes between liberal and general education. Liberal education, the achievement of the essential learning outcomes, is understood to be the charge of the whole curriculum (and the co-curriculum, too, indeed the entire undergraduate experience). The major and minor programs have a definite role to play here, since the outcomes are likely to be reached at the most sophisticated levels only through advanced study in specialized fields. General education, too, has a distinctive, if not exclusive, role in meeting the goals of liberal learning. General education courses provide a breadth of encounter with the outcomes not possible in a single field, and offer a secure academic grounding for the higher accomplishments of

the disciplines. The following sections discuss the means by which general education is to carry out this role.

General Education Requirements

As indicated, general education requirements at Franklin Pierce are defined in terms of the institution's overall (liberal) learning outcomes. The fundamental expectation is that students will encounter each of the stated learning outcomes (LO's) at least once, in a course approved for general education (g.e.) credit and expressly addressing that LO. A list of courses serving this purpose appears below. The courses include several of a foundational nature, not affiliated with a specific disciplinary field, required in the first year; they also include a range of more exploratory offerings, based in the disciplines, and chosen on an elective basis. Students will successfully "encounter" an LO by passing the course in which it is addressed. The following considerations are relevant to these basic requirements.

- Courses which fulfill g.e. requirements may also fulfill major or minor requirements (up to 3), as determined by individual programs.
- Courses designated for general education will typically address 2-3 GLE LO's.
- While students are required to encounter each LO at least once, multiple encounters are stipulated for certain LO's, as indicated by the numerals accompanying the "coding" scheme displayed with the list of g.e. courses below.
- Of the 29 total required LO encounters, 9 will be satisfied through the foundational courses required in the first year, the remainder largely through g.e. electives.
- 2 of the LO's, Experiential and Applied Learning/Thinking, may be satisfied by courses offered in the majors/minors and not designated for general education.

Course Selection to Meet General Education Requirements

A plan in which g.e. learning outcome requirements can be met through an array of courses, each addressing its own combination of LO's, opens rich possibilities of choice, significantly individualizing the general education experience. Yet along with this flexibility a degree of complexity is introduced into the process of course selection, suggesting that the task be approached with care. New students will be oriented to this task in the advising component of the First Year Inquiry Seminar, and a comparable initiation will be arranged for transfer students. In addition, online resources, including specific tools for correlating course choices with LO requirements, will be made available to students and faculty advisors alike on a continuing basis.

One aspect of course selection for which a tool can be provided here involves planning out the pursuit of general education over the course of a student's academic career. The Recommended Curriculum Guide that follows honors the flexibility inherent in the GLE plan. After the required offerings of the First Year, entries in the Guide are generic in character, acknowledging that the choice of particular courses and the order in which LO's are encountered will be left to individuals. Even the number of g.e. courses to be taken is not fixed, since multiple paths may be followed to the completion of requirements. The minimum number of courses needed for this purpose is 13, but the entries below marked "as needed" allow for the possibility that choices flowing from different sets of interests might lead to additional g.e. electives. At the same time, the provision for "double-counting" g.e. offerings for major requirements may reduce the number of courses taken strictly for general education purposes to fewer than 13.

In any case, it is important that students make orderly progress toward completion of the requirements, and especially that the temptation to put off taking g.e. courses to the last possible moment, with the hazards likely to result from such a strategy, be avoided. To this end, the Guide suggests a crisp pace and underscores the suggestion with a statement of University policy regarding minimum standards of g.e. progress.

Recommended General Education Curriculum Guide

First Year

Fall		Spring
First Year Inquiry Seminar (3 credits)		First Year Composition II (3)
First Year Composition I (3)		
Mathematics (3)*	or	Mathematics (3)*
General Education Elective (3/4†) and/or**		General Education Elective (3/4†)

**A general education Mathematics course should be taken in the First Year, either first or second semester (with a preference for first). For this purpose many students will likely elect MT101 Contemporary Mathematics. Other options include:*

MT151 Algebra and Trigonometry	MT221 Calculus I (4)	MT260 Statistics

***In addition to the 4 ordinarily courses taken by all students, at least one g.e. elective is strongly recommended for the First Year, in either the first or second semester. A second g.e. elective, if possible, is further recommended.*

†Students desiring to major or minor in an area of the Natural Sciences should plan to take the 2-semester laboratory science sequence introductory to that area, e.g., ES101(4)-ES102(4) Environmental Science I-II or BI101(4)-BI102(4) Biology I-II. Such students may also wish to consider, if possible, an additional g.e. elective.

Sophomore Year

Fall		Spring
General Education Elective (3/4*)		General Education Elective (3/4*)
General Education Elective (3)		General Education Elective (3)
General Education Elective (3) and/or**		General Education Elective (3)

**For students who have not completed it in the First Year, a g.e. elective course in the Natural Sciences, consisting of a 2-semester lab science sequence, is strongly recommended.*

***A total of 7 electives, or 11 g.e. courses in all, is recommended by the end of Sophomore Year, with the number taken in this year dependent on the number completed in the First Year.*

In certain cases, e.g., students pursuing double majors, it may not be feasible to achieve this recommendation. Care should be taken, however, to make the progress required by the following policy.

Note: By University policy (see p. 27), in order to achieve Junior Standing for course registration purposes, at least 50% (7) of the minimum number of G.E. courses, both required and elective, needed to complete LO requirements must have been taken, and at least 50% (15) of the total number of required Learning Outcomes must have been met. This policy does not affect student financial aid or housing preferences.

Junior Year

Fall		Spring
General Education Elective (3)		General Education Elective (3)
General Education Elective (3), as needed*		General Education Elective (3), as needed*

**The phrase “as needed” refers to g.e. courses over the minimum possible (13) for meeting LO requirements that may in individual cases be warranted or necessitated by previous course/LO choices.*

Senior Year

Fall	Spring
General Education Elective (3), as needed*	

General Education Courses

The following is a list of courses, with their descriptions, approved to meet general education requirements; the list is expected to grow over the next several years. All the courses address Franklin Pierce GLE learning outcomes. A shorthand code for the LO's,

together with a numerical indication of those for which multiple encounters are required, precedes the course list.

GLE Learning Outcome Codes

Knowledge & Understanding

Natural Science (2)	NS
Mathematics	MT
Social Sciences (2)	SS
Humanities (3)	HM
Arts & Design (2)	AD

Personal & Social Responsibility

Civic Knowledge & Engagement	CE
Intercultural Knowledge	IK
Ethical Reasoning	ER
Career Exploration	CX

Engaged Learning & Thinking

Experiential Learning	EL
Applied Learning	AL

Intellectual & Practical Skills

Inquiry & Analysis	IA
Critical Thinking	CT
Creative Thinking	CV
Critical Reading	CR
Written Communication (2)	WC
Oral Communication	OC
Quantitative Literacy	QL
Information Literacy	IL
Technology Literacy	TL
Financial Literacy	FL
Teamwork	TW
Problem Solving	PS

First Year Courses

GLE101 First Year Inquiry (FYI) Seminar

3 credits

First Year Inquiry is a required course for all first-year students at Franklin Pierce University. Students select one of approximately twenty academically-engaging, inquiry-based topics based on their interests. Each section, regardless of theme, works on improving students' academic skills, and addresses three goals of a Franklin Pierce Education—information literacy, inquiry and analysis, and career exploration. Readings, writing assignments, and activities are used to stimulate thinking about inquiry and decisions about students' possible career opportunities. Students may not withdraw from the course; they may repeat it in the spring of the freshmen year. Students must pass this course to demonstrate proficiency in the skills coded for this course. *Addresses GLE LO's Inquiry & Analysis (IA), Information Literacy (IL), and Career Exploration (CX).*

GLE110 First Year Composition (FYC) I

3 credits

First-Year Composition I is the first in a series of two courses for those who must excel in reading and writing at the college-level. The central question is, "How well does the writing respond to the needs of audience(s)?" Students will learn to attend to the context and purpose for the writing and select credible, relevant sources to develop ideas as well as refine the ability to analyze and comprehend texts. *Addresses GLE LO's Critical Reading (CR) and Written Communication (WC).*

GLE120 First Year Composition (FYC) II

3 credits

First-Year Composition 103 is the second in a series of two courses for those who must excel in presenting error-free writing at the college-level. Building on the central question for FYC 102, "How well does the writing respond to the needs of audience(s)?" students will further develop their ability to attend to the context and purpose for the writing and select credible, relevant sources and evidence. Students will also learn disciplinary conventions and refine proofreading skills. In addition, students will master the basics of presentations: the central message and organization and use of supporting materials. *Addresses GLE LO's Written Communication (WC) and Oral Communication (OC).*

MT101 Contemporary Mathematics

3 credits

This course aims to cultivate an understanding of mathematical reasoning, promote quantitative literacy, and develop problem solving skills by aiding the student in stating problems clearly, sorting out the relevant from the irrelevant, abstracting common properties from

individual situations, and arguing coherently. *Addresses GLE LO's Mathematics (MT), Quantitative Literacy (QL), and Problem Solving (PS).*

Note: Other options for g.e. Math include MT151 Algebra and Trigonometry (3), MT221 Calculus I (4), and MT260 Statistics (3). These courses address the same GLE LO's as Contemporary Mathematics. For course descriptions, see the Mathematics section of the Catalog.

General Education Electives

AN205 Culture of Money

3 credits

Examines how notions of value, such as the idea of money, credit, and debt, have evolved over the past 5000 years. Compares how anthropologists, economists, and other social scientists have understood and studied money and its social context. Students will conduct a simple fieldwork project in the community as one of the course assignments. *Addresses GLE LO's Social Sciences (SS), Critical Thinking (CT), and Experiential Learning (EL).*

AN245 Living and Working Abroad

3 credits

Prepares students from all majors to live, work, and/or study abroad. The course seeks to enhance students' sensitivity to cultural differences and to refine skills for circumventing the barriers these differences may cause. It prepares students to weather culture shock and to avoid the pitfalls of ethnocentrism and xenophobia. A special set of exercises helps students to learn how to search for and secure work overseas. *Addresses GLE LO's Problem Solving (PS), Intercultural Knowledge (IK), and Applied Learning (AL).*

AS200 Deliberative Ethics: A Living Code

3 credits

Learn how to use deliberation to address challenges in professional and public life. Particular attention will be paid to issues related to ethical dilemmas in business, education, and health studies. Although the focus is on contemporary America, the course will include the historical development of deliberative democracy in the United States, from the limited rights of 18th century social contract as understood first by the nation's founders to nineteenth century suffrage movements to the impacts of multiculturalism and globalism. *Addresses GLE LO's Problem Solving (PS), Civic Engagement (CE), and Ethical Reasoning (ER).*

AS203 America and 9/11

3 credits

An exploration of the American experience of the terror attacks of Sep 11 2001 and their aftermath. Students will be invited to achieve an informed, critical understanding of the nature of the event, its impacts on American life and culture, and individual and collective responses to it, around such themes as grief and rage, security and justice, encounter with the Other, healing and transformation. *Addresses GLE LO's Humanities (HM), Critical Thinking (CT), and Intercultural Knowledge (IK).*

BI101 and 102 Biology I and II

4 credits

The human species, the basic mechanisms of life, and the delicate balance in the biosphere. In Biology I the approach is through study of life processes from the molecular to the organ system level of structure. Biology II studies the evolutionary process, the diversity of living things, ecological relationships, and the impact of the human species on the biosphere. *Biology I addresses GLE LO's Natural Sciences (NS), and Inquiry & Analysis (IA); Biology II addresses Natural Sciences (NS) and Quantitative Literacy (QL).*

EN222 Needing to Shout! Writing to Change the World

3 credits

Needing to Shout! Writing to Change the World is a course for those who seek to effect social change in the areas of human, animal, or environmental rights. Exploring a range of social issues through critical reading and class discussion, each student will select her/his own social issue for the semester-long focus on the culminating course experience. *Addresses GLE LO's Written Communication (WC) and Civic Engagement (CE).*

ES103 Introduction to Ecosystem and Wildlife Conservation

4 credits

Using real-world data from local and global sites, students will explore the issues related to species conservation around the world. Issues of habitat destruction, pollution, invasive spe-

cies, overhunting and human overpopulation will be investigated, as well as basic concepts of evolution, biogeography and human attitudes towards the environment. Students will examine trends in biodiversity, and learn how ecosystems can be preserved, managed and restored in order to save wild biodiversity and create a sustainable society. *Addresses GLE LO's Natural Sciences (NS), Information Literacy (IL), and Technology Literacy (TL).*

Note: ES103 is the first of a two-semester laboratory science sequence with ES104.

ES104 Introduction to Natural Resource Conservation

4 credits

Using real-world data from local and global sites, students will explore the issues related to natural resource conservation around the world. Topics covered will include impacts of mining and processing natural resources, recycling and waste management, renewable and non-renewable energy resources, global climate change and management of water resources, as well as basic concepts of geology, energy and human attitudes towards the environment. Students will examine trends in global resource use, learn how natural resources can be used more wisely through problem solving, and take action through civic engagement to move towards creating a more a sustainable society. *Addresses GLE LO's Natural Sciences (NS), Problem Solving (PS), and Civic Engagement (CE).*

Note: ES104 is the second of a two-semester laboratory science sequence with ES103.

FA201 Drawing I

3 credits

An introduction to observational drawing methods and practices. Through the use of line, shape, form and value, students will develop an ability to work with both analytical and expressive approaches to drawing. Subjects may include still-life, landscape, interior space, and the figure. Common drawing media will be employed; these may include graphite, charcoal, ink, and chalk. *Addresses GLE LO's Arts & Design (AD) and Creative Thinking (CV).*

FA217 Digital Photography

3 credits

An introductory level course that explores how technology intersects art through the basics of making digital images incorporating various technologies, with an emphasis on creative possibilities and applications. The social impact of digital images will be examined through a variety of compelling projects and critique. Students will learn camera operation to make digital photographs, scan film and flat art, and use digital printing processes to make a portfolio of images suitable for exhibition and/or publication. Students must provide their own fully adjustable (f/stops and shutter speeds) digital camera. *Addresses GLE LO's Arts & Design (AD), Creative Thinking (CT), and Technology Literacy (TL).*

FA221 Ceramics I

3 credits

This course introduces students to the basic skills and creative process of making forms on the wheel and with hand-building techniques within the context of ceramic history and contemporary practice. The fundamentals of glazing and firing will be demonstrated and practiced. Students will complete a portfolio of finished pieces to be evaluated at the end of semester. *Addresses GLE LO's Arts & Design (AD) and Creative Thinking (CV).*

FM214 Managing Your Money

3 credits

This course focuses on applying the appropriate tools and strategies that help consumers make informed financial decisions in a world with increasing choice and complexity. *Addresses GLE LO's Financial Literacy (FL) and Problem Solving (PS).*

GLE130 Introduction to the Social Sciences

3 credits

This course is to provide a multidisciplinary introduction to the social sciences. It compares contrasting disciplinary theories about the relationships between people and their environments and it also evaluates the scientific methods (qualitative and quantitative) that generate data used to build knowledge and test those theories. This course offers a description of the essential characteristics of the social sciences. As such, the course presents the distinctive perspective, concepts, knowledge base, and terms commonly used by social scientists. *Addresses GLE Learning Outcomes Social Sciences (SS) and Inquiry & Analysis (IA).*

HS210 Sports Culture and American History**3 credits**

Sports offer a unique and multi-hued window into American society, culture and history. In this course, we will survey the development of sports cultures in the US since 1850 (especially the 20th century) and then examine specific issues they raise which reflect upon broad themes in modern US history. In essence, our world is a product of historical forces and trends, and our current sports saturation (radio, TV, websites, organized leagues at all levels) is not simply an accident or a “natural” occurrence. Close examination of specific case studies will dominate the second half of the course. These case studies will focus on such topics as gambling and professional sports (using the Pete Rose case, for example) and the controversies regarding professionalism, profits, and exploitation in college sports (e.g., the PSU child abuse scandal). *Addresses GLE LO’s Humanities (HM) and Ethical Reasoning (ER).*

MC105 Voices: Raised and Engaged**3 credits**

The Internet has democratized the public discourse like nothing else since Gutenberg’s printing press in the mid-1400s. In just the past decade, the Internet has inspired a vibrant poor man’s press that is filling the global marketplace with ideas. The average citizen has a wealth of new media and social media tools—probably accessible through the phone in his pocket—that can carry his/her voice across many barriers—including economic, political, geographic, and cultural ones. This course will give students the knowledge and skills they need to raise their voices in the public discourse of the 21st century. Students will: 1) explore the role of the media in our nation’s democracy; 2) conduct research that will inform their civic engagement in a major social issue of our times; 3) develop communication and technology skills that will enable them to actively participate in our nation’s public discourse via the Internet and social media; and 4) actively engage through the media in America’s conversations. *Addresses GLE LO’s Technology Literacy (TL) and Civic Engagement (CE).*

MC121 Confronting the Digital World**3 credits**

Everyone lives in the digital world today, which means that whether we like it or not we’re publishers and writers. But how much are we taking for granted, both in terms of the impact the digital world has on us and the people we care about and in terms of our rights and responsibilities as individuals living in that world? This course uses a journalist’s code of ethics along with an understanding of journalism’s role in democracy as a starting point for examining these questions. *Addresses GLE LO’s Technology Literacy (TL), Teamwork (TW), and Ethical Reasoning (ER).*

MU101 Music Topics**3 credits**

Our world is filled with music. From profound to incidental, musical experiences are as varied as there are people. In this course, our aim is to embrace this diversity, and attempt to uncover music’s mystery and beauty, from a perspective where no technical knowledge is presumed. To this end, listening and music discovery are emphasized, while the elements of music are taught from a cultural and historical context. The course is broad in scope, covering folk, classical and popular styles from western and non-western approaches and perspectives. You can choose from three distinct themes, each in its own course section. The three themes are: (1) The Song: from Bach to Hip-hop (2) Music and World Culture, (3) Music: The Composer’s Voice. See the course schedule for which sections are offered in any given semester. *Addresses GLE LO’s Arts and Design (AD), Creative Thinking (CV) and Critical Thinking (CT).*

PA105 The Art of Thinking**3 credits**

We take thinking for granted. We all think all the time, and, in general, we like the results of our thinking. We usually do not want to let others do our thinking for us. And yet, other people, organizations, advertisements, etc., are always trying to influence our thinking, telling us what to believe, who to vote for, what to purchase. Indeed, as a university student, you are currently actively engaged in the pursuit of knowledge, and the pursuit of knowledge is nothing more than figuring out what to think. This course will provide explanations and practices for developing our thinking skills – what is called critical thinking and logic – in

ways that will be directly relevant to the course work you are currently taking and the world you are currently living in. *Addresses GLE LO's Critical Thinking (CT), Teamwork (TW) and Applied Learning (AL).*

PH141 Astronomy I: The Cosmic Perspective

4 credits

This course is an introduction to astronomy for the non-science major. A wide range of topics will be covered including the Earth and our solar system, the birth and death of stars, black holes, and the Big Bang. The course includes computer simulations and hands on activities. Out of class activities will include observations of the night sky. *Addresses GLE LO's Natural Sciences (NS), Inquiry & Analysis (IA), and Critical Thinking (CT).*

PH142 Astronomy II: Life in The Universe

4 credits

Astrobiology is the scientific search for life in the universe. This course will examine the origins of life on Earth and the physical processes that shape the habitability of terrestrial planets. Topics will include the possibility of life within our solar system, the search for extra-solar planets, and the search for extra-terrestrial intelligence. *Addresses GLE LO's Natural Sciences (NS), Teamwork (TW), and Problem Solving (PS). Prerequisite: Astronomy I or permission of instructor.*

SO230 We're Number One! Sport and Society

3 credits

There is more to sport than that which occupies our attention viewing or participating in competition, training alone or training and bonding with teammates, pouring over team stats, building fantasy teams or watching SportsCenter. The organization of sport reflects, and contributes to, the organization of society. This course will apply the sociological imagination to the study of sport to enable us to better understand the significance of sport and the nature of contemporary U.S. society. *Addresses GLE Learning Outcomes Social Sciences (SS), Critical Thinking (CT), and Ethical Reasoning (ER).*

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), Debra Picchi (Anthropology), Stella Walling (Director of International Studies Programs)

A certificate is offered in Global Citizenship.

In order to fulfill graduation requirements, students must maintain a minimum cumulative grade point average of 2.00, a minimum grade point average of 2.00 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 2.00 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 learn how to make the effort to build a global

community that involves human interdependence, equality, and justice. It provides a supportive environment for students that 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 10 credits of course work and a practicum. Required courses include AN/GCC220 Global Problems (3 credits), GCC490 The Global Citizenship Seminar (1 credit), and two electives (6 credits). Of the two electives, only one from the student's major program is allowed and only one from courses a student may have taken during a study abroad semester is allowed. Students are advised to link the elective courses they take with the practicum they choose to do. A practicum may be a semester's study abroad of at least 12 credits, an internship in the student's major with an added global dimension, or another significant international experience. A Franklin Pierce student from outside the United States may use his/her experience at Franklin Pierce in lieu of a practicum for completion of requirements for the Global Citizenship Certificate program.

Global Citizenship Certificate Curriculum

All students must complete the following two courses.

AN/GCC220 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.

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 practicum 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 assess their academic and hands-on leadership experiences and to plan for their future as Global Citizens. Prerequisites: declared candidacy for the Global Citizenship Certificate program; completion of, or current enrollment in, an approved leadership internship, or completion of an approved study abroad.

All students must complete two electives from the following list of courses. Only one may be from the student's major and only one may be taken during a study abroad semester.

Please see descriptions of each course in the major program sections of the catalog.

AN101 Introduction to Cultural Anthropology

ES101 Introduction to Environmental Science

AN245 Living and Working Abroad

PO205 Contemporary World Affairs

PO206 Comparative Politics

MU214 World Music

EN215 Beyond Britain and America: Other Literatures in English

IEC215 Athens through the Ages

IEC216 Vienna through the Ages

BI/ES217 Tropical Forest Ecology

AN225 Women Around the World

IEC225 Power, Justice and International Relations

HS229 19th & 20th Century Europe
 HS233 Modern Middle East
 BI235 Human Health & Nutrition
 ES240 Creating Sustainable Communities
 IEC261 Twentieth Century Greece
 EN270 Women Writers
 AN311 Museum Studies
 AN314 Peoples and Cultures of Oceania
 ET323 Comparative Economic Systems
 AN323 Anthropology of Religion
 HS326 The Soviet Union
 IEC330 Comparative Global Media Systems
 SO340 Religion and Society
 MC341 Media and Culture
 ET357 Economic Development
 HS362 China and the Modern World
 PO362 Nuclear Weapons and World
 HS364 Modern Japan
 IB364 The Global Economy
 MK365 International Marketing
 AN412 Peoples and Cultures of Europe
 BA420 World Business and Finance
 AN423 Anthropology of Public Health

Graphic Communications (GC)

PROFESSORS: Richard Block, Robert E. Diercks

LECTURER: Al Karevy, Coni Porter

A Bachelor of Arts degree is offered in Graphic Communications.

A major and a minor are offered in Graphic Communications.

The mission of the Graphic Communications Department is to graduate students who are visual communicators educated within the context of the liberal arts. The program provides the opportunity to study the visual, historical, conceptual and technical aspects of the discipline including the philosophies, theories, and terminology of design. Students develop analytical and problem solving skills that enable unique, innovative, and effective solutions to contemporary design problems. The department seeks to create life-long learners and leaders who aspire to the highest standards of personal and social responsibility within their societies.

In order to fulfill graduation requirements, students must maintain a minimum cumulative grade point average of 2.00, a minimum grade point average of 2.00 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 2.00 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 General and Liberal Education Curriculum):

THE COLLEGE AT RINDGE

CIT232 Web Design and Development	GC303 Graphic Design III
FA101 Two-Dimensional Design	GC321 Typography
FA201 Drawing I	GC341 Illustration or GC/MC376 Animation Fundamentals
FA211 Creative Photography I	GC350 Graphic Production
FA286 Modern and Contemporary Art & Design	GC367 Commercial Photography I
GC201 Graphic Design I	GC404 Graphic Design IV
GC272 Computer Graphic Design I	GC491 Introduction to Internship
GC302 Graphic Design II	GC492 Internship Capstone

Recommended Electives:

CIT102 Intro. to Information Technology	GC227 Calligraphy I
FA102 Three-Dimensional Design	GC328 Calligraphy II
FA302 Drawing II	GC320 Book Design
FA303 Drawing III	GC261 Color Photo
FA304 Drawing IV	GC362 Color Photo
FA312 Creative Photography II	GC368 Commercial Photography II
FA313 Creative Photography III	GC472 Computer Graphic Design II
FA314 Creative Photography IV	MC100 Communication, Media and Society
FA____ Art Studio Course	MK201 Principles of Marketing
FA____ Art History Period Course	

Required for Graduation:

120 semester hours, including the General and Liberal Education Curriculum. The normal course load is 15–16 credits per semester. Transfer students should refer to the residency requirement section of the catalog.

Recommended Curriculum Guide

For further details regarding general education requirements specified below, refer to the “Recommended General Education Curriculum Guide,” p. 124.

First Year

<i>Fall Semester</i>	<i>Spring Semester</i>
GLE101 First Year Inquiry Seminar	GLE120 First Year Composition II
GLE110 First Year Composition I	_____ Elective
MT____ General Education Mathematics or _____ General Education	MT____ General Education Mathematics or _____ General Education
FA101 Two-Dimensional Design	_____ Elective
GC201 Graphic Design I	FA201 Drawing I
	GC272 Computer Graphic Design I

Sophomore Year

<i>Fall Semester</i>	<i>Spring Semester</i>
FA211 Creative Photography	FA286 Modern & Contemporary Art & Design
GC302 Graphic Design II**	GC321 Typography**
_____ General Education Lab Science I	_____ General Education Lab Science II
_____ General Education Elective	_____ General Education Elective
_____ General Education Elective	_____ General Education Elective

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

Note: By University policy, students must make a minimum standard of progress toward the completion of general education requirements by the end of the Sophomore Year, in order to achieve Junior Standing for course registration purposes. See “Recommended General Education Curriculum Guide,” p. 124.

Junior Year*Fall Semester*

- GC341 Illustration or GC/MC376
Animation I
GC491 Introduction to Internship
_____ General Education Elective
_____ Elective*
_____ Elective

Spring Semester

- GC350 Graphic Production
GC367 Commercial Photography I
GC303 Graphic Design III
_____ General Education Elective
_____ Elective*

Senior Year*Fall Semester*

- CIT232 Web Design & Development
GC492 Internship Capstone
_____ Elective*
_____ Elective
_____ Elective

Spring Semester

- GC404 Graphic Design IV
_____ Elective
_____ Elective
_____ Elective
_____ Elective

**One or more additional electives may be needed to fulfill general education requirements. See "Guide," p. 124.*

Minor Requirements

A minimum of seven courses is required for the minor.

Two Fine Arts courses

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

Four Graphic Communications courses

- GC201 Graphic Design I
GC302 Graphic Design II
GC321 Typography
GC350 Graphic Production

At least one additional Graphic Communications elective:

- GC227 Calligraphy I
GC261 Color Photography Workshop I
GC272 Computer Graphics I
GC303 Graphic Design III
GC320 Book Design
GC341 Illustration
GC367 Commercial Photography I
GC376 Animation Fundamentals

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.

GC227 Calligraphy I**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.

GC230 Basic Digital Photo Manipulation**3 credits**

This course is Adobe Photoshop specific. The goal is to introduce the student to the basics of digital manipulation using Photoshop. The course will clarify the concepts of resolution and pixels as well as the effects of scaling and manipulating digital images, then introduce to the student some of the techniques that the pros use when altering images digitally.

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. *Prerequisite: FA211 suggested.*

GC272 Computer Graphic Design I**3 credits**

The application and use of microcomputers for the creation and manipulation of graphic

images. Emphasis will be on industry-standard Adobe Creative Suite software (Photoshop, Illustrator and InDesign) along with additional study of other application possibilities for computers in the graphic arts field. *Prerequisite: Suggested GC201 or permission of instructor.*

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. Students will start on the creation of an ongoing portfolio. Work created in this class as well as in other classes will be analyzed for inclusion. *Prerequisite: GC201 and GC272 or permission of instructor.*

GC303 Graphic Design III

3 credits

Advanced development for design majors. Course includes critical analysis of scholarly writings, design history and current industry trends. Projects draw from industry segments such as environmental design, exhibit design, point of purchase, information design and green design (sustainability, soy ink, recycled paper, reused items), etc. Development of work for final portfolio ongoing. *Prerequisite: GC302, GC321 or permission of instructor. FA211 suggested.*

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 using a variety of bindings. At least one book will be entirely the student's own creation, including written text.

GC321 Typography

3 credits

Enables students to understand, recognize, and use typography as an effective communication tool. The main emphases will be the 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. *Prerequisite: GC201 and GC272 or permission of instructor.*

GC328 Calligraphy II

3 credits

This is a wider study of the history and practice of letters in Western culture. The four basic styles from Calligraphy I will be built upon allowing the student to go in greater depth, history and practice with at least one of the styles studied in Calligraphy I. In addition, students will learn at least one additional style. The emphasis will be on the creation of a portfolio of finished pieces. *Prerequisite: GC 227.*

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. *Prerequisite: FA201*

GC350 Graphic Production

3 credits

GC350 introduces students to all steps of the production process, from initial design concept through the printed page. Macintosh-based software is used in preparing art for reproduction and students will gain hands-on experience in color, file, and font management. Course looks at issues in traditional print methods as well as new and emerging technologies. 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. *Prerequisites: GC201, GC302.*

GC362 Color Photography Workshop II

3 credits

Students go beyond the technical aspects of color photography and begin to explore the creative potential of the medium and the image. *Prerequisite: GC261.*

GC367 Commercial Photography I

3 credits

Explores what a good commercial photo image is and how to design and light an image in a studio setting. Covers three main areas: portrait, product, architecture. Uses mainly digital cameras with an introduction to large format film cameras. *Prerequisite: FA211; FA312 or GC261 suggested.*

Spring only

GC368 Commercial Photography II**3 credits**

A continuation of Commercial Photography I with the opportunity to more deeply explore students' particular interests. Students will finish semester with a portfolio of commercial quality images and a deeper understanding of photography's place in graphic design. *Prerequisite: GC367.*

Spring only

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 GC272 or permission of instructor.*

GC404 Graphic Design IV**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. Work completed in all courses taken at Franklin Pierce will be considered as to its relevance and appropriateness in a professionally valuable portfolio. Adherence to deadlines and high quality results are strongly emphasized. *Prerequisites: GC303, GC492, and senior standing.*

Spring only

GC472 Computer Graphics II**3 credits**

Continues the studies begun in Computer Graphics 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. *Prerequisites: GC272 or permission of instructor.*

Spring only

GC491 Introduction to Internship**3 credits**

This course is taken during the fall semester of the junior year. It provides the tools and skills needed for seeking and securing internship employment such as resumé and cover letter writing, job searching, and interviewing skills. The student's portfolio will be extensively developed considering work created in all Franklin Pierce courses, with an eye toward its impact on prospective employers. To this end, critical analysis and thinking skills will be utilized in the examination of writings, trade articles, and blogs by active professionals from the graphic design field. Electronic alternatives to a physical portfolio will be explored. *Prerequisites: Graphic Communications major and junior class standing or permission of instructor.*

GC492 Internship Capstone**3 credits**

Most students will complete a minimum of 240 hours of employment during the summer between their junior and senior years. This course, GC492, taken during the fall semester of the senior year, is intended to provide a means for students' self-evaluation, assessment of the internship employment, and the opportunity to revise and update their resumé to reflect their work experience and prepare for post-graduation career goals. *Prerequisites: GC491 and senior 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 catalog listing of approved courses. The topic of an Independent Study should be selected and carefully designed by the student and faculty sponsor, and must meet with the approval of the 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.

Health Sciences (HSC)

PROFESSORS: Harry G. Davis, Frank Hubacz, Paul M. Kotila
ASSOCIATE PROFESSORS: Susan E. Arruda, Andrew Hatchett, Emlee C. Kohler, Rhine Singleton, Jacques Veilleux
ASSISTANT PROFESSORS: Thomas Bennett

A Bachelor of Science degree is offered in Health Sciences

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

The curriculum develops critical thinking skills, the ability to use the medical and basic scientific primary literature, a broad biomedical knowledge base, and a clear understanding of the requirements necessary to succeed in the application to graduate schools in healthcare related fields.

Students interested in careers and graduate programs in healthcare are encouraged to meet with a member of the Health Sciences Advising Committee early in their program. Faculty members of this committee will assist the student in self assessment, development of career goals, and construction of a realistic plan for the student’s successful attainment of his/her goals.

In order to fulfill graduation requirements, students must maintain a minimum cumulative grade point average of 2.00, a minimum grade point average of 2.00 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 2.00 in those programs.

Major Requirements

In addition to the General and Liberal Education Curriculum, a minimum of 65 credits in the major must be completed successfully, with a grade point average of at least 2.00.

All Health Sciences majors take the following major requirements (45 credits)

BI101-102 Biology I & II	8 credits
BI211 Genetics	4 credits
BI229 Special Topics in Biology (Health Studies)	3 credits
CH101-102 Chemistry I & II	8 credits
PH101-102 Physics I & II	8 credits
MT260 Statistics or PS 260 Statistics for the Behavioral Sciences	3 credits
PS215 Health Psychology	3 credits
CIT270 Technical Writing or EN209 Introduction to Creative Nonfiction ..	3 credits
BI480 Biology Seminar	2 credits
BI481 Senior Thesis or BI460 Internship in Biology	3 credits

Health Sciences Electives

In addition to the major requirements, students must choose a minimum of 20 credits (12 credits must be above the 200 level) from the list below.

- CH211 Organic Chemistry I
- CH212 Organic Chemistry II
- BI212 Cellular Biology
- BI235 Human Health & Nutrition
- SR238 Training and Treatment of Injuries in Athletics
- BI260 Human Anat. & Physiology I
- BI261 Human Anat. & Physiology II
- BI000* Kinesiology
- BI001* Exercise Physiology

PS/BI304 Introduction to Neuroscience
 CH321 Biochemistry
 AN325 Medical Anthropology
 BI325 Microbiology
 BI326 Parasitology
 BI351 Endocrinology
 BI370 Medical Terminology and Health Systems
 PS430 Introduction to Psychopharmacology

** Course under development*

Requirements to be considered for admission into the FPU graduate physical therapy program (Doctor of Physical Therapy)

Franklin Pierce University offers a Doctor of Physical Therapy (DPT) through its College of Graduate & Professional Studies. Special consideration is offered for undergraduates who enrolled as freshmen and completed their bachelor's degree at FPU. The level of consideration will depend upon the student's qualifications and ability to satisfy the established criteria for either conditional acceptance or a guaranteed interview as described below.

Special Consideration for Applicants to the Graduate Program in Physical Therapy (DPT program) admitted as Freshmen to Franklin Pierce University

I. Conditional Acceptance of Highly Qualified Graduates

- A. Highly qualified FPU undergraduates admitted as freshmen will be conditionally accepted into the DPT program at the conclusion of the fall semester of the senior year, if they meet the following criteria:
 1. Earned a 3.7 cumulative GPA
 2. Earned a 3.7 cumulative GPA for the specified pre-requisite courses by the end of the spring term of the junior year. These GPAs must be maintained through graduation from FPU.
 3. Successfully completed the following FPU courses with a grade of "C" or better on the first attempt:

• Anatomy & Physiology I	• Physics I
• Anatomy & Physiology II	• Physics II
• Chemistry I	• Statistics
• Chemistry II	
 4. Successfully completed both Introduction to Psychology and 1 other course in Psychology with a grade of "B" or higher
 5. Earned a Baccalaureate Degree in any major from FPU.
 6. Completed the Graduate Record Exam (GRE) with an average of 50th percentile ranking in all three areas of the GRE.
 7. Positive recommendation from undergraduate faculty advisor
 8. Successfully completed an interview with the DPT Admissions Committee during one of the campus interview sessions
- B. All pre-requisite coursework must be taken at FPU with all prerequisite courses completed by the end of the fall semester term of the senior year.
- C. All applicants must apply to the Doctor of Physical Therapy program through the PTCAS online application process.

II. Guaranteed Interview for Undergraduate Pre-PT Students

- A. Students admitted as freshmen who do not meet the academic requirements for conditional acceptance (outlined above) will be guaranteed an interview during the application process to the DPT program provided they have:

1. Earned a 3.3 cumulative GPA
2. Earned a 3.3 cumulative GPA for the specified pre-requisite courses by the end of the spring term of the junior year. These GPAs must be maintained through graduation from FPU.
3. Successfully completed the following FPU courses with a grade of “C” or better on the first attempt:
 - Anatomy & Physiology I
 - Anatomy & Physiology II
 - Chemistry I
 - Chemistry II
 - Physics I
 - Physics II
 - Statistics
4. Successfully completed both Introduction to Psychology and 1 other course in Psychology with a grade of “B” or higher
5. Earned a Baccalaureate Degree in any major from FPU.
6. Completed the Graduate Record Exam (GRE) with an average of 30th percentile ranking in all three areas of the GRE
7. Positive recommendation from undergraduate faculty advisor
8. Successfully completed an interview with the DPT Admissions Committee during one of the campus interview sessions
- B. All pre-requisite coursework must be taken at FPU with all prerequisite courses completed by the end of the fall semester term of the senior year.
- C. All applicants must apply to the Doctor of Physical Therapy program through the PTCAS online application process.

III. General Applicant Pool

- A. Students who do not meet the academic requirements for the conditional acceptance or the guaranteed interview may apply to the DPT program in the general application pool.
- B. All applicants must apply to the Doctor of Physical Therapy program through the PTCAS online application process.

Requirements to be considered for admission into the FPU graduate physician assistant program (Master of Physician Assistant Studies)

Franklin Pierce University offers a Master of Physician Assistant Studies (MPAS) through its College of Graduate & Professional Studies. Consideration will depend upon the student’s qualifications and ability to satisfy the established criteria for a guaranteed interview. Specific application guidelines into this program are listed in Graduate Section of the catalog.

Requirements to be considered for admission into the FPU & St. George’s University MD or DVM Program

FPU accepts and prepares undergraduates for admission to the St. George’s University (SGU) School of Medicine or School of Veterinary Medicine. This combined degree program offers a pathway from your undergraduate study in Biology or Health Sciences to a Doctor of Medicine or Doctor of Veterinary Medicine program. Students admitted to the pathway program complete their undergraduate degree at Franklin Pierce in four years, progressing into the 4 year MD or DVM program at SGU. St. George’s University is one of a few international universities recognized by the US Department of Education to administer student loans for qualified US students.

Eligibility Criteria for the FPU/SGU Pathway Program

- Students must complete the Application for Admission Addendum, requesting admission to this program.

- Students must have a minimum high school CGPA of 3.5.
- Students must have a minimum combined score of 1200 on the critical reading and math sections of the SAT with a minimum score of 500 on each section. A minimum score of 26 is required on the ACT.
- Students must submit two (2) letters of recommendation from advisors or instructors addressing the following characteristics:
 1. Commitment to learning: The student's ability to identify resources of learning, utilizing these resources and their desire to continue to seek out knowledge and increase understanding.
 2. Interpersonal skills: The ability to work with a variety of their peers as well as with figures of authority.
 3. Responsibility: Fulfilling obligations in a self directed environment.

Undergraduate Course Detail

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

- Biology (8 credits including labs)
- General Chemistry (8 credits including labs)
- Organic Chemistry (8 credits including labs)
- Physics (minimum 4 credits including labs)
- Math (minimum 3-4 credits)
- College Writing (as required by the FPU general education requirements)

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

Requirements for advancement to the MD or DVM Program

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

- Earn an overall cumulative grade point average (CGPA) of 3.5 for the MD program, 3.1 for the DVM program.
- Earn a grade point average (GPA) of 3.5 in your Biology or Health Sciences major.
- Demonstrate strong performance on the Medical College Admission Test (MCAT) for the MD program, or at least 1100 on the Graduate Record Examination (GRE) for the DVM program.
- Students meeting these standards will be selected for admission interviews.
- An offer of admission to the SGU School of Medicine or SGU School of Veterinary Medicine will be made to qualified students who satisfy all respective admissions requirements after a promotion interview is conducted.

Secondary Pathway Program

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

- Biology or Health Science major
- 3.5 CGPA and 3.5 GPA in the major
- Recommendation from the FPU Pre-Health Advisory Committee

Required for Graduation:

120 semester hours. The normal course load is 15–16 credits per semester. Transfer students should refer to residency requirement section of catalog.

Recommended Curriculum Guide

First Year

Fall Semester

- GLE101 First Year Inquiry Seminar
- GLE110 First Year Composition I
- BI101 Biology I
- CH101 Chemistry I
- _____ General Education Elective

Spring Semester

- GLE120 First Year Composition II
- PS101 Introduction to Psychology
- BI102 Biology II
- CH102 Chemistry II

Sophomore Year

Fall Semester

- BI211 Genetics or _____Health Science Elective
- PS215 Health Psychology
- _____ General Education Elective
- _____ General Education Elective
- _____ Elective

Spring Semester

- BI211 Genetics or _____Health Science Elective
- BI_____ Biology Elective
- BI229 Special Topics
- _____ General Education Elective
- CIT270 Technical Writing or EN209 Introduction to Creative NonFiction

Note: By University policy, students must make a minimum standard of progress toward the completion of general education requirements by the end of the Sophomore Year, in order to achieve Junior Standing for course registration purposes. See “Recommended General Education Curriculum Guide,” p. 124.

Junior Year

Fall Semester

- PH101 Physics I
- MT260 Statistics or PS260 Stats for Behavioral Sciences
- _____ Health Science Elective
- _____ Health Science Elective
- _____ General Education Elective

Spring Semester

- PH102 Physics II
- _____ Health Science Elective
- _____ Health Science Elective
- _____ General Education Elective

Senior Year

Fall Semester

- BI460-462 Internship in Biology or BI481 Senior Thesis
- _____ Health Science Elective
- _____ General Education Elective
- _____ Elective*

Spring Semester

- BI481 Senior Thesis
- _____ Health Science Elective
- _____ Elective*
- _____ Elective*
- _____ Elective

**One or more additional electives may be needed to fulfill general education requirements. See “Guide,” p. 124.*

History (HS)

ASSOCIATE PROFESSORS: Melinda Marie Jetté, Mary C. Kelly, Douglas A. Ley
SENIOR LECTURER: Nickolas Lupinin
LECTURERS: John Lund, Steve Wilson

A Bachelor of Arts degree is offered in History.

A major and a minor are offered in History.

A minor is offered in Public History. Please see program description on pp. 147-148.

The mission of the History Program is to produce students with 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. Students must demonstrate their knowledge and methods in written and oral forms of presentation.

In order to fulfill graduation requirements, students must maintain a minimum cumulative grade point average of 2.00, a minimum grade point average of 2.00 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 2.00 in those programs.

The major in History provides students with the essential skills for a wide variety of careers. Among the careers pursued by recent graduates are teaching, archival and museum work, law, business, government service, journalism, and higher degrees in history and public history. Students achieving a grade point average at graduation of 3.25 or above in the History major are awarded Honors in History. Students achieving a grade point average at graduation of 3.50 or above in 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 courses used to fulfill the requirements of the major. Any non-HS or HP course used to fulfill a major requirement must be approved through the completion of a course substitution form and is included in the major GPA calculation.

Students who intend to teach History (Social Science) in high school should refer to page 91 for information on the Secondary Teacher Certification Program.

Major Requirements

(In addition to the General and Liberal Education Curriculum, page 124)

Minimum of 41 credits in History

History majors, especially those who contemplate graduate study, are encouraged to pursue the study of a foreign language.

Required Courses:

HS011 History Midstream Portfolio Assessment	HS411 History Competency Exam
HS301 Historical Methods	HS450 History Senior Portfolio Assessment
HS410 Senior Research Seminar	HP211 Introduction to Public History

Upon declaring the major, each student chooses an area of concentration in U.S. or European History. The student must take at least three 200-level courses (9 credits) and at least four 300-level courses (12 credits) in that area. In addition, the student must take at least two courses (6 credits) in the concentration he/she has not chosen and at least one course (3 credits) of non-Western History. All History majors must pass a comprehensive examination (HS411), to be taken in the first semester of the senior year. The lowest passing grade is a C.

Concentrations:

American History European History

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 General and Liberal Education Curriculum. The normal course load is 15–16 credits per semester. Transfer students should refer to the residency requirement section of the catalog.

Recommended Curriculum Guide

For further details regarding general education requirements specified below, refer to the “Recommended General Education Curriculum Guide,” p. 124.

First Year

Fall Semester

- GLE101 First Year Inquiry Seminar
- GLE110 First Year Composition I
- HS__ 100- or 200-level course
- MT__ General Education Mathematics
or ____ General Education
- ____ General Education

Spring Semester

- GLE120 First Year Composition II
- ____ Elective
- HS__ 200-level course
- MT__ General Education Mathematics
or ____ General Education
- ____ Elective
- ____ Elective

Sophomore Year

Fall Semester

- HS__ 200-level course
- ____ Elective
- ____ General Education Lab Science I
- ____ General Education Elective
- ____ General Education Elective

Spring Semester

- HP211 Introduction to Public History
- HS__ 200- or 300-level course
- ____ General Education Lab Science II
- ____ General Education Elective
- ____ Elective
- HS011 History Midstream Portfolio
Assessment

Note: By University policy, students must make a minimum standard of progress toward the completion of general education requirements by the end of the Sophomore Year, in order to achieve Junior Standing for course registration purposes. See “Recommended General Education Curriculum Guide,” p. 124.

Junior Year

Fall Semester

- HS301 Historical Methods
- HS__ 300-level course
- ____ Elective
- ____ General Education Elective
- ____ Elective*

Spring Semester

- HS__ 300-level course
- HS__ 300-level course
- HS__ History Elective
- ____ General Education Elective
- ____ Elective*

Senior Year

Fall Semester

- HS411 History Competency Exam
- HS410 Senior Research Seminar
- HS__ 300-level course
- HS__ History Elective
- ____ Elective*
- ____ Elective

Spring Semester

- HS__ 300-level course
- HS450 History Senior Portfolio
Assessment
- ____ Elective
- ____ Elective
- ____ Elective
- ____ Elective

**One or more additional electives may be needed to fulfill general education requirements. See “Guide,” p. 124.*

History Curriculum:

HS011 History Midstream Portfolio Assessment

0 credits

Students will begin their History major portfolio and present required components to assigned faculty for evaluation. Required of all History majors. *Prerequisite: declaration of a History major.*

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 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.

HS210 Sports Cultures and American History**3 credits**

Sports offer a unique and multi-hued window into American society, culture and history. In this course, we will survey the development of sports cultures in the US since 1850, examining issues and case studies on topics such as gambling, professionalism, and exploitation.

EN/HS218 Somewhere Over the Rainbow: Queer Studies**3 credits**

This interdisciplinary course is designed to introduce students to the academic field of Queer Studies, also known as Gay and Lesbian Studies. We will examine the history, literature, communities, and context(s) of those who identify as gay, lesbian, bisexual, transgendered, and queer in Europe and North America, 1900-2000. *Prerequisite: IC106 or permission of instructor.*

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 Nineteenth 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).

HS235 Topics in Non-Western History

3 credits

Study of a historical topic in Non-Western history chosen by the professor.

HS301 Historical Methods

3 credits

Principles and techniques of historical research. Major historians are studied. *Prerequisite: one HS200-level course.*

HS308 From Sea to Shining Sea: the Geography of the United States

3 credits

Students will study the physical characteristics of the U.S., including climate, soils, vegetation and water resources. In addition, students will study populations, economies, urbanization, and the United States' relationship to the rest of the world in an historical context. The course will provide an examination of regions in the United States, including New England, the Atlantic states, the southeast, the Deep South, the southwest, and the west. *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: 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 assesses 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.*

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 Repub-

lic, 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.*

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.*

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.*

HS411 History Competency Exam **1 credit**

Individualized program of review and study, culminating in a written and oral History exam. *Required of all History majors. Prerequisite: Senior History major standing.*

HS450 History Senior Portfolio Assessment **1 credit**

Students will complete and present their History major portfolio for evaluation by the faculty. *Required of all History majors. Prerequisites: HS011 and senior History major standing.*

HS491 Field-based Experience in History **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, and the 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 catalog listing of approved courses. The topic of an Independent Study should be selected and carefully designed by the student and faculty sponsor, and must meet with the approval of the 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.

History - Public History (HP)

ASSOCIATE PROFESSOR AND PROGRAM COORDINATOR: Melinda Marie Jetté

A minor is offered in Public History.

In order to fulfill graduation requirements, student must maintain a minimum cumulative grade point average of 2.00, a minimum grade point average of 2.00 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 2.00 in those programs. In keeping with the vision of Franklin Pierce University to prepare future leaders and citizens, the Public History Minor seeks to provide students with opportunities to enhance their intellectual and professional skills in the field of public history. The program stresses the importance of developing collaborative relationships between members of the academy and the general public. Through a diverse set of courses, activities, and projects, students attain a familiarity with community-based research methods and professional standards, ethics, and practices, and also gain valuable professional experience as public scholars.

In the field of public history, scholars and researchers apply historical knowledge and methods in diverse public and private settings outside academia. Public historians are involved in the process of developing stories about the past that are presented to the general public—for the benefit of the citizenry and in a public venue. The presentation of historical narratives in the public sphere can take many forms: radio, television, and film; digital history projects, advertising and marketing; historical sites and museums; historic markers and heritage districts; history education programs for students; historical reenactments; and mass market publications.

Minor Requirements

The Public History Minor requires 18 credits (six courses). There are four required courses and two public history electives. Students combining the History Major and the Public History Minor will need three additional public history courses in addition to their major coursework because three of the major and minor courses will double count (fulfill requirements in both the major and the minor).

Six Courses – 18 Credits

Four Required courses:

- HP211 Introduction to Public History (This also counts towards the history major.)
- HP495 Internship in Public History

Two History courses:

- One 200-level HS course (This also counts towards the history major.)
- One 300-level HS course (This also counts towards the history major.)

Two Public History Electives:

- HP245 History and the World Wide Web
- HP310 Oral History
- HP320 Salem to Gettysburg: Exploring Local and National History
- HP375 Topics in Public History
- HP399, 499 Independent Study in Public History

Public History Curriculum

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.

HP245 History and the World Wide Web

3 credits

This course acquaints students with the emerging field of digital history and the role of the

World Wide Web in the history profession. As part of this course, students will complete a history web site on a selected topic.

HP310 Oral History

3 credits

This course offers students an introduction to both long-standing standards and practices in oral history, and innovations resulting from technological change. Through the examination of case studies, the course also allows students to explore the various ways oral testimony can be used in traditional academic historical interpretations, as well as a wide variety of public history enterprises, including community and local projects, institutional projects, television, radio, film, and museums. *Prerequisites: IC106 and one HP 200-level course or one HS 200-level course or permission of the instructor.*

HP320 Salem to Gettysburg: Exploring Local and National History

3 credits

This course acquaints students with the field of historical interpretation at museums, historic sites, and historical societies at the state, local, and national level. Students will explore the various challenges and opportunities in the field, thereby preparing them for an internship at the various historic venues and institutions in the region. *Prerequisite: one HP 200-level course or one HS 200-level course or permission of instructor.*

HP375 Topics in Public History

3 credits

This course introduces students to a specialized field in public history chosen by the instructor. Students will explore the various challenges and opportunities in the specialized field, thereby preparing them for a public history internship. Possible topics include Heritage and Historic Preservation, Archives and Records Management, Public History and Film, and Historical Editing and Publishing. *Prerequisite: one HP 200-level course or one HS 200-level course or permission of instructor.*

HP399, 499 Independent Study in Public History

3 credits

Offers an opportunity for students to explore an area of study not included in the catalog listing of approved courses. The topic of the Independent Study should be selected and carefully designed by the student and the faculty sponsor, and must meet the approval of the 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. Independent Study courses are assigned the number of 399 or 499 depending on the level of the course.

HP495 Internship in Public History

3-6 credits

A public history internship carrying variable credit depending on the length and the professional responsibilities of the experience. The credit value is determined at the time of registration and placement with completion of the standard internship contract. *Prerequisite: recommendation of the History faculty.*

Honors Program

DIRECTOR: Donna Decker

PROFESSORS: Andrea Bergstrom, Lynn Murray-Chandler, Donna Decker, Robert Diercks, MaryBeth Failla, Robert Goodby, Molly Haas, Melinda Jetté, Mary Kelly, Douglas Ley, Susan Silverman, Jacques Veilleux

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 six honors courses (18 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 also offers a variety of extracurricular academic and social events. Additional information about the Honors Program can be obtained by contacting Dr. Donna Decker, at (603) 899-4296 or deckerd@franklinpierce.edu.

Affiliated Honors Societies at the College at Rindge:

Lambda Alpha (Anthropology)
 Psi Chi (Psychology)
 Phi Alpha Theta (History)
 Sigma Tau Delta (English)
 Sigma Beta Delta (Business)
 Pi Sigma Alpha (Political Science)
 Pi Lambda Theta (Education)
 Alpha Chi (National)

Intelligence and Security Studies

PROFESSORS: Robin Marra, Frank Cohen

ASSISTANT PROFESSOR: Jennie Brown

A Minor is offered in Intelligence and Security Studies

The Intelligence and Security Studies minor prepares students with diverse majors for careers in intelligence collection and analysis, homeland security and other related fields or for graduate programs that will increase their preparation for these fields. Students will develop an understanding of national and international intelligence issues including the various types of intelligence, US priorities, and analytical techniques with a focus on writing, critical thinking, research skills and communication skills.

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.

Program objectives include:

Students will be able to:

1. Identify and analyze critical issues for intelligence and security.
2. Develop an understanding of contemporary intelligence issues from psychological, political, technological, and historical perspectives.
3. Identify ethical issues involved in intelligence and security studies and make ethical judgments.

- 4. Conduct research on contemporary intelligence issues.
- 5. Understand and learn from intelligence failures.
- 6. Communicate effectively in a variety of formats (written communication, oral communication, and interpersonal communication).

18 Credits

Requirements (18 credits):

PA209 Ethical Reasoning	3 credits
PO201 U.S. Government	3 credits
PO206 Contemporary World Affairs or PO205 Comparative Politics	3 credits
PS270 Psychology of Terrorism	3 credits

Two of the following:

PS318 Psychology of Intelligence Analysis	3 credits
PS319 Case Studies in Espionage	3 credits
PO362 Weapons of Mass Destruction	3 credits

Intelligence and Security Studies Curriculum

PA/SO209 Ethical Reasoning 3 credits

This course seeks to deepen student engagement with ethical reasoning while developing skills in value identification and formation by providing critical engagement with ethical theory and critical analysis of contemporary ethical problems. Theories to be considered include Kantianism, Utilitarianism and Virtue Ethics. Topics to be considered included punishment, violence, justice, and the environment. *Prerequisite: IC106 or permission of instructor. Crosslisted with Sociology and required of the Criminal Justice major.*

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 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.

PO206 Contemporary World Affairs 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.

PS/PO270 Psychology of Terrorism 3 credits

An investigation into the psychological factors involved in terrorism. Topics include the psychological issues involved in the recruitment process, ideology, personality, motivation, obedience, conformity, influence/persuasion, and interpersonal relationships. *Prerequisite: Sophomore class standing.*

PS/PO318 Psychology of Intelligence Analysis 3 credits

An investigation of the psychology of intelligence analysis. Topics include the psychological issues involved in gathering and analyzing information, sources of intelligence, and the US intelligence community. *Prerequisites: junior status, IC 105, and IC 106.*

PS/PO319 Case Studies in Espionage 3 credits

An investigation of the psychological factors involved in American espionage cases and espionage tradecraft. Topics include the psychological issues involved in the recruitment process, ideology, personality, motivation, obedience, conformity, influence/persuasion,

gender, sex, interpersonal relationships, self-management, stress management, and substance abuse. *Prerequisite: Junior class standing.*

PO362 Weapons of Mass Destruction

3 credits

Through an initial exploration of the nuclear rivalry between the United States and the Soviet Union students will develop an understanding of how this rivalry transformed the nature and conduct of world politics. Attention will be given to the implications stemming from the breakup of the Soviet Union and the emergence of new security threats. Finally, this course examines the challenges posed by other, equally deadly weapons of mass destruction: chemical and biological agents, so-called “dirty” bombs, and cyber attacks on computer networks and systems.

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.

Interdisciplinary Majors

NOTE: For information on Interdisciplinary Majors, see page 203, Student-Designed Major.

International Business (IB)

ASSOCIATE PROFESSOR: Minghua Li

ASSISTANT PROFESSOR: Mack Bean

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.*

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.*

Fall, even years

Management (MN)

ASSOCIATE PROFESSOR: Bryan O’Neil

ASSISTANT PROFESSORS: Mack Bean, Mary Ann Gaal

SENIOR LECTURERS: William Costa, Kent Whitman

A Bachelor of Science degree is offered in Management.

A major is offered in Management. A minor in Management is offered to both business and non-business majors.

The mission of the Management major is to develop specialized preparation for a career in management in combination with a liberal arts education. The Management program prepares students for positions as managers in the business, private, or non-profit sectors. Specific goals of the program include the following:

- Goal 1: Develop abilities to apply behavioral methods for solving organizational problems
- Goal 2: Develop ability to write a business plan
- Goal 3: Demonstrate knowledge of the relationships between organizations and the various stakeholders within society

- Goal 4: Develop ability to employ production and operational tools to increase the efficiency of an organization
- Goal 5: Understand legal and ethical implications of managerial decision-making
- Goal 6: Understand the legal requirements of human resource management
- Goal 7: Develop ability to implement theories of quality control
- Goal 8: Understand the four functions of management in a business setting
- Goal 9: Understand management functions in an international context

In order to fulfill graduation requirements, students must maintain a minimum cumulative grade point average of 2.00, a minimum grade point average of 2.00 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 2.00 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 General and Liberal Education Curriculum (page 124) and Divisional core (page 73) course requirements, the following courses must be completed successfully with a grade point average of at least 2.00 to fulfill the major requirements.

All Management majors take the following:

MN321 Organizational Behavior	MN390 Management Internship <i>or</i>
ET102 Principles of Economics II	MN395 Advanced Internship
FM311 Managerial Finance	<i>or</i> MN495 Senior Independent
MN314 Human Resource Management	Project*
MN371 Small Business Management	MN365 Production and Operations
MN348 Public Administration <i>or</i>	Management
MN426 Government and	MN001 Comprehensive Exam
Business	(take with BA471)
	BA001 Comprehensive Exam
	(take with BA471)

Students must also complete one managerial elective chosen from the 300 or 400 levels with an MN prefix, and two electives chosen from the 300 or 400 level courses with any of the following business prefixes: AC, AD, AM, BA, ET, FM, MK, MN, and SR.

** One of these courses must be taken*

Minor Requirements

The minor in Management requires completion of the following courses:

MN201 Principles of Management	MN360 Communication Skills for
MK201 Principles of Marketing	Managers
MN314 Human Resource Management	FM224 Principles of Financial
MN321 Organizational Behavior	Management

Divisional Honors

An Honors candidate for any major in the Business Division must have a 3.00 cumulative grade point average and a 3.25 grade point average in all major courses with no grade lower than a C-. A High Honors candidate for any major in the Business Division must have a 3.00 cumulative grade point average and a 3.50 grade point average in all major courses with no grade lower than a C-. 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 General and Liberal Education Curriculum. The normal course load is 15–16 credits per semester. Transfer students should refer to residency requirement section of the catalog.

Recommended Curriculum Guide

For further details regarding general education requirements specified below, refer to the “Recommended General Education Curriculum Guide,” p. 124.

First Year*Fall Semester*

GLE101 First Year Inquiry Seminar
GLE110 First Year Composition I
MT260 Statistics or _____ General
Education Elective
CIT101 Microcomputer Applications
ET101 Economics I

Spring Semester

GLE120 First Year Composition II
_____ Elective
MT260 Statistics or _____ General
Education Elective
AC101 Principles of Accounting I
ET102 Principles of Economics II

Sophomore Year*Fall Semester*

MN201 Principles of Management
FM224 Principles of Financial
Management
BA258 Legal & Social Environment of
Business
_____ General Education Lab Science I
_____ General Education Elective

Spring Semester

MN321 Organizational Behavior
_____ General Education Elective
_____ Elective
_____ General Education Lab Science II
_____ General Education Elective

Note: By University policy, students must make a minimum standard of progress toward the completion of general education requirements by the end of the Sophomore Year, in order to achieve Junior Standing for course registration purposes. See “Recommended General Education Curriculum Guide,” p. 124.

Junior Year*Fall Semester*

IB364 The Global Economy
FM311 Managerial Finance
_____ General Education Elective
_____ General Education Elective
MN365 Production & Operations
Management

Spring Semester

MN314 Human Resource Management
MN371 Small Business Management
_____ General Education Elective
_____ Elective*
_____ Elective*

Senior Year*Fall Semester*

MN348 Public Administration or MN426
Government & Business
MN390 Internship in Management or
MN395 Advanced Internship
or MN495 Senior Independent
Project
_____ Elective*
_____ Elective
_____ Elective

Spring Semester

BA471 Senior Business Seminar
MN001 Comprehensive Exam (take with
BA471)
BA001 Comprehensive Exam (take with
BA471)
_____ Elective
_____ Elective
_____ Elective
_____ Elective

**One or more additional electives may be needed to fulfill general education requirements. See “Guide,” p. 124.*

Management Curriculum

MN201 Principles of Management

3 credits

The process of coordinating the various resources of an organization toward the realization of its goals.

MN275 China's Influence on the World Economy

3 credits

Essential elements of International Business will be covered from China's perspective. Discussion will include the human and cultural environment of the multinational organization, foreign exchange finance, trade barriers, etc. In addition, this course entails an extensive preparation for a 2-week trip to China to study global economic ideas, concepts, and theories being applied by different Chinese businesses. This class trip will occur at the end of the spring semester. Admittance to this course will be by approval of the instructor. *Prerequisites: IC212 or permission from the instructor.*

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 (must be passed with a grade of C- or higher).*

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 (must be passed with a grade of C- or higher).*

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 (must be passed with a grade of C- or higher).*

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 résumés. 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 (must be passed with a grade of C- or higher).*

MN366 International Management

This course examines cross-cultural and international management issues, and analyzes the problems of managing in an international marketplace. It focuses on cultural and regional diversity and differences, political and economic influences, global market factors, and other contingencies with which managers of multinational enterprises must contend. *Prerequisites: MN201 and MN321.*

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, relevant quality standards, continuous improvement methodologies, and information technology into a management system designed to achieve business excellence. *Prerequisites: MT260, MN201 (must be passed with a grade of C- or higher).*

MN371 Small Business Management**3 credits**

Organizational structure, financing, accounting and budgeting, advertising, purchasing, risk management, and personnel administration. *Prerequisite: AC101, MN201 (must be passed with a grade of C- or higher)*

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. *Prerequisites: completion of junior year 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. *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 (must be passed with a grade of C- or higher).*

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 catalog listing of approved courses. The topic of an Independent Study should be selected and carefully designed by the student and faculty sponsor, and must meet with the approval of the 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.

Marketing (MK)

PROFESSOR: Jason Little
ASSISTANT PROFESSOR: Mack Bean
SENIOR LECTURERS: William Costa, Kent Whitman

A Bachelor of Science degree is offered in Marketing.

A major and minor are offered in Marketing.

Mission and Learning Outcomes of the Marketing Program

The mission of the Marketing Program is to develop the knowledge and skills necessary for graduates to effectively develop, price, promote and distribute earth-friendly, world-class quality products/services that satisfy the needs and wants of consumers and organizations.

The program has the following intended learning outcomes:

1. Students will analyze the internal and external environment, via appropriate information sources when making marketing decisions.
2. Students will distinguish how to develop, distribute, price, and promote quality products that integrate sustainable business practices.
3. Students will distinguish consumer and organizational buyer behavior.
4. Students will demonstrate effective business writing skills.

Students are provided opportunities throughout the program to apply learning outcomes to real world experiences such as internships, the Small Business Advisory Group, Students in Free Enterprise, and other experiential learning situations.

Major Requirements

In addition to the General and Liberal Education Curriculum and Divisional core (page 73) course requirements, the following courses must be completed successfully with a grade point average of at least 2.00 to fulfill the major requirements.

CIT130 Database Applications <i>or</i>	MK474 Marketing Management for a
CIT140 Electronic Spreadsheets	Green Economy
MK214 Consumer Behavior	MK___ Marketing Elective*
MK350 Electronic Commerce	MK390 Internship in Marketing <i>or</i>
MK001 Comprehensive Exam	MK395 Advanced Internship
(take with BA471)	<i>or</i> MK495 Senior Independent
MK333 Marketing Research	Project**

** from MK304, MK317, MK335, MK350, MK365, MK299/399/499, AD370*

*** One of these courses must be taken*

Divisional Honors

An Honors candidate for any major in the Business Division must have a 3.00 cumulative grade point average and a 3.25 grade point average in all major courses with no grade lower than a C-. A High Honors candidate for any major in the Business Division must have a 3.00 cumulative grade point average and a 3.50 grade point average in all major courses with no grade lower than a C-. 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

A minor is offered to both business and non-business majors. The minor in Marketing requires completion of the following courses:

MK201 Principles of Marketing	Green Economy
CIT130 Database Applications <i>or</i> CIT140	MK214 Consumer Behavior
Electronic Spreadsheets	MK___ Marketing Elective*
MK474 Marketing Management for a	MK___ Marketing Elective*

** from MK304, MK317, MK333, MK335, MK350, MK365, MK390, MK299/399/499, AD 370*

Required for Graduation:

120 semester hours, including the 38-credit General and Liberal Education Curriculum. The normal course load is 15–16 credits per semester. Transfer students should refer to residency requirement section of the catalog.

Recommended Curriculum Guide

For further details regarding general education requirements specified below, refer to the “Recommended General Education Curriculum Guide,” p. 124.

First Year

Fall Semester

GLE101 First Year Inquiry Seminar

GLE110 First Year Composition I

MT260 Statistics *or* _____ General Education

CIT____ CIT Elective

ET101 Economics I

Spring Semester

GLE120 First Year Composition II

_____ Elective

MT260 Statistics *or* _____ General Education Elective

AC101 Principles of Accounting I

MN201 Principles of Management

Sophomore Year

Fall Semester

FM224 Principles of Financial Management

MK201 Principles of Marketing

_____ General Education Lab Science I

_____ General Education Elective

_____ General Education Elective

Spring Semester

BA258 Legal & Social Environment of Business

MK214 Consumer Behavior

_____ General Education Lab Science II

_____ General Education Elective

_____ General Education Elective

Note: By University policy, students must make a minimum standard of progress toward the completion of general education requirements by the end of the Sophomore Year, in order to achieve Junior Standing for course registration purposes. See “Recommended General Education Curriculum Guide,” p. 124.

Junior Year

Fall Semester

MK____ Marketing Elective

IB364 The Global Economy

MK333 Marketing Research

_____ General Education Elective

_____ Elective*

Spring Semester

MK____ Marketing Elective

_____ Elective

_____ Elective

_____ General Education Elective

_____ Elective*

Senior Year

Fall Semester

MK390 Internship in Marketing *or*
MK395 Advanced Internship
or MK495 Senior Independent
Project

MK____ Marketing Elective

_____ Elective*

_____ Elective

_____ Elective

Spring Semester

MK474 Marketing Management for
Green Economy

BA471 Senior Business Seminar

MK001 Comprehensive Exam (take with
BA471)

BA001 Comprehensive Exam (take with
BA471)

MK350 Electronic Commerce

_____ Elective

_____ Elective

**One or more additional electives may be needed to fulfill general education requirements. See “Guide,” p. 124.*

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.

Fall/Spring

MK214 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: IC105 and completion of, or simultaneous enrollment in IC106.*

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 advertising campaign. *Prerequisite: MK201.*

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: junior class standing.*

Fall

MK335 Public Relations

3 credits

Public relations are a significant component of a market communication plan, and are often used to introduce new products/services before significant advertising expenditures occur. This course explores options and strategies organizations and celebrities can pursue for the purpose of building goodwill, education, issues management, and crisis management for all stakeholders. *Prerequisites: IC212, junior class standing, or permission of instructor.*

Fall, odd years

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, on-line monetary transactions, security, marketing, cyber law, and taxation are presented. This knowledge base will help potential leaders make sound decisions in an electronic world. *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, even years

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. *Prerequisites: Completion of junior year 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. *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 for a Green Economy

3 credits

Business organizations are quickly developing green business strategies, while consumers are increasingly demanding quality products that ensure a healthy planet. The course presents product, pricing, distribution and promotional strategies that are applicable to green marketing initiatives and that balance business profitability with buyer affordability. *Prerequisites: MK201, senior class standing, Marketing major or minor or permission of instructor.*

Spring

MK495 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 catalog listing of approved courses. The topic of an Independent Study should be selected and carefully designed by the student and faculty sponsor, and must meet with the approval of the 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 PROFESSORS: Paul Bush, Richard Roth, Heather Tullio

ASSISTANT PROFESSOR: Andrea Bergstrom

AFFILIATED FACULTY: Kristen Nevous

Lecturers: Leslie Kozaczek, James Mullins, Ukumbwa Sauti, Blake Wood

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.

The mission of the Mass Communication Department is to develop students' 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 provides preparation for transition to a career or graduate study, and explores current issues in the discipline.

Three areas of concentration afford students the opportunity to receive specialized training:

- Classes in **Journalism** use best professional practices to provide authentic learning experiences that prepare students for success in the working world. Students are engaged in creative processes by developing on-line, broadcast, and print journalism publications
- **Media Production** classes use hands-on training to prepare students for success in their chosen career. From introductory through advanced courses students are building their talents by working cooperatively to create digital films and television productions
- The **Media Studies** concentration is designed to increase understanding of the relationship between media and culture. It focuses on the close reading of media texts, on culturally informed critiques of media content, processes and contexts, and on raising societal awareness of the growing impact of media on individuals, diverse communities and the world.

Graduates with degrees in Mass Communication from Franklin Pierce University will have achieved the following goals:

1. Ability to analyze media messages.
2. Ability to articulate significant effects of media consumption.
3. Ability to articulate contested areas in the field of mass communication.
4. Ability to research and articulate an informed opinion on key issues in the discipline of mass communication.
5. Understand the legal guidelines of professional media in the United States.
6. Ability to communicate effectively using appropriate media.
7. Ability to use appropriate technologies effectively in the presentation of ideas.
8. Ability to use professional and ethical standards in producing media messages.

In order to fulfill graduation requirements, students must maintain a minimum cumulative grade point average of 2.00, a minimum grade point average of 2.00 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 2.00 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.

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. Both areas 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 (WFPU-LP 105.3 FM), and the campus cable television system (FPTV-TV 25). The campus newspaper, radio and television station are part of the Fitzwater Center's Pierce Media Group. The Pierce Media Group also welcomes student participation in Four Corners Marketing, PMG News Center, PMG Ravens Sports Center and their online publication: Pierce Media Group Online. The Fitzwater Center also hosts a weekly lecture series, The Tuesday Briefings. This public affairs television program is web cast live from the Fitzwater Center television studios and features media, government, political, civic and business leaders discussing the important issues of the day.

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 University's General and Liberal Education Curriculum. The major requires 43 credits for completion. The normal course load is 15-16 credits per semester. Students must earn a minimum 2.00 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 General and Liberal Education Curriculum (see page 124), the following are required of all Mass Communication majors:

I. Department Core

Mass Communication Major Core (13 credits):

MC100 Communication, Media and Society

MC200 Rhetoric and Society

MC301 Media Criticism

MC304 Media Law

MC400 Senior Seminar

THE COLLEGE AT RINDGE

II. Areas of Concentration (AoC):

Journalism Core (15 credits):

MC211 Journalism I	MC252 Journalism II
MC212 Broadcast Journalism	MC412 Advanced Journalism Seminar
MC230 Introduction to Media Production	

Journalism Cognate Electives

(6 credits, choose two of the following):

MC274 Broadcast Performance	MC352 Feature Writing
MC311 Advanced Broadcast Journalism	MC353 Convergent Journalism
MC351 Television News Producing	

Media Production Core (15 credits):

MC230 Introduction to Media Production	MC/GC376 Fundamentals of Animation or MC374 Audio Production
MC331 Single-Camera Production	MC431 Advanced Media Production
MC332 Multi-Camera Production	

Media Production Cognate Electives

(6 credits, choose two of the following):

MC273 Writing for the Electronic Media	MC351 Television News Producing
MC274 Broadcast Performance	MC376/GC376 Animation Fundamentals
MC282 Visual Communication	MC374 Audio Production

Media Studies Core (15 credits):

MC242 Principles of Media Literacy	MC383 Children and the Media
MC341 Media and Culture	MC441 Advanced Media Studies Seminar
MC342 Mass Communication Theory	

Media Studies Cognate Electives:

(6 credits, choose two of the following):

MC211 Journalism I	MC/SO344 American Political Culture and Media
MC230 Introduction to Media Production	MC382 Gender and Media Representation
MC281 Understanding Film	MC384 Persuasion Through Media
MC282 Visual Communication	

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 21 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	MC304 Media Law
MC200 Rhetoric and Society	
MC301 Media Criticism	

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 Studies Focus Area (9 credits):

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

Media Production Focus Area (9 credits):

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

Recommended Curriculum Guide

For further details regarding general education requirements specified below, refer to the “Recommended General Education Curriculum Guide,” p. 124.

First Year*Fall Semester*

- GLE101 First Year Inquiry Seminar
- GLE110 First Year Composition I
- MC100 Communication, Media & Society
- MT___ General Education Mathematics
or ___ General Education
- ___ General Education Elective

Spring Semester

- GLE120 First Year Composition II
- MC___ Area of Concentration Core or
Cognate ___ Elective
- MT___ General Education Mathematics
or ___ General Education
Elective
- ___ Elective

Sophomore Year*Fall Semester*

- MC200 Rhetoric & Society
- ___ Elective
- ___ General Education Lab Science I
- ___ General Education Elective
- ___ General Education Elective

Spring Semester

- MC___ Area of Concentration Core or
Cognate
- MC___ Area of Concentration Core or
Cognate
- ___ General Education Lab Science II
- ___ General Education Elective
- MC___ Area of Concentration Elective

Note: By University policy, students must make a minimum standard of progress toward the completion of general education requirements by the end of the Sophomore Year, in order to achieve Junior Standing for course registration purposes. See “Recommended General Education Curriculum Guide,” p. 124.

Junior Year*Fall Semester*

- MC301 Media Criticism
- MC___ Area of Concentration Core or
Cognate
- ___ General Education Elective
- ___ Elective*
- ___ Elective

Spring Semester

- MC304 Media Law
- MC___ Area of Concentration Core or
Cognate
- ___ General Education Elective
- ___ Elective*
- MC___ Area of Concentration Elective

Senior Year

Fall Semester	Spring Semester
MC___ Area of Concentration Core or Cognate	MC400 Senior Seminar
MC___ Area of Concentration Elective	MC___ Area of Concentration Core or Cognate
_____ Elective*	_____ Elective
_____ Elective	_____ Elective
_____ Elective	_____ Elective

*One or more additional electives may be needed to fulfill general education requirements. See “Guide,” p. 124.

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

This introductory course has a strong focus on writing for radio and television news. Emphasis on researching and writing multiple radio and on-camera reads to strengthen these skills. Each students will also gain experience in digital photography, image editing, writing and producing digital slideshows. *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.

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 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.*

MC263 Sports Reporting

This hands-on course teaches high standards, ethical behavior and professional conduct in fact gathering, interviewing and writing about sports. Students will practice jargon-free, unbiased reporting as they cover campus sports, at times using new forms of digital coverage.

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. *Prerequisite: MC230 or instructor's permission.*

MC276 Sundance Film Festival**4 credits**

This course provides an overview of independent filmmaking, including its history, important independent filmmakers, and strategies used to market finished films on the festival circuit. There will be extensive preparation for attending the Sundance Film Festival, held during the third week of January for ten days in Park City, Utah, culminating in a group study-trip to the festival. Note: Admission to this course will be by approval of the instructor. *Prerequisites: IC106 and MC100.*

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. *Prerequisite: MC100.*

MC286 Intercultural Communication**3 credits**

The intent of this course is to expose students to the dominant theories and concepts with the field of intercultural communication and to foster students' understanding of key differences between cultures. Communicating across cultural coungaries, through both interpersonal and mediated means, has become extremely commonplace in our increasingly globalized world. This course will serve as an introduction to intercultural communication by examining how incultural interactions affect diverse groups of people, their relationships, and their identities. This course intends to familiarize students with the leading principles and skills within the discipline of intercultural communication, to provide students opportunities to examine and analyze issues in intercultural interactions through the use of case studies, and to instill a sense of the importance and impact of interpersonal and mediated culture between and across cultures. *Prerequisite: MC100 or permission of the instructor.*

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. *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. *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. *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.*

MC/SO 344 American Political Culture and Media

3 credits

This seminar is designed to provide students with an opportunity to develop a greater appreciation for, and deeper understanding of, the relationships among political culture, media ownership, media presentation and media consumption. Such appreciation is intended to enable a more developed awareness of the complexity of the relationships among political culture, media and ourselves and, in turn, enable us to become more purposeful and intentional in our relationship with those institutions. *Prerequisites: MC100 or SO101, or permission of instructor.*

MC346 Media and the Environment

3 credits

This course seeks to foster a greater appreciation for, and deeper understanding of, media as they reflect on environmental issues as well as influence them. It explores relationships between individuals, media and mediated realities, the physical environment, and society within the broader field of environmental communication. The course examines representations of the environment, news coverage of environmental issues, effects of media use on environmental attitudes, and issues of consumerism. *Prerequisite: MC100 or permission of the instructor.*

MC351 Television News Producing**3 credits**

Focuses on producing a complete 15-minute newscast simulating a newsroom atmosphere that incorporates producing, reporting and anchoring skills and introduces live reporting. *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 on-line 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. *Prerequisites: MC211, junior or senior standing or permission of instructor.*

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, and emphasizes the development of skills and techniques to develop and deliver a sports broadcast. *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. *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). *Prerequisites: MC230 or GC272, or permission of instructor.*

MC/WL382 Gender and Media Representation**3 credits**

This course is devoted to the critical analysis of representations of gender in normative mass media content. It explores the ways in which popular cultural representations reinforce, create, and challenge societal gender roles through the examination of various mediated forms from advertising and television to film and broadcast news coverage. *Prerequisite: MC100 or permission of instructor.*

MC383 Children and the Media**3 credits**

This course will explore the use of media (television, Internet, video games, and magazines) in the U.S. by young audiences and discuss its impact on children and teens. Topics covered will include time spent with media, children as a unique audience (developmental/cognitive abilities, tastes and preferences), and the effects of exposure to advertising, educational media, media violence, and video games. Students will examine research studies about media impact on child and adolescent audiences and how it relates to concerns of parents, teachers, and non-profit organizations. *Prerequisite: MC100 or permission of instructor.*

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: MC100.*

MC400 Senior Seminar

1 credit

Provides the tools and skills needed for securing employment, such as résumé 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. *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: MC252 and 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.

MC299, MC399, MC499 Independent Study

1-6 credits each

Offers an opportunity to explore an area of study not included in the catalog listing of approved courses. The topic of an Independent Study 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.

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, ideally with pre-approval by a Mass Communication faculty internship advisor. An agreement is drawn up and approved by the student, the supervisor, the Mass Communication faculty internship advisor, and the Division Chair of Visual and Performing Arts. Students should consult with the faculty internship advisor on the academic requirements before starting the internship. The course grade is assigned by the Mass Communication faculty internship advisor in consultation with the supervisor. Credits are based upon the work hours completed (minimum of 40 hours per credit); a maximum of 6 credits may be earned per term. A student may take up to 15 credits towards graduation credit. *Prerequisite: MC242.*

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, ideally with pre-approval by a Mass Communication faculty internship advisor. An agreement is drawn up and approved by the student, the supervisor, the faculty internship advisor, and the Division Chair of Visual and Performing Arts. Students should consult with the Mass Communication faculty internship advisor on the academic requirements before starting the internship. The course grade is assigned by the Mass Communication faculty internship advisor in consultation with

the supervisor. Credits are based upon the work hours completed (minimum of 40 hours per credit); a maximum of 6 credits may be earned per term. A student may take up to 15 credits towards graduation credit. *Prerequisite: 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, ideally with pre-approval by a Mass Communication faculty internship advisor. An agreement is drawn up and approved by the student, the supervisor, the Mass Communication faculty internship advisor, and the Division Chair of Visual and Performing Arts. Students should consult with the faculty internship advisor on the academic requirements before starting the internship. The course grade is assigned by the Mass Communication faculty internship advisor in consultation with the supervisor. Credits are based upon the work hours completed (minimum of 40 hours per credit); a maximum of 6 credits may be earned per term. A student may take up to 15 credits towards graduation credit. *Prerequisite: MC230.*

Mathematics (MT)

PROFESSOR: Carl T. Brezovec

ASSOCIATE PROFESSOR: John A. Valente

LECTURER: Paul Niemi

A Bachelor of Arts degree is offered in Mathematics.

The Department offers a major and a minor in Mathematics.

The mission of the Mathematics Program is to develop clear thinking and an appreciation of the indispensable role of the discipline in understanding our data-driven modern world. The following goals permeate coursework for major and non-major students alike. Specifically, through the courses in our program, students will develop

- the recognition that mathematics is a process, not a black box that merely presents the “correct” answer,
- skills for exploring and understanding various mathematical models, from a variety of academic fields,
- logical thinking skills,
- facility with the appropriate uses of technology and in reading mathematics, and, perhaps most importantly,
- the ability to share their work with the appropriate audience, both orally and in print.

In order to fulfill graduation requirements, students must maintain a minimum cumulative grade point average of 2.00, a minimum grade point average of 2.00 in the major requirements, and complete 120 credits, including those earned in the University’s General and Liberal Education Curriculum. In addition, in order to complete minor or certificate programs, students must maintain a minimum grade point average of 2.00 in those programs. The major in Mathematics offers students a liberal arts background in mathematics, which will serve as 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

THE COLLEGE AT RINDGE

MT321 Calculus III	MT481 Senior Project
MT361 Modern Algebra	Any CIT course except CIT101 or CIT102
MT380 Mathematics Seminar	

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	MT373 Probability and Mathematical Statistics
MT330 Differential Equations	

Computer Information Technology:

MT211 Discrete Mathematics	CIT343 Principles of Database Design
MT380 Mathematics Seminar: Graph Theory	CIT354 Data Communications
MT380 Mathematics Seminar: Coding Theory	CIT380 Computer Networking

Actuarial Science:

MT330 Differential Equations	ET101 Principles of Economics I
MT373 Probability and Mathematical Statistics	ET102 Principles of Economics II
FM224 Principles of Financial Management	

Operations Research

MT373 Probability and Mathematical Statistics	ET101 Principles of Economics I
MT375 Introduction to Operations Research	ET102 Principles of Economics II
MT380 Mathematics Seminar: Graph Theory	CIT211 Introduction to Programming

A minor is offered in Mathematics

In order to fulfill graduation requirements, students must maintain a minimum cumulative grade point average of 2.00, a minimum grade point average of 2.00 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 2.00 in those programs.

Minor Requirements

MT221, 222 Calculus I & II	MT260 Statistics
MT321 Calculus III or	MT___ 4 credits of 300-level or above
MT311 Linear Algebra	Mathematics courses

Recommended Curriculum Guide

For further details regarding general education requirements specified below, refer to the "Recommended General Education Curriculum Guide," p. 124.

First Year

Fall Semester	Spring Semester
GLE101 First Year Inquiry Seminar	GLE120 First Year Composition II
GLE110 First Year Composition I	MT260 Statistics
MT221 Calculus I	MT222 Calculus II
CIT___ CIT Course	CIT___ CIT course
_____ Elective	_____ General Education Elective

Sophomore Year*Fall Semester*

MT311 Linear Algebra

PH101 Physics I

_____ Elective

_____ General Education Elective

_____ General Education Elective

Spring Semester

MT301 Introduction to Mathematical Proofs

PH102 Physics II

MT___ Mathematics Elective

_____ General Education Elective

_____ General Education Elective

Note: By University policy, students must make a minimum standard of progress toward the completion of general education requirements by the end of the Sophomore Year, in order to achieve Junior Standing for course registration purposes. See "Recommended General Education Curriculum Guide," p. 124.

Junior Year*Fall Semester*

MT321 Calculus III

MT___ Mathematics Elective

_____ General Education Elective

_____ Elective*

_____ Elective

Spring Semester

MT380 Mathematics Seminar

MT___ Mathematics Elective

_____ General Education Elective

_____ Elective*

_____ Elective

Senior Year*Fall Semester*

MT361 Modern Algebra

MT___ Mathematics Elective

_____ Elective*

_____ Elective

_____ Elective

Spring Semester

MT481 Senior Project

MT___ Mathematics Elective

_____ Elective

_____ Elective

_____ Elective

**One or more additional electives may be needed to fulfill general education requirements. See "Guide," p. 124.*

Mathematics Curriculum**MT101 Contemporary Mathematics****3 credits**

This course aims to cultivate an understanding of mathematical reasoning, promote quantitative literacy, and develop problem solving skills by aiding the student in stating problems clearly, sorting out the relevant from the irrelevant, abstracting common properties from individual situations, and arguing coherently. *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 both courses. 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, relations, and elementary Boolean Algebra. An exposure to abstract thinking is gained through the study of logic and proofs.

MT221, 222 Calculus I and II**4 credits each**

The real power of calculus, the Fundamental Theorem of Calculus, is developed midway through 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: 3 years of high school mathematics or MT101.*

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 or permission of instructor.*

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: MT211 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 catalog listing of approved courses. The topic of an Independent Study should be selected and carefully designed by the student and faculty sponsor, and must meet with the approval of the 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

3 credits

Required of all Mathematics majors. The student defines a problem or objective in consultation with a department advisor and proceeds with the research. The finished thesis or project is then submitted to and defended before a faculty panel. *Prerequisite: senior standing.*

Modern Languages (ML)

The language program provides a solid foundation in speaking, listening, reading and writing, and a broad approach to cultural heritage and literature. The program promotes the study of language as a self-sustaining discipline and life skill. The mission of the Modern Languages Program is to provide a foundation for the active use of Spanish, French and other Modern Languages in fields such as education, business, government, social services, computer science, teaching management and other careers. Our courses develop intellectual curiosity, language skills and multicultural awareness.

Specific goals include:

- Creating knowledge that transforms and challenges our students’ views of the world
- Addressing the challenges and opportunities facing not only the U.S. but the 21st century’s global societies
- Fostering scholarship that honors cross-cultural and multilingual processes in order to improve cultural understanding within a diverse society
- Supporting scholarship that honors the arts, literature and history from different countries

ML101 Beginning Language I

3 credits

Introduction to communication in a foreign language other than French or Spanish with emphasis on listening and speaking skills.

ML102 Beginning Language II

3 credits

Continuation of the study of a foreign language other than French or Spanish. Continuation of the development of oral communication skills. *Prerequisite: ML101 or the equivalent in prior study of this particular language.*

ML201 Intermediate Language I

3 credits

Continuation of the study of a foreign language other than French or Spanish. Continuation of the development of oral communication skills, fostering further vocabulary development and exposure to literature in the language. *Prerequisite: ML102 or the equivalent in prior study of this particular language.*

ML202 Intermediate Language II

3 credits

Continuation of the study of a foreign language other than French or Spanish. Continuation of the development of oral communication skills, fostering further vocabulary development and exposure to literature in the language. *Prerequisite: ML201 or the equivalent in prior study of this particular language.*

ML299, 399, 499 Modern Language Independent Study

1-4 credits

An opportunity for a qualified student to explore work in an area of individual interest, selected and pursued in consultation with a faculty member. May be repeated for a total of 8 credits. *Prerequisite: ML201 or permission of the instructor.*

French (LF)

LF101-102 Elementary French I and II **3 credits each**
Introduction to the language, with emphasis on speaking, writing, listening and reading.

LF201-202 Intermediate French I and II **3 credits each**
Review of the elements of communications skills with emphasis on oral and written expressions. Particular attention is given to grammar, pronunciation, and the reading and understanding of literary texts in a contemporary setting. Conducted primarily in French. *Prerequisite: LF102 or permission of instructor.*

LF301 Advanced French 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 French. The building of vocabulary by imagining common life situations and finding expressions appropriate for them. For students who have a solid grasp of French grammar. *Prerequisite: LF202 or permission of the instructor.*

LF299, 399, 499 Independent Study in French **3 credits each**
Independent study offers an opportunity to explore an area of study not included in the catalog listing of approved courses. The topic can include specialized language study or projects in Francophone social and cultural studies.

Spanish (LS)

LECTURER: Emérito Rolón

A minor is offered in Spanish.

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. Students must maintain a minimum grade point average of 2.00 in the minor. The Spanish minor provides a solid foundation in speaking, listening, reading and writing, and a broad approach to cultural heritage and literature.

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 a prerequisite for all the following 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.

Music (MU)

PROFESSOR: David E. Brandes

ASSOCIATE PROFESSOR: Paul E. Scharfenberger

ASSISTANT PROFESSOR: Louis Bunk

LECTURERS: Robert Johnson, Kimberly LaPointe, Denise G. Nolan, Floyd Oster, Richard L. Page, Scott Sanchez, Cornelia Schwartz, James Sharrock, Christopher Swist, Dorothy Yanish

A Bachelor of Arts degree is offered in Music.

A major and a minor are offered in Music.

The mission of the Department of Music is to prepare students for careers in performance, the music industry or graduate work in music. We provide a strong foundation in performance studies, music theory, music history and music technology for all students majoring or minoring in music. The Music Department also provides a creative opportunity for Franklin Pierce students not majoring in music through private instruction, ensembles, theory and technology courses. Concerts, which offer the opportunity for a maximum number of students to experience public performance, are given each semester.

In order to fulfill graduation requirements, students must maintain a minimum cumulative grade point average of 2.00, a minimum grade point average of 2.00 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 2.00 in those programs. An audition must be passed for acceptance into the Performance Concentration. A cumulative grade point average of 2.00 must be maintained in required music courses in order to remain in the major. Private Music Instruction is available for non-music majors at \$350 per course. Music majors, minors and concentrations taking required individual instruction will have the music instruction fee reversed. Piano majors must take two semesters of another instrument instead of the piano requirement. The music program must be officially declared by the end of the Add/Drop period of the semester in which the lesson is registered.

Departmental Honors are awarded to graduates maintaining a 3.25 average in all music courses. High Honors in music are awarded to graduates maintaining a 3.75 average in all music courses.

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 General and Liberal Education Curriculum.

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
Any 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
Any 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
Any 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.

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 General and Liberal Education Curriculum. The normal course load is 15–16 credits per semester. Transfer students should refer to the residency requirement section of the catalog.

Recommended Curriculum Guide – Performance Concentration

For further details regarding general education requirements specified below, refer to the “Recommended General Education Curriculum Guide,” p. 124.

First Year*Fall Semester*

GLE101 First Year Inquiry Seminar

GLE110 First Year Composition I

MU___ Private Instruction

MU___ Ensemble

MU150 Fundamentals of Music (if needed)

MT___ General Education Mathematics
or _____ General Education
Elective*Spring Semester*

GLE120 First Year Composition II

MU103 Piano I

MU___ Private Instruction

MU___ Ensemble

MU151 Theory of Music I

MT___ General Education Mathematics
or _____ General Education
Elective**Sophomore Year***Fall Semester*

MU152 Theory of Music II

MU___ Private Instruction

MU104 Piano II

MU___ Ensemble

_____ General Education Lab Science I

_____ General Education Elective

Spring Semester

MU251 Theory of Music III

MU200 Sophomore Portfolio

_____ General Education Elective

MU___ Ensemble

_____ General Education Lab Science II

_____ General Education Elective

Note: By University policy, students must make a minimum standard of progress toward the completion of general education requirements by the end of the Sophomore Year, in order to achieve Junior Standing for course registration purposes. See "Recommended General Education Curriculum Guide," p. 124.

Junior Year*Fall Semester*

MU252 Theory of Music IV

MU___ Private Instruction

MU201 Music History I

MU___ Ensemble

_____ General Education Elective

_____ General Education Elective

Spring Semester

MU216 Ear Training

MU___ Private Instruction

MU202 Music History II

MU___ Ensemble

_____ General Education Elective

_____ Elective*

Senior Year*Fall Semester*

MU___ Private Instruction

MU215 Computer Music I

MU___ Ensemble

_____ Elective*

_____ Elective

_____ Elective

Spring Semester

MU450 Senior Recital

MU310 Computer Music II

MU___ Ensemble

_____ Elective*

_____ Elective

_____ Elective

**One or more additional electives may be needed to fulfill general education requirements. See "Guide," p. 124.*

Recommended Curriculum Guide – Professional Concentration

For further details regarding general education requirements specified below, refer to the "Recommended General Education Curriculum Guide," p. 124.

First Year*Fall Semester*

GLE101 First Year Inquiry Seminar

GLE110 First Year Composition I

MU___ Private Instruction

MU___ Ensemble

MU150 Fundamentals of Music (if needed)

MT___ General Education Mathematics
or _____ General Education
Elective*Spring Semester*

GLE120 First Year Composition II

_____ Elective

MU___ Private Instruction

MU___ Ensemble

MU151 Theory of Music I

MT___ General Education Mathematics
or _____ General Education
Elective

Sophomore Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
MU152	Theory of Music II	MU251	Theory of Music III
MU__	Private Instruction	MU200	Sophomore Portfolio
MU__	Ensemble	MU__	Private Instruction
_____	General Education Lab Science I	_____	General Education Lab Science II
_____	General Education Elective	_____	General Education Elective
_____	General Education Elective	_____	General Education Elective

Note: By University policy, students must make a minimum standard of progress toward the completion of general education requirements by the end of the Sophomore Year, in order to achieve Junior Standing for course registration purposes. See “Recommended General Education Curriculum Guide,” p. 124.

Junior Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
MU252	Theory of Music IV	_____	Elective
MU215	Computer Music I	MU310	Computer Music II
MU201	Music History I	MU202	Music History II
_____	General Education Elective	_____	General Education Elective
_____	Elective*	_____	Elective*

Senior Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
MU103	Piano I	MU104	Piano II
MU__	Music Elective	MU__	Music Elective
MU__	Ensemble	MU__	Ensemble
_____	Elective*	MU451	Senior Project
_____	Elective	MU__	Music Elective
_____	Elective	_____	Elective

**One or more additional electives may be needed to fulfill general education requirements. See “Guide,” p. 124.*

Recommended Curriculum Guide – Music Technology Concentration

For further details regarding general education requirements specified below, refer to the “Recommended General Education Curriculum Guide,” p. 124.

First Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
GLE101	First Year Inquiry Seminar	GLE120	First Year Composition II
GLE110	First Year Composition I	MU120	Recording Techniques
MU__	Private Instruction	MU__	Private Instruction
MU__	Ensemble	MU__	Ensemble
MU150	Fundamentals of Music (if needed)	MU151	Theory of Music I
MT__	General Education Mathematics or _____General Education Elective	MT__	General Education Mathematics or _____General Education Elective

Sophomore Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
MU152	Theory of Music II	MU251	Theory of Music III
MU__	Private Instruction	MU200	Sophomore Portfolio
MU__	Ensemble	MU__	Private Instruction
MU215	Computer Music	MU310	Computer Music II
_____	General Education Lab Science I	_____	General Education Lab Science II
_____	General Education Elective	_____	General Education Elective

Note: By University policy, students must make a minimum standard of progress toward the completion of general education requirements by the end of the Sophomore Year, in order to achieve Junior Standing

for course registration purposes. See "Recommended General Education Curriculum Guide," p. 124.

Junior Year

Fall Semester

MU252 Theory of Music IV

MU201 Music History I

_____ General Education Elective

_____ General Education Elective

_____ Elective*

Spring Semester

MU218 History of Electronic Music

MU202 Music History II

_____ General Education Elective

_____ General Education Elective

_____ Elective*

Senior Year

Fall Semester

MU103 Piano I

MU418 Advanced Computer Music

MU___ Ensemble

_____ Elective

_____ Elective

_____ Elective

Spring Semester

MU104 Piano II

MU___ Ensemble

MU451 Senior Project

_____ Elective

_____ Elective

*One or more additional electives may be needed to fulfill general education requirements. See "Guide," p. 124.

Music Curriculum

Music Theory Courses

MU101 Music Topics

3 credits

MU101 is designed for students interested in music, but not planning to make it a major/minor: no musical knowledge is presumed. Listening and music creation are a focus, while the elements of music are taught from a cultural and historical context. The content is broad in scope, covering folk, classical and popular styles from western and non-western approaches and perspectives. The student can choose from three distinct themes, each in its own course section, offered on a two year cycle. The three themes are: (1) The Song, from Bach to Hip-hop; (2) Music and World Culture; (3) Music: The Composer's Voice. See the Course Schedule for details on which section will be offered. *Addresses GLE LO's Arts and Design (AD), Creative Thinking (CV) and Critical Thinking (CT).*

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 continuation of Theory of Music III, including the study of 20th century compositional devices and analysis. Special attention is given to Debussy and impressionism, Atonality, Twelve Tone System, Aleatory music, Minimalism and other post-1950 practices. *Prerequisite: MU251 or permission of instructor.*

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.*

MU352 Form and Analysis **3 credits**
A study of musical forms through analysis of representative works. The course includes, but is not limited to: binary and ternary forms, theme and variations, sonata form, rondo, fugue, concerto, suite, symphony and oratorio. The course also develops the ability to aurally recognize these formal structures. *Prerequisite: MU251 or permission of instructor.*

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: MU151*

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: MU151*

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. *No prior performance experience required. Minimal playing ability is required.*

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. *No prior performance experience required. Some instrumental proficiency is expected.*

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. *No prior performance experience is necessary, though minimal experience playing on an instrument or singing is required.*

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. *No prior performance experience required. Basic guitar playing ability necessary.*

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 using professional audio software. Determining the proper microphone(s) for a specific purpose and the most effective placement of microphones will enable the creation of clear, recorded representations of live performances, environmental and ambient sounds. Microphone types and techniques will be studied, demonstrated and made available for class projects, including live recording, multi-track studio recording and field recording.

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.

MU220 Advanced Recording Techniques

3 credits

The skills required in Recording Techniques (MU120) will be further developed through

five recording projects. These projects will focus on the recording of musical instruments, post-production mixing, and the study of equalization, compression and reverb. Listening skills will be developed through in-class aural analysis and the study of producers and their techniques. The study of acoustics and audio theory will give the student a scientific background in the skill of recording. *Prerequisite: MU120*

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 electronic sources. Special attention is paid to the enhancement of one sonic parameter, for example, the illusion of movement through space, through the orchestration of other sonic parameters. The ability to “intermodulate” between diverse sound sources is also emphasized. Students are required to complete composition assignments throughout the semester. *Prerequisite: MU215.*

MU418 Advanced Computer Music Composition

3 credits

Advanced digital synthesis techniques will be the primary focus of the class. Students will complete individual assignments using software synthesis applications and programming techniques that enable complete control over the sculpting and modification of synthetic sounds as well as digitized recordings. Form, in music open to an all-inclusive palette of pitched and non-pitched sounds, will be a regular topic of discussion. *Prerequisite: MU215.*

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, 498 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:*

MU211 Guitar Literature

3 credits

MU255 Fundamentals of Guitar Fingerboard Harmony

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

0 credit

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)

ASSOCIATE PROFESSOR: Jed Donelan

LECTURERS: Michael Barrett, Joni Doherty

A minor is offered in Philosophy.

The mission of the Philosophy and Religious Studies Program is to enrich awareness of the roots of Western culture while fostering openness to other traditions and ways of thinking as a way of empowering students to understand and take an active role in their own personal and social growth. We do this by offering a curriculum that combines courses in the history of philosophy and traditional philosophical topics with interdisciplinary courses that highlight philosophy's practical applications. Our program emphasizes the understanding of philosophical and religious traditions as a way of developing critical reading, thinking, and expressive skills.

In order to fulfill graduation requirements, students must maintain a minimum cumulative grade point average of 2.00, a minimum grade point average of 2.00 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 2.00 in those programs.

Minor Requirements

The Philosophy Minor requires 19 credits, including Introduction, two History of Philosophy courses (one modern, one not), one "Philosophy at Work" course, one Philosophy Seminar, Philosophy Portfolio, and one Philosophy elective. 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 the following questions: What is Philosophy? What is real (Metaphysics)? How do we know (Epistemology)? What ought we to do (Ethics)? These questions are critically examined in the light of their formulation by influential thinkers and their relevance to contemporary issues.

PA105 The Art of Thinking

3 credits

We take thinking for granted. We all think all the time, and, in general, we like the results of our thinking. We usually do not want to let others do our thinking for us. And yet, other people, organizations, advertisements, etc., are always trying to influence our thinking, telling us what to believe, who to vote for, what to purchase. Indeed, as a university student, you are currently actively engaged in the pursuit of knowledge, and the pursuit of knowledge is nothing more than figuring out what to think. This course will provide explanations and practices for developing our thinking skills – what is called critical thinking and logic – in ways that will be directly relevant to the course work you are currently taking and the world you are currently living in. *Addresses GLE LO's Critical Thinking (CT), Teamwork (TW) and Applied Learning (AL).*

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.*

PA212 Medieval Philosophy

3 credits

Examination of the major philosophical developments of the medieval era from late Hellenism to the Renaissance. Special attention will be given to such notable figures as Plotinus, Augustine, Boethius, Anselm, and Aquinas, and their influence on Western philosophy and culture. *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: PA101 or permission of instructor.*

Philosophy at Work Courses

PA209/SO209 Ethical Reasoning

3 credits

This course seeks to deepen student engagement with ethical reasoning while developing skills in value identification and formation by providing critical engagement with ethical theory and critical analysis of contemporary ethical problems. Theories to be considered include Kantianism, Utilitarianism and Virtue Ethics. Topics to be considered included punishment, violence, justice, and the environment. *Prerequisite: IC106 or permission of instructor. Crosslisted with Sociology and required of 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 upon their experience with the Philosophy Curriculum of Franklin Pierce and to assess how well they have met the desired learning outcomes identified by the program. Students will compile appropriate artifacts - usually but not limited to course papers - as evidence that they have met the stated program goals. They will also write a rationale statement, explaining how each artifact meets each

standard, and how successfully the student thinks it does so. Portfolio and rationale statement will be presented in class to be evaluated by faculty member and fellow philosophy students. *Open to juniors or seniors who have completed or are in the process of completing their 300-level seminar. Required of all Philosophy students for completion of the program.*

PA302 Seminar 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 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, the distinctive and varying understandings of ultimacy, human nature, history, and the cultural and societal dynamics that have influenced history down to the present day. Attention will be given to the features that these Asian religions share in common with Western religions, as well as others that are distinctive of the religions of Asia.

PA252 Three Monotheisms

3 credits

This course provides a general introduction to Judaism, Christianity, and Islam. We will explore the common origins, distinctive historical development, similarities and differences 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. Through primary and secondary sources, this course examines classical myths as they originate in Mesopotamian, Egyptian, Hebraic, Greek and Roman traditions.

Physics (PH)

LECTURERS: Paul Niemi; Susan Rolke

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. *Course fee*

PH141 Astronomy I: The Cosmic Perspective

4 credits

This course is an introduction to astronomy for the non-science major. A wide range of topics will be covered including the Earth and our solar system, the birth and death of stars, black holes, and the Big Bang. The course includes computer simulations and hands on activities. Out of class activities will include observations of the night sky. *Addresses GLE LO's Natural Sciences (NS), Inquiry & Analysis (IA), and Critical Thinking (CT).*

PH142 Astronomy II: Life in The Universe

4 credits

Astrobiology is the scientific search for life in the universe. This course will examine the origins of life on Earth and the physical processes that shape the habitability of terrestrial planets. Topics will include the possibility of life within our solar system, the search for extra-solar planets, and the search for extra-terrestrial intelligence. *Addresses GLE LO's Natural Sciences (NS), Teamwork (TW), and Problem Solving (PS). Prerequisite: Astronomy I or permission of instructor.*

Political Science (PO)

PROFESSOR: Robin F. Marra

ASSOCIATE PROFESSORS: Frank S. Cohen, Jed Donelan

ASSISTANT PROFESSOR: Jennie R. Brown

A Bachelor of Arts degree is offered in Political Science.

A major and a minor are offered in Political Science.

The mission of the Political Science Program is to prepare students to be active and engaged citizens who are exceptionally well qualified for the global competitive marketplace. We provide major and minor course offerings, internships, and other services to students to prepare them for careers in public/foreign affairs; law and government; education; and, more generally, the private, public and nonprofit sectors of the economy. We also provide learning experiences that prepare students for graduate & professional programs. Students that major or minor in the program will acquire the necessary skills to grow as independent thinkers, political analysts, and, most importantly, global citizens.

In order to fulfill graduation requirements, students must maintain a minimum cumulative grade point average of 2.00, a minimum grade point average of 2.00 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 2.00 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 that 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, non-profit 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 3.50 for the thirty-seven credits required to complete the major and whose overall grade point average is 3.30 or higher. In order to qualify for the departmental Honors or High Honors at least one-half of the credits earned toward the major must be taken in residence.

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). You may also apply one PO200-level course not applied to the ‘Required Courses’ above.

PO110 Political Violence	PO353 Constitutional Law II
PO111 Politics and Popular Culture	PO360 American Foreign Policy Process
PO270 Psychology of Terrorism	PO361 Politics of Military Force
PO311 Topics in Comparative Politics	PO362 Weapons of Mass Destruction
PO312 American Political Thought	HS313 U.S. Labor History
PO314 Democracy and Dictatorships	HS326 The Soviet Union and the Successor States
PO318 Psychology of Intelligence Analysis	HS371 Twentieth Century U.S. Policy
PO319 Case Studies in Espionage	PA209 Ethical Reasoning
PO344 Environmental Politics	SO320 U.S. Social Policy
PO351 American Presidency	SO350 Law and Society
PO352 Constitutional Law I	

Minor Requirements

Required Courses:

Two of the following:

PO201 U.S. Government	PO206 Comparative Politics
PO205 Contemporary World Affairs	PO210 Political Theory

Electives

A minimum of seven of the following courses (21 credits), including at least four 300-level PO courses (12 credits), (but no more than one 100-level PO course) and one 200-level PO course not applied to the ‘Required Courses’ above.

PO110 Political Violence	PO206 Comparative Politics
PO111 Politics and Popular Culture	PO210 Political Theory
PO200 Political Science Research Methods	PO270 Psychology of Terrorism
PO201 U.S. Government	PO311 Topics in Comparative Politics
PO205 Contemporary World Affairs	PO312 American Political Thought
	PO314 Democracy and Dictatorships

PO318 Psychology of Intelligence Analysis
 PO319 Case Studies in Espionage
 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 Weapons of Mass Destruction
 HS313 U.S. Labor History
 HS326 The Soviet Union and Successor States
 HS371 Twentieth Century U.S. Foreign Policy
 PA209 Ethical Reasoning
 SO320 U.S. Social Policy
 SO350 Law and Society

Required for graduation:

120 semester hours, including the 38-credit General and Liberal Education Curriculum (page 124). 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 catalog.

Recommended Curriculum Guide

Freshman Year

For further details regarding general education requirements specified below, refer to the "Recommended General Education Curriculum Guide," p. 124.

First Year

Fall Semester

GLE101 First Year Inquiry Seminar
 GLE110 First Year Composition I
 PO___ 100- or 200-level course
 MT___ General Education Mathematics
 or ___ General Education
 ___ Elective

Spring Semester

GLE120 First Year Composition II
 PO___ 200-level elective
 ___ Elective
 MT___ General Education Mathematics
 or ___
 ___ General Education Elective
 ___ General Education Elective

Sophomore Year

Fall Semester

PO___ 200-level course
 ___ General Education Lab Science I
 ___ General Education Elective
 ___ General Education Elective
 ___ Elective

Spring Semester

PO___ 200-level course
 ___ General Education Lab Science II
 ___ General Education Elective
 ___ Elective
 ___ Elective

Note: By University policy, students must make a minimum standard of progress toward the completion of general education requirements by the end of the Sophomore Year, in order to achieve Junior Standing for course registration purposes. See "Recommended General Education Curriculum Guide," p. 124.

Junior Year

Fall Semester

PO200 Political Science Research Methods
 PO___ 300-level course
 ___ General Education Elective
 ___ Elective*
 ___ Elective

Spring Semester

PO___ 300-level course
 PO___ 300-level course
 ___ General Education 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		

**One or more additional electives may be needed to fulfill general education requirements. See “Guide,” p. 124.*

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.

PO/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.

PO/PS270 Psychology of Terrorism**3 credits**

An investigation into the psychological factors involved in terrorism. Topics include the psychological issues involved in the recruitment process, ideology, personality, motivation, obedience, conformity, influence/persuasion, and interpersonal relationships.

Prerequisite: any PO class, or permission of the instructor.

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 Dictatorship**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/PS318 Psychology of Intelligence Analysis**3 credits**

An investigation of the psychology of intelligence analysis. Topics include the psychological issues involved in gathering and analyzing information, sources of intelligence, and the United States intelligence community. *Prerequisites:* junior status and any PO200 or PO300 level class, or permission of the instructor.

PO/PS319 Case Studies in Espionage**3 credits**

An investigation of the psychological factors involved in American espionage cases and espionage tradecraft. Topics include the psychological issues involved in the recruitment process, ideology, personality, motivation, obedience, conformity, influence/persuasion, gender, sex, interpersonal relationships, self-management, stress management, and substance abuse. *Prerequisite:* 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. Significant attention will be given to sustainability under the assumption that international factors, as well as domestic ones, drive economic activity that affects the environment. *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 Weapons of Mass Destruction

3 credits

Through an initial exploration of the nuclear rivalry between the United States and the Soviet Union students will develop an understanding of how this competition transformed the nature and conduct of world politics. Attention will be given to the implications stemming from the breakup of the Soviet Union and the emergence of new security threats. Finally, this course examines the challenges posed by other, equally deadly weapons of mass destruction: chemical and biological agents, so-called “dirty” bombs, and cyber attacks on computer networks and systems. *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 catalog listing of approved courses. The topic of an Independent Study should be selected and carefully designed by the student and faculty sponsor, and must meet with the approval of the 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., Craig W. Platt

ASSOCIATE PROFESSOR: Emlee C. Kohler

ASSISTANT PROFESSOR: Jennie R. Brown

LECTURER: Robert Koch

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

A major and a minor are offered in Psychology.

The mission of the Psychology major is to prepare undergraduates for careers in human services, paraprofessional counseling, or to undertake further challenges in graduate and professional schools of higher education. The Franklin Pierce University psychology program adheres to the scientist/practitioner model and is compliant with the American Psychological Association (APA) guidelines for a general psychology undergraduate education. The goals of the program are for students to demonstrate competence in research methods and statistics, current theories of human behavior, and the functions of the nervous system. The program provides students the opportunity to engage in research and internship experiences.

In order to fulfill graduation requirements, students must maintain a minimum cumulative grade point average of 2.00, a minimum grade point average of 2.00 in the 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 2.00 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 3.50 grade point average in Psychology. Students who intend to teach Psychology (Social Science) in high school should refer to page 92 for information on the secondary teacher certification program.

Note: For the B.A. degree in Psychology, it is highly recommended that students take one of the following sequences: BI101 and BI102, or BI101 and AN102, or CH101 and CH102. Note: For the B.S. degree in Psychology, students are required to take one of the following sequences: BI101 and BI102, or BI101 and AN102, or CH101 and CH102, plus an additional semester of mathematics (MT151 or higher).

Note: Students who wish to major in Psychology are required to take one of the following courses: AN101, AN113, ET101, PO201 or SO101.

Major Requirements (45 credit hours minimum)

(In addition to the General and Liberal Education Curriculum, page 124)

PS101	Introduction to Psychology	PS261	Research Methods
PS230	Child and Adolescent Development	PS489	Senior Thesis or
PS251	Abnormal Psychology	PS490–491	Senior Thesis or
PS260	Statistics for Behavioral Sciences	PS495	Senior Internship
		PS494	Psychology Senior Seminar

Two of the following five laboratory courses:

PS302	Sensation and Perception	PS306	Cognitive Psychology
PS303	Psychology of Learning	PS308	Evolutionary Psychology
PS304	Introduction to Neuroscience		

Additional 15 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 two groups:

Choose one:

PS322 Social Psychology or PS324 Industrial Psychology

Choose one:

PS420 Theories of Personality or PS421 History of Psychology

Required for Graduation:

120 semester hours, including the General and Liberal Education Curriculum. The normal course load is 15–16 credits per semester. Transfer students should refer to the residency requirement section of the catalog.

Please note that the Psychology major includes a required sequence of four courses: Behavioral 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 (PS302, 303, 304, 306, or 308)

Minor Requirements

PS101	Introduction to Psychology	PS261	Research Methods
PS260	Statistics for Behavioral Sciences		
<i>One of the following five laboratory courses:</i>			
PS303	Psychology of Learning	PS304	Introduction to Neuroscience
PS306	Cognitive Psychology	PS308	Evolutionary Psychology
PS302	Sensation and Perception		

and nine additional credit hours of psychology electives

Recommended Curriculum Guide

For further details regarding general education requirements specified below, refer to the “Recommended General Education Curriculum Guide,” p. 124.

First Year

<i>Fall Semester</i>	<i>Spring Semester</i>
GLE101 First Year Inquiry Seminar	GLE120 First Year Composition II
GLE110 First Year Composition I	BI102 Biology II
PS101 Introduction to Psychology	PS230 Child and Adolescent Development
BI101 Biology I	MT___ General Education Mathematics
_____ Elective	_____ Elective

Sophomore Year

<i>Fall Semester</i>	<i>Spring Semester</i>
PS260 Behavioral Statistics	PS261 Research Methods
PS251 Abnormal Psychology	PS___ Psychology Elective
_____ General Education Elective	_____ General Education Elective
_____ General Education Elective	_____ General Education Elective
_____ Elective	_____ Elective

Note: By University policy, students must make a minimum standard of progress toward the completion of general education requirements by the end of the Sophomore Year, in order to achieve Junior Standing for course registration purposes. See “Recommended General Education Curriculum Guide,” p. 124.

Junior Year

<i>Fall Semester</i>	<i>Spring Semester</i>
PS322 Social Personality or PS421 History of Psychology+	PS324 Industrial Psychology or PS420 Theories of Personality+
PS___ Psychology Lab Elective	PS___ Psychology Lab Elective
_____ General Education Education Elective	_____ General Education Elective
_____ General Education Elective	_____ Elective**
_____ Elective**	_____ Elective**

Senior Year*Fall Semester*

PS494 Psychology Senior Seminar*

PS489/PS490/PS495 Thesis or

Internship*

PS___ Psychology Elective

PS___ Psychology Elective

___ Elective**

Spring Semester

PS___ Psychology Elective

___ Elective

___ Elective

___ Elective

___ Elective

*PS494 may be taken in the fall or spring but must be taken concurrently or subsequent to PS489, PS490 or PS495.

**One or more additional electives may be needed to fulfill general education requirements. See "Guide," p. 124.

+One 300 level and one 400 level required.

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 examination of the similarities and differences between males and females in the areas of brain and fetal development, personality, cognitive functioning and social behaviors. The course will focus on the biological, environmental and cultural causal mechanisms of normative development, Gender Identity Disorder, sexual preference and transgendered persons.

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. *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. 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 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.*

PS251 Abnormal Psychology**3 credits**

An understanding of abnormal behavior from both an historical and contemporary perspec-

tive. Emphasis will be placed on the causes and diagnoses of anxiety, mood, and personality disorders, including treatment interventions. *Prerequisite: PS101 and sophomore standing.*

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.*

PS/PO270 Psychology of Terrorism **3 credits**

An investigation of the psychological factors involved in terrorism. Topics include the psychological issues involved in the recruitment process, ideology, personality, motivation, obedience, conformity, influence/persuasion, and interpersonal relationships. *Prerequisite: PS101 and minimum of sophomore standing.*

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 Intimate 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, or permission of instructor.*

PS302 Sensation and 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. *Prerequisite: PS261 (minimum grade of C-).*

PS303 Psychology of Learning (Laboratory) **4 credits**

An evaluation of learning processes from an historical perspective through issues of current interest, and a review of the experimental research in the area. Topics include respondent, operant, physiological and information processing theories of learning. The laboratory provides “hands on” experience with the research; the student is responsible for an original research project. *Prerequisite: PS261 (minimum grade of C-).*

PS/BI304 Introduction to Neuroscience (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. *Prerequisite: PS261 (minimum grade of C-) or 16 credits of Biology.*

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. *Prerequisite: PS261 (minimum grade of C-).*

PS308 Evolutionary Psychology (Laboratory) **4 credits**

An investigation of the scientific study of human nature and the psychological adaptations that evolved to solve ancestral survival and reproductive problems. Topics will include Female and Male Mating Strategies (long-term and short-term); Conflict between the Sexes; Aggression and Warfare; Status, Prestige and Social Dominance; Human Survival Problems; Parenting; Kindship; and Cooperative Alliances. *Prerequisite: 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.*

PS/PO318 Psychology of Intelligence Analysis**3 credits**

An investigation of the psychology of intelligence analysis. Topics include the psychological issues involved in gathering and analyzing information, sources of intelligence, and the US intelligence community. *Prerequisites: junior status, IC 105, and IC 106.*

PS/PO319 Case Studies in Espionage**3 credits**

An investigation of the psychological factors involved in American espionage cases and espionage tradecraft. Topics include the psychological issues involved in the recruitment process, ideology, personality, motivation, obedience, conformity, influence/persuasion, gender, sex, interpersonal relationships, self-management, stress management, and substance abuse. *Prerequisite: PS101 and junior standing.*

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, or permission of instructor.*

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 described and explained. The psychodynamics of both the perpetrator and the victim are explored, with special emphasis on intellectual, social, and emotional outcomes for the child. Case management and strategies for prevention are discussed. *Prerequisite: 9 credit hours of psychology or sociology, or permission of instructor.*

PS340 Techniques of Counseling I**3 credits**

Acquaints students with psychoanalytical, behavioral, cognitive, and humanistic techniques of counseling. *Prerequisite: 9 credit hours of psychology.*

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. *Prerequisite: 12 credit hours in psychology.*

PS421 History of Psychology**3 credits**

Historical development and contemporary schools of psychology with emphasis on the major schools (systems) of psychology. *Prerequisite: 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.

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 PS251.

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 progress in achieving the goals of the psychology major, focusing on the ability to understand and communicate important concepts in psychology. Activities include student presentations on thesis and internship experiences, as well as a comprehensive exam in psychology. *Prerequisites:* PS261, senior standing and a Psychology major. Taken concurrently or subsequent to PS489, PS490, or PS495.

PS495 Senior Internship in Psychology**3–15 credits**

Qualified students work under supervision in a hands-on learning environment in the field to further their skills in psychology. Placements are limited, but opportunities are accorded students of exceptional ability. *Prerequisites:* 18 credit hours in psychology, senior standing, permission of advisor, acceptance by a sponsoring institution, and a 2.50 GPA. The GPA requirement may be waived with permission of the Psychology Department faculty.

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 catalog listing of approved courses. The topic of an Independent Study should be selected and carefully designed by the student and faculty sponsor, and must meet with the approval of the 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. 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 – Forensic Psychology

PROFESSOR: Davina Brown, William Flynn, Craig Platt

ASSOCIATE PROFESSOR: Emlee C. Kohler

ASSISTANT PROFESSOR: Jennie Brown

A Minor is offered in Forensic Psychology

The mission of the Forensic Psychology minor is to allow students to explore the field and their interest in pursuing graduate programs that would prepare them to be scientist-practitioners of clinical and forensic psychology. This program prepares students to understand the many ways psychology plays a part of the American Justice System including criminals, victims, juries, witnesses and judges, assessment and profiling, family and workplace law, and the effectiveness of punishment and social advocacy. Students will develop skills in analysis, writing, critical thinking, research and communication.

Program objectives include:

Students will be able to:

1. Apply psychological science to understand cognitive processing errors of victims, juries, witnesses and judges, assessment and profiling, family and workplace law, and the effectiveness of punishment, and criminal behavior.
2. Apply critical thinking skills to forensic issues (from psychological, anthropological, and/or sociological perspectives).
3. Develop skills in behavioral research and statistical analysis, and apply those skills to forensic issues.
4. Critically evaluate research involving forensic issues and behavioral science.
5. Understand the ethical issues that arise in forensic contexts.
6. Communicate effectively in a variety of formats (written communication, oral communication, and interpersonal communication).

23 Credits

Requirements (13 credits):

PS101 Introduction to Psychology	3 credits
PS260 Statistics for Behavioral Science	3 credits
PS261 Research Methods	4 credits
PS235 Psychology and the Law	3 credits
One laboratory course in Psychology	4 credits

Two of the following courses (6 credits):

PS270 Psychology of Terrorism	3 credits
PS300 Theories of Intimate Violence	3 credits
PS319 Case Studies in Espionage	3 credits
PS323 Seminar on Addiction	3 credits
PS330 Child Abuse and Neglect	3 credits
AN331 Violence and Aggression	3 credits
PS345 Crisis Intervention	3 credits
SO410 Criminology	3 credits

Forensic 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.

PS260 Statistics for Behavioral Science

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

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.*

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.*

PS/PO270 Psychology of Terrorism

3 credits

An investigation of the psychological factors involved in terrorism. Topics include the psychological issues involved in the recruitment process, ideology, personality, motivation, obedience, conformity, influence/persuasion, and interpersonal relationships. *Prerequisite: PS101 and minimum of sophomore standing.*

PS302 Sensation and 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. *Prerequisite: PS261 (minimum grade of C-).*

PS303 Psychology of Learning (Laboratory)

4 credits

An evaluation of learning processes from an historical perspective through issues of current interest, and a review of the experimental research in the area. Topics include respondent, operant, physiological and information processing theories of learning. The laboratory provides “hands on” experience with the research; the student is responsible for an original research project. *Prerequisite: PS261 (minimum grade of C-).*

PS/B1304 Introduction to Neuroscience (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. *Prerequisite: PS261 (minimum grade of C-) or 16 credits of Biology.*

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. *Prerequisite: PS261 (minimum grade of C-).*

PS308 Evolutionary Psychology (Laboratory)

4 credits

An investigation of the scientific study of human nature and the psychological adaptations that evolved to solve ancestral survival and reproductive problems. Topics will include Female and Male Mating Strategies (long-term and short-term); Conflict between the Sexes; Aggression and Warfare; Status, Prestige and Social Dominance; Human Survival Problems; Parenting; Kindship; and Cooperative Alliances. *Prerequisite: PS261*

PS300 Theories of Intimate 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, or permission of instructor.*

PS/PO319 Case Studies in Espionage**3 credits**

An investigation of the psychological factors involved in American espionage cases and espionage tradecraft. Topics include the psychological issues involved in the recruitment process, ideology, personality, motivation, obedience, conformity, influence/persuasion, gender, sex, interpersonal relationships, self-management, stress management, and substance abuse. *Prerequisite: PS101 and junior standing.*

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. *Prerequisite: 9 credit hours of psychology.*

PS330 Child Abuse and Neglect**3 credits**

Various types of child maltreatment are described and explained. The psychodynamics of both the perpetrator and the victim are explored, with special emphasis on intellectual, social, and emotional outcomes for the child. Case management and strategies for prevention are discussed. *Prerequisite: 9 credit hours of psychology or sociology, or permission of instructor.*

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. *Prerequisites: AN101, PS101 or SO101.*

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.*

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.*

Public Relations

PROFESSORS: Jason Little, Phyllis Scrocco Zrzavy

ASSOCIATE PROFESSORS: Paul Bush, Allan Rachlin

ASSISTANT PROFESSOR: Andrea Bergstrom

AFFILIATED FACULTY: Kenneth Clarke, Kristen Nevious

In order to fulfill graduation requirements, students must maintain a minimum cumulative grade point average of 2.00, a minimum grade point average of 2.00 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 2.00 in those programs.

A minor is offered in Public Relations.

The mission of the Public Relations minor is to foster student development of the knowledge and skills necessary to manage the relationships between an organization or individual and its publics through effective communication and persuasion, media and organizational relations, and legal and ethical decision-making practices.

Specific objectives of this program include:

1. To understand communication and persuasion concepts and strategies as they apply to organizations and individuals
2. To understand public relations principles and theories as they relate to organizational problem-solving, crisis management, industry practices and strategy development
3. To foster the development of research and analysis skills specific to the field of public relations

- 4. To provide an awareness of legal issues as they relate to today’s mediated and professional environments
- 5. To promote ethical consideration of public relations decision-making and practices
- 6. To apply public relations knowledge and skills in a real-world setting

Minor Requirements:

MC100 Communication, Media, and Society <i>or</i> MC211 Journalism I	BA213 Business Law I <i>or</i> MC304 Media Law
MK201 Principles of Marketing <i>or</i> MC242 Principles of Media Literacy	MK333 Marketing Research MK335 Public Relations

Choose one of the following:
MC/SO344 American Political Culture and Media *or*
MC353 Convergent Journalism *or*
AD/MK304 Advertising

Public Relations Curriculum

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.

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.

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.
Fall/Spring

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.

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. *Prerequisite: sophomore class standing.*

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.*

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. *Prerequisite: junior class standing.*
Fall

MK335 Public Relations **3 credits**
Public relations are a significant component of a market communication plan, and are often

used to introduce new products/services before significant advertising expenditures occur. This course explores options and strategies organizations and celebrities can pursue for the purpose of building goodwill, education, issues management, and crisis management for all stakeholders. *Prerequisites: IC212, junior class standing, or permission of instructor.*

Fall, odd years

MC/SO344 American Political Culture and Media

3 credits

This seminar is designed to provide students with an opportunity to develop a greater appreciation for, and deeper understanding of, the relationships among political culture, media ownership, media presentation and media consumption. Such appreciation is intended to enable a more developed awareness of the complexity of the relationships among political culture, media and ourselves and, in turn, enable us to become more purposeful and intentional in our relationship with those institutions. *Prerequisites: MC100 or SO101, or permission of instructor.*

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 on-line 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. *Prerequisites: MC211, junior or senior standing or permission of instructor.*

AD/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

Social Work and Counseling

PROFESSORS: Davina Brown, Douglas F. Challenger, J Forbes Farmer, William B. Flynn, Jr., Craig W. Platt

ASSOCIATE PROFESSOR: Allan Rachlin

LECTURER: Robert Koch

A Bachelor of Arts degree is offered in Social Work and Counseling.

Social Work and Counseling Program Goals

- The student will be able to recognize and explain classic and recent theories of Social Work and Counseling.
- The student will be familiar with computerized access to information.
- The student will be able to read, understand and evaluate articles in professional journals and effectively use academic library resources.
- The student will comprehend, relate, and apply ethical principles governing social work and counseling research and clinical practice and be familiar with the ethical standards published by the American Psychological Association and the National Association of Clinical Social Workers.
- The student will be able to demonstrate the critical thinking, scientific commitment, and skepticism necessary to evaluate experiences and presentations about psychosocial principles.
- The student will have the ability to present a logical argument or hypothesis with clear written and oral communication and effectively use APA, ASA style in written communication.
- The student will be able to articulate his or her immediate career plans and a rationale for those plans in terms of his/her own skills and abilities.

- The student will be able to demonstrate emotional maturity, exemplify social, moral, and personal responsibility working in the field.
- The student has satisfactorily met the criteria for an entry level position in human services and/or related fields and benefited from paraprofessional training necessary to enter a graduate level Social Work or Counseling Program.

A major and a minor are offered in Social Work and Counseling.

The mission of the Social Work and Counseling major is to prepare undergraduates for jobs and careers in social work, human services, and criminal justice, as well as undertake further challenges in graduate & professional schools of higher education. The goal of this program is for students to demonstrate competence in both the theory and practice of social work and counseling. The program provides students the opportunity to engage in research, paraprofessional training and internship experiences in the field. In order to fulfill graduation requirements, students must maintain a minimum cumulative grade point average of 2.00, a minimum grade point average of 2.00 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 2.00 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 2.00 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 3.50 grade point average in major courses.

Major Requirements:

(In addition to the General and Liberal Education Curriculum)

PS101	Introduction to Psychology	SO335	Classical Social Theory <i>or</i>
SO101	Introduction to Sociology	SO336	Contemporary Social Theory
SO103	Introduction to Social Work	PS261	Research Methods in Psychology
SO203	Community Organization		<i>or</i>
PS230	Child and Adolescent Development	SO218	Quantitative Research Methods
			<i>or</i>
PS322	Social Psychology	SO219	Qualitative Research Methods
	<i>or</i>	PS495	Senior Internship in Psychology
PS420	Theories of Personality		<i>or</i>
PS260	Statistics for Behavioral Sciences	SO495	Senior Internship in Sociology
PS340	Techniques of Counseling I	SO220	The Family
		SO470	Integrating Theory and Practice

Five of the following:

PS214	Creative Arts Therapy	SO205	Race and Ethnic Relations
PS220	Group Dynamics	SO210	Deviance and Social Control
PS231	Adult Development and Aging	SO320	U.S. Social Policy
PS235	Psychology and the Law	SO340	Religion and Society
PS251	Abnormal Psychology	SO410	Criminology
PS300	Theories of Intimate Violence	SO421	Poverty and Wealth
PS330	Child Abuse and Neglect	SO460	Corrections
PS345	Crisis Intervention	CJ203	Juvenile Justice
PS451	Techniques of Counseling II		

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 General and Liberal Education Curriculum. The normal course load is 15–16 credits per semester. Transfer students should refer to the residency requirement section of the catalog.

Recommended Curriculum Guide

For further details regarding general education requirements specified below, refer to the “Recommended General Education Curriculum Guide,” p. 124.

First Year*Fall Semester*

GLE101 First Year Inquiry Seminar
 GLE110 First Year Composition I
 SO101 Introduction to Sociology
 PS101 Introduction to Psychology
 MT___ General Education Mathematics
 or ___ General Education
 Elective

Spring Semester

GLE120 First Year Composition II
 SO103 Intro to Social Work
 PS230 Child & Adolescent Development
 General Education Elective
 MT___ General Education Mathematics
 or ___ General Education
 Elective

Sophomore Year*Fall Semester*

PS260 Statistics for Behavioral Science
 SO220 The Family
 ___ General Education Lab Science I
 ___ General Education Elective
 ___ General Education Elective

Spring Semester

SO203 Community Organization
 PS261 Research Methods in Psychology
 or
 SO218 Quantitative Research Methods or
 SO219 Qualitative Research Methods
 ___ General Education Lab Science II
 ___ General Education Elective
 ___ Elective

Note: By University policy, students must make a minimum standard of progress toward the completion of general education requirements by the end of the Sophomore Year, in order to achieve Junior Standing for course registration purposes. See “Recommended General Education Curriculum Guide,” p. 124.

Junior Year*Fall Semester*

PS340 Techniques of Counseling I
 SO335 Classical Social Theory or
 SO336 Contemporary Social Theory
 PS322 Social Psychology*
 ___ General Education Elective
 ___ Elective**

Spring Semester

PS420 Theories of Personality*
 SO___ Elective
 ___ Elective
 ___ General Education Elective
 ___ Elective**

**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 193) for course descriptions.

Sociology (SO)

PROFESSORS: Douglas F. Challenger, J Forbes Farmer

ASSOCIATE PROFESSORS: Allan Rachlin, Jerome D. Levine

ASSISTANT PROFESSOR: Jean Dawson

A Minor is offered in Sociology

The mission of the Sociology minor is to develop understanding of the sociological perspective, social structures, social institutions, processes of social change, knowledge of the methods of social research, and some of the theoretical ideas that inform and guide the discipline. In order to fulfill graduation requirements, students must maintain a minimum cumulative grade point average of 2.00, a minimum grade point average of 2.00 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 2.00 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 90 for information on the secondary teacher certification program.

Minor Requirements

21 credits in Sociology, including 6 credits that are 300-level or above.

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 the theory and practice of grassroots community organizing for progressive social change and the development of skills in community-building and social activism. Students will study historical, contemporary, and cross-cultural case studies of community organizing and learn from their own efforts to bring about societal change. *Prerequisite: SO101.*

SO205 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.*

PA209/SO209 Ethical Reasoning

3 credits

This course seeks to deepen student engagement with ethical reasoning while developing skills in value identification and formation by providing critical engagement with ethical theory and critical analysis of contemporary ethical problems. Theories to be considered include Kantianism, Utilitarianism and Virtue Ethics. Topics to be considered included punishment, violence, justice, and the environment. *Prerequisite: IC106 or permission of instructor. Crosslisted with Sociology and required of the Criminal Justice major.*

SO210 Deviance and Social Control

3 credits

Focuses on the ways society defines institutional and non-institutional deviance and the devi-

ant. 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 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.*

SO/MC344 American Political Culture and Media

3 credits

This seminar is designed to provide students with an opportunity to develop a greater appreciation for, and deeper understanding of, the relationships among political culture, media ownership, media presentation and media consumption. Such appreciation is intended to enable a more developed awareness of the complexity of the relationships among political culture, media and ourselves and, in turn, enable us to become more purposeful and intentional in our relationship with those institutions. *Prerequisites: MC100 or SO101, or permission of instructor.*

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, CJ225, 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, SO103, either SO218, SO219 or PS261, and either PS495 or SO495.*

SO495-497 Senior Internship in Sociology

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.*

Sports and Recreation Management (SR)

ASSISTANT PROFESSOR: Rodney Blackman

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.

The mission of the Sports and Recreation Management Program is to prepare professionals capable of managing and enhancing sports and recreational activities through the application of effective business practices, and an understanding of theory, concepts and philosophy of fitness, stress reduction, and social development.

We do this by:

1. Providing a diverse curriculum that develops management skills in both business and sports and recreation programming.

2. Comparing and contrasting a wide range of sports and recreational operations and facilities, including community, commercial, therapeutic and outdoor environmental programs.
3. Closely examining operational and service strategies of sports and recreational programs through job shadowing, internships, site visits and conversations with professionals.
4. Developing an understanding of the legal environment for sports and recreation programs, including risk management and negligence law.
5. Developing a student's personal philosophy and professional understanding of the role of sports and recreation in the lives of individuals, communities and diverse cultures.

In order to fulfill graduation requirements, students must maintain a minimum cumulative grade point average of 2.00, a minimum grade point average of 2.00 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 2.00 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 General and Liberal Education Curriculum and Divisional core course requirements (page 124), the following courses must be completed successfully with a grade point average of at least 2.00 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 *or* SR395 Advanced Internship *or* SR495 Senior Independent Project *
- SR419 Law and Liability in Sports and Recreation
- SR001 Comprehensive Exam (take with BA471)

* One of these courses must be taken

Plus three courses from one of the tracks listed below.

Professional Sports Management Track

Choose three from the courses listed below:

MN314 Human Resource Management	BA213 Business Law I
MN321 Organizational Behavior	BA214 Business Law II
MN371 Small Business Management	SR338 Fitness Management
MK304 Advertising	PS285 Sports Psychology
SR238 Introduction to Training and Treatment in Athletics	

Recommended: Biology I and II instead of Integrated Science I and II.

Recreation Management Track

Choose three from the courses listed below:

SR238 Introduction to Training and Treatment in Athletics	PS220 Group Dynamics
MN314 Human Resource Management	SR439 Ski Area Management
MN348 Public Administration	PS230 Child and Adolescent Development
SR338 Fitness Management	MK214 Consumer Behavior
MN321 Organizational Behavior	PS231 Adult Development and Aging
SR357 Recreation Therapy	MK304 Advertising

Divisional Honors

An Honors candidate for any major in the Business Division must have a 3.00 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 3.00 cumulative grade point average and a 3.50 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 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 General and Liberal Education 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 catalog.

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

For further details regarding general education requirements specified below, refer to the “Recommended General Education Curriculum Guide,” p. 124.

First Year

<i>Fall Semester</i>	<i>Spring Semester</i>
GLE101 First Year Inquiry Seminar	GLE120 First Year Composition II
GLE110 First Year Composition I	ET101 Principles of Economics I
AC101 Principles of Accounting I	BA258 Legal & Social Environment of Business
MT260 Statistics <i>or</i>	MT260 Statistics <i>or</i>
_____ General Education Elective	_____ General Education Elective
_____ Elective	_____ General Education Elective

Sophomore Year

<i>Fall Semester</i>	<i>Spring Semester</i>
MN201 Principles of Management	SR201 Principles of Sports & Recreation Mgt
MK201 Principles of Marketing	_____ Elective
_____ General Education Lab Science I	_____ General Education Lab Science II
_____ General Education Elective	_____ General Education Elective
_____ General Education Elective	_____ General Education Elective

Note: By University policy, students must make a minimum standard of progress toward the completion of general education requirements by the end of the Sophomore Year, in order to achieve Junior Standing for course registration purposes. See “Recommended General Education Curriculum Guide,” p. 124.

Junior Year*Fall Semester*

- SR243 Programming in Sports & Recreation Mgt
 FM224 Principles of Financial Management
 _____ General Education Elective
 _____ Elective*
 _____ Track Elective

Spring Semester

- SR368 Sports & Recreation Facilities Management
 IB364 Global Economy
 _____ Elective*
 _____ Elective
 _____ Track Elective

Senior Year*Fall Semester*

- SR390 Internship in Sports & Recreation Mgt or SR395 Advanced Internship or SR495 Senior Independent Project
 _____ Elective*
 _____ Elective
 _____ Elective
 _____ Elective

Spring Semester

- BA471 Senior Business Seminar
 SR419 Law & Liability in Sports & Recreation
 BA001 Comprehensive Exam (take with BA471)
 SR001 Comprehensive Exam (take with BA471)
 _____ Track Elective
 _____ Elective
 _____ Elective

**One or more additional electives may be needed to fulfill general education requirements. See "Guide," p. 124.*

Sports and Recreation Management Curriculum**SR115 Foundations of Adventure Recreation****3 credits**

Designed to develop in students the tools and skills needed for working comfortably within a broad range of outdoor environments. Emphasis will be given to risk-management and planning strategies. Case studies along with experiential education methods will be the focus of much of the material.

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 potential 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 athletics trainer, including the responsibilities, liabilities and proper sequencing of emergency procedures for the treatment of athletic injuries. Proper techniques for strapping, wrapping and taping various body parts for treatment of injury or for preventative reasons will also be practiced. *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. *Prerequisites: Completion of Junior Year and permission of Division Chair.*

SR391 Internship in Sports and Recreation 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. *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 catalog listing of approved courses. The topic of an Independent Study should be selected and carefully designed by the student and faculty sponsor, and must meet with the approval of the 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.

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 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

To be eligible to propose a Student-Designed Major or Minor, students should be in good academic standing (a minimum 3.00 cumulative grade point average is recommended). Proposals to the Curriculum Committee should be filed before the end of the fourth semester of study. To propose a Student-Designed Major or Minor, students obtain a proposal form online and discuss the procedures with the 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 General and Liberal Education 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 must fulfill the capstone requirements: portfolio assessment and a senior thesis or independent project that pulls together the experience of the Student-Designed Major. The course choices must represent a coherent program as opposed to a set of electives. In other words, there is a difference between one thoughtfully arranging courses to comprise a program of study and one freely choosing elective courses. Following the above guidelines for coherence of program content, the student reviews the proposal with the Coordinator of Advising, after which eleven copies of it are forwarded to the Curriculum Committee. The student may be asked to meet with the Curriculum Committee to further explain the proposal. The Curriculum Committee will report its recommendation to the Dean of the College, who will communicate the decision to the student and the Coordinator of Advising. If approved by the Dean, then the Dean should forward a copy of the proposal to Academic Services and the Registrar. Once approved, any changes in the proposed course of study must be approved by the academic advisors and the Dean.

Study Abroad Programs

At Franklin Pierce, we are committed to offering students hands-on experience and crosscultural opportunities. In order to encourage students to become Leaders of Conscience, capable of engaging with others mindfully and meaningfully in a global world, we have designed the following programs.

Pierce in Athens, Greece

The Pierce in Athens program is offered in collaboration with the Hellenic American University in Athens, Greece and is designed to take advantage of the historic, political and cultural heritage of Greece. Students will be exposed to Greek art and architecture, modern history, mythology, philosophy and literature. By investigating why the Greeks turned toward philosophy and, by extension, science, literary criticism, astronomy, psychology and medicine we can better understand the role that we play (or should play) in the contemporary world. The Pierce in Athens program will be held every other year, i.e. 2012/2013, 2014/2015, 2016/2017, and so on. A Franklin Pierce faculty member accompanies the students abroad and usually teaches three courses in his or her discipline. A signature course, Pierce in Athens, will be taught to all students by a faculty member from the Hellenic American University. Students usually enroll in all courses offered. Students may apply for admission to the Pierce in Athens program by Nov. 1 for the following spring semester and by March 1 for the following fall semester. Several pre-departure orientation meetings for admitted students will be held. Applications are available in the International Studies Programs office and should be submitted to that office.

Pierce in Athens Curriculum

IEC215 Athens Across the Ages

3 credits

Taught by a Hellenic American University faculty member, this course offers the student a view of Greek art and history. Against this backdrop the course surveys movements in European culture by exploring painting, sculpture and architecture from ancient times through the present. Prerequisites: admission to the relevant program and permission of the responsible University official.

ML101 Modern Language for Beginners – Greek

3 credits

This course for beginners will help students develop basic communication skills as well as a basic understanding of the Greek language and pronunciation skills. Students will learn to understand and speak correctly, and successfully communicate in situations involving travel, going out and dealing with native speakers.

Other courses offered vary from semester to semester, dependent upon the Franklin Pierce faculty member's academic discipline. Art History, Anthropology, Mass Communication, Philosophy, and Political Science courses are typical of a Pierce in Athens program

and have included courses such as AN311 Museum Studies, AN412 Peoples and Cultures of Europe, IEC208 A Literary Tour of Greece, IEC225 Power, Justice, and International Relations, IEC270 Greek and Roman Mythology, IEC330 Comparative Global Media Systems, MC200 Rhetoric and Society, MC230 Introduction to Media Production, MC352 Feature Writing, and PA211 Ancient Philosophy.

Pierce in Lyon, France

The Pierce in Lyon program was designed to coincide with the world-renowned biennial international festival of contemporary dance. This event features more than 100 performances throughout the city and culminates in a festive outdoor dance event involving more than 3,000 performers. Students also study the French language and are introduced to a French culture that is vibrant and varied.

The Pierce in Lyon program will be held every other Fall semester, i.e., 2012, 2014, and so on. This program is open to all students. Students usually enroll in all three courses taught by the Franklin Pierce faculty member accompanying the students. Students may choose to enroll in an independent or directed study course. Students may apply for admission to the Pierce in Lyon program by March 1 for the following fall. Several pre-departure orientation meetings for admitted students will be held. Applications are available in the International Studies Programs office and should be submitted to that office.

Pierce in Lyon Curriculum

IC360 Reason and Romanticism – French Cultural Emphasis

3 credits

With an initial grounding in aspects of the ancient and medieval history of what was to become France, this course will explore the period extending from the Renaissance into the 19th century in terms of intellectual, cultural, and social issues and considers the transition from medieval to modern times. With access to the visual evidence of Roman ruins, Lyon's medieval and renaissance "old city," and the visual arts of several centuries, students will complement their class work with an active and lively experience of the development of "Western values" and examine the eternal dualities of rationality and order versus autonomy and individualism.

IEC122 Language for Travelers-French

3 credits

This course is designed to introduce the student to the French language and to develop capability and confidence in expression and understanding. In order to facilitate an ability to function within a French-speaking environment, the course will be taught primarily in French, with English used to explain concepts as needed. It will be "front-loaded" with intensive classroom sessions and conversation practice over the first six weeks, followed by four weeks of continued conversation practice and practical language experience.

IEC248 Dance Criticism

3 credits

This course is designed to be an elective in the Theatre/Dance Program and is offered specifically during the Lyon Dance Semester. It is intended as a practicum in which students will learn to articulate their responses to dance performances that they see in an increasingly knowledgeable and sophisticated way. Students will learn to write reviews of varying lengths and with different intention and scope.

TH132-134 Dance Movement II-IV

3 credits

In Dance Movement II-IV students will continue their exploration of modern dance with an emphasis on technical improvement and the development of choreographic skills. Each student will bring to the course a unique experience of the art form. Because students at this level often have different dance experience, particular attention will be paid early on to the development of a common movement vocabulary for the class that will be based on sound modern dance technique. Each student will work at her/his own level and can expect to receive corrections and instruction based on that experience level. The course will combine modern dance technique, practice in learning set choreography, improvisation, and dance composition.

Pierce in Vienna, Austria

Using the city of Vienna as the object lesson, this program uses an interdisciplinary approach to consider movements of culture, history and politics from medieval times through to the present. The courses cover considerations of written texts, music, the visual arts, performances, politics, technology and its impact, religion, philosophies and events that have shaped this city and the cultures it has touched in order to gain a comprehension of the larger world culture and how it has been transformed over time.

The Pierce in Vienna program will be held every other year, i.e., 2013/2014, 2015/2016, and so on. A Franklin Pierce faculty member accompanies the students abroad and teaches three courses in his or her discipline. A signature course, Pierce in Vienna, will be taught to all students. Students usually enroll in all courses offered. Students may apply for admission to the Pierce in Vienna program by November 1 for the following spring semester and by March 1 for the following fall semester. Several pre-departure orientation meetings for admitted students will be held. Applications are available in the International Studies Programs office and should be submitted to that office.

Pierce in Vienna Curriculum

IEC115 Vienna Across the Ages

3 credits

Taught by Viennese faculty, this course offers a survey of the European art scene in architecture, painting and sculpture. The course focuses on art in Austria within the European context and helps the student gain an understanding of his/her European surroundings. Along with the focus on art, the course presents an introduction to the history of the city of Vienna, its position in central Europe as a part of the Roman Empire, in the medieval times during the formation of the modern states, as the center of the Habsburg realm, as a part of the Holy Roman Empire and the Austro-Hungarian Dual Monarchy. The turbulent development of the 20th century that saw Vienna in a rapidly changing political environment is also discussed.

IEC121 German Language

3 credits

This course for beginners will help students develop basic communication skills as well as a basic understanding of the German language and pronunciation skills. Students will learn to understand and speak correctly, and successfully communicate in situations involving travel, going out and dealing with native speakers.

Other courses offered vary from semester to semester and are dependent upon the Franklin Pierce faculty member's discipline. Art History, Anthropology, Business and Marketing, History, Mass Communication, Math, Philosophy, Political Science and Theatre Arts courses are typical of a Pierce in Vienna program and have included courses such as: AN211 International Business Cultures, AN216 Human Sexuality, AN220 Global Problems, AN412 Peoples and Cultures of Europe, IB364 The Global Economy, IEC134 The Reign of Terror – From the French Revolution to the Present, IEC240 Three Monotheisms in Vienna, IEC242 The Mystery of Vienna, IEC340 Habsburgian Divisions, IEC345 Psyche, Sense, and Science, IEC350 Let the Ruling Classes Tremble: Revolution, Realpolitik, and the Birth of Modern Europe, IEC381 Understanding Film, MC294 Austrian and American Interpersonal Communication, MT260 Statistics, MT305 History of Mathematics, MT380 Mathematics Seminar: Mathematics and Politics, and TH399 Theater in Vienna.

Pierce on the Camino (NT)

This semester-long international program involves approximately 15 students accompanying a faculty member on a long-distance walk along one of the oldest and best-loved pilgrimage routes in the world—the Camino de Santiago. The Camino is a sacred path that dates back to ancient Celtic, Roman and Medieval times, and is walked today by thousands of people each year. The journey is an unforgettable adventure of group travel that engages students 100% in active learning and challenges them to grow on many levels—intellectually, physically and spiritually. The Pierce on the Camino will be held every other fall semester, i.e., Fall 2013, 2015, 2017. Students may apply for admission to the Pierce on the Camino

program in the preceding year, and once admitted, meet at regular intervals for discussions and planning in preparation for the venture. During the summer prior to the Camino departure, each student also takes two required courses in preparation (credits for these courses are included as part of the fall semester, along with the Pierce on the Camino program itself). Each student may also develop an independent study related to his/her major; to be completed after return from the Camino program.

Pierce on the Camino 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. .

NT317 The Camino Seminar

3 credits

The Camino Seminar (3 credits) – an interdisciplinary study of pilgrimage and of the Camino in particular and preparation for becoming a Camino pilgrim.

NT417 Pierce on the Camino

6 credits

A long distance walk through France and Spain. The walk on the Camino generally covers about 10-15 miles a day. Students are expected to complete a journal and will write a paper upon completion of the program. The trip concludes with a two-day Reintegration Retreat at a summer camp location near Franklin Pierce.

Sustainability Certificate

Steering Committee: Catherine Owen Koning (Environmental Science), Jess Gerrior (Sustainability Coordinator), John Harris (American Studies), Rhine Singleton (Environmental Science) Affiliated Faculty: Davina Brown (Psychology), Gerald Burns (English), Paul Bush (Mass Communication), Douglas Challenger (Sociology), Lynn Murray-Chandler (Education), Kenneth Clarke (Business), Doug Carty (Campus Recreation), Jed Donelan (Philosophy), Frank Cohen (Political Science), Gary Heald (Computer Information Technology), Frank Hubacz (Chemistry), Melinda Jetté (History), Jason Little (Marketing), Debra Picchi (Anthropology), Fred Rogers (Geology), Susan Silverman (Fine Arts), and Phyllis Zrzavy (Mass Communication).

A Certificate is offered in Sustainability.

As part of Franklin Pierce's Green Earth program, the Environmental Science Dept. and the Monadnock Institute of Nature, Place and Culture have coordinated a group of faculty from across disciplines to offer a Sustainability Certificate. The goal of this certificate program is to create opportunities for students to apply knowledge and skills from several academic areas to the practical problems of reducing the environmental impact of modern living. Through practical projects in resource conservation, ecopsychology, simple living, place-based studies, and related areas, the Certificate would allow students of any major to become deeply involved in the process of creating a sustainable society.

Requirements

In order to earn the Sustainability Certificate, students are required to complete the following sequence (total of 13-17 credits):

1. ES202 Seminar in Sustainability, OR ES240 Creating Sustainable Communities
2. Three Green Earth courses; see list below. These are courses that have "green content" in their courses or an assignment in the class that would allow the student to work on their sustainability project (e.g., design marketing campaign, develop an video, write a story, conduct research, etc.). Student will weave the "green threads" in these courses into their Sustainability Project, either during the course, or during the project.
3. Conduct and complete the project for a 3 credit ES302 Sustainability Project.

THE COLLEGE AT RINDGE

Green Earth Courses: 3 of any of the following:

AN210 Contemporary Native America	GL205 Environmental Geology
AN220 Global Problems	HP211 Introduction to Public History
AS301 Place, Community and American Culture	IC110 Integrated Science
BA265 Law and the Environment	IC111 Integrated Science
BI217 Tropical Forest Ecology	MC211 Journalism I
BI342 Wildlife Conservation and Management	MC252 Journalism II
BI430 Forest Ecology	MC352 Feature Writing
CH221 Environmental Chemistry	MC346 Media and the Environment
CIT222 Intro. to Geographic Information Systems	MK201 Principles of Marketing
ED314 Challenges in Math and Science	MK314 Consumer Behavior
ES101 Introduction to Environmental Science I	MK333 Marketing Research
ES102 Introduction to Environmental Science II	MK350 Electronic Commerce
ES210 Evolution of Environmental Thought	MK/AD304 Advertising
ES214 Coastal Ecology	MK335 Public Relations
ES245 Alternate Energy	MK474 Marketing Management for a Green Economy
ES240 Creating Sustainable Communities	PA/ES306 Philosophy of Science and Nature
ES310 Environmental Impact Assessment	PO344 Environmental Politics
ES320 Wetland Ecology	PS261 Research Methods for Psychology
FA235 Printmaking	PS322 Social Psychology
FA322-323-324 Ceramics II, III, IV	SO101 Introduction to Sociology
	SO203 Community Organization
	SO450 Seminar in Sociological Perspectives
	SR246 Parks and Natural Resource Management

Sustainability Certificate Curriculum

ES202 Seminar in Sustainability **1 credit**

Students will be introduced to the three parts of Sustainability – Environmental, Economic and Social Justice, and will learn, through hands-on activities, about concepts and actions related to ecological sustainability. Each student will identify an individual sustainability project to work on at FP or in local communities.

ES302 Sustainability Project **3 credits**

This project course will connect the students with the individuals and resources needed to complete their Sustainability project successfully. The Coordinator will also make sure that the student demonstrates how he or she is applying the knowledge and skills from the Green Earth courses to the project. *Prerequisite: ES202.*

Theatre and Dance (TH)

PROFESSORS: Wendy B. Dwyer, Robert C. Lawson, Nancy R. Stone
INSTRUCTOR: Mark O'Maley
LECTURERS: Sally Bomer, Sarah Franklin, Peggy Rae Johnson, 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.

The mission 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. Wide varieties of approaches to making, conceiving, and realizing work are explored with our diverse faculty and guest artists.

In order to fulfill graduation requirements, students must maintain a minimum cumulative grade point average of 2.00, a minimum grade point average of 2.00 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 2.00 in those programs. Seniors may earn graduation Honors by maintaining a departmental grade point average of at least 3.25; High Honors will be granted to seniors who maintain a departmental grade point average of 3.50 or above.

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 Project. Qualified students are encouraged to participate in study-abroad programs.

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. Qualified students are encouraged to participate in study-abroad programs.

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 2.00 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	TH112 Stagecraft II
TH272 Theatre History Survey	TH251 Scenography I
TH211 Techniques of Acting I	TH321 Directing I
TH375 Advanced Studies in Theatre/ Dance	TH450 Senior Theatre Project <i>or</i> TH379 Studies in Design and Technology
TH111 Stagecraft I <i>or</i>	

THE COLLEGE AT RINDGE

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 (27 credits)

TH212 Techniques of Acting II	TH322 Directing II
TH222 Voice and Diction	TH131 Dance Movement I
TH223 Oral Interpretation	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 any of the following performance courses:

- TH161-163 Production Performance I-III
ID 241-243 Musical Production I-III

Dance Concentration (27 credits)

TH132 Dance Movement II	TH305 Dance Tech. and Composition III
TH133 Dance Movement III	or TH340 Teaching Dance for Children
TH137/138 Ballet Tech. I or II	TH306 Anatomy and Movement
TH205 Dance Tech. and Composition I	
TH215 Dance Tech. and Composition II	

One of the following four courses:

TH134 Dance Movement IV	TH140 Ballet Technique IV
TH139 Ballet Technique III	TH315 Dance Tech. and Composition IV

Three credits from the performance sequence

- TH141-143 Production Dance Performance

Design and Technical Theatre Concentration (27 credits)

TH112 Stagecraft II	TH262 Lighting Design II
TH151 Costume Design and Construction	TH353 Scenography III
TH261 Lighting Design I	TH354 Scenography IV
TH252 Scenography II	TH379 Studies in Design and Technology

Three credits from any of the following production courses:

- TH171/173 Production/Design Technical Theatre I-III
ID241/243 Musical Production I-III
TH141-142 Dance Production I-II

Required for Graduation:

120 semester hours, including the 38-credit General and Liberal Education Curriculum. The normal course load is 15–16 credits per semester. Transfer students should refer to the residency requirement section of the catalog.

Recommended Curriculum Guide for Concentration in Performance/Acting

For further details regarding general education requirements specified below, refer to the “Recommended General Education Curriculum Guide,” p. 124.

First Year*Fall Semester*

GLE101 First Year Inquiry Seminar
 GLE110 First Year Composition I
 TH131 Dance Movement I
 TH111 Stagecraft I or TH211
 Techniques of Acting I
 MT___ General Education Mathematics
 or _____ General Education
 Elective

Spring Semester

GLE120 First Year Composition II
 TH112 Stagecraft II
 TH101 Introduction to Theatre Arts
 TH211 Techniques of Acting I or TH212
 Techniques of Acting II
 MT___ General Education Mathematics
 or _____ General Education
 Elective

Sophomore Year*Fall Semester*

TH222 Voice & Diction
 TH251 Scenography I
 TH161 Production/Performance I
 _____ General Education Lab Science I
 _____ General Education Elective
 _____ General Education Elective

Spring Semester

TH223 Oral Interpretation
 TH272 Theatre History Survey
 TH162 Production/Performance II
 _____ General Education Lab Science II
 _____ General Education Elective
 _____ General Education Elective

Participation in productions (TH142-148, TH162-168, TH172-178) continues through all four years (3 credits required).

Note: By University policy, students must make a minimum standard of progress toward the completion of general education requirements by the end of the Sophomore Year, in order to achieve Junior Standing for course registration purposes. See "Recommended General Education Curriculum Guide," p. 124.

Junior Year*Fall Semester*

TH321 Directing I
 TH375 Advanced Studies in Theatre/
 Dance
 TH___ Theatre Elective
 TH311 Advanced Acting I
 _____ General Education Elective
 _____ Elective*

Spring Semester

TH322 Directing II
 _____ Dramatic Literature
 TH163 Production/Performance III or
 ID___ Musical Production
 TH312 Advanced Acting II
 _____ General Education Elective
 _____ Elective*

Senior Year*Fall Semester*

TH___ Theatre Elective
 TH___ Theatre Elective
 TH___ Theatre Elective
 _____ Elective*
 _____ Elective

Spring Semester

TH450 Senior Theatre Project
 TH___ Theatre Elective
 TH___ Theatre Elective
 TH___ Theatre Elective
 _____ Elective

**One or more additional electives may be needed to fulfill general education requirements. See "Guide," p. 124.*

Required for Graduation:

120 semester hours, including the 38-credit General and Liberal Education Curriculum. The normal course load is 15–16 credits per semester. Transfer students should refer to the residency requirement section of the catalog.

Recommended Curriculum Guide for Performance/Directing

For further details regarding general education requirements specified below, refer to the "Recommended General Education Curriculum Guide," p. 124.

First Year

Fall Semester

- GLE101 First Year Inquiry Seminar
- GLE110 First Year Composition I
- TH211 Techniques of Acting I I
- MT___ General Education Mathematics
or _____ General Education
Elective

Spring Semester

- GLE120 First Year Composition II
- TH101 Introduction to Theatre Arts
- TH131 Dance Movement I
- MT___ General Education Mathematics
or _____ General Education
Elective

Sophomore Year

Fall Semester

- TH222 Voice & Diction
- TH251 Scenography I
- TH161 Production/Performance I
- _____ General Education Lab Science I
- _____ General Education Elective
- _____ General Education Elective

Spring Semester

- TH112 Stagecraft II
- TH272 Theatre History Survey
- TH162 Production/Performance II
- TH223 Oral Interpretation
- _____ General Education Lab Science II
- _____ General Education Elective

Note: By University policy, students must make a minimum standard of progress toward the completion of general education requirements by the end of the Sophomore Year, in order to achieve Junior Standing for course registration purposes. See “Recommended General Education Curriculum Guide,” p. 124.

Junior Year

Fall Semester

- TH321 Directing I
- TH375 Advanced Studies in Theatre/Dance
- TH___ Theatre Elective
- _____ General Education Elective
- _____ General Education Elective

Spring Semester

- TH322 Directing II
- _____ Dramatic Literature
- TH163 Production/Performance III or
ID___ Musical Production
- TH___ Theatre Elective
- _____ General Education Elective

Senior Year

Fall Semester

- TH323 Directing III
- TH___ Theatre Elective
- _____ Elective*
- _____ Elective*
- _____ Elective *

Spring Semester

- TH450 Senior Theatre Project
- TH324 Directing IV
- TH___ Theatre Elective
- TH___ Theatre Elective
- TH___ Theatre Elective

**One or more additional electives may be needed to fulfill general education requirements. See “Guide,” p. 124.*

Required for Graduation:

120 semester hours, including the 38-credit General and Liberal Education Curriculum. The normal course load is 15–16 credits per semester. Transfer students should refer to the residency requirement section of the catalog.

Recommended Curriculum Guide – Dance Concentration

For further details regarding general education requirements specified below, refer to the “Recommended General Education Curriculum Guide,” p. 124.

First Year

Fall Semester

- GLE101 First Year Inquiry Seminar
- GLE110 First Year Composition I
- TH131 Dance Movement I
- TH137 Ballet Technique or TH111
Stagecraft
- TH141 Production/Performance Dance I

Spring Semester

- GLE120 First Year Composition II
- TH211 Techniques of Acting I
- TH101 Introduction to Theatre
- TH205 Dance Technique & Composition I
- MT___ General Education Mathematics

Sophomore Year*Fall Semester*

- TH251 Scenography or TH261 Lighting Design I
 TH138 Ballet II
 TH132 Dance Movement II
 _____ General Education Lab Science I
 _____ General Education Elective

Spring Semester

- TH112 Stagecraft II
 TH215 Dance Technique & Composition II
 TH344 Dance History
 ID____ Musical Production
 _____ General Education Lab Science II
 _____ General Education Elective
 TH____ Theatre Elective

Note: By University policy, students must make a minimum standard of progress toward the completion of general education requirements by the end of the Sophomore Year, in order to achieve Junior Standing for course registration purposes. See "Recommended General Education Curriculum Guide," p. 124.

Junior Year*Fall Semester*

- TH133 Dance Movement III
 TH139 Ballet III
 TH375 Advanced Studies in Theatre/
 Dance
 TH142 Production/Performance Dance II
 _____ General Education Elective
 _____ General Education Elective

Spring Semester

- TH305 Dance Technique & Composition III
 TH321 Directing
 TH306 Anatomy and Movement
 TH161 Production/Performance I or
 ID____ Musical Production
 _____ General Education Elective
 _____ General Education Elective

Senior Year*Fall Semester*

- TH450 Senior Theatre Project
 MU150 Fundamentals of Music
 TH134 Dance Movement IV
 TH143 Production/Performance
 Dance III
 _____ General Education Elective
 _____ Elective*

Spring Semester

- TH315 Dance Technique & Composition IV
 TH____ Theatre Elective
 TH____ Theatre Elective
 TH162 Production/Performance II or
 ID____ Musical Production
 _____ Elective*
 _____ Elective*

**One or more additional electives may be needed to fulfill general education requirements. See "Guide," p. 124.*

Required for Graduation:

120 semester hours, including the 38-credit General and Liberal Education Curriculum. The normal course load is 15–16 credits per semester. Transfer students should refer to the residency requirement section of the catalog.

Recommended Curriculum Guide for Concentration in Design and Technical Theatre

For further details regarding general education requirements specified below, refer to the "Recommended General Education Curriculum Guide," p. 124.

First Year*Fall Semester*

- GLE101 First Year Inquiry Seminar
 GLE110 First Year Composition I
 TH261 Lighting Design I or
 TH____ Elective
 TH111 Stagecraft I
 MT____ General Education Mathematics
 or _____ General Education
 Elective

Spring Semester

- GLE120 First Year Composition II
 TH101 Introduction to Theatre Arts
 TH112 Stagecraft II
 _____ Elective
 MT____ General Education Mathematics
 or _____ General Education
 Elective

Sophomore Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
TH211	Techniques of Acting I	TH321	Directing I
TH272	Theatre History Survey	TH352	Scenography II
TH251	Scenography I	TH172	Production/Design & Technical Theatre II or ID____ Musical Production
TH171	Production/Design & Technical Theatre I	_____	General Education Lab Science II
_____	General Education Lab Science I	_____	General Education Elective
_____	General Education Elective	_____	General Education Elective

Note: By University policy, students must make a minimum standard of progress toward the completion of general education requirements by the end of the Sophomore Year, in order to achieve Junior Standing for course registration purposes. See “Recommended General Education Curriculum Guide,” p. 124.

Junior Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
TH151	Costume Design & Construction	TH353	Scenography III
TH262	Lighting Design II	TH__	Theatre Elective
TH375	Advanced Studies in Theatre/ Dance	TH__	Theatre Elective
_____	General Education Elective	_____	General Education Elective
_____	General Education Elective	_____	Elective*
TH173	Production/Design III		

Senior Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
TH379	Studies in Design & Technology	TH450	Senior Theatre Project
TH__	Theatre Elective	TH__	Theatre Elective
TH__	Theatre Elective	TH__	Theatre Elective
_____	Elective*	_____	Elective*
_____	Elective	_____	Elective

**One or more additional electives may be needed to fulfill general education requirements. See “Guide,” p. 124.*

Recommended Liberal Arts Electives for Design/Technical Majors

FA101	Two-Dimensional Design	FA281–285	Art History Periods
FA201	Drawing I	EN210	Literary Studies
FA202	Drawing II	EN310	Shakespeare Comedies and Histories
GC341	Illustration	EN311	Shakespeare Tragedies
CIT101	Microcomputer Applications	EN312	Renaissance Drama
FA231	Painting I		

Theatre Arts Minor Requirements (Total of 18 credits)

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

One Dramatic Literature course from the following:

EN310	Shakespeare Comedies and Histories
TH342	Modern European Drama
TH343	Modern American Drama

One course from the following group:

TH131	Dance Movement I
TH251	Scenography I
TH261	Lighting Design I
TH151	Costume Design and Construction

Two production courses from any of the following:

TH161 Production/Performance I
 TH162 Production/Performance II
 TH171 Production/Design/ Technical
 Theatre I

TH172 Production Design/Technical
 Theatre II
 ID241 Musical Production I
 ID242 Musical Production II

Dance Minor Requirements

TH132 Dance Movement II
 TH205 Dance Technique and
 Composition I
 TH215 Dance Technique and
 Composition II

TH344 Dance History
 TH141 Production/Dance Performance I
 TH142 Production/Dance
 Performance II

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

TH133 Dance Movement III
 TH136 Theatre Dance and Jazz
 TH137 Ballet I *or*
 TH138 Ballet II
 TH151 Costume Design and
 Construction
 TH305 Dance Technique and
 Composition III

TH261 Lighting Design I
 TH143 Production/Dance
 Performance III
 TH144 Production/Dance
 Performance IV
 ID241 Musical Production I

Theatre Arts Curriculum

TH101 Introduction to Theatre Arts

3 credits

An introduction and exploration of the various principles and elements which comprise 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 and modern 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 substantial 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 repertoire.

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

This course is designed to build confidence in oral skills by applying the principles of effective presentations in various situations. Students gain experience with formal speaking, group interaction, and performance appraisal. Non-verbal communication, listening skills, and the use of technology such as Power Point presentations are discussed in conjunction with methods of oral delivery.

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.

TH211 Techniques of Acting I

3 credits

Improvisation and scene study techniques designed to develop the actor's powers of imagination 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.

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 and 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, motivation, 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 Absurdist, through to contemporary writers. Selected plays are read and analyzed. *Prerequisite: Writing I.*

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: Writing I.*

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.

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 Studies in 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: 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 or TH379 and 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 catalog listing of approved courses. The topic of an Independent Study should be selected and carefully designed by the student and faculty sponsor, and must meet with the approval of the 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.

Women in Leadership Certificate (WL)

STEERING COMMITTEE: Donna Decker, Director, Andrea Bergstrom, Lynn Murray-Chandler, Jean Dawson, Zan Walker-Goncalves, Anne Huebel, Melinda Jetté, Mary C. Kelly, Robin Marra, Trish Moore, Kristen Nevious, Rosemary Nichols, Martha Ritter, Patricia Vorfeld
AFFILIATED FACULTY: Davina Brown, Joan Dion, Molly Haas, Debra Picchi, Paul Scharfenberger, Phyllis Zrzavy

LEADERSHIP ASSOCIATES: Judge Denise Meagher, Associate Justice: Probate and Family Court, Worcester, MA, Kim M. Mooney, Provost, Jody Williams, Nobel Laureate for Peace, 1997, Campaign Ambassador, International Campaign to Ban Landmines

A certificate is offered in Women in Leadership.

The mission of the interdisciplinary Women in Leadership Certificate Program is to develop students' knowledge of women's and gender issues, including the interconnections among gender, race, class, sexuality, power, and transnational issues. As critical terms of inquiry, gender and sexuality are examined as social constructs and analyzed for their impact on culture(s).

In order to fulfill graduation requirements, students must maintain a minimum cumulative grade point average of 2.00, a minimum grade point average of 2.00 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 2.00 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.

WL250 Topics in Feminist Theory and Activism

3 credits

Students critically analyze readings in feminist theory and relate these readings to activism on a particular issue or topic through reading memoirs, biographies, and direct interviews. Emphasis is placed on the intersection of activism with social values, spirituality and religion, and political movements in a global context. Students examine the commitments that motivate people to address inequalities and act on the behalf of vulnerable populations. Topics include conservation and sustainability, AIDS, immigration and border crossing, and work environments in a global economy.

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. WL491 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 Theories of Intimate 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.*

EN/HS218 Somewhere Over the Rainbow: Queer Studies**3 credits**

This interdisciplinary course is designed to introduce students to the academic field of Queer Studies, also known as Gay and Lesbian Studies. We will examine the history, literature, communities, and context(s) of those who identify as gay, lesbian, bisexual, transgendered, and queer in Europe and North America, 1900-2000. *Prerequisite: 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 traditions. *Prerequisite: permission of instructor.*

MC383 Children and the Media**3 credits**

This course will explore the use of media (television, Internet, video games, and magazines) in the U.S. by young audiences and discuss its impact on children and teens. Topics covered will include time spent with media, children as a unique audience (developmental/cognitive abilities, tastes and preferences), and the effects of exposure to advertising, educational media, media violence, and video games. Students will examine research studies about media impact on child and adolescent audiences and how it relates to concerns of parents, teachers, and non-profit organizations. *Prerequisite: MC100 or permission of instructor.*

WL382/MC382 Gender 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 (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.*

Individual and Community Integrated Curriculum (IC)

Note: Effective Fall 2012 for the incoming Class of 2016, the Individual and Community Integrated Curriculum (IC) is being replaced by the General and Liberal Education (GLE) plan. Students previously enrolled at the University will continue to fulfill the "IC" requirements, as per the Catalog that governs their progress toward a degree. This includes those continuing students who may be declaring a newly created major or minor and are therefore following this Catalog with respect to that program. They will continue to fulfill IC requirements for general education. The following list of IC requirements is provided for the reference of those students.

Integrated Curriculum Courses

The courses listed below are required, and must be taken in the appropriate sequence.

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)*

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- * 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)
 - ES101, 102 Introduction to Environmental Science I and II (8)
 - GL101, 102 General Geology I and II (8)
 - PH 101, 102 General Physics I and II (8)

Sophomore Year

<i>Fall</i>	<i>Spring</i>
IC210 The American Experience (3)	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 (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)	MT221 Calculus I (4)
MT211 Discrete Mathematics (3)	MT321 Calculus III (4)

Junior Year

- Fall*
- IC305 Science of Society (3). Students may fulfill the Behavioral Science component of the Core Curriculum by taking either IC305 (Science of Society) or one of the following: AN101 (Introduction to Cultural Anthropology); PS101 (Introduction to Psychology); SO101 (Introduction to Sociology). Students may fulfill the requirement at any point during their undergraduate career, but if taking IC305 must meet the current IC prerequisites, including junior class standing.

- 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 are continually produced by our living together. 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, IC106 College Writing I and II 3 credits each

This two course sequence provides a foundation for writing, researching, and presenting throughout a student's college career and professional life. Through the process of framing research questions, critical reading and thinking, pre-writing, writing, revising, and editing, students build audience awareness in their writing and learn to feel more confident in academic or professional writing and presenting situations. Grading for these courses: A, B, C, or F.

IC110, IC111 Integrated Science I and II**4 credits each**

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). This year-long interdisciplinary laboratory science course is designed to improve the scientific and technological literacy of students not majoring in a scientific discipline. Students may alternatively take a two-semester laboratory science sequence. *Course fee.*

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. *Course 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:

- Brendan Carey Block, Fiddler
- Iceland Dance
- Bucket and Tap Dance
- Mombasa Party/Drummers of Burundi
- Burlington Taiko Drummers
- Monadnock Musical (Classical)
- Currier Museum of Art
- Pan Celtica
- DeLuna Harp Music
- Peterborough Players Professional Theatre
- FemLink Videos
- Film: The Choking Man
- Slavic Soul Party
- Greg Alexander Acoustic Blues/ New Folk Music Performer
- Worcester Art Museum

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 lecture. *Course*

fee. 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 a 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

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.*

Students may fulfill the Behavioral Science component of the Core Curriculum by taking either IC305 (Science of Society) or one of the following: AN101 (Introduction to Cultural Anthropology); PS101 (Introduction to Psychology); SO101 (Introduction to Sociology). Students may fulfill the requirement at any point during their undergraduate career, but if taking IC305, must meet the current IC prerequisites, including junior class standing.

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. Course fee.*

- * **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.*

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.

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.

Student Involvement

Students are the central focus of the staff team in the Department of Student Involvement. Staff members advise and support the leadership, membership and participants of the Student Government Association (SGA), Office of Community Service, Pierce Activities Council (PAC), over twenty social and educational clubs in their efforts to establish and lead the co-curricular life of the campus community. These student groups establish a vibrant campus culture for the community including: special events, co-curricular speakers, community service opportunities and programs, live entertainment, bus trips, professional conferences, comedians, movie series and spiritual education. The Department is composed of the following key areas: Orientation, Student Affairs Leadership, Student Involvement, Community Service, Student Government Association (SGA), Social and Educational Clubs, Spiritual Life and Personal Growth and Pierce Activities Council (PAC).

Orientation

Orientation is a community endeavor which promotes and supports a new student's transition 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.

Student Affairs Leadership

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. Valuable experiences such as Student Affairs Leadership Training for Community Assistants, Peer Leaders, and EMS Squad; Student Government Association, Club Leader and Class Officer Training; Community Service Program Managers and various workshops are highlights of the leadership development program.

Student Government Association

The Student Government Association (60+ members strong) makes recommendations to the administration in policy matters concerning student life, welfare, and services. It allocates funds to SGA recognized social and educational clubs and classes on the campus. It runs a Safe Rides program on Friday and Saturday nights and engages in community service. Executive Officers, Class Response Officers and Senators are elected each spring.

Clubs - Social and Educational

Students are involved in approximately twenty clubs which receive funding from the Student Government Association. Currently included are AGAPE, Anime Club, Anthropology Club, B.R.O. (Brothers Reaching Out), B.S.A (Black Student Alliance), College Democrats, Criminal Justice Club, Ecology Club, Education Club, Gamers, Glass Blowing, GSA (Gay/Straight Alliance), Medical Club, Psychology Club, Raven Thunder Dance Club, Sistuhs, Sports & Recreation Club, SSDP (Students for Sensible Drug Policy), Underground Cinema, Underground Music, Reality Check. Students interested in forming a new social or educational club can do so by contacting the Assistant Dean of Student Involvement or the Associate Director of Student Involvement.

Campus Activities

The student run Pierce Activities Council (PAC)— in association with classes and recognized clubs— plan, organize, market and implement a majority of the student activities. These activities include comedy shows, live music, bus trips, special events, educational lectures, co-curricular speakers, dances, Frankie P Fridays, Spring Concert and a variety of other entertainment events each week. Students also take on key leadership roles in the operation of the WFPU-LP radio station, FPTV 25 Television Station and Pierce Arrow student newspaper.

The Emily Flint Campus Center

The Emily Flint Campus Center/Spagnuolo 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 Spagnuolo 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 Involvement, Community Service and Spiritual Life (meditation area), three dining areas including the Ravens Nest, function areas, bookstore, post office, TV lounge, meeting rooms, Student Government office, Pierce Activities Council, Information Desk, 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 assists in the responsibilities of managing the Center and provide program support.

Community Service

The Office of Community Service facilitates and supports ongoing service opportunities for university students throughout the Greater Jaffrey/Rindge Community. Students are encouraged to make service a part of their four-year experience at the university. Student Managers recruit, coordinate and arrange transportation for their program participants. Students are also encouraged to create programs to meet an unfilled community need. The following are our current programs: Telephone Tales, Boynton Buddies, Senior Computer Tutoring, Monadnock Humane Society, Horse Power, Head Start, Kitty Rescue and Adoption, Keene Community Kitchen, Jaffrey After School Program, and Sock and Book Tree; all of these are popular options for our students. As student interest changes and community needs change, the options change. The university awards Honors in Community Service to graduating seniors.

Office for Spiritual Life

The Office for Spiritual Life evolved out of traditionally oriented Campus Ministries. The Office facilitates student initiated and requested spiritual and religious opportunities and programs. It also offers occasional choices for spiritual / personal growth and education. The current Associate Director of Student Involvement and Spiritual Life serves as spiritual counselor and guide to students, faculty and staff.

The Center for Outreach Education and Counseling

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 and Counseling is located in the plaza level of Granite Hall in the Health Services area.

Health Services

All students at Franklin Pierce University in Rindge 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.

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 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 students must be covered by medical insurance. Insurance information for all enrolled students can be found on our web site at www.franklinpierce.edu/studentlife/stservices/health_services.htm.

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 maintained at Health Services for each student to receive health services on the Rindge Campus. These files consist of a Health Assessment Form, a physical exam within one year of admission, proof of immunizations, requiring two MMRs, TB screening (foreign students proof of TB test), tetanus within ten years, and a meningococcal vaccine (for freshmen received after the age of 16) and a signed consent form for medical treatment.

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. The Academic Success Rate for student-athletes in the 2003 cohort was 84%. Franklin Pierce University is a member of the National Collegiate Athletic Association (NCAA), Division II, and the Northeast-10 (NE-10) Conference. 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 14 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 3.40 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, and 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 full-time students studying at the College at Rindge are expected to live in University residence facilities unless they live with their parents, guardian or spouse within commuting distance. A limited number of students may be allowed to live off-campus by demonstrating extenuating circumstances in a petition that requires the approval of the Director of Residential Life.

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 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 a single room. Sophomores have the option of living in Cheshire, Edgewood, or Monadnock. The housing options include a traditional single or double room or a double room in a suite-style community setting. Juniors are housed in three-person apartments in Mountain View or Northwoods. Seniors choose 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. All residences have cable television and Internet. Wireless Internet is available in the first year and sophomore residence halls and students in the junior and senior areas have Internet through Ethernet ports. There is no charge for the washing and dryer machines conveniently located in our residence halls. In addition, the University provides the Laundry View service which allows students to check on the availability of the machines and can send a text message when their clothes are washed and/or dried.

Detailed information on residence halls, room dimensions, what to bring and not to bring, can be located at: <http://www.franklinpierce.edu/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 248 for details. The Residential Life staff, consisting of professional Residential Experience Directors, Graduate Assistants 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.

Cable Television

University Cable Television provides service to all campus residences. Students may bring a television from home and receive Franklin Pierce Cable programming in their residence hall rooms. RG6 quality cables are recommended and may be brought from home or are available for purchase at the University Bookstore. Televisions should be “cable ready”.

Please note that the University does not allow individuals to install their own satellite dishes in on-campus residences.

Telecommunications

Cell Phone Service

U.S. Cellular is the cell phone provider in Rindge, N.H. They have installed a cellular tower on campus and service is reasonably reliable in most buildings. Verizon Wireless has a reciprocal agreement with U.S. Cellular and Verizon service is fairly dependable as well. Rindge is a rural area, surrounded by granite ledges and located at the base of Mt. Monadnock. It is beautiful – however, cell phone service is not guaranteed. The best test regarding whether your cell phone will work on campus is to bring it with you when you visit the campus and try it out.

Telephone Service

Upon request, Franklin Pierce provides local dial tone to each dorm room. When dial tone is activated, the residents of each room need to provide one analog telephone for making and receiving calls, and to access 911. Long distance calls can be made by using a calling card purchased by the student or parent.

Voicemail

Voicemail is available upon request. Voicemail can be programmed to ring in your room so that people from off campus can reach you and your personal voicemail directly. To request a voicemail number, go to the link provided on the Accepted Students webpage at http://www.franklinpierce.edu/admissions/accepted_telcominfo.htm

To call a student with voicemail in a campus residence, dial (603) 899-4100 and the student's voicemail number. To call a student without voicemail, dial (603) 899-4000 and the campus operator will forward your call.

Additional Services

The University provides TTY service for the hearing impaired. Located on the first floor of the library, this service is available for student use. The telephone number is (603) 899-1125.

Faxes can be sent and received twenty-four hours a day at the Campus Safety building. The fax number is (603) 899-4325. There is no cost to receive a fax. Sending a fax costs \$1 per page.

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

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 web site at www.franklinpierce.edu/studentlife/reslife/judicial/index.htm.

Cultural Activities

Cultural events are open to the University community and to the general public. 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 and the Humanities Lecture Series.

Debate and Public Speaking

Franklin Pierce University considers effective communication to be an important goal of the student experience, and thus sponsors a variety of debate and speaking programs that strengthen skills in public speaking and critical analysis. In addition to courses in public speaking, the University sponsors development of student presentation and leadership skills through a variety of public and competitive programs, including Students in Free Enterprise, the New England Center for Civic Life, Ethics Bowl, and other regional and national forums. These programs offer opportunities for students to work closely with faculty, the public, and fellow students to apply their academic preparation to specific problems and challenges.

Graphic Communications Center

The Graphic Communications Center is located on the second floor of Petrocelli Hall. It includes classrooms, photo darkrooms, typesetting/computer graphic room, and the printshop.

Publications and Media

At the College at Rindge, students publish 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 On-line, 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 résumés 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 & Professional Studies Administrative Offices.

Department of Campus Safety and Transportation

The Department of Campus Safety 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.

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 web site: <http://www.franklinpierce.edu/studentlife/dst/safety.html>

The Department publishes and distributes a Campus Crime and Fire Report containing 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 web site <http://www.franklinpierce.edu/studentlife/dst/clery/.htm>

FP Alert Text Based Notification System

The FP Alert is a mass notification system that enables University students, faculty and staff to receive alerts and updates as text messages on cell phones. This system would be used for notification of campus wide emergencies such as weather, fire and hazmat that could affect the safety of the community. The FP Alert system is an opt out system. Students who wish to opt out of FP Alerts must complete a form with the Department of Campus Safety. Faculty and staff who wish to opt in to the Alert system can do so by contacting Campus Safety.

Transportation Services--Shuttle Service

Shuttle service is available on campus Monday through Friday 7:30 a.m. to 8 p.m. and on Saturday and Sunday from 2:30 p.m. to 5:30 p.m. Shuttle service is also available to local shopping plazas after 4 p.m. Shuttle service is available during the academic year and is not available during the school breaks. The shuttle service will run during the Summer Monday through Friday from 4 p.m. to 6 p.m. to transport to local shopping plazas. It is available at designated stops across campus.

Franklin Pierce Fire Department and EMS Squad

Students at Franklin Pierce have the opportunity to become involved in the College at Rindge's in-house Fire Department. The Department uses its own fire truck and provides emergency service response to the campus. There is also a corps of student EMTs who work closely with Health Services to provide emergency medical coverage when the Health Center is closed. Men and women student volunteers work closely with the Department of Campus Safety, Health Services, 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. Upper-class 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) can choose if they wish to participate in a meal plan. Meal plan options can be viewed at <http://www.franklinpierce.edu/StudentLife/reslife/housing/meals.pdf>. 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 Catalog

The formal policies and regulations related to student and academic affairs are published in the Student Handbook and the University Catalog. 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 web site, under the Student Life section.

Student Rights and Responsibilities and the Student Code of Conduct—

College at Rindge and CGPS

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, was 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 web site, under the Student Life section.

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 LISA WEIDNER AYLWARD SCHOLARSHIP was established in 2010 in memory of Lisa Weidner Aylward '82 by her husband Dennis. This scholarship is awarded Franklin Pierce students in good academic standing who exemplify leadership and character in the Franklin Pierce community. Preference is given to applicants in the following order: 1) Graduates of Conant High School, 2) Monadnock region residents, and 3) State of New Hampshire residents.

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 University 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, demonstrating qualities of leadership and citizenship, demonstrating financial need, good academic and disciplinary standing. Chosen by a selection committee of the Alumni Association, recipients have achieved high academic standards and exhibited outstanding leadership in student life. Additionally, four book scholarships are awarded in each academic year to four students meeting the same criteria as the primary scholarship recipients.

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 2.00, 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 3.00 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 2.50 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 (A.A.R.P.), 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 3.00.

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 Scholars 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 majoring in the humanities, be entering the sophomore, junior, or senior year, sustain a cumulative grade point average of 3.00 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. Preference will be given to a female student. 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 OCEAN 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 Haines 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 PAUL M. KOTILA SCHOLARSHIP was established by Paul Kotila, Dean of the College at Rindge, to support students of good academic and social standing in any major having a grade point average of at least 3.00.

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 3.00 or higher and a GPA of 3.00 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 Denise Messier, a graduate of the Class of 1997. This scholarship is awarded annually to a rising 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 2.50 who demonstrates financial need. Selection is determined by the Business Division.

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 2.80 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 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 3.00 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 was 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 STUDY ABROAD SCHOLARSHIP was established through the generosity of a number of faculty members and staff to recognize students in good standing, exemplified by the students' academic merit. Students who have been accepted into a Franklin Pierce study abroad program and have a GPA of 3.00 and demonstrated financial need are eligible to apply.

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 3.00 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 Departmental Honors

For more information on Special Departmental Honors, consult the appropriate Department.

Alvin Award For Outstanding Contribution to Theatre Arts
 Anthropology Award for Outstanding Senior
 Anthropology Award for the Exceptional Sophomore

Betsy George Memorial Award (Division of Natural Sciences)
Biology Faculty Citation
Catherine Fiske Award (American Studies)
Clio Award (History Department)
Computer Lab Assistant Award For Exceptional Service
Catherine Crochiere Memorial Award in Psychology
CIT Faculty Recognition Award
CRC Press Freshman Chemistry Achievement Award
Criminal Justice Award for Outstanding Senior
Environmental Science Faculty Recognition Award
Fine Arts Faculty Citation
Graphic Communications Award
Graphic Communications Faculty Citation
Howard Sargent Scholarship
Marner Award (Mass Communication)
May-Lawrence Memorial Award (Division of Business Administration)
Mass Communication Outstanding Journalism Senior
Mass Communication Outstanding Media Production Senior
Mass Communication Outstanding Media Studies Senior
Mathematics Award
Peter B. Allan Award (Division of Humanities)
Psychology Award for Outstanding Senior
Publius Award (Political Science)
Psychology Award for Exceptional Sophomore
Social Work and Counseling Award for Outstanding Senior
Stellan C. Wollmar Memorial Award (Division of Business Administration)

National/International Honor Society Chapter Affiliations

Alpha Chi (National Honor Society)
Alpha Sigma Lambda (Liberal Arts CGPS)
Chi Alpha Sigma (Student Athletes)
Lambda Alpha (Anthropology)
Lambda Pi Eta (Mass Communication)
Phi Alpha Theta (History)
Pi Lambda Theta (Education)
Pi Sigma Alpha (Political Science)
Psi Chi (Psychology)
Sigma Beta Delta (Business)
Sigma Tau Delta (English)
Sigma Zeta (Science and Mathematics)

Financial Aid

(See also Scholarships and Awards, page 243)

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

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 clearinghouse for all student financial aid programs, including federal, state, institutional, private, and endowed sources. The OSFS affirms its responsibility to adhere to all applicable laws, regulations and rules of the federal government, state agencies, private donors, and the University. The 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 & 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 2011-2012 academic year, 96% 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 \$3,500 to \$41,000, with the average package being \$36,500. Scholarship and grant aid from the University does not generally exceed the cost of tuition. The average award for 2011 incoming was \$15,300. This policy also applies to recipients of Tuition Exchange scholarships, employee tuition benefits, the NHCUC tuition remission program, 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 per semester) to receive Franklin Pierce Grant funds.

Federal Pell Grant

Pell Grants provide grant assistance up to a maximum of \$5,550 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.

Federal Work Study

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

There are a limited number of jobs available on campus to students who have not been awarded Federal work study as part of a financial aid award. Preference in hiring, however, is given to students with Federal work study 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.

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: \$5,500 freshman, \$6,500 sophomore, \$7,500 each in the junior and senior years. Half of the loan will be disbursed each semester.

Stafford Loans will be processed using a serialized Master Promissory Note (MPN). 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 7.9%. To receive the loan, the parent borrower must pass a credit check. If a parent is denied the PLUS Loan on the basis of credit, they have the option to obtain a co-signer, or the student may borrow additional funds through the Unsubsidized Stafford Loan (up to \$4,000 per year for freshman and sophomore status and \$5,000 per year for junior and senior status). The loan is generally disbursed in two installments, one per semester. Repayment of a PLUS Loan may be deferred until after a student graduates. Franklin Pierce University requires all PLUS loan applicants to have a FAFSA on file.

Merit-based Sources of Financial Assistance

At the time a student is considered for admission to the University, the Admissions Office evaluates each application for merit-based Franklin Pierce 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 per semester) 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 \$17,500 per year, beginning with incoming students in the fall 2012 semester. Students must maintain a CGPA of 3.0 to continue the receipt of this award.

2. Provost's Scholarship

Awarded to freshman-level students on the basis of high academic ability and promise of achievement, this award is \$17,000 per year, beginning with the incoming students in the fall 2012 semester. Student must maintain a 2.80 CGPA.

3. Trustees' Scholarship

Awarded to freshman-level students on the basis of their academic ability. This award is \$13,000, beginning with incoming students in the fall 2009 semester.

4. Success Scholarship

Awarded to freshman-level students who show promise of success at Franklin Pierce, this award is \$8,500 per year, beginning with incoming students in the fall 2011 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 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.

The Pierce Achievement Award

In concert with the direction the University is heading relative to cumulative grade point averages and the receipt of institutional sources of financial aid, a new fund called the Franklin Pierce University "Pierce Achievement Award" has been established for the fall, 2012. The proposed criteria/terms are as follows:

- Awarded at the close of each spring term for students enrolled full time in two semesters or more at Franklin Pierce University;
- Awardees must have a Cumulative Grade Point Average at the close of the spring semester of at least a 3.6 CGPA and have been enrolled in no less than 12 credits per semester (fall and spring);
- Awards will be made annually to be disbursed in two, equal disbursements for the upcoming academic year;
- Subsequent awarding will take place and the fund will increase over the course of the student's academic program not to exceed \$8,000 additional scholarship dollars at the end of the student's junior year:
 - \$1,000 awarded for sophomore year based upon first year performance
 - \$1,500 additional awarded for junior year based upon sophomore year performance
 - \$2,000 additional awarded for senior year based upon junior year performance;
- At the close of each year, should a Pierce Achievement Scholar have a 3.6 CGPA or higher, the award gradually increases over the course of the student's academic program;
- Students who fall below the 3.6 CGPA will not be awarded any Achievement funds in the coming academic year;
- Students who lose the Achievement scholarship will have the ability to regain the scholarship at the close of the next academic year, but start from the \$1,000 award amount.

Example:

At the close of the Spring 2012 semester, SFS determines that Jane Doe, a freshman, has a CGPA of 3.6. She is awarded the \$1,000 Pierce Achievement Scholarship for the 2012-13 academic year, her sophomore year. At the close of the Spring 2013 semester, she has a CGPA of 3.6 and so she maintains her \$1,000 award and is awarded an additional \$1,500 for a total of \$2,500 to be disbursed over the 2013-14 academic year, her junior year. At the close of the Spring 2014 semester, Jane has a 3.6 CGPA and is able to maintain her \$2,500 award with additional awarding of \$2,000 for a total of \$4,500 to be awarded for the 2014-15 academic year, her senior year. Over the course of the academic program, Jane will have been awarded \$8,000 in Pierce Achievement funds.

Process:

The Pierce Achievement Awards signify a celebration of academic success at Franklin Pierce. On an annual basis, the Student Financial Services Office will determine qualified recipients of the award, and a customized letter signed by both the Dean of the College at Rindge and Executive Director of Student Financial Services will accompany financial aid award letters for these students.

For the Fall 2012, 2013, and 2014 academic years, recipients of the Franklin Pierce Achievement Award will not be able to use previously unused Free 17th credits; students that opt for the Achievement Award will only have one or the other (Achievement or Free 17th) award to apply toward tuition.

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.

Veteran's Benefit Policy

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

Private Scholarships

Students should attempt to locate scholarships for which they are eligible. Sources of information are high school guidance offices, charitable organizations, service organizations, employee credit unions, 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.

Transfer Scholarship

Transfer Scholarships are awarded to incoming, transfer students who have completed a minimum of three full time semesters (36 credits) at a professionally accredited two year college. The scholarships are for \$3000.00 per year and are awarded in addition to other merit-based financial aid (Presidential, Provost, Trustee, and Success Scholarships). The Transfer Scholarship is renewable on an annual basis, provided that the recipient continues to make satisfactory academic progress.

Outdoor Leadership Scholarship

Franklin Pierce University is pleased to offer scholarship support for students who demonstrate excellence and dedication to the University's Outdoor Leadership programs. The University encourages outdoor leaders to complete this application for consideration of a \$2000.00 scholarship, renewable each subsequent year of the recipient's academic program.

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 College 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 abroad or other off-campus programs.

First Semester Freshman Science Scholarship

The curriculum for the 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 University 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 Catalog and are not transferable to other semesters or courses.

Pierce Health Scholarship

All incoming 2012 students that are offered the Pierce Health Scholarship for \$3,000 must declare one of the specified majors by the close of the Fall 2012 term. *These majors include: Health Sciences; Biology; Psychology; Social Work and Counseling.* SFS will not apply Pierce Health Scholarships until Spring 2013, retroactively disbursing \$1,500 for the Fall 2012 semester for eligible students. Eligible students are those who have successfully completed the Fall 2012 semester with a minimum of a 2.8 CGPA and have formally declared one of the majors by the end of that semester.

Eligible students will have the \$1,500 Fall award appear as anticipated financial aid on their student accounts and will not be placed on financial hold for the Fall 2012 semester or for Spring 2013 registration. Students that do not complete a declaration of major by Spring 2013 will be notified and counseled by SFS, accordingly. At the close of the Spring 2013 semester, SFS will evaluate the CGPA of all Pierce Health Scholars in addition to SAP. **For continued receipt of the Pierce Health Scholarship, students must maintain a 2.8 CGPA in one of the required majors.** Students that fail to meet the 2.8 CGPA requirement will be granted one semester to appeal for additional need based aid (up to \$3,000). Pierce Health Scholarships will be reinstated for students that regain CGPA eligibility after one semester. Failure to meet the CGPA requirement for more than one semester will result in loss of the scholarship. This scholarship program is offered exclusively to students enrolling at Franklin Pierce University for the first time in the Fall of 2012.

Financial Aid - Satisfactory Academic Progress

Undergraduate Students - Satisfactory Academic Progress

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

Credit Hour Programs

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

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

SAP Status Review

At the SAP checkpoint, a student who is not meeting the SAP requirements for the first time will be placed on a “Financial Aid Warning.” Students on “Financial Aid Warning” who do not meet SAP requirements for the subsequent term will lose financial aid eligibility. To regain aid eligibility after this point, the student must appeal in accordance with the policy

described below. Students whose appeals are granted will be placed on “Financial Aid Probation” for the next term. If students do not meet SAP after the “Financial Aid Probation” period, all federal financial aid eligibility will be lost.

Appeal Process

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

The student’s appeal must address the following:

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

Appeals will be granted on a case by case basis.

Academic Plans

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

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 Executive 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 of Student 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 who are not financially clear will be

blocked from registration. Students who leave the University with an unpaid balance will be subject to having official academic transcripts withheld and will face having unpaid balances referred to a collection agency.

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 one week. 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 may be assessed a \$300 late payment fee. This fee is not covered by sources of financial assistance.

Outstanding Account Balances/Collections Policy

Payment and/or financing for all classes for which a student enrolls must be paid on the invoiced deadline, but no later than the first date of enrollment for any given term. Accounts with outstanding balances of \$3,000.00 (Three thousand U.S. dollars) or less must be paid in full with equal, monthly payments over a 90 day period.

Accounts with outstanding balances in excess of \$3,000.00 (Three thousand U.S. dollars) must be paid in full with equal, monthly payments over a 180 day period.

Accounts that are not paid within the above parameters will be referred to a third party collection agency; all charges associated with collection costs will be the responsibility of the student.

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 2012.

Full-time College at Rindge Tuition (year):	\$28,250
Full-time College at Rindge Tuition (semester):	\$14,125
Standard Double Room (year):	\$6,634
Standard Board (year):	\$4,626
Summer Sessions 2012: per 3 credit class or \$325/credit	\$965

Deposits

Acceptance Deposit \$200

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

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 charges.

Institutional Fee \$1,700

All student accounts are assessed an institutional fee (\$850 per semester).

Contingency Deposit \$100

All incoming student accounts are assessed a \$100 contingency deposit. This required deposit will be used to cover all or a portion of any unpaid charges at the time the student leaves Franklin Pierce. Credit balances will be refunded at the time the student graduates or withdraws. 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 34. 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:

Credit of Charges for Withdrawal in Tuition

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

Charges for meal plans and housing will be prorated based upon use.

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 28 for other relevant policies.

Refunds for Recipients of Federal Financial Aid

Students who withdraw before 61% of the term is completed will have their Federal financial aid eligibility calculated in direct proportion to the length of their enrollment. The percentage of time the student remained enrolled is the percentage of disbursable aid for that period that the student earned. A student who remains enrolled beyond the 61% point earns all aid for the period. Return of Federal (Title IV) funds calculation is performed independently of institutional costs incurred for the period of enrollment.

The date of withdrawal used to calculate the last date of attendance will be the effective date of withdrawal noted on the official withdrawal form. Students who leave without completing an official withdrawal form or for whom an official withdrawal form is not completed will have their last date of attendance be the date of the last documented academically-related activity.

The student may be entitled to a post-withdrawal disbursement of Federal financial aid if the return of funds calculation indicates that the student earned more aid than was disbursed prior to withdrawal. Additional information may be obtained from the Office of Student Financial Services.

Student accounts with credit balances after all federal financial aid has been posted will be sent a refund check within 14 business days of the credit. Refunds are typically available in late October for the Fall semester and late February for the Spring semester. Actual dates are published by the Student Financial Services Office on an annual basis. Students with PLUS loans (Parent Loan for Undergraduate Students) will have refunds sent to the parent borrower, unless the parent specifies, in writing, that the refund be released to the student.

Students receiving federal financial aid do not need to complete a Refund Request Form unless there are special circumstances (ie: mailing instructions; parent instructions; hold instructions), which must be communicated to the Student Financial Services Office. Students not receiving federal financial aid must request in writing that credit balances to be released to them.

Non PLUS loan borrowers have no jurisdiction over the student’s account with the University. All activity and releasing of funds will be addressed to the student, unless otherwise specified by the student.

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. Upper-class 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 and Mountain View) can choose if they wish to participate in a meal plan. Meal plan options can be viewed at <http://www.franklinpierce.edu/studentlife/reslife/housing/meals.pdf> 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. All meal plan changes are subject to proration based upon use.

Fines and Damages

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

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).	\$945
ACH/Wire Returned Fee.	\$75
Auditing Fee (non-credit/per credit hour).	\$200
Credit Hour Charge or Auditing Fee (high school student, senior citizen (60+) or alumni	\$100
Late Registration, after close of registration.	\$250
Late Registration, after close of add/drop.	\$250
Transcript Fee (fee must be sent with each written request for a transcript)	\$10

Transcript Overnight Service	\$20
Graduation Fee Undergraduate.	\$150
Returned Check Fee.	\$75
Student ID Card Replacement Fee.	\$40
Replace P.O. key.	\$125
Study Abroad Fee.	\$5,200
Audits and overloads: Rindge students who audit in excess of 16 credits (full time) will be charged the audit rate per credit over the 16 full time credits.	

Fees for Private Instruction in Music

Private Music Instruction is available for non-music majors at \$355 per course. Music majors, minors and concentrations taking required individual instruction will have the music instruction fee reversed. The music instruction fee is only reversed once the student has officially declared the relevant program (major, minor, concentration). Returning students must be declared by the end of the Add/Drop period of the semester in which the lesson is registered. First-year and transfer students have the first 21 calendars days of the semester in which the lesson is registered to complete the declaration process. Students with questions about fees or process should consult with their music department advisor.

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 \$1,200 per year, depending on the courses selected, and is not included in the Fees listed. Funds may be applied to the RAVEN-CARD through the Student Financial Services Office to be used at the University Bookstore

Admissions Information— College at Rindge

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, 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.....	3 units
Social Studies.....	3 units
Other.....	3 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. Upon acceptance, a \$200 deposit, which is credited toward tuition, will be requested.

The application consists of the following documents and information:

1. The completed application form with \$40 application fee.
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). The Writing section is required as part of the SAT and/or ACT scores submitted to Franklin Pierce University. 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 office of 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 (collegeboard.org). See page 26 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 four Graduate & Professional Studies centers located in Concord, Lebanon, Manchester (on-line) and Portsmouth, N.H. For more information concerning the College at Rindge, call (800) 437-0048. For Graduate & Professional Studies information, call (800) 325-1090.

Geographic Distribution — Fall 2011

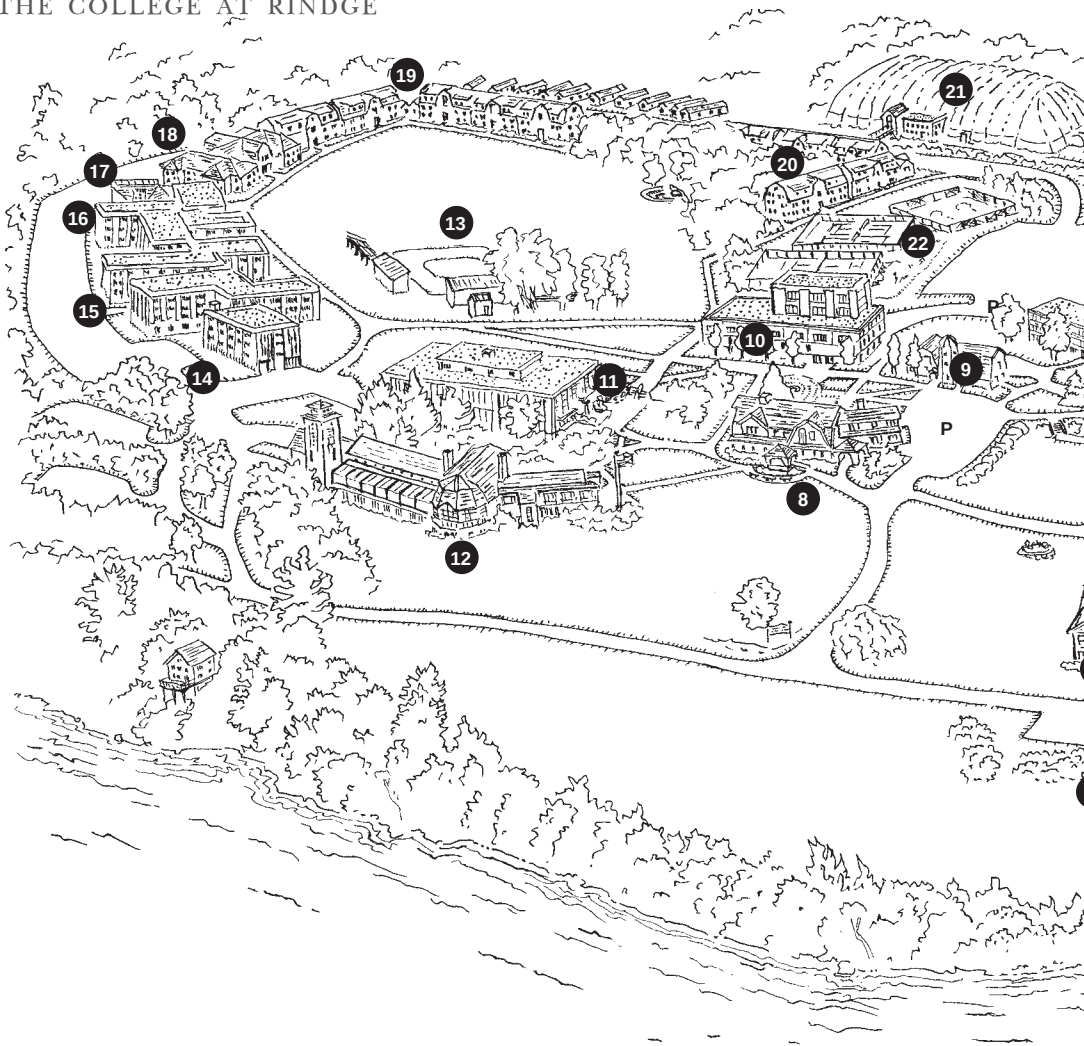
State	Number of Students Enrolled	Percent of Rindge Campus
Alaska	1	0.1%
Arizona	1	0.1%
California	8	0.6%
Colorado	3	0.2%
Connecticut	140	10.9%
Florida	7	0.5%
Georgia	1	0.1%
Hawaii	1	0.1%
Indiana	2	0.2%
Kansas	1	0.1%
Kentucky	1	0.1%
Massachusetts	513	39.8%
Maryland	2	0.2%
Maine	44	3.4%
Michigan	1	0.1%
Missouri	1	0.1%
North Carolina	2	0.2%
New Hampshire	301	23.3%
New Jersey	28	2.2%
New York	92	7.1%
Oregon	3	0.2%
Pennsylvania	11	0.9%
Rhode Island	60	4.7%
Tennessee	1	0.1%
Texas	3	0.2%
Virginia	1	0.1%
Vermont	30	2.3%

International Students

Australia	1	0.1%
Brazil	5	0.4%
Canada	3	0.2%
Switzerland	1	0.1%
China	6	0.5%
Great Britain	5	0.4%
Greece	1	0.1%
Hong Kong	1	0.1%
Ireland	1	0.1%
Japan	4	0.3%
Sweden	1	0.1%
Ukraine	1	0.1%
United Kingdom	1	0.1%

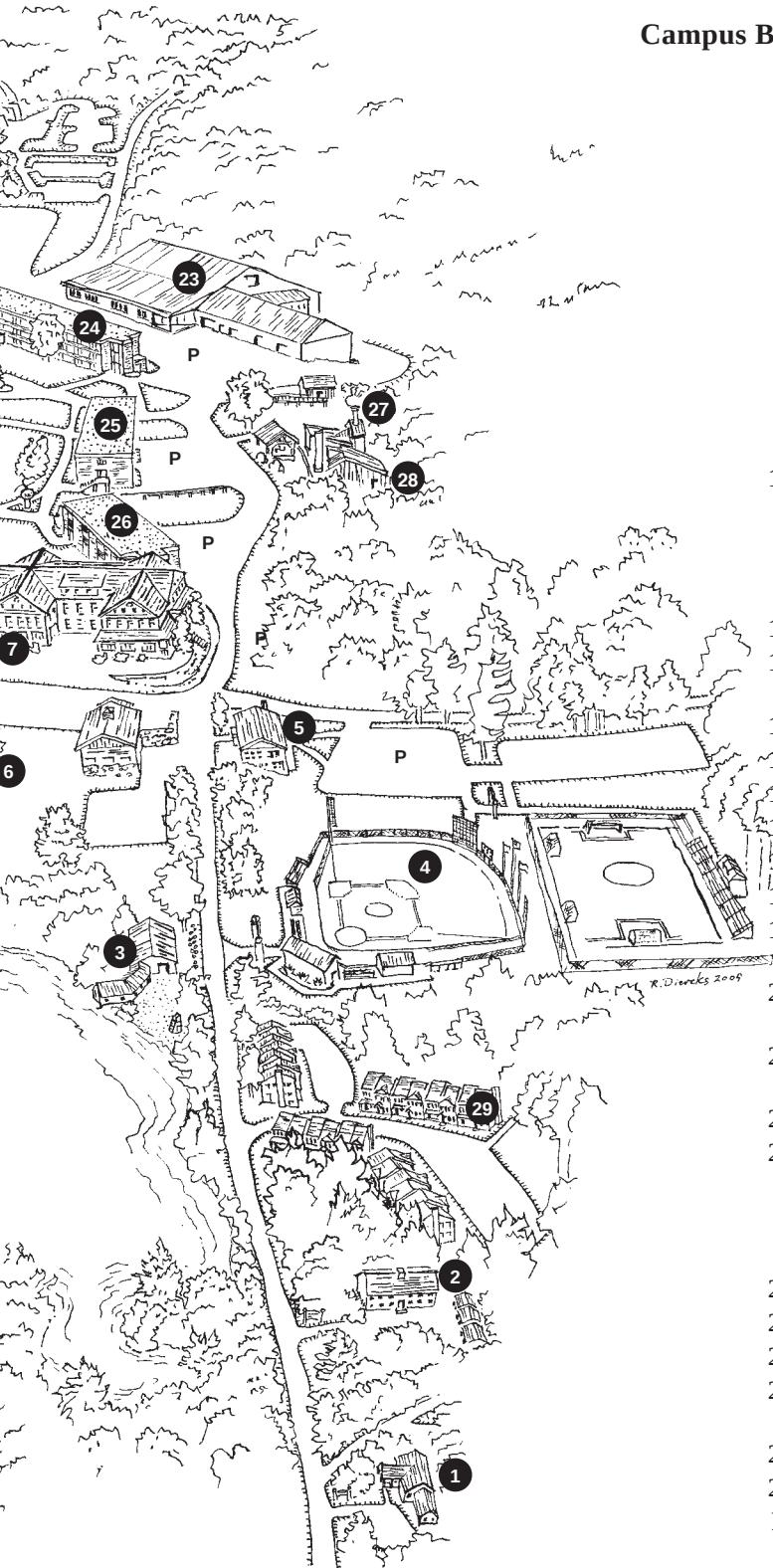
RINDGE UG TOTAL 1,290

100.0%

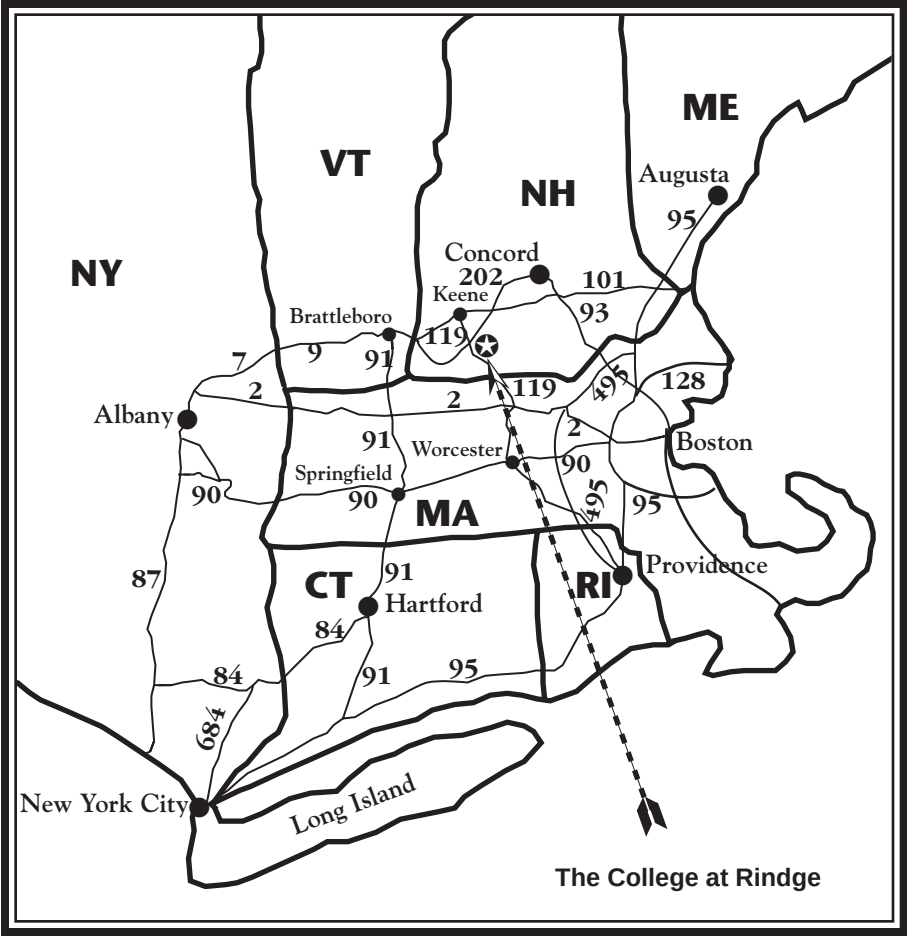


The College at Rindge

Campus Buildings and Classrooms



1. St. Peter's
(Visitor Check in)
 2. Sawmill Apartments
 3. Lakeside Educational
Center
 4. Pappas Field and
Sodexo Field
 5. DiGregorio Building
 6. Ravencroft Theatre
 7. Petrocelli Hall
 8. Peterson Manor
 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. Dr. Arthur and Martha
Pappas Health Sciences
and Athletic Training
Center
 24. Edgewood Hall
 25. Monadnock Hall
 26. Crestview Hall
 27. Adventure Recreation
Lounge
 28. Glassblowing Studio
 29. Lakeview Apartments
- P Parking



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, take Route 2 West, Route 140 North, Route 12 North, Route 202 and 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.

FranklinPierce

U N I V E R S I T Y

The College of Graduate & Professional Studies

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2012-2013 Academic Calendar - CGPS - Undergraduate Studies**2012**

Term 1 Begins.....	Mon 27-Aug
Add/Drop Ends - Term 1.....	Mon 3-Sep
Graduation - Term 6.....	Sun 30-Sep
Fall Break Days - CGPS Campuses Open - Floating Holidays.....	Mon-Tues 8&9-Oct
Term 1 Ends.....	Sat 20-Oct
Term 2 Begins.....	Mon 22-Oct
Add/Drop Ends - Term 2.....	Mon 29-Oct
Franklin Pierce Founders Day - 50th Anniversary Celebration.....	Wed 14-Nov
Thanksgiving Break - No CGPS Classes.....	Mon-Sat 19-24-Nov
Thanksgiving Break - CGPS Campuses Closed.....	Wed-Fri 21-23-Nov
Term 2 Ends.....	Sat 22-Dec
Winter Break - No CGPS Classes.....	Mon-Tues 24-Dec-1-Jan
Winter Holiday - CGPS Campuses Closed.....	Mon-Tues 24-Dec-1-Jan

2013

Term 3 Begins.....	Wed 2-Jan
Add/Drop Ends - Term 3.....	Wed 9-Jan
Martin Luther King Jr. Day - CGPS Campuses Open - Floating Holiday.....	Mon 21-Jan
Graduation - Term 1 & Term 2.....	Wed 30-Jan
President's Day - CGPS Campuses Open - Floating Holiday.....	Mon 18-Feb
Term 3 Ends.....	Tues 26-Feb
Term 4 Begins.....	Wed 27-Feb
Add/Drop Ends - Term 4.....	Wed 6-Mar
Spring Break Day - CGPS Campuses Open - Floating Holiday.....	Fri 22-Mar
Graduation - Term 3.....	Sat 30-Mar
Term 4 Ends.....	Tues 23-Apr
Term 5 Begins.....	Wed 24-Apr
Add/Drop Ends - Term 5.....	Wed 1-May
May Commencement/Graduation - Term 4.....	Sat 18-May
Memorial Day - CGPS Campuses Closed.....	Mon 27-May
Term 5 Ends.....	Mon 24-Jun
Term 6 Begins.....	Tues 25-Jun
Add/Drop Ends - Term 6.....	Tues 2-Jul
Graduation - Term 5.....	Sun 2-Jul
Independence Day - CGPS Campuses Closed.....	Thur-Fri 4&5-Jul
Term 6 Ends.....	Sat 24-Aug

2012-2013 Academic Calendar - CGPS - Graduate Studies

2012

Grad. Term 1 & Grad. Student Teaching/Internship Fall Semester Begins	Mon 27-Aug
Add/Drop Ends - Grad. Student Teaching/Internship Fall Semester	Mon 3-Sep
Graduation - Term 4	Sun 30-Sep
Fall Break Days - CGPS Campuses Open - Floating Holidays	Mon-Tues 8&9-Oct
Franklin Pierce Founders Day - 50th Anniversary Celebration	Wed 14-Nov
Grad. Term 1 Ends	Sat 17-Nov
Thanksgiving Break - No CGPS Classes	Mon-Sun 19-25-Nov
Thanksgiving Break - CGPS Campuses Closed	Wed-Fri 21-23-Nov
Grad. Term 2 Begins	Mon 26-Nov
Add/Drop Ends - Grad. Term 2	Mon 3-Dec
Grad. Student Teaching/Internship Fall Semester Ends	Fri 14-Dec
Winter Break - No CGPS Classes	Mon-Tues 24-Dec-1-Jan
Winter Holiday - CGPS Campuses Closed	Mon-Tues 24-Dec-1-Jan

2013

Graduate Student Teaching/Internship Spring Semester Begins	Wed 2-Jan
Add/Drop Ends - Grad. Student Teaching/Internship Spring Semester	Wed 9-Jan
Martin Luther King Jr. Day - CGPS Campuses Open - Floating Holiday	Mon 21-Jan
Graduation - Term 1	Wed 30-Jan
President's Day - CGPS Campuses Open - Floating Holiday	Mon 18-Feb
Grad. Term 2 Ends	Sat 23-Feb
Spring Break - No CGPS Graduate Classes	Sun 24-Feb-Sun 3-Mar
Grad. Term 3 Begins	Mon 4-Mar
Add/Drop Ends - Grad. Term 3	Mon 11-Mar
Spring Break Day - CGPS Campuses Open - Floating Holiday	Fri 22-Mar
Graduation - Term 2	Sat 30-Mar
Graduate Student Teaching/Internship Spring Semester Ends	Fri 10-May
May Commencement/Graduation	Sat 18-May
Grad. Term 3 Ends	Sat 25-May
Memorial Day - CGPS Campuses Closed	Mon 27-May
Grad. Term 4 Begins	Tues 28-May
Add/Drop Ends - Grad. Term 4	Tues 4-Jun
Graduation - Term 3	Sun 30-Jun
Summer Break - No CGPS Graduate Classes	Sun 30-Jun-Sun 7-Jul
Independence Day - CGPS Campuses Closed	Thur-Fri 4&5-Jul
Grad. Term 4 Ends	Sat 24-Aug

Message from the Dean's Office

There has never been a more exciting time to be enrolled in Franklin Pierce University's College of Graduate and Professional Studies! For example, in the next year, the University celebrates its 50th anniversary, inaugurates exciting, new undergraduate and graduate programs for busy adults, and receives external reaccreditation for several of our keystone academic programs. All of this work reflects the Core Value for the College to promote, support, and advance our community of adult learners by creating educational pathways that encourage motivated students to move from the most-basic degree (AA) to the most advanced degree (DA), which serves to remove barriers to success for non-traditional students.

Those interested in pursuing a graduate degree should know that our goal is to be a leading provider of graduate education, both regionally and nationally. And, as testament to our success in that area, alumni of Franklin Pierce University graduate programs regularly receive state and national acclaim as teachers, business professionals, scholars, healthcare providers, and civic and community leaders. Clearly our distinctive graduate programs in health-related fields, Physical Therapy [DPT], Physician Assistant [MPAS], and Nursing [MSN], business studies [MBA and MS ITM], teacher education [MEd], and leadership studies [DA] serve graduates well as they progress through their careers. Moreover, by paying careful attention to the link between the classroom and the community, Franklin Pierce prepares its graduate degree holders to serve society as leaders of conscience.

Those interested in pursuing an undergraduate degree should know that their courses of study will prepare them for master's coursework, and will offer them many opportunities to grow personally and professionally. That growth takes many forms, but especially targets students' developing holistic knowledge, critical thinking and analytical skills, great written and verbal communication expertise, and a strong sense of global citizenship as espoused by our mission.

As one who completed his education as a non-traditional adult student, I understand the complexities of pursuing a degree while balancing work pressures, family obligations, and the odd emergency. For that reason I work continually to make sure our programs are offered in a variety of delivery formats suitable to the adult student. Those formats include 12-week, 8-week accelerated, online, hybrid, and on-campus offerings; all in an attempt to help students complete coursework at an intense, quicker pace, without ever compromising academic rigor or intensity.

Please use this catalogue as a means to investigate studying at Franklin Pierce University and/or to help you navigate your progress towards the completion of your program of study. Should you have any questions along the way, however, reach out to our faculty advisors, support staff, and administration, all of whom stand ready to get you the answers you need. In a nutshell, that is the student-oriented approach of higher education to which I, as Dean, commit myself and the resources of the College of Graduate and Professional Studies as we work together to build an education that matters.

John Ragsdale, Ph.D.
Interim Dean

Academic Ambition Statement

Franklin Pierce University: A dynamic teaching and learning community, creating passion for academic excellence and civic engagement.

Academic Policies – General

Student Categories

- **Matriculated Student:** A matriculated degree student is one admitted to a University program, registered for degree or certificate credit, whose official transcripts have been received and verified by the Registrar's office and working toward a degree/certificate.
- **Non-Matriculated:** A non-degree, non-matriculated special student is one who is not working toward a degree/certificate. A non-degree student may become a degree/certificate candidate by applying and being accepted to a degree or certificate program through the Admissions process.

Course Delivery Methods

- **Face to Face:** Courses taught in full classroom presence format. A web-based component may supplement classroom assignments.
- **Hybrid:** Courses taught partially in the classroom and partially online. An example is a course that meets in the classroom one week and online during alternating weeks.
- **Online:** Courses taught totally online.
- **Independent Study:** A course recommended by the Academic Director and approved by the Dean on a subject in the student's area of study for which there is no corresponding Franklin Pierce course.
- **Directed Study:** Only under exceptional circumstances, a course listed in the University Catalog 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. Directed Studies must be approved by the Academic Director and Dean, no later than the week before classes begin in the term in which the Directed Study is to occur.
- **Internships:** A course approved by the Academic Director and Dean that is conducted over an extended period of time in a field placement for experiential learning.

Evaluation of Foreign Transcripts

Students must request to have official transcripts sent to a recognized credential evaluation service. In this evaluation, the transcript will be translated into English, if needed, authenticated and equivalencies set to determine the level of education and its relation to accredited institutions in the United States. The results of the evaluation must be sent from the agency to Franklin Pierce University. While the University agrees to review the evaluation for possible transfer credits, we reserve the right to accept or deny credits based upon the results of the evaluation. Fees are the responsibility of the student. Acceptable agencies for use are those who maintain a professional membership with AACRAO (American Association of Collegiate Registrars and Admissions Officers) or NACES (National Association of Credential Evaluation Services) and include but are not limited to: World Education Services (WES), Center for Educational Documentation (CED), Foundation for International Services (FIS), or AACRAO International Education Services (IES).

Registration

Students are eligible to attend classes and receive grades and academic credit when 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. Online/eLL students are required to actively engage the instructor on the date the course begins.

Exception to Registration Policy

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 desired, the

student may fill out a Request for Exception to Registration Policy form and the faculty member involved **must agree** to the late add. The request will be submitted to and reviewed by the Registration Exception Committee. The Committee shall consider requests made by students for an exception to a registration policy, including but not limited to adding and dropping courses after the end of the add/drop deadline and withdrawal from a course after the end of the deadline. If the late add is approved, a \$250 fee will be billed to the student's account. No exceptions will be made after the census period (see calendar on Registrar's webpage for census dates)

Class Attendance

Students are expected to attend all classes. A student anticipating absences should meet with the instructor to make the necessary arrangements for make-up work. Students who do not officially drop or withdraw within the established time frames are financially responsible for outstanding tuition.

Grade Report

Students who are currently active have access to their grades through CampusWeb.

Incomplete Grades

A grade of Incomplete (I) may be given when the student has been prevented from completing a course as a result of illness, family tragedy, or other extenuating circumstances, at the instructor's discretion. Completion of the course must be arranged between the instructor and the student. An Incomplete grade is not computed into the student's grade average at the time it is given. When a grade of Incomplete is given, the student will have to the end of the following term to complete the course. If the work has not been completed and a grade has not been submitted to the Registrar's office by this time, the Incomplete will default to F.

Undergraduate students who receive an incomplete grade are not eligible for Dean's Honors or Dean's List for the semester/term in which the Incomplete is received. A grade of In Progress (IP) may be awarded for a limited number of courses which, by their nature, take more than one term to complete. Courses with this designation are available at academic division offices or the home Center of the student.

Grade Change Policy

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

- Errors in the calculation or transcription of a grade can be submitted directly to the Registrar's office through the end of the next full semester/term after the grade was submitted.
- For undergraduate students: All other grade changes must be reviewed by the Academic Standards Committee and approved by the appropriate Dean. Grade changes arising from illness, family tragedy or miscommunication will be given due consideration.
- For graduate students: A faculty member wishing to change a grade for any reason other than error in calculation or transcription must submit a request, with justification in writing, to the Academic Director and the Dean or designee. Grade changes arising from illness, family tragedy or miscommunication will be given due consideration.

Grading System

Grade Symbols	Quality Definition	Point Value
A	Excellent	4.00
A-		3.67
B+		3.33
B		3.00
	Very Good	

B-		2.67
C+	(This is not satisfactory for graduate students)	2.33
C	Satisfactory (This is not satisfactory for graduate students)	2.00
C-	Marginal Grade (This is not satisfactory for graduate students and is considered an F)	1.67
D+		1.33
D	Unsatisfactory but passing	1.00
D-		0.67
F	Failure	0.00
I*	Incomplete (See Incomplete policy)	
IP*	In Progress (Available for specific courses only)	
P*	Pass (Available for specific courses only)	
AU*	Audit No grade or credit	
W*	Student initiated withdrawal	
WP/WF*+	Instructor-initiated withdrawal	See policy
AW*	Administrative withdrawal	

* Denotes that the grade is not used when computing the cumulative grade point average (CGPA).

+ Instructors this action must be taken by the end of the term in which the course was taken. This action 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.

Grade Review

Students must appeal a grade within the term following the course completion. The student must discuss the grade change with the course instructor. If the student is not satisfied with the result of this conversation, the student must put the request for grade review in writing to the instructor with copies to the Academic/Center Director. The instructor will assess the review request with all course materials and graded student artifacts and respond with a rationale for the grade awarded to the student.

If the student is dissatisfied with the instructor's conclusion, the graduate student may appeal to the Academic Director and the undergraduate student to the undergraduate Academic Standards Committee with recommendation to the Dean. The decision of the Dean is final.

Withdrawal from the University

Any student wishing to withdraw from the University during a term must complete the Withdrawal and Separation Process. A student in this situation should contact his/her advisor, Center/Academic Director to begin the process. 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 either a WP or WF on the transcript for each course in 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 40% of a term will receive grades as assigned by his/her instructors for all courses in which he/she is currently enrolled. If a student wishes to return to the University after withdrawing, he/she is required to apply for reinstatement through the Academic/Center director. Reinstatement is not automatic.

Academic Programs

Professional Studies

Bachelor of Arts

American Studies
Criminal Justice*
Human Services

Bachelor of Science

Accounting/Finance
Health Care Administration
Integrated Studies*
Management*
Marketing*
Nursing (RN to BS)

Associate of Arts

Accounting
Criminal Justice*
General Studies*
Health Care Administration
Human Services*
Management*
Marketing*

Undergraduate Certificates

Accounting
Human Services*
Paralegal*

Graduate Certificates

Emerging Network Technologies*
Energy and Sustainability Studies*
Health Administration*
Human Resource Management*
Nursing Education
Sports Management*

Graduate Studies

Doctoral Degrees

Doctor of Arts in Leadership Studies
(D.A.L.S.)
Doctor of Physical Therapy (D.P.T.)

Master's Degrees

Master of Business Administration in
Leadership (M.B.A. in Leadership)*
Master of Business Administration in
Energy and Sustainability Studies
(M.B.A. in E.S.S.)*
Master of Business Administration in
Health Administration (M.B.A.
in H.A.)*
Master of Business Administration
in Human Resource Management
(M.B.A. in H.R.M.)*
Master of Business Administration
in Information Technology
(M.B.A. in I.T.)*
Master of Business Administration
in Sports Management (M.B.A. in S.M.)*
Master of Education (M.Ed.) with or
without Certification* in:
Special Education (LD or EBD)
Middle/Secondary English, Social
Studies, Life Sciences
Elementary Education
Curriculum and Instruction with
Literacy
Master of Science in Information
Technology Management
(M.S. in I.T.M.)*
Master of Science in Nursing (MSN),
Leadership or Education
Master of Physician Assistant Studies
(M.P.A.S.)

** offered online*

Check our Web site schedules for available class formats.

Franklin Pierce University College of Graduate & Professional Studies Center locations

Concord Center: 5 Chenell Dr., Concord, NH 03301 • (603) 228-1155

Lebanon Center: 24 Airport Rd., Suite 19, West Lebanon, NH 03784 • (603) 298-5549

Manchester Center: 670 North Commercial St., Suite 206, Manchester, NH 03101
• (603) 626-4972

Portsmouth Center: 73 Corporate Dr., Portsmouth, NH 03801 • (603) 433-2000

Goodyear Campus: 140 North Litchfield Rd., Suite 110, Goodyear, AZ 85338
• (623) 512-386

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 Bachelor of Science and Bachelor of Arts Degree programs and is uniformly required of ALL students.

Bachelor of Arts and Bachelor of Science

Core Curriculum

Major Requirements

Demonstrated Writing Skills (6 Semester hours)	
IC 105 College Writing I	3
IC 106 College Writing II	3
Knowledge and understanding in the following broad disciplinary areas (24 semester hours)	
Natural Sciences	6
Mathematics	3
Social Sciences	6
Humanities	6
Arts	3
Liberal Arts Elective*	3

***Statistics recommended for programs in business, human services and the health professions**

Core Requirements (6 semester hours)	
IC 103 Career Image, Planning and Management	3
Capstone Course	3
Total	39 semester hours

It is strongly recommended that students satisfy the core requirements for Mathematics and College Writing early in their studies with Franklin Pierce University. A grade of “C” or better must be achieved in College Writing I and II or they must be retaken.

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 under-

standing 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.

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.

Academic Policies – Undergraduate

Degree Requirements

Bachelor's Degree: To be eligible for a Bachelor's degree from Franklin Pierce University, students must have a minimum cumulative grade point average of 2.00, a minimum grade point average of 2.00 in an academic major, and complete 120 credits (100 level and above). In addition, in order to complete minor or certificate programs, students must maintain a minimum grade point average of 2.00 in those programs. General and Liberal Education Curriculum requirements and requirements for a major must be satisfied. Students are awarded their diploma at the graduation date after fulfillment of all graduation requirements.

Associate's Degree: Requirements for an Associate's degree are the successful completion of 60 semester hours (100 level and above) with a minimum cumulative grade point average of 2.00, a minimum grade point average of 2.00 in an academic major and satisfaction of core and major division requirements.

Residency Requirements

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

Residency Requirements for Bachelor's Degree

To be eligible for a Bachelor's Degree, a minimum of 30 semester hours must be completed at Franklin Pierce University. Within the 30 hours, students must complete a minimum of 6 semester hours in the General and Liberal Education curriculum including IC103 and the major capstone course. An additional 12 semester hours must be upper level courses (300 level or above) in each declared major.

Residency Requirements for Associate's Degree

To be eligible for an Associate's Degree, a minimum of 15 semester hours must be completed at Franklin Pierce University. Within the 15 hours, students must complete a minimum of 6 semester hours in the General and Liberal Education curriculum including IC103. An additional 6 semester hours must be completed in the major.

Residency Requirements for Certificates

Students must complete at least four courses towards the Certificate at Franklin Pierce University.

Second Degree Requirements

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

Time Limits

Undergraduates enrolled in Bachelor's degree programs may continue to work toward their degree 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 remain inactive for twenty four consecutive months must receive the permission of the Center Director and the Dean or designee for reinstatement. Students must meet the requirements of the catalog in effect at the time they notify Franklin Pierce of their intent to resume coursework toward degree completion. Notification means registering for a course at Franklin Pierce, or submission of an official transcript reflecting coursework completed at another institution. All students resuming coursework, whether that work is completed at Franklin Pierce or at another institution, are subject to the catalog in effect at the time of notification. This catalog includes program curriculum for the degree as well as college administrative, academic and financial policies.

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

Double-Counted Courses

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 while maintaining the integrity of the academic programs, the policy for double-counting of courses is established as follows: For a second major at the Baccalaureate level, a minimum of six courses must be taken beyond those that are double-counted. For a second major at the Associate level, a minimum of three courses must be taken beyond those that are double-counted.

Transfer Credit Policy

Transfer students, including graduates of two-year colleges are welcome to apply for entrance in any term. The Center Director at the College of Graduate & Professional Studies must be provided with an official transcript from each high school (or GED) and college attended, as well as official score documentation for any other advanced standing/accelerated coursework from non-traditional sources (military, ACE). Official notification of transfer evaluation results normally occurs within 90 days of receipt of all prior transcripts and other documentation. Transcripts must be sent directly to the University.

Transfer Credit Policy Residency Requirements

Transfer students will be required to meet the minimum residency requirements for the degree that they wish to pursue (see Residency requirements, page 275).

Advanced Standing

Transfer from Other Accredited Institutions

Students may receive credit for courses previously taken at other regionally accredited institutions provided they earned a grade of C or better as defined by Franklin Pierce University. Students from regionally accredited Associate level colleges will receive transfer credit of up to 75 semester hours for grades of C or better in appropriate coursework. Students who

transfer from regionally accredited Baccalaureate-level colleges/universities will receive transfer credit of up to 90 semester hours for grades of “C” or better in appropriate coursework.

New Hampshire Transfer

New Hampshire community college students are encouraged to visit NHTransfer.org for an online analysis of one’s coursework transferability. Admissions counselors are available at all Franklin Pierce locations to provide information and assist student with the transfer process. A preliminary transfer credit evaluation will be completed shortly after you are offered admission to the University.

Advanced Standing & Non-Traditional Credit Guidelines

Undergraduate students may accelerate their degree programs through use of non-traditional forms of credit. Included are the Learning Experience Assessment Process (see below), the College Level Examination Program (CLEP), and coursework validated by the American Council on Education (ACE) and various other credit evaluation agencies. All coursework noted here is processed as transfer credit. The maximum amount of credit for all such forms of nontraditional credit is 75 semester hours. Furthermore, the maximum within each category is as follows:

- LEAP 45 semester hours
- CLEP 30 semester hours
- ACE, and other credit evaluation agencies, 45 semester hours

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

Students may earn credit through the **College-Level Examination Program (CLEP)**. CLEP examinations must be taken within the first 18 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. Information on the CLEP program is available at your center office. Previously taken CLEP testing will be reviewed on a case-by-case basis.

AP credit (College Board Advanced Placement Exams) and **IB credit** (International Baccalaureate): the University recognizes 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 Exams (score of 3 or higher) or International Baccalaureate Higher Level Exams (score of 4 or higher). Official score reports must be submitted to the University from College Board or International Baccalaureate for credit to be granted.

Learning Experience Assessment Process (LEAP)

LEAP is designed to help students apply the knowledge they have accumulated through non-credit classroom, work-related, informal or self-study experience. It is important to recognize that credit is awarded for the acquired college-level learning and not for the experience itself. When students demonstrate college-level learning, credit may be awarded and applied toward graduation requirements. Students will prepare a Learning Experience Portfolio demonstrating the acquired learning. Portfolios must be submitted before the 87 credits are earned.

Students must be accepted into a matriculated program prior to submitting a LEAP portfolio and are required to complete a LEAP Workshop that outlines the assessment process and the preparation of a portfolio.

Students will prepare a Learning Experience Portfolio as described in the Franklin Pierce University LEAP Student Handbook to demonstrate the acquired learning. The

THE COLLEGE OF GRADUATE & PROFESSIONAL STUDIES

interdisciplinary Learning Experience Assessment Process Review Board of Franklin Pierce University evaluates a portfolio with notification of credit normally awarded within 60 days. 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. The portfolio must be submitted within the first 18 months of a student's enrollment at the University.

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 advisor. Student should contact their Center Director for assistance. Audited Franklin Pierce courses may not count as LEAP credit.

Class Standing

Class standing is determined as follows:

Freshman: 0-25 semester credits earned.

Sophomore: 26-55 semester credits earned.

Junior: 56-87 semester credits earned, completion of IC105 and IC106, and declaration of major.

Senior: 88+ semester credits earned.

Study at Other Institutions

Once enrolled in a degree program at Franklin Pierce University, students are expected to complete all coursework in residence. Permission to take courses at other institutions and to transfer them back to the University will be granted only under extenuating circumstances. Students should consult with the Center Director for proper procedure and related paperwork prior to taking courses outside the College. The Associate Dean of Undergraduate Professional Studies is responsible for final determination.

Course Load and Registration Overload

Students may enroll in up to two courses per term. Students with a minimum cumulative grade point average of 3.25 are allowed to enroll in up to three courses in a term. Students with a CGPA below 3.25 may enroll in three courses or more in a term only with prior approval from the Dean or designee.

Add/Drop Policy

The add/drop period is the first week of classes (8 calendar days). Courses may be added and/or dropped during this period without additional charge. Individual courses dropped during the add/drop period do not appear on the student's transcript; there is no tuition charge for such courses. Tuition charges for the term 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.

Course Withdrawal Policy

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", and the student may receive partial financial credit or no credit against tuition charged, based on the date of withdrawal. Students are required to complete a Registration Status Change form when dropping or withdrawing from a course. Students may not, of their own volition, withdraw after the first two weeks of a course. After the first two weeks, withdrawal must be initiated by the instructor: in each such instance, the grade reported by the instructor will be WP (withdraw passing) or WF (withdraw failing). All withdrawn courses count as attempted credits.

Repeating Courses

Students may repeat only those courses taken at Franklin Pierce University from which they withdrew or have earned a grade of D, D- or F; no course may be repeated more than

twice. Repeating a course more than once may impact financial aid eligibility, and therefore students are encouraged to contact Student Financial Services (SFS). Students who do not meet required grade point minimums for prerequisite courses in certain majors or minors may request special permission from the Dean or designee to repeat the course. Such courses may be repeated only once.

Once a course has been repeated at Franklin Pierce University, the grade received on the repeat becomes the final grade and replaces the other grades for that course in the cumulative GPA. All final grades will appear on the student's transcript. The repeated course will be noted with an asterisk (*) and the new grade will be followed by an (R). A student may elect to take an equivalent course, with permission, at another college and receive credit for that course, but the course grade will not alter the student's cumulative grade point average and the original grade will remain as part of their GPA.

Auditing Courses

Students wishing to take a course for no credit may do so by indicating "Audit" in the appropriate area on registration materials. 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. (eLL or 100% online courses may not be audited.) No audit condition of course registration may be changed after the end of the established add/drop period. Audited courses are posted on the academic record with the grade notation of "AU" with no academic credit awarded. Audited FPU courses may not count as LEAP credit.

Dean's Honors

To be eligible for Dean's List or Dean's Honors List students must be matriculated into a degree program and carry a minimum of 6 credits per term. Grades of I (incomplete) will make the student ineligible for honors in that term.

Dean's List: students who have completed a minimum of two courses in an undergraduate degree program within a term and have a term grade point average of at least 3.50 will be named to the Dean's List.

Dean's Honors List: students who have completed a minimum of two courses in an undergraduate degree program within a term and have a term grade point average of 3.85 or better will be named to the Dean's Honors List.

Academic Standing*

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

Academic Warning: Students with a CGPA between 2.0 and 2.1 at the end of a 12-credit-hour reporting cycle will be placed on academic warning. Students on academic warning may still register for 2 courses per term. This notification, which is copied to the Center Director of the student's home center, serves simply to alert the student that s/he is close to entering a probationary status.

Academic Probation: Students with a CGPA between 1.0 and 2.0 at the end of a 12-credit-hour reporting cycle will be placed on academic probation. A student on academic probation is allowed to register for no more than one course per term. Students stay on academic probation until the CGPA rises to 2.0 or higher, but may spend no more than two terms on probation before being suspended from the university. A copy of the notification placing the student on academic probation will be sent to the student's advisor, to the Dean's office, and to the Center for Academic Excellence (CAE). Students placed on academic probation must discuss strategies for raising the CGPA with the

advisor, who may recommend the student discuss learning strategies with the dean (or designee) and/or a representative of the Center for Academic Excellence.

Academic Suspension: A student is placed on academic suspension if:

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

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

A student remains on suspension for at least one term and until the student applies for reinstatement. Students wishing to apply for reinstatement must:

- Complete a reinstatement application available at the student's home center and on the Registrar's site on e-Raven;
- Submit a letter along with the reinstatement application to the Center Director of the student's home center. At a minimum, that letter should include the reason(s) the student desires to return to FPU, a reflection on why the student did not do well in the past, and the strategies the student plans to employ to bolster future academic success;
- Work with the Center for Academic Excellence to develop an education plan of study for the next three terms;
- Submit that plan to the Center Director of the student's home center; and
- Meet with the Center Director of the student's home center to discuss the possibility of reinstatement.

Once the student takes these steps, the Center Director will make a recommendation to the Dean about reinstating the student. The Dean or designee may act on that recommendation or have a follow-up conversation with the student before making a determination. In either case, the Dean or designee's decision is final, and the student will be notified in writing by the Dean's office. The Dean's office will also alert the following: the Center Director, the Center for Academic Excellence, the Registrar, and Student Financial Services. If students have an outstanding financial obligation to the University, that account will need to be brought current before the student may return to classes.

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

Satisfactory academic progress is measured qualitatively, by review of the Cumulative Grade Point Average (CGPA); quantitatively (pace), by review of the rate of progress – the percentage of credits earned vs. attempted; and overall against a maximum timeframe of 150% of the program's length, measured in attempted credits. Full-time undergraduate students must complete their program within six years (see table below for minimum completion requirements). The academic credit for semesters is earned with a passing grade (D or better). Satisfactory progress is defined as a minimum of a 2.00 CGPA and a rate of progress of at least 67%. Please see the Student Financial Services page 255 for greater detail.

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

Nonacademic suspensions and dismissals are addressed in the CGPS Code of Conduct.

Reinstatement Policy

Inactive students:

- Students who have been away from Franklin Pierce University for six months or less are not discontinued. These students may contact their home center and register for courses. Students must be in good academic and financial standing.
- Students who remain inactive for seven to twenty four consecutive months may contact their home center and supply current contact information. Students may continue to follow the requirements from the catalog in effect at the time of matriculation and must be in good academic and financial standing
- Students who remain inactive for twenty four consecutive months or more must receive the permission of the Center Director and the Dean or designee for reinstatement. Students must meet the catalog requirements in effect at the time of reinstatement, and must be in good academic and financial standing.

Students with Academic Sanctions: see academic standing policy above.

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 & 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. The following are required of all Accounting/Finance majors:

Prerequisite Requirements (21 semester hours)

AC101	Principles of Accounting I
BA258	Legal and Social Environment of Business
ET101	Principles of Economics I
FM224	Principles of Financial Management
MK201	Principles of Marketing
MN201	Principles of Management
MT260	Statistics

Major Requirements (Accounting Track) (27 semester hours)

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
BA471	Senior Business Seminar (counted as part of Core)
FM423	Investment Analysis
IB364	The Global Economy

General Electives (33 semester hours)

Major Requirements (Finance Track) (30 semester hours)

AC102	Principles of Accounting II
BA471	Senior Business Seminar (counted as part of Core)
_____	300/400 Level Business Elective
_____	300/400 Level Business Elective
ET102	Principles of Economics II
ET223	Money and Banking
FM257	Real Estate Investment
FM311	Managerial Finance
FM423	Investment Analysis
FM454	Problems in Finance
IB364	The Global Economy

General Electives (30 semester hours)

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. 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 2.00 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 (9 semester hours)

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*

*** Courses may be used to satisfy General Education Core Requirements*

Methods Courses (3 semester hours)

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 (18 semester hours)

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 courses 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
- 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
- PO351 American Presidency
- PO352 Constitutional Law I
- SO205 Race and Ethnic Relations
- SO220 The Family
- SO421 Poverty and Wealth
- TH343 Modern American Drama

Integrative Capstone Course

- AS401 American Studies Senior Project Seminar (counted as part of Core)

General Electives (51 credit hours)

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

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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 2.00 must be maintained in required criminal justice courses and electives in order to remain in the major. The following are required of all Criminal Justice majors:

Major Requirements (36 semester hours)

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 (counted as part of Core)
SO101	Introduction to Sociology*
SO205	Race and Ethnic Relations*
SO209	Ethics
SO210	Deviance and Social Control
SO218	Methods of Quantitative Research <i>or</i>
SO219	Methods of Qualitative Research
SO410	Criminology.
SO460	Corrections

**Courses may satisfy General Education core requirements*

Major Electives (9 semester hours)

Three of the following must be completed:

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

General Electives (36 semester hours)

Health Care Administration

Bachelor of Science (120 semester hours)

The major in Healthcare Administration prepares students for a variety of career directions in the health care industry. This interdisciplinary program will provide students with a degree opportunity that is career relevant and a viable bridge to graduate study in health care related fields. The curriculum develops critical thinking skills, the ability to use medical terminology and the acquisition of a broad biomedical knowledge base. An internship option provides for experiential learning outside the classroom and allows students to acquire the knowledge and practical skills that prepare them for positions in the field of health care administration.

In addition to completing the CGPS General and Liberal Education Curriculum, Health Care Administration majors will complete the following sequence of courses:

Prerequisite Requirements (24 semester hours)

AC101	Principles of Accounting I
ET101	Principles of Economics I
HCA101	Medical Terminology

HCA201	Introduction to Health Care Administration
MN201	Principles of Management
MK201	Principles of Marketing
MT260	Statistics
PA250	World Religions

Major Requirements (30 semester hours)

BI235	Human Health and Nutrition
HCA310	Quality Management in Health Care
HCA320	Financial Management for Health Care
HCA330	Information Systems in Health Care
HCA400	Healthcare Law and Ethics
HCA410	Epidemiology
PS234	Human Growth and Development
300/400	Level Management/Marketing Elective
Two 300/400	Level Business Electives

General Electives (27 semester hours)

Human Services

Bachelor of Arts Degree (120 Semester Hours)

Human Services majors are problem solvers. As they explore the fields of psychology, sociology/social work, criminology, and business, they prepare for careers aimed at enhancing the public good. By intentionally weaving together coursework in each of these fields, the Human Services major is truly interdisciplinary in nature, thereby preparing its students to consider problems and formulate solutions from a variety of angles. Graduates tend to pursue careers and/or advanced degrees in education, social work, psychology, or public service, to name a few.

In addition to completing the CGPS General and Liberal Education Curriculum, Human Services majors will complete the following sequence of courses:

Major Requirements (33 credit hours)

CJ101	Introduction to Criminal Justice
CJ201	Police Work
HU489	Senior Human Services Seminar (Capstone Course)
PS101	Introduction to Psychology
PS211	Psychology of Aging <i>or</i>
PS230	Child and Adolescent Development <i>or</i>
PS234	Human Growth and Development
PS322	Social Psychology
SO101	Introduction to Sociology <i>or</i>
SO103	Introduction to Social Work
SO203	Community Organization <i>or</i>
SO205	Race and Ethnic Relations
MT260	Statistics <i>or</i>
PS260	Statistics for the Behavioral Sciences
SO218	Methods of Quantitative Research <i>or</i>
SO219	Methods of Qualitative Research
SO320	U.S. Social Policy

Major Electives (21 credit hours—Students must complete any seven of the following courses.)

MN360	Communication Skills for Managers
MK335	Public Relations
CJ301	Criminal Investigation and Evidence
CJ302	Courts and Criminal Procedure
IC305	Science of Society
HU495	Senior Internship in Human Services
PS300	Theories of Intimate Violence
PS323	Seminar on Addiction
PS330	Child Abuse and Neglect
PS340	Techniques of Counseling
PS44	Abnormal Psychology
SO350	Law and Society
SO421	Poverty and Wealth

General Electives (27 semester hours)

Integrated Studies

Bachelor of Science Degree (120 semester hours)

The Integrated Studies program prepares students who have an associate degree or a minimum of 60 semester hours of credit for a variety of career pathways and builds on a profile of skill-based learning outcomes. The key skills are defined as major requirements and are validated through the Integrated Seminar, a senior capstone course. Students must select two areas of concentration or build on an existing transferable concentration.

Major Requirements (39 semester hours)

Demonstrated Writing Skills (6 Semester hours)

IC105 College Writing I	3
IC106 College Writing II	3

Knowledge and understanding in the following broad disciplinary areas (24 semester hours)

Natural Sciences	6
Mathematics	3
Social Sciences	6
Humanities	6
Arts	3

Liberal Arts Elective* 3

***Statistics recommended for programs in business, human services and the health professions**

Core Requirements (6 semester hours)

IC103 Career Image and Management	3
IC403 Integrated Seminar	3

Total 39 semester hours

Notes: 1. All major requirements may be transferred except for IC103 and IC403

2. All 4 credit courses will transfer for 3 credits

Concentrations (24 semester hours per concentration of which 15 must be at 300-400 level)

Management Concentration

Prerequisite requirements

AC101	Principles of Accounting I
ET101	Principles of Economics I
MN201	Principles of Management

Concentration options

(Any five 300-400 level Management courses.)

Marketing Concentration

Prerequisite requirements

ET101	Principles of Economics I
MN201	Principles of Management
MK201	Principles of Marketing

Concentration options

(Any five 300-400 level Marketing courses.)

Human Services Concentration

Prerequisite requirements

PS101	Introduction to Psychology
SO101	Introduction to Sociology <u>or</u>
SO103	Introduction to Social Work
SO205	Race and Ethnic Relations

Concentration Options

(Any five 300-400 level Criminal Justice, Human Services, Psychology, or Sociology courses.)

American Studies Concentration

Prerequisite requirements

AS101	Introduction to American Studies
HS201	U.S. History of the War of 1812
HS204	U.S. History since 1945

Concentration options

(Any five 300-400 level American Literature, American Studies or US History courses.)

Liberal Studies Concentration

Prerequisite requirements

EN204	Introduction to American Literature
EN210	Introduction to Literary Studies
AN101	Introduction to Cultural Anthropology <u>or</u>
PA101	Introduction to Philosophy

Concentration options

(Any five 300-400 level Anthropology, English, Individual and Community, Philosophy, or Theater courses.)

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. The following are required of all Management majors:

Prerequisite Requirements (21 semester hours)

- AC101 Principles of Accounting I
- BA258 Legal and Social Environment of Business
- ET101 Principles of Economics I
- FM224 Principles of Financial Management
- MK201 Principles of Marketing
- MN201 Principles of Management
- MT260 Statistics*

**Satisfies Core Liberal Arts Elective*

Major Requirements (30 semester hours)

- BA471 Senior Business Seminar (counted as part of Core)
- FM311 Managerial Finance
- IB364 The Global Economy
- 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 (30 semester hours)

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. The following are required of all Marketing majors:

Prerequisite Requirements (21 semester hours)

- AC101 Principles of Accounting I
- BA258 Legal and Social Environment of Business
- ET101 Principles of Economics I
- FM224 Principles of Financial Management
- MK201 Principles of Marketing
- MN201 Principles of Management
- MT260 Statistics*

**Satisfies Core Liberal Arts Elective*

Major Requirements (30 semester hours)

- BA471 Senior Business Seminar (counted as part of Core)
- CIT130 Data Applications *or*
- CIT140 Electronic Spreadsheets
- IB364 The Global Economy
- MK314 Consumer Behavior
- MK333 Marketing Research
- MK335 Public Relations

MK350	Electronic Commerce
MK474	Marketing Management in a Green Economy
-----	300/400 Level Marketing Elective
-----	300/400 Level Marketing Elective
-----	300/400 Level Business Elective

General Electives (30 semester hours)

Nursing

Bachelor of Science for Registered Nurses (120 semester hours)

The RN to BS Nursing program is designed for students who hold an RN license and have earned an Associate degree in Nursing or diploma in nursing. Curriculum requirements may be met through transfer credits, course enrollment, and challenge exams. Nursing students matriculated in an Associate degree nursing program may enroll in the RN to BS program before graduating from the ADN program. Students may enroll for part-time or full-time study. The Bachelor of Science in Nursing is accredited by the National League for Nursing Accrediting Commission, Inc., 3343 Peachtree Road, NE, Suite 500, Atlanta, GA 30326. Phone: (404) 975-5000

The RN student must earn a minimum of 120 credits to graduate. A maximum of 30 credits is awarded for nursing coursework completed at the associate degree or diploma level. The following courses are required of nursing majors:

Major Requirements (33 semester hours)

CIT101	Microcomputer Applications	3
PA250	World Religions	3
NR300	Transition to Baccalaureate Nursing — Diploma graduates must complete course with a grade of “B” or better to receive 30 nursing credits and to advance in the program.	3
NR320	Evidence-Based Practice	3
NR330	Clinical Decision Making	3
NR400	Health Policy and the Role of the Professional Nurse	3
NR420	Health Promotion Across the Lifespan	3
NR442	Community Health & the Role of the Professional Nurse	3
NR444	Community Health & the Role of the Professional Nurse – Practicum	3
NR490	Leadership in Professional Nursing Practice, Seminar and Practicum	6

Nursing Foundation Requirements (21 semester hours)

Anatomy and Physiology I & II *	3 each
Microbiology	3
Chemistry or other science	3
Introduction to Psychology*	3
Human Growth and Development	3
Nutrition	3

**Courses satisfy General Education Core requirements.*

General Education Core Requirements (36 semester hours)

IC103	Career Image, Planning and Management	3
IC105	College Writing I	3
IC106	College Writing II	3
Social Science*		6
Natural Sciences*		6

Humanities	6
Mathematics	3
MT260 Statistics	3
Art Appreciation	3
<i>*Satisfied in part or in full by Foundation Courses</i>	

ASSOCIATE DEGREE PROGRAMS

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.

General and Liberal Education Curriculum

IC103	Career Image, Planning and Mgt
IC105	College Writing I
IC106	College Writing II

Two 100-200 level Natural Science
One 100-200 level Mathematics

Two of the three:
100-200 level Social Science
100-200 level Humanities
100-200 level Art Appreciation

Total Semester Hours Required: 24

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, Planning and Management
IC105	College Writing I
IC106	College Writing II
MN201	Principles of Management
_____	Mathematics Core Elective (not MT 260)
_____	Natural Science Core Elective I
_____	Natural Science Core Elective II

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Two of the three:

- One 100-200 level Social Science
- One 100-200 level Humanities
- One 100-200 level Art Appreciation

General Electives (15 semester hours)

Criminal Justice

Associate of Arts Degree (60 semester hours)

CJ101	Introduction to Criminal Justice
CJ201	Police Work
CJ203	Juvenile Justice
IC103	Career Image, Planning 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)
-----	Natural Science Core Elective I
-----	Natural Science Core Elective II

Two of the three:

- One 100-200 level Social Science
- One 100-200 level Humanities
- One 100-200 level Art Appreciation

General Electives (12 semester hours)

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, Planning and Management
IC105	College Writing I
IC106	College Writing II
MT260	Statistics
-----	Mathematics Core Elective (not MT 260)
-----	Natural Science Core Elective I
-----	Natural Science Core Elective II

Two of the three:

- One 100-200 level Social Science
- One 100-200 level Humanities
- One 100-200 level Art Appreciation

General Electives (24 semester hours)

Health Care Administration

Associate of Arts Degree (60 semester hours)

- BI235 Human Health and Nutrition
- HCA101 Medical Terminology
- HCA201 Introduction to Health Care Administration
- IC103 Career Image, Planning and Management
- IC105 College Writing I
- IC106 College Writing II
- _____ Mathematics Core Elective (not MT 260)
- _____ Natural Science Core Elective I
- _____ Natural Science Core Elective II
- PS234 Human Growth and Development

Two of the three:

- One 100-200 level Social Science
- One 100-200 level Humanities
- One 100-200 level Art Appreciation

Two of the following:

- HCA310 Quality Management in Health Care
- HCA320 Financial Management for Health Care
- HCA330 Information Systems in Health Care
- HCA400 Health Care Law and Ethics
- HCA410 Epidemiology
- PA250 World Religions

General Electives (18 semester hours)

Human Services

Associate of Arts Degree (60 semester hours)

- IC103 Career Image, Planning and Management
- IC105 College Writing I
- IC106 College Writing II
- MT260 Statistics
- 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)
- _____ Natural Science Core Elective I
- _____ Natural Science Core Elective II

Two of the three:

- One 100-200 level Social Science
- One 100-200 level Humanities
- One 100-200 level Art Appreciation

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 (15 semester hours)

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, Planning 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 MT260)
-----	Natural Science Core Elective I
-----	Natural Science Core Elective II

Two of the three:

- One 100-200 level Social Science
- One 100-200 level Humanities
- One 100-200 level Art Appreciation

General Electives (15 semester hours)

Marketing

Associate of Arts Degree (60 semester hours)

AC101	Principles of Accounting I
ET101	Principles of Economics
IB364	The Global Economy
IC103	Career Image, Planning 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)
-----	Natural Science Core Elective I
-----	Natural Science Core Elective II

Two of the three:

- One 100-200 level Social Science
- One 100-200 level Humanities
- One 100-200 level Art Appreciation

General Electives (15 semester hours)

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 Income Taxes)*

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 on-line. This program includes ten courses and is completed in one year. Students take nine substantive paralegal courses and Micro-computer 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 On-line Director to determine if any other classes are needed before entering the program.

Admissions Procedure

1. Schedule an interview with the On-line Director.
2. Submit an application (no fee) and transcripts to the On-line Director.
3. Final approval will be made by the On-line 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

UNDERGRADUATE COURSE DESCRIPTIONS

Accounting 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

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 (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 Auditing Ethics and Practice (offered only as a directed study)

3 credits

This accounting 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.*

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**
Available as an elective to all Accounting majors. Topics covered are: troubled debt restructuring, not-for-profit entities, partnerships and trusts. *Prerequisite: AC474.*

Advertising Curriculum

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.*

American Studies Curriculum

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.

AS401 Senior Project Seminar **3 credits**
A seminar featuring readings in the field of American Studies, including portfolio-based academic assessment and career planning activities, and culminating in an independent research and/or creative project on a particular aspect of American life and/or culture. *Prerequisite: senior standing or permission of instructor.*

Anthropology Curriculum

AN101 Introduction to Cultural Anthropology **3 credits**
Introduces students to cultural Anthropology's key concepts, principles, and methods. Draws on simulated field work experiences in rural Mexico.

AN216 Human Sexuality **3 credits**
Examines the subject from biological and behavioral perspectives. Separates misinformation about sexuality from scientific data. Reviews cross-cultural options for expression of sexuality which can be integrated into adult behavioral patterns. *Prerequisite: sophomore, junior or senior level.*

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.

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.

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. *Prerequisites: AN101, PS101 or SO101.*

Business Administration Curriculum

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.

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. This course is the capstone requirement for all business majors. *Prerequisite: senior standing.*

Computer Information Technology Curriculum

CIT101 Microcomputer Applications

3 credits

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

CIT102 Introduction to Information Technology

3 credits

Introduces students to contemporary information technology: computer hardware, software, databases and data warehouses, Internet, e-Commerce, Transactions Processing Systems, Decision Support Systems, Geographic Information Systems, Artificial Intelligence, Expert Systems, Neural Networks, Fuzzy Logic, Genetic Algorithms, Intelligent Agents, Swarm Intelligence, Systems Development, Enterprise Resource Planning, Security, and how it is used in business to gain competitive advantage.

CIT130 Database Applications

3 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.

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.*

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 alternatives, and juvenile corrections, custodial sanctions and parole. *Prerequisite: CJ101 must be completed with a grade of C or higher.*

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 the relevant U.S. Supreme Court decisions. *Prerequisites: CJ101, CJ201, and CJ301 must be completed with a grade of C or higher.*

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. A proficiency exam will be administered to all students, and a passing grade is a requirement for successful completion of the Criminal Justice major. *Senior Criminal Justice major, CJ101, CJ201, CJ203, CJ301, CJ302*

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.*

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 throughout the course. *Prerequisite: ET101.*

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.*

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.*

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.

English Curriculum

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.

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 throughout 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 various genres, the course trains students in methods for analyzing and understanding literature; how to write about literature and develop vocabulary appropriate to literary study. *Prerequisite: IC105 or permission of the 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.*

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.*

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.*

THE COLLEGE OF GRADUATE & PROFESSIONAL STUDIES

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.*

Fine Arts Curriculum

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.

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?

FA286 Modern and Contemporary Art and Design

3 credits

This course surveys styles of art and design from the modern era (ca. 1890-1945) through the post-war and contemporary movements (after 1945-present) resulting from technical revolution and cultural globalization. It further examines the ways in which movements of art and design interfaced during these periods and have emerged as virtually symbiotic.

Financial Management Curriculum

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.

General Studies Curriculum

GST410 Senior Liberal Arts Seminar

3 credits

This course serves as the capstone for the General Studies degree. In any given year, different versions of the course, focusing on distinct subject matters or themes will be offered. All offerings in the Senior Liberal Arts Seminar are interdisciplinary in nature, feature active and collaborative learning. *Prerequisite:* senior standing

Health Care Administration Curriculum

HCA101 Medical Terminology

3 credit hours

The course introduces medical vocabulary and focuses on the components of medical terms and the method for analysis of word definitions. The emphasis will be on learning to define, pronounce and spell medical terms using prefixes, suffixes, roots and combining forms related to the anatomy and physiology of the human body. The course will include an introduction to operative, diagnostic, therapeutic and symptomatic terminology of all body systems.

HCA201 Introduction to Health Care Administration

3 credit hours

This course introduces the use of concepts, theory, and approaches related to professional practice in the healthcare system and exposes students to experience with the health care system from a customer perspective. A broad overview of the levels of care, the care continuum and the regulations governing care delivery is provided. Issues of individual behaviors, health status indicators, and government responsibilities are also discussed. Key issues in health policy will be presented and debated.

HCA310 Quality Management in Health Care

3 credit hours

This course will cover basic elements of quality improvement and organizational responsibilities related to quality assurance. Data analysis for quality improvement, clinical practice guidelines, and future of healthcare quality will be examined. *Prerequisite:* HCA 201

HCA320 Quality Financial Management in Health Care

3 credit hours

This course focuses on the application of financial management principles, practices, and techniques used in healthcare organizations. An understanding and analysis of how these financial tools are used in decision making and how they are integrated into the healthcare organization's planning process is examined. *Prerequisite:* HCA201

HCA330 Information Systems in Health Care Administration

3 credit hours

This course will focus on the functions of computerized information system in health care and will explore the concepts, analysis and design of management information systems; management decision models and strategies for implementing system changes. Emphasis will be on the role of information technology in quality care and management decision making. *Prerequisite:* HCA201

HCA400 Health Care Law and Ethics

3 credit hours

This course presents an overview of the legal and ethical issues faced by health care consumers, practitioners and administrators. The course introduces the legal aspects of health care at the federal, state and local levels. Topics covered include criminal and civil claims against health care providers, corporate and individual liability and legal and ethical decision making. *Prerequisite:* HCA201

HCA410 Epidemiology

3 credit hours

This course provides an overview of concepts dealing with the study of the distribution of diseases and their caused in populations. Epidemiologic terms, methods used to define diseases and causes in populations and means of prevention and intervention are examined. Application to community education is emphasized. *Prerequisites: HCA201*

History Curriculum

HS100 Introduction to Geography

3 credits

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

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.

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 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.

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.

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.*

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.*

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.*

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.*

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.*

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 History: United States

3 credits

This course is a study of the geography of the North American continent, and its influence on the historical development of the United States. Students will study the physical characteristics of the United States including climate, soils, vegetation and water resources. In addition, students will study population density, regional and national economic development, urbanization and suburbanization, as well as the United States' relationship to the rest of the world in relation to these areas of study in an historical context. The course also provides a detailed examination of regions in the United States including New England, the Atlantic states, the Southeast, the deep South, the Midwest and the West.

Human Services Curriculum

HU489 Senior Human Services Seminar (Capstone Course)

3 credits

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**3 credits**

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 Center Director and the Behavioral Sciences Division. *Prerequisites: Human Services major, senior standing, acceptance by a sponsoring institution.*

General and Liberal Education Curriculum

IC103 Career Image, Planning and Management**3 credits**

In today's world of work, it is critical that students understand the dynamics of the employment marketplace and the importance of self direction. This course will focus on self assessment, managing personal and professional change, exploring various career options, conducting an effective job campaign, enhancing work performance and maintaining a balance between work and family life. Students will gain skills in self awareness, networking, portfolio construction, resume writing, interviewing and planning and directing their own careers. Students will develop a degree and career map that identifies learning outcomes essential to their academic and professional success. *Course fee.*

IC105, IC106 College Writing I and II**3 credits**

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 General and Liberal Education 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.

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.

IC112, IC113 Integrated Science I and II**3 credits**

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.

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 lecture. *Note: See Fine Arts, Music and Theater for other Art Appreciation electives.*

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. *Strongly recommend IC105 and IC106 be completed prior to enrolling in this course.*

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.

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. *Strongly recommend IC105 and IC106 be completed prior to enrolling in this course.*

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 a minimum of 45 credits, IC105, IC106, IC212 and one of either IC210, IC260, or the equivalents. Students may fulfill the Behavioral Science component of the Core Curriculum by taking IC305(Science of Society) or one of the following: AN101 (Introduction to Cultural Anthropology), PS101 (Introduction to Psychology), SO101 (Introduction to Sociology). Students may fulfill the requirement at any point during their undergraduate career, but if taking IC305, must meet the current IC prerequisites.*

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. *Strongly recommend IC105 and IC106 be completed prior to enrolling in this course.*

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. *Strongly recommend IC105 and IC106 be completed prior to enrolling in this course.*

IC403 Integration Seminar

3 credits

The Integration Seminar is a capstone course designed to validate learning outcomes defined in IC103. This is a reflective course intended to examine the learner's journey to degree completion and set the stage for work, profession and continued learning. *Prerequisite: IC103 and senior standing.*

International Business Curriculum

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.*

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.*

MN307 Human Relations

3 credits

How administrators may enhance their understanding of and working relationships with their supervisors, employees under their supervision and associate administrators. *Prerequisite: MN201*

MN314 Human Resource Management

3 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 résumés. 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.*

MN415 Labor and Management

3 credits

Economic and political objectives, policies and tactics of trade unions will be studied. Related employer counter-strategies, American labor legislation, wage and hour laws, collective bargaining and the labor market will be included. *Prerequisite: MN201*

MN426 Government and Business

3 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.*

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.*

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 advertising campaign. *Prerequisite: MK201.*

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.*

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.*

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.*

MK335 Public Relations

3 credits

Public relations are a significant component of a market communication plan, and are often used to introduce new products/services before significant advertising expenditures occur. This course explores options and strategies organizations and celebrities can pursue for the purpose of building goodwill, education, issues management, and crisis management for all stakeholders. *Prerequisites: IC212, junior class standing, or permission of instructor.*

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, on-line monetary transactions, security, marketing, cyber law, and taxation are presented. This knowledge base will help potential leaders make sound decisions in an electronic world. *Junior class standing, students majoring in Business, Computer Information Technology, or permission of the instructor*

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.*

MK474 Marketing Management for a Green Economy

3 credits

Business organizations are quickly developing green business strategies, while consumers are increasingly demanding quality products that ensure a healthy planet. The course presents product, pricing, distribution and promotional strategies that are applicable to green marketing initiatives and that balance business profitability with buyer affordability. *Prerequisites: MK201, senior class standing, Marketing major or permission of instructor.*

Mass Communication Curriculum

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.

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.*

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. *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.*

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 modern mass communication and focuses especially on the repetitive process of unidimensional signification of women in the realm of popular culture discourse. *Prerequisite: MC200.*

Mathematics Curriculum

MT151 Algebra and Trigonometry I

3 credits

Serves as primary preparation for advanced mathematics courses, although also appropriate as a last mathematics course for a non-technical major. The modeling 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

3 credits

Provides an introduction to the mathematics of computing. Concrete topics include number systems, sets, functions, relations, and elementary Boolean Algebra. An exposure to abstract thinking is gained through the study of logic and proofs.

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.*

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.*

Modern Languages 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 University official.*

LS101-102 Elementary Spanish I and II

3 credits

Basic oral and written proficiency for daily communication, with an emphasis on the audio-visual method.

Music Curriculum

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.

Nursing Curriculum

NR300 Transition to Baccalaureate Nursing Practice

3 credits

This course introduces the baccalaureate nursing student to the issues and trends fundamental to nursing practice today, including social, political, economic, and professional implications of practice. Topics that will be discussed include an overview of professional nursing roles, socialization into professional practice, theoretical bases for nursing practice, health policy, health promotion, holistic care, cultural competency, health care disparities, and issues related to the practice environment.

NR320 Evidence-Based Practice in Nursing: Understanding Nursing Research 3 credits

This is an introductory course on nursing research methods intended to provide the baccalaureate nursing student with a foundation for critiquing and utilizing research findings in practice. The course emphasis is on reading research reports, critically analyzing research findings, and applying the best evidence in clinical practice. Both qualitative and quantitative research models are discussed. Course content includes overview of problem statement/question, purpose, theoretical framework, research methods, sample selection, data collection, data analysis and interpretation of findings. At the conclusion of the course, students are prepared to critique research related to health care, to use research findings to develop an evidence based nursing practice, and work with expert researchers in the conduct of research.

NR330 Clinical Decision Making 3 credits

This course explores strategies to assess the human experience and the response to health and illness. Through self reflection, critical thinking, comprehensive case reviews, and holistic assessment, students enhance their clinical decision-making skills. Focus is on developing strategies to gather appropriate data, understanding client's responses, and developing a health diagnosis. Nurses formulate an evidence based approach to clinical decision-making and individualized client interventions. Assessment data is related to the environment of the client, including both internal and external variables. Students integrate Jean Watson's theory to identify the degree of harmony within the body, mind and spirit. Specific areas of concentration include spiritual assessment, pain assessment, nutrition assessment, changes across the life span, cultural implications, health promotion and relationship-based care with a scientific, caring practice.

NR400 Health Policy and the Role of the Professional Nurse 3 credits

This course examines the structure and function of healthcare delivery systems, and provides a framework for analysis of health care system quality, access, and cost from the perspective of professional nursing. Health and social policy at the community, state, federal, and international perspectives are discussed. The role of the professional nurse as advocate for health care policy change is emphasized. Students are provided with opportunities to participate in influencing health care policy.

NR420 Health Promotion Across the Lifespan 3 credits

The course is an in-depth study of health teaching, health promotion, and disease prevention in diverse populations across the life span. It builds on the goals of Healthy People 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.

NR442 Community Health and the Role of the Professional Nurse 3 credits

This course introduces the concept of the nurse and the relationship of community as partner in health promotion and protection. It explores the guiding concepts of health, community, population, and culture. Course content includes health and illness determinants, public health concerns, community health practice models, epidemiology, health promotion and disease prevention strategies, public health policy, caring for vulnerable populations, social health and welfare, and the impact of environment on community wellness and illness. Nursing as a caring and evidence based science is applied to clinical prevention and population health. Cultural competence provides the foundation for contemporary community nursing practice. The role of the nurse in interdisciplinary community health care teams is explored. Emerging issues and trends in informatics and telehealth are introduced.

NR444 Community Health and the Role of the Professional Nurse Practicum 3 credits

This practicum introduces the Windshield Survey as an assessment method for nurses to analyze the health of a community. Students will assess and analyze a community, its trends, relationships, and resources that affect the health prevention and promotion of diverse individuals, families, groups, and populations. CDC guidelines for community nurses will be utilized. *Prerequisite or co-requisite: NR442.*

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. *Prerequisite: NR300, NR320, NR330, NR400, NR420, NR442, NR444 or permission of program director.*

Paralegal Program Curriculum

PL101 Introduction to Paralegal Studies

3 credits

This course provides an overview of the legal system and the government, as well as an historical perspective that enables the student to understand the rationale for the system's existence and effectiveness. Ethics for paralegals and employment strategies are also explored.

PL102 Legal Analysis, Research and Writing

3 credits

This course provides students with a working knowledge of the methods of legal research, analysis and writing. Computer research and practical writing skills are taught.

PL103 Tort Law

3 credits

This course deals with the specialized area of personal injury law including an overview of the tort system. Theoretical concepts include elements of a tort, liability, collectability, foreseeability, remedies and damages. *Prerequisites: PL101, PL102, or approval of instructor.*

PL104 Probate Law

3 credits

This course covers probate law and familiarizes the student with the documents and filings necessary to initiate and conduct litigation in the Probate Courts. Subjects covered include wills and estates, adoptions, terminations and commitments. *Prerequisites: PL101, PL102, or approval of instructor.*

PL105 Litigation

3 credits

This course covers court jurisdiction and familiarizes the student with the documents and filings necessary to initiate and conduct litigation in the court system. *Prerequisites: PL101, PL102, or approval of instructor.*

PL106 Real Estate Law

3 credits

This course covers comprehensive real estate vocabulary and related concepts. Types of ownership, various ways to acquire property, elements in real estate contracts and property zoning and requirements are covered. *Prerequisites: PL101, PL102, or approval of instructor.*

PL107 Corporate and Business Law

3 credits

This course covers the theory and applications of contracts, property, agency, employment, administrative and tax law as they apply to business organizations and corporate and partnership law. *Prerequisites: PL101, PL102, or approval of instructor.*

PL108 Family Law

3 credits

This course covers the complexities of issues that surround the family. The course begins with jurisdiction, and the role of the paralegal in the practice of family law. Issues integral to marriage, divorce, unwed families, domestic violence, child abuse and neglect and juvenile law are scrutinized. *Prerequisites: PL101, PL102, or approval of instructor.*

PL109 Criminal Law

3 credits

This course covers the processes and theories of criminal prosecution and defense from arrest through trial. Verdict and post-trial procedures are scrutinized. *Prerequisites: PL101, PL102, or approval of instructor.*

CIT101 Microcomputer Applications

3 credits

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.

Philosophy Curriculum

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.

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.

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.*

PA250 World Religions

3 credits

This course is an introduction to the major religions of the world. Religions study will include: Confucianism, Hinduism, Buddhism, Christianity, Islam, and Judaism as well as Zoroastrianism, Sikhism, Jainism and Taoism. Similarities and differences will be investigated as will the role of religion in history and its influence on the contemporary world.

PA252 Three Monotheisms

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.

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 through primary and secondary sources classical myths as they originate in Mesopotamian, Egyptian, Hebraic, Greek and Roman traditions.

Political Science Curriculum

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?

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.

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.*

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.*

PS215 Health Psychology

3 credits

Examines the bio-social and psychological factors which impact behavioral health. Emphasis will be placed on the origin and causes of disease, as well as prevention, management, and treatment of patients with health related illnesses. *Prerequisite: PS101.*

PS220 Group Dynamics

3 credits

The focus of this course is to help students increase their awareness of self and others. Students will gain an understanding of the theory and structure of group process as a vehicle to increase their leadership and group problem-solving ability. Some consideration will be given to group dynamics as a viable therapeutic construct. *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.*

PS234 Human Growth and Development

3 credits

This course is designed specifically for students in the Nursing program and is designed to give a general overview of life span development. Various theories of physical, cognitive social, emotional and ethical dimensions of normal development will be studied from infancy through childhood, adolescence and adulthood. What variables affect these domains? What are the nature-nurture situations which make each person unique? The topics of illness, as well as death and dying will be addressed in a manner combining both knowledge and application to patients and their families. *Prerequisites: PS101 and acceptance into the nursing program.*

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: PS101 and sophomore standing*

PS300 Theories of Intimate 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*

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, or permission of instructor.*

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.*

PS330 Child Abuse and Neglect

3 credits

Various types of child maltreatment are described and explained. The psychodynamics of both the perpetrator and the victim are explored, with special emphasis on intellectual, social, and emotional outcomes for the child. Case management and strategies for prevention are discussed. *Prerequisite: 9 credit hours of psychology or sociology, or permission of instructor.*

PS340 Techniques of Counseling I

3 credits

Acquaints students with psychoanalytical, behavioral, cognitive, and humanistic techniques of counseling. *Prerequisite: 9 credit hours of psychology*

PS441 Abnormal Psychology

3 credits

An understanding of abnormal behavior from both a historical and contemporary perspective. Emphasis will be placed on organic, psychosocial, and cultural factors that influence the development of psychopathology. This course will also include an examination of several theories of psychotherapy and their application in treating abnormal behavior. *Prerequisite: 12 credits hours of psychology*

Sciences Curriculum

BI103 Biology I

3 credits

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

3 credits

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

3 credits each

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 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 the theory and practice of grassroots community organizing for progressive social change and the development of skills in community-building and social activism. Students will study historical, contemporary, and cross-cultural case studies of community organizing and learn from their own efforts to bring about societal change. *Prerequisite: SO101.*

SO205 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 of 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.*

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 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.*

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.*

Theatre Arts Curriculum

TH180 Public Speaking

3 credits

This course is designed to build confidence in oral skills by applying the principles of effective presentations in various situations. Students gain experience with formal speaking, group interaction, and performance appraisal. Non-verbal communication, listening skills, and the use of technology such as PowerPoint presentations are discussed in conjunction with methods of oral delivery.

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.

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.*

GRADUATE STUDIES

Programs of Study

Doctoral Degrees

Doctor of Arts in Leadership Studies (D.A.L.S.)

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

Master's Degrees

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

Master of Business Administration in Energy and Sustainability Studies (M.B.A. in E.S.S.)

Master of Business Administration in Health Administration (M.B.A. in H.A.)

Master of Business Administration in Human Resource Management (M.B.A. in H.R.M.)

Master of Business Administration in Information Technology (M.B.A. in I.T.)

Master of Business Administration in Sports Management (M.B.A. in S.M.)

Master of Education (M.Ed.) with or without certification in Elementary (K-8)

Master of Education (M.Ed.) with or without certification in Middle-Secondary English, Social Studies, and Life Sciences

Master of Education (M.Ed.) with or without certification in General Special Education with LD or EBD (K-12)

Master of Education (M.Ed.) in Curriculum and Instruction

Master of Science in Information Technology Management (M.S. I.T.M.)

Master of Science in Nursing (MSN), Leadership or Education

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

Graduate Certificates

Emerging Network Technologies

Energy and Sustainability Studies

Health Administration

Human Resource Management

Nursing Education

Sports Management

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 Nursing (2009)

Master of Physician Assistant Studies (2009)

Doctor of Physical Therapy (2005)

Doctor of Arts (2006)

The Certification programs in the Master of Education programs are fully approved by the NH Department of Education.

The Doctor of Physical Therapy degree is also nationally accredited by the Commission on Accreditation for Physical Therapy Education (CAPTE).

The Master of Physician Assistant Studies has provisional accreditation from the Accreditation Review Commission on Education for the Physician Assistant.

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The Master of Science in Nursing program is a candidate for accreditation by the National League for Nursing Accrediting Commission.

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, Lebanon, Manchester (Online) and Portsmouth sites.

We have expanded the flexibility of our programs by offering both hybrid and fully online degree programs.

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.

Academic Advising – CGPS Graduate Students

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. 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.

Academic Policies – Graduate

Degree Requirements

To be eligible for graduation, the student must have a minimum cumulative grade point average (CGPA) of 3.00 and fulfill degree requirements.

Time Limits

Students are expected to complete all requirements for graduation within five years of enrolling in the graduate program. Students who have breaks of more than four consecutive terms must meet requirements in effect at the time they resume coursework toward degree completion.

Transfer Credit Policy

Following evaluation by the Academic Director and approval by the Dean or designee, students may receive transfer credit for grades of “B” or better from regionally accredited institutions. The determination of transfer credits will be based, in part, on the compatibility with courses in the program and is limited to 12 credits. Students must be fully admitted to the program to be eligible to transfer credit. Students must submit an official transcript and course descriptions to the Graduate Office. Once matriculated, all coursework is expected to be completed at the College.

Course Load and Registration Overload

The customary graduate level full-time courseload is two courses per term. Requests to take more than two courses per term must be made in writing to the Academic Director for approval. The Master in Physician Assistant Studies and the Doctor of Physical Therapy programs require variable courseloads and do not need additional approval.

Add/Drop Policy

Students may add a course or drop a course without financial or grade consequence during the add/drop period.

Course Withdrawal Policy

For each term, the first week of the term is considered to be the “add/drop” period. During this time courses may be added and/or dropped at no charge. Courses dropped during this period will not be reflected on the student’s transcript and the student will not be charged tuition. Students may initiate withdrawal before reaching the 60% point of the class in graduate programs. Students may receive partial financial credit or no credit against tuition charged, based upon the date of the withdrawal. Student initiated withdrawals through the 60% point of a course will be reflected on the transcript as “W.” Course withdrawals from 60% course completion up until one week prior to the end of the term can only be initiated by the course instructor. All withdrawn courses count as attempted credits.

Leave of Absence

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

If a graduate student expects to have an interruption in his/her course of study for greater than twelve consecutive months, he/she should request a formal Leave of Absence (LOA) in order to remain active in the program. Only students in good academic and financial standing are eligible to request a leave which must be recommended by their program director and approved by the Dean of the College of Graduate and Professional Studies. An approved leave, in most cases, will not exceed one year. If the student has been absent for twelve or more consecutive months, through inactivity and/or LOA, he/she must meet the catalog requirements in effect at the time of reinstatement.

Please contact your academic advisor for more information about a LOA. An approved LOA does not extend the time limit to complete the graduate degree.

Repeating Courses

Graduate students may repeat only those courses taken at Franklin Pierce University from which they withdrew or have earned a grade of C+, C or F; no course may be repeated more than once. Repeating a course more than once may impact Financial Aid eligibility; therefore, students are encouraged to contact Student Financial Services (SFS). Note: grades of C-, D+, D and D- do not apply to the graduate programs. For doctoral students, any grade below a B- is considered a failing grade and the course must be repeated.

Once a course has been repeated at Franklin Pierce University, the grade received on the repeat becomes the final grade and replaces the other grades for that course in the cumulative GPA. All final grades will appear on the student's transcript. The repeated course will be noted with an asterisk (*) and the new grade will be followed by an (R). A student may elect to take an equivalent course, with permission, at another college and receive credit for that course, but the course grade will not alter the student's cumulative grade point average and the original grade will remain as part of their GPA.

Auditing Courses

Students wishing to take a course for no credit may do so with approval of Academic Director and by indicating "Audit" in the appropriate area on registration materials. 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. (eLL or 100% online courses may not be audited.) No audit status on course registration may be changed after the end of the established add/drop period. Audited courses are posted on the academic record with the grade notation of "AU" with no academic credit awarded.

Academic Standing*

Although Franklin Pierce University expects every graduate student to strive for academic excellence, at a minimum, all graduate students must achieve a term grade point average (TGPA) and a cumulative grade point average (CGPA) of 3.0 (B) or higher to remain in good academic standing.

Students not meeting this minimum standards policy will be required to establish and sign a Learning Contract with their academic advisor. In cases where programmatic promotion policies are more stringent than these standards, the student will be bound by the programmatic policies. A graduate student's academic record must give evidence that s/he has reasonable prospects of completing the degree requirements. At the close of each term, academic records will be reviewed by the Dean's office and if necessary, appropriate sanctions will be applied.

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

Academic Sanctions

Warning Letter

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

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

Probation

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

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

- Term GPA below 3.00, when taking more than one course that term OR
- Second grade below B- OR
- CGPA below 3.00 OR
- Single grade of F in a term (grades of C-, D+, D and D- do not apply to the graduate programs)

Deferred Suspension

Students may be placed on Deferred Suspension if:

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

Academic Suspension

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

Students may be placed on Academic Suspension if:

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

Academic Dismissal

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

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. Details are noted in the College of Graduate and Professional Studies Code of Conduct.

Reinstatement Policy

Inactive students: students in good academic standing who remain inactive for four consecutive terms must receive the permission of the Academic Director and the Dean or designee for reinstatement. Students must meet the catalog requirements in effect at the time of reinstatement, and must be in good academic and financial standing.

Students with Academic Sanctions: students who wish to be reinstated but are not in good academic standing (cumulative grade point average less than 3.00) must receive the permission of the Academic Director and the Dean or designee and must develop a satisfactory Learning Contract. Reinstated students will be on Academic Probation

MASTER OF BUSINESS ADMINISTRATION

Franklin Pierce University M.B.A. graduates are expected to become leaders within their organizations. These prospective leaders are educated to look at situations from a systemswide 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.

Graduate Business Programs Mission Statement:

The Franklin Pierce University graduate business degree programs (M.B.A. and M.S.I.T.M.) expose students to the leadership skills essential for today’s managers and crucial for advancement to higher levels of professional responsibility. Through experiential and applied learning methods, these programs focus on the development of the skills, principles, and habits that are the chief components of effective management in any business environment. Our curriculum seeks to prepare graduates to become confident, knowledgeable individuals and leaders of conscience.

Graduate Business Programs Broad-Based Goals:

To prepare graduates to become confident, knowledgeable individuals and leaders of conscience, the Franklin Pierce University graduate business degree programs are committed to assisting students to achieve the following goals:

1. Graduate business students will become ethical leaders through a deep understanding of the link between character development, intellect and leadership theory and apply this knowledge in an increasingly complex and interconnected world.
2. Graduate business students will develop the ability to effectively use the processes of collaboration, inquiry and critical analysis in dealing with management and leadership issues with the aim of advocating for positive change within their organizations.
3. Graduate business students will build strong communication skills necessary to effect positive change within their organizations and communities.

Graduate Business Programs Learning Outcomes:

1. Students will be able to evaluate, compare and contrast, and effectively apply ethical leadership skills and styles within diverse organizations.
2. Students will develop the ability to assess, analyze, integrate and apply the body of business and technical knowledge when operating within the business environment.
3. Students will be able to apply effective communication skills, including both oral and written skills, among all stakeholders of the business.
4. Students will be able to effectively analyze business situations using quantitative and qualitative tools and techniques in order to make well-reasoned and effective decisions.

Graduate Certificates

Energy and Sustainability Studies

- GM510 Seminar in Leadership
- GM561 Financial Management
- GM550 The Future of Energy, Business and Society
- GM575 Building a Sustainable Enterprise
- GM630 Energy Economics

Health Administration

- 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

Sports Management

- GM510 Seminar in Leadership
- GM562 Marketing Management
- SF502 Media Relations and Technology in the Sports Industry
- SF506 Change Management in Sports Organizations
- SF508 Facilities Management

Foundational Competencies

Students who do not receive advanced standing based on undergraduate coursework, 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 graduate level coursework requiring the competency.

Financial Accounting (competencies for M.B.A. and M.S. 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.

Statistics (competency for M.B.A.)

This foundational competency includes an overview of the use of statistics and statistical procedures, with emphasis on probability theory and its applications. Topics covered include computational measures of central tendency; measures of dispersion; probability distribution functions; multiple and bivariate regression; decision theory; population parameters; and statistical inference. This competency is required for GM542 Quantitative and Research Techniques for Leaders.

Computer Competency

This foundational competency includes an overview of word-processing, spreadsheets, the Internet, and email. This competency is required before enrolling in the M.B.A., or the M.S. in I.T.M. Demonstration of competence in these areas is intended to assure the student's success in the program. M.B.A. and M.S. in I.T.M. 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.

M.B.A. in LEADERSHIP

The M.B.A. in Leadership program of study consists of 13 graduate courses. Each course carries with it three (3) 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 M.B.A. 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.

M.B.A. 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
GI590	Rethinking Privacy in the Digital Age+	3
GI610	eCommerce+	3
GM640	International Management	3
GM691	Strategic Management Seminar**	3

*Students choose two of the three courses

+students choose one of these three courses

**The Strategic Management Seminar is normally the last course taken to fulfill degree requirements.

Note: All M.B.A. course descriptions can be found after the description of the M.S. in I.T.M. degree program.

ENERGY AND SUSTAINABILITY STUDIES TRACK

The M.B.A. in Energy & Sustainability Studies track is designed for individuals who wish to focus on issues of corporate responsibility, green manufacturing practices, product stewardship and energy concerns in their organizations. Students enrolling in this track will develop a master's level understanding of business leadership and social impact management through a combination of theory and practice. This focus allows graduates to become leaders in companies and communities concerned with resource costs and an interest in sustainability and corporate social responsibility.

This degree consists of 13 courses and awards 39 credits. Course work emphasizes energy and resource management, focusing on an examination and study of sustainability and corporate social responsibility through the lens of energy production and consumption. This approach permits study and application of the concepts in concrete, quantitative and practical terms thus providing students with the tools to apply these concepts in their businesses, communities and private lives.

ESS Advisory Board

The Energy and Sustainability Studies program is supported by an advisory board made up of distinguished industry professionals. The goal of the board is to provide input to the program curriculum to ensure both its currency and relevancy as well as to provide networking opportunities for students.

Energy & Sustainability Studies Track requirements:

GM510	Seminar in Leadership	3
GM520	Legal & Ethical Issues	3
GM540	Organizational Behavior	3
GM542	Quantitative and Research Techniques for Managers	3
GM543	Economics for Managers	3
GM550	The Future of Energy, Business and Society	3
GM561	Financial Management	3
GM562	Marketing Management	3
GM564	Operations Management	3
GM575	Building a Sustainable Enterprise	3
GM630	Energy Economics	3
GM640	International Management	3
GM691	Strategic Management Seminar**	3

***The Strategic Management Seminar is normally the last course taken to fulfill degree requirements.*

HEALTH ADMINISTRATION TRACK

Our M.B.A. Health Administration track is designed specifically for professionals who want to succeed as leaders and managers in health care organizations. This degree consists of 13 courses and awards 39 credits. Students will focus on acquiring the knowledge and skills of healthcare managers to assume their roles in health practice management, public health and patient/client advocacy.

Health Administration Track requirements

GM510	Seminar In Leadership	3
GM520	Legal and Ethical Issues in Organizations	3
GM525	Management Information Systems+	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
GM564	Operations Management for Leaders	3
GM590	Rethinking Privacy in the Digital Age+	3
GM592	Health Policy	3
GM594	Health Care Payment Systems	3
GM596	Quality Improvement Models in Health Care	3
GM691	Strategic Management Seminar**	3

***The Strategic Management Seminar is normally the last course taken to fulfill degree requirements.*

+students choose one of these two courses

HUMAN RESOURCE MANAGEMENT TRACK

The M.B.A. 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, organizational 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 39 credits. Course work focuses on both the knowledge and skills needed to be a successful manager while building an understanding of organizational behavior. The M.B.A. in Human Resource Management program has

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been recognized by the Society of Human Resource Management as meeting the curricular guidelines critical for human resource professionals.

The M.B.A. in Human Resource Management program is enhanced by three unique elements:

- 1) **SHRM Approved Program** – Franklin Pierce’s program is one of the few master’s programs in the U.S., and the only program in New Hampshire, that addresses all of the Society for Human Resource Management’s (SHRM) critical competencies for human resource professionals.
- 2) **MBA/HRM Advisory Council** – The guidance of an impressive industry advisory council supports continuous improvement of the program and students’ professional development. Council members share their experience and expertise through informal and formal networking opportunities.
- 3) **FPU SHRM Student Chapter** – Franklin Pierce’s SHRM Student Chapter is a professional organization that provides our students many professional development opportunities, such as PHR, SPHR, and GPHR certification support.

Human Resource Management Track requirements

GM510	Seminar In Leadership	3
GM520	Legal and Ethical Issues in Organizations	3
GM535	Managerial Communications*	3
GM540	Organizational Behavior	3
GM542	Quantitative and Research Techniques for Leaders	3
GM543	Economics for Managers	3
GM561	Financial Management	3
GM563	Human Resource Management	3
GM564	Operations Management for Leaders	3
GM565	Compensation and Benefits	3
GM570	Training and Development for Adults	3
GM610	Human Resource Management Seminar*	3
GM620	Conflict Management	3
GM640	International Management*	3
GM691	Strategic Management Seminar**	3

* Students choose one of the three courses

**The Strategic Management Seminar is normally the last course taken to fulfill degree requirements.

INFORMATION TECHNOLOGY TRACK

The M.B.A. in Information Technology track is designed specifically for professionals who want to succeed as leaders and managers who understand information technology. This degree consists of 13 courses and awards 39 credits. Students will focus on acquiring the knowledge and skills to assume managerial roles who interact with information systems on a daily basis.

Information Technology Track requirements:

Business Core:

GM510	Seminar in Leadership	3
GM520	Legal and Ethical Issues in Organizations	3
GM541	Managerial Accounting	3
GM561	Financial Management	3
GM562	Marketing Management	3
GM564	Operations Management for Leaders	3
GM691	Strategic Management Seminar**	3

Information Technology:

GI551	Data Communications and Network Technologies	3
GI571	Emerging Network Technologies	3
GI651	Systems Analysis and Design	3

Electives:

GI580	Data Security Management@	3
GI610	eCommerce@	3
GI590	Rethinking Privacy in the Digital Age@	3
GM525	Management Information Systems@	3
GM535	Managerial Communications*	3
GM540	Organizational Behavior*	3
GM542	Quantitative and Research Techniques for Leaders+	3
GM543	Economics for Managers+	3
GM563	Human Resource Management*	3

**Students choose one of these three courses*

+students choose one of these two courses

@students choose one of these four courses

****The Strategic Management Seminar is normally the last course taken to fulfill degree requirements.*

SPORTS MANAGEMENT TRACK

The M.B.A. in Sports Management degree provides students with the sports management skills essential for success and advancement in the sports industry. The program focuses on specific content areas to manage the operations of sport facilities, develop effective sports merchandising programs and run sport specific organizations with high precision. The action oriented curriculum supports a skill base assisting Franklin Pierce University students with the development of solid and distinctive skills leading to future career success. This degree consists of 13 courses and awards 39 credits. Students will develop a master's level understanding of the 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.

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.

Sports Management Track requirements

GM510	Seminar in Leadership	3
GM520	Legal and Ethical Issues	3
GM541	Managerial Accounting	3
GM542	Quantitative and Research Techniques	3
GM543	Managerial Economics	3
GM561	Financial Management	3
GM562	Marketing Management	
GM564	Operations Management	3
GM691	Strategic Management	3
SF502	Media Relations and Technology in the Sports Industry	3
SF506	Change Management in Sports Organizations	3
SF508	Facilities Management	3
SF582	Internship and Action-Based Research Project	3

*** The Strategic Management Seminar is normally the last course taken to fulfill degree requirement*

MASTER OF SCIENCE 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 M.B.A. 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 M.B.A. 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.

Graduate Business Programs Mission Statement:

The Franklin Pierce University graduate business degree programs (M.B.A. and M.S.I.T.M.) expose students to the leadership skills essential for today’s managers and crucial for advancement to higher levels of professional responsibility. Through experiential and applied learning methods, these programs focus on the development of the skills, principles, and habits that are the chief components of effective management in any business environment. Our curriculum seeks to prepare graduates to become confident, knowledgeable individuals and leaders of conscience.

Graduate Business Programs Broad-Based Goals:

To prepare graduates to become confident, knowledgeable individuals and leaders of conscience, the Franklin Pierce University graduate business degree programs are committed to assisting students to achieve the following goals:

1. Graduate business students will become ethical leaders through a deep understanding of the link between character development, intellect and leadership theory and apply this knowledge in an increasingly complex and interconnected world.
2. Graduate business students will develop the ability to effectively use the processes of collaboration, inquiry and critical analysis in dealing with management and leadership issues with the aim of advocating for positive change within their organizations.
3. Graduate business students will build strong communication skills necessary to effect positive change within their organizations and communities.

Graduate Business Programs Learning Outcomes:

1. Students will be able to evaluate, compare and contrast, and effectively apply ethical leadership skills and styles within diverse organizations.
2. Students will develop the ability to assess, analyze, integrate and apply the body of business and technical knowledge when operating within the business environment.

- 3. Students will be able to apply effective communication skills, including both oral and written skills, among all stakeholders of the business.
- 4. Students will be able to effectively analyze business situations using quantitative and qualitative tools and techniques in order to make well-reasoned and effective decisions.

Graduate Certificate

Emerging Network Technologies Certificate

GM510	Seminar in Leadership
GI551	Data Communications and Network Technologies
GI580	Data Security Management
GI571	Emerging Network Technologies
GI605	Distributed Computing

M.S. I.T.M. Program of Study

The Master of Science in Information Technology Management program of study consists of 13 graduate courses. The curriculum utilizes six current M.B.A. 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 M.B.A. 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 three tiers. Students are strongly encouraged to complete one tier before advancing to the next tier. GI651 Systems Analysis and Design, is the capstone course in the M.S. in I.T.M. 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 GM510 Seminar in Leadership, or GI651 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 academic advisor before enrolling in a GI course.

M.S. I.T.M. Requirements:

Tier 1:		
GM510	Seminar in Leadership	3
GM520	Legal and Ethical Issues in Organizations	3
GM525	Management Information Systems	3
GI550	Database Technologies	3
GI551	Data Communications and Network Technologies	3
GI570	Operating Systems for Information Managers	3
Tier 2:		
GM535	Managerial Communications*	3
GM540	Organizational Behavior*	3

GM543	Economics for Managers	3
GM561	Financial Management	3
GM563	Human Resource Management*	3
GI571	Emerging Network Technologies	3
GI580	Data Security Management**	3
GI590	Rethinking Privacy in the Digital Age**	3

Tier 3:

GI605	Distributed Computing	3
GI610	eCommerce**	3
GI651	Systems Analysis and Design	3

*Students choose one of the three courses.

**Students choose one of the three courses.

M.B.A. – M.S. I.T.M. Degree Option

If a student has completed the M.B.A. at Franklin Pierce and would like to pursue the M.S. I.T.M. degree, the student must complete nine (9) new courses from the M.S. I.T.M. offerings to complete the M.S. I.T.M. degree. Students must apply for the second degree and be accepted into this program by the Associate Dean of Graduate and Health Studies before taking courses toward the second degree.

M.S. I.T.M. - M.B.A. Degree Option

If a student has completed the M.S. I.T.M. degree at Franklin Pierce and would like to pursue the M.B.A. degree, the student must complete nine (9) new courses from the M.B.A. offerings to complete the M.B.A. degree. Students must apply for the second degree and be accepted into this program by the Associate Dean of Graduate and Health Studies before taking courses toward the second degree.

COURSE DESCRIPTIONS

All courses are three (3) semester hours unless otherwise noted.

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 research the adaptability, scalability, and practical utilization of databases.

Prerequisite: CIT244 or equivalent

GI551 Data Communications and Network Technologies

This course provides an understanding of basic network technologies, applications, and management issues. Students explore how networks operate, the business advantages of a network environment, LAN and WAN network design, planning, and implementation. Topics include network topologies, protocols, hardware, software, and security. *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. Students examine current operating systems to understand the internal operation, structure, design, and I/O management. Topics include the use of device drivers, memory management, processing hierarchy, and file system structures. *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. Students review the current technological environment and explore the technical and business implications of implementing emerging technologies on that environment. *Prerequisite: GI551*

GI580 Data Security Management

This course studies threats to data security and the alternatives to manage those threats. Students identify networks and hardware as tools to provide users with access to data, and as potential targets for attacks, steps to protect technology infrastructure, and how to implement security solutions based on cost/benefit analysis. Topics include: security policies, data encryption, Internet, and physical security. *Prerequisite: GI551*

GI 590 - Rethinking Privacy in the Digital Age

This course examines the history and evolution of privacy and societal shift underway due to the impact of digital technologies. Students analyze privacy starting with the US Constitution, compare it to other countries' privacy, review the law on privacy, and explore the impact of technology. Topics include digital surveillance, protections, organizations active in protecting privacy, and digital shadow information leakage.

GI605 Distributed Computing

This course provides fundamental knowledge and definitions of Client/Server computing. Students explore client/server, distributed and enterprise computing. Topics 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 overviews the principles and concepts needed to build and manage an e-business. Students analyze reasons and criteria to help decide whether to launch an e-business unit, and what would be the most appropriate model. Topics include: strategies and techniques to market products and services; social, ethical, and legal considerations, payment methods; and security issues. *Prerequisite: GM561 or GM562*

GI651 Systems Analysis and Design

This course highlights the emerging organizational, technical, and human skills needed by professionals in the information systems field. Students select their own development projects. Topics include: traditional and object oriented approaches to systems analysis and design. This capstone course also provides the framework for completion and evaluation of the leadership portfolio. Note: This course may not be transferred into the program. *Prerequisites: Completion of all required GM and GI500-level courses*

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. It places emphasis on exerting effective leadership as related to ethical behavior. The course examines contract and agency law, property, business organization and fair pricing 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. Students will examine the operational, managerial, and strategic issues of managing information technologies to support business operations. Topics include the role of information technology in organizations; hardware; software; ethical issues and the control of information technology.

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

This course takes the student beyond the preparation of financial statements to budgeting, recording, reporting and analyzing both financial and nonfinancial accounting information to be used by managers within organizations. This analysis provides the basis for managers to make informed business decisions. *Prerequisite: Competency in Accounting*

GM542 Quantitative and Research Techniques for Leaders

This course examines the role of quantitative research methods in leadership and decision-making. It requires students to take an analytical view of decision-making by quantifying trade-offs, specifying constraints and allowing for uncertainty. Students explore the development of models and the role of managerial judgment in assessing the appropriateness of these applications as a basis for leadership decisions. *Prerequisite: Competency in Statistics*

GM543 Economics for Managers

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.

GM550 The Future of Energy, Business and Society

This course examines the interaction of energy usage, business and society. Students study corporate social responsibility, socially responsible investing, doing business in less developed countries and the role energy will play in future business development, including the social, community and political road blocks encountered in new and existing energy ventures. *Prerequisite: GM510*

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 the identification and analysis of marketing problems through strategy development. It covers processes for searching for and identifying prospective opportunities, as well as a review of the marketing mix elements relating to planning, development and implementation of a marketing plan.

GM563 Human Resource Management

This course deals with the real world objectives, actions and practices involved in human resource management, using an analytical and systematic approach. It describes relevant theories and research about human behavior and presents leading-edge practices that illustrate how human resource management can achieve both efficiency and equity in the employment relationship.

GM564 Operations Management for Leaders

This course provides an understanding and appreciation of the concepts and methods used in the daily control of production and inventory in manufacturing and service organizations. It also addresses the efficient and effective use of resources, systematic direction and control, transformation of inputs into finished goods and operations strategy. *Prerequisite: GM542*

GM565 Compensation and Benefits

This course examines compensation and benefits plans and practices within U.S. and global organizations and the ways in which they impact the management functions throughout the organization.

GM570 Training and Development

This course focuses on methods for using training and development to create more productive organizations. It explores the conduct of needs assessments and the design and implementation of training programs to address those needs. Topics include analysis and application of adult learning theories.

GM575 Building a Sustainable Enterprise

Adopting a systems approach, this course studies the concepts of sustainable business practices. Students discuss resources such as food, water, energy and raw materials, as they consider their effect on a business enterprise. This course examines how profitability and sustainability interact in the triple bottom line concept. *Prerequisites: GM550 and GM561*

GM592 Health Policy

This course provides an in-depth analysis of the issues and laws affecting health policy. It explores the political and social environment in which policy decisions are made, and the consequences of such decisions. Students discuss specific health issues in local communities to determine the effect of local and governmental policies on those problems.

GM594 Health Care Payment Systems

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 current and past health care research as a point of discussion.

GM610 Human Resource Management Seminar

The purpose of this course is to encourage critical inquiry and collaboration. This course provides students the ability to apply key skills in human resource management either through an Applied Action Research assignment or through an internship. Students must submit a request form to the HR Academic Director and receive written permission before enrolling in the course. *Prerequisites: GM 510, GM 520, GM 563, GM 565, GM 570, and CGPA of 3.50 or better.*

GM620 Conflict Management

This course explores the concepts and skills necessary 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.

GM630 Energy Economics

This course provides the student with an overview of energy production, transportation and usage and how economics, technology, and sustainability issues interact. Students examine traditional non-renewable energy sources and renewable sources. The course studies world-wide markets for energy and the need for conservation, and considers further exploitation and improved technology. *Prerequisites: GM543, GM561 and GM575*

GM640 International Management

This course focuses on leading a global enterprise, including the challenges of managing across national boundaries and within foreign countries, and the coordination of global

management programs. It introduces the nature of international operations, including issues of culture, politics, physical geography, and infrastructure.

GM691 Strategic Management Seminar

This course integrates leadership skills and knowledge from all functional business areas to develop, implement and evaluate organizational strategic plans. This capstone course challenges students to work cooperatively to design a complex organization using concepts learned throughout the course of study. Note: This course may not be transferred into the program. *Prerequisites: Completion of all M.B.A. coursework at the 500 level.*

SF502 Media Relations and Technology in the Sports Industry

This course helps students develop the ability to communicate effectively in media relations as it pertains to the Sports Industry. It uses communication theories, media techniques and technology to develop an effective communication strategy.

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. Students evaluate and use the various theories of organizational change to develop and improve sport organization management systems.

SF508 Sports Facilities Management

This course examines and enhances key skills and abilities regarding the leadership and management of large and complex sports facilities. These skills include Program Evaluation Review Technique and other quantitative programs to respond to the specific needs of quality sports facilities and permit profit maximizing operations.

SF582 Internship and Action-Based 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.

GRADUATE TEACHER EDUCATION PROGRAM: MASTER OF EDUCATION AND CERTIFICATION

Program Mission and Philosophy

In keeping with the mission and philosophy of Graduate Studies, the M.Ed. 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 M.Ed. 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 M.Ed. 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 M.Ed. 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 M.Ed. will thoroughly ground students in research based practice, actionbased research methodology and the process of conducting and disseminating research.

Note: These programs are offered in eLL and 100% on-line formats.

M.Ed. and Teacher Certification Programs of Study

Students may apply to either the M.Ed. Program, Teacher Certification or both in any of the following areas:

Elementary (K-8) M.Ed.

Degree and Certification	48 credits
M.Ed.-only	42 credits
Certification-only	44 credits

Middle/Secondary Social Studies (5-12) and Secondary Life Sciences (7-12)

M.Ed. Degree and Certification	40 credits
M.Ed.-only	34 credits
Certification-only	36 credits

Middle/Secondary English (5-12)

M.Ed. Degree and Certification	43 credits
M.Ed.-only	37 credits
Certification-only	39 credits

General Special Education with Learning Disabilities (LD) (K-12)

M.Ed. Degree and Certification	39 credits
M.Ed.-only	33 credits
Certification-only	35 credits

General Special Education with Emotional/Behavioral Disabilities (EBD) (K-12)

M.Ed. Degree and Certification	39 credits
M.Ed.-only	33 credits
Certification-only	35 credits

Curriculum and Instruction

M.Ed.-only with optional Literacy Focus	33-34 credits

IMPORTANT

Students applying to M.Ed.-only should be certified in that area of concentration, except the General Special Education program and Curriculum and Instruction. See General Special Education program and Curriculum and Instruction. All students matriculated in the M.Ed. Degree-Only Program in any of the above areas must develop an e-Portfolio.

Students accepted into the M.Ed. program with Certification must take Student Teaching/Internship as a requirement. Action Research Seminar is also required. Programs will follow course sequencing that allows for fall, winter, spring and summer cohorts to complete the above programs within 24-36 months (depending on the program selected).

Courses are offered in four 12-week terms throughout the year. Non-matriculated students may take a course only with approval of the Academic 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 M.Ed. degree will be in the area of Elementary, Secondary or Special Education with LD or EBD. 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/Internship Semesters

Students enrolled for their student teaching/internship experience will be registered in semesters. All student teaching/internships are six or nine credits, unless otherwise approved by the Academic Director. The CGPS graduate Add/Drop policy will apply.

Admissions and Acceptance

The Director of Graduate Teacher Education Programs/Certification Officer has the discretion to provisionally accept students who show potential to succeed and who may not meet the GPA requirements listed on page 359.

1. Students with a 2.80 and above and who meet all admission requirements may be fully accepted.
2. Students with 2.50-2.79 may be accepted provisionally and must complete three graduate courses with a cumulative GPA of 3.00. This, with the completion of all admission prerequisites, will satisfy requirements for full admission. Students provisionally accepted because of GPA must contact the Director.
3. Students with below 2.50 may be approved to take ED501 e-Portfolio and ED505 Teaching, Learning, and Technology in a Democratic Society, as a non-matriculated

student. Students must also take and pass Praxis I during this time. If they are successful and submit official passing Praxis I scores prior to the start of the next Term, application materials will be reviewed again for acceptance purposes.

- 4. Students who meet all admission requirements may be fully accepted into the Certification- Only program with a 2.50 or above. Students with below a 2.50 may take courses as described above in #3 as a non-matriculated student and request a review of their application after successful completion of those courses and Praxis I.

Master of Education
M.Ed-only in Curriculum and Instruction:

Students accepted into this program must have a baccalaureate degree. It is recommended that students also have previous or current teacher certification in an approved area of concentration. Students not interested in teaching in K-12 settings where certification is required, but who desire an advanced degree in Curriculum and Instruction in order to work in other types of education related settings may be accepted into this M.Ed.-only program (with academic director approval). Students must take 21 core credits, plus an additional 12 elective credits, which can be selected from a variety of areas. A customized Education Plan will be developed for all students. In addition, those not certified may request to substitute ED525 or ED526 with another elective. Students may also choose a focus area in Literacy. Those wishing to pursue that focus must select ED515 and ED520 as electives.

M.Ed. Degree:

Concentration in Curriculum and Instruction

ED501	e-Portfolio Seminar	2
ED505	Teaching, Learning and Technology in a Democratic Society	3
ED506	Advanced Psychology of the Learner	3
ED507	Research in the Classroom	3
ED516	Teaching Literacy Across the Curriculum with Field Experience	3
ED525	Best Practices: Integrated Methods for Elementary with Field Experience	3
<i>or</i>		
ED526	Best Practices: Middle/Secondary Teaching Methods with Field Experience	4
ED579	Research Seminar: Proposal Development	1
ED580	Action Research Seminar	3
Total Graduate Credits		21/22
<u>Plus four electives</u>		<u>12</u>
		33/34

Possible Electives:

ED508	Introduction to Assessment	3
ED509	Understanding and Teaching Exceptional Learners	3
ED510	Design and Management of the Teaching and Learning Environment	3
ED515	1st/2nd Language Acquisition/Development w/ABLE	3
ED517	Instructional Design: Methods in Teaching Social Studies with ABLE	3
ED518	Instructional Design: Methods in Mathematics with ABLE	3
ED519	Instructional Design: Methods in Teaching Science with ABLE	3
ED520	Instructional Design: Methods in Teaching Literacy with ABLE	3
ED545	Effective Consultation and Communication	3
ED540	Best Practices and Assessment: Diagnosis I: The Exceptional Learner	3
ED541	Best Practices and Teaching Methods I: The Exceptional Learner w/ABLE	3
ED546	Best Practices: Educating Students with Learning Disabilities with FE	3
ED547	Best Practices: Educ Students with Emotional/Behavioral Disabilities with FE	3

All students will develop an e-Portfolio using the State of NHED 610 Professional Standards.

Focus Area in Literacy: Students whose main focus is in the area of Literacy must select ED515 and ED520 as electives. In addition their research project should be developed in the area of Literacy instruction.

M.Ed./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 five outstanding content area and general education requirements may need to complete those before they will be considered for acceptance into their program of choice.

M.Ed. with Teacher Certification

ED501	e-Portfolio Seminar	2
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)	3-6
ED579	Research Seminar: Proposal Development	1
ED580	Action Research Seminar	3
(Needed for completion of degree program)		

Total Graduate Credits **45-48**

Other Requirements:

- Certification/Concentration E Portfolio
- Praxis I and II (official copies to State of NH and Franklin Pierce)

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 $\frac{3}{4}$ 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 M.Ed. 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.

Certification only

Students pursuing Teacher Certification-only will have different course requirements. However, they must develop a Certification e-Portfolio.

Total Graduate Credits 44

M.Ed.-only

Students accepted into M.Ed. Degree only will not need to take Student Teaching and Seminar. However, they must develop a Concentration e-Portfolio.

Total Graduate Credits 42

M.Ed./Teacher Certification in Middle/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.

M.Ed. with Teacher Certification

ED501	e-Portfolio Seminar	2
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)	3-6
ED579	Research Seminar: Proposal Development	1
ED580	Action Research Seminar	3

(Needed for completion of degree program)

Total Graduate Credits 37-40

Other Requirements:

- Certification/Concentration E Portfolio
- Praxis I and II (official copies to State of NH and Franklin Pierce)

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 M.Ed. 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.

Certification only

Students pursuing Teacher Certification-only will have different course requirements. However, they must develop a Certification e-Portfolio.

Total Graduate Credits

36

M.Ed.-only

Students accepted into M.Ed.-only will not need to take Student Teaching and Seminar. They will also develop a Concentration e-Portfolio.

Total Graduate Credits

34

M.Ed. in Secondary Life Sciences Education (Grades 7-12)

Students applying to this program should have a major in Life Sciences. 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.

M.Ed. with Teacher Certification

ED501	e-Portfolio Seminar	2
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)	3-6
ED579	Research Seminar: Proposal Development	1
ED580	Action Research Seminar	3

(Needed for completion of degree program)

Total Graduate Credits

37-40

Other Requirements:

- Certification Portfolio
- Praxis I and II (official copies to State of NH and Franklin Pierce)

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 $\frac{3}{4}$ 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 M.Ed. 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.

Certification only

Students pursuing Teacher Certification-only will have different course requirements. However, they must develop a Certification e-Portfolio.

Total Credits 36

M.Ed. -Only

Students accepted into the M.Ed-only program will not need to take Student Teaching and Seminar. They will develop a Concentration e-Portfolio.

Total Graduate Credits 34

M.Ed./Graduate Certification Program in Middle/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.

M.Ed. with Teacher Certification

ED501	e-Portfolio Seminar	2
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 Literacy 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)	3-6
ED579	Research Seminar: Proposal Development	
ED580	Action Research Seminar	3

(Needed for completion of degree program)

Total Graduate Credits 40-43

Other Requirements:

- Certification Portfolio
- Praxis I and II (official copies to State of NH and Franklin Pierce)

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 M.Ed. 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.

Certification only

Students pursuing Teacher Certification only will have different course requirements. However, they must develop Certification e-Portfolio.

Total Graduate Credits

39

M.Ed. -Only

Students accepted into M.Ed.-only program will not need to take Student Teaching and Seminar. However, they must develop a Concentration e-Portfolio.

Total Graduate Credits

37

M.Ed in General Special Education with LD or EBD

This M.Ed (with or without certification) is designed for individuals who have earned a baccalaureate degree. Those students who are already certified may opt to do the M.Ed-only or the M.Ed with Certification Program. Those not certified or not interested in certification, but who desire an advanced degree in Special Education with LD or EBD in order to work in other types of education related settings which do not require it, may be accepted into the M.Ed.-only program (with program director approval). All students interested in obtaining certification should apply to the M.Ed with Certification Program. All students accepted into either M.Ed-only, M.Ed with Certification or Certification-only must demonstrate introductory coursework in assessment, disabilities, an early field-based experience, and a math methods course. Students who do not have these foundational experiences may take them through Franklin Pierce or another university. Students who take courses at another institution must go through the Course Substitution Approval Process.

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 $\frac{3}{4}$ 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 M.Ed. capstone course ED580 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 M.Ed. Only program.

M.Ed. Degree & Certification in General Special Education with Learning Disabilities

ED501	e-Portfolio Seminar	2
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 with Field Experience	3
ED546	Best Practices: Educating Students with Learning Disabilities, with Field Experience	3
ED560	Internship/Seminar: General Special Education with LD (16 weeks), 8 weeks elementary/8 weeks secondary (alternative internship sites must be approved by Director/Certification Officer)	3-6
ED579	Research Seminar: Proposal Development	1
ED580	Action Research Seminar (needed for completion of degree program)	3
Total Graduate Credits		36-39

Other Requirements:

Certification/concentration e-Portfolio; 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 Academic Director/Certification Officer for more details.

Certification-Only

Students pursuing Certification only will have course requirements. They will also develop a Certification e-Portfolio.

Total Graduate Credits 35

M.Ed.-Only

Students accepted into an M.Ed.-only program will not need to take Internship and Seminar. However, they must develop a Concentration e-Portfolio.

Total Graduate Credits 33

M.Ed. Degree and Certification in General Special Education with Emotional/Behavioral Disabilities

ED501	e-Portfolio Seminar	2
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 with Field Experience	3
ED561	Internship/Seminar: General Special Education with EBD (16 weeks), 8 weeks elementary/8 weeks secondary (alternative internship sites must be approved by Director/Certification Officer)	3-6
ED579	Research Seminar: Proposal Development	1
ED580	Action Research Seminar (needed for completion of M.Ed. Program)	3
Total Graduate Credits		36-39

Other Requirements:

Certification/concentration e-Portfolio; 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 Academic 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 35

M.Ed.-Only

Students accepted into an M.Ed.-only program will not need to take Internship and Seminar. However, they must develop a Concentration e-Portfolio.

Total Graduate Credits 33

Students who are not certified and/or who do not have appropriate foundational course work may take the following courses through Franklin Pierce:

ED508	Introduction to Assessment
ED509	Understanding and Teaching Exceptional Learners with Field Experience
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 Literacy with ABLE.

COURSE DESCRIPTIONS

All courses are three (3) semester hours unless otherwise noted.

General Pre-requisites:

All students will take Ed 501 and ED 505 concurrently (unless otherwise approved by Academic Director). These courses are pre-requisites for all other courses. In addition, Program Acceptance, Computer Literacy, and a Bachelor's Degree are pre-requisites, as well as any others identified in the course descriptions below (unless otherwise approved by Academic Director).

Field Work:

Field Experiences (FE):

In courses with a Field Experience listed, all students will engage in 15-40 hours in a classroom setting (see course description and syllabus for more details) in the students' areas of certification/concentration, will teach one-two lessons (see syllabi), and will reflect upon their experience in that setting as they relate to the topics covered in the course.

Action Based Learning Experiences (ABLE):

In courses with an ABLE listed, all students will spend approx. 15 hours in an Action Based Learning Experience (ABLE), which involves investigative inquiry, to include a short period of observation and interviews with 3 host teachers in 3 different school settings and grade levels (unless otherwise approved) - see specific course syllabi for details. Students will reflect upon the outcomes of that experience and present findings to the class, which will be included in the student's e-Portfolio.

Student Teaching or Internship with Seminar

ED531 (Elementary Certification) and ED532 (Middle/Secondary Certification) are culminating Student Teaching experiences and ED560 (General Special Ed with LD)/ED561 (General Special Ed with EBD) are culminating Internships. ED565 is the culminating experience for double certification. Each involves a 16-week for single certification/24 week for double certification (unless otherwise approved) sequentially developed program of observation, participation in, and teaching in an approved public or private school setting. Students in a single certification program will complete 8 weeks in a lower level setting and 8 weeks in an upper level setting. Students in a double certification program will complete 24 weeks in a customized plan involving multiple settings to be arranged with the Academic Director/Certification Officer. Students will also participate in a seminar comprised of 5 monthly meetings focused on ongoing issues, culminating in a "Grande Finale Seminar" during which time certification portfolios will be presented. *Pre-Requisites: See requirements as identified in the current Student Teaching/Internship Handbook. The Intent to Student Teach/Intern form and all of the above must be successfully evidenced in the GTEP office by April 15 for Fall Student Teaching/Internship and Oct. 15 for Spring Student Teaching/Internship.*

ED501 e-Portfolio Seminar (2 credits) (Taskstream Portfolio Fee)

This is a mandatory introductory course which will provide training in the Taskstream e-Portfolio platform in order to develop a Certification or Concentration e-Portfolio based upon NH Department of Education standards. Grade Level Expectations (GLE's), Grade Span Expectations (GSE's), lesson planning and reflective practice will be introduced. Training in eCollege for 100% online and hybrid delivery will also be included. *Prerequisites: Program acceptance, Computer Literacy; to be taken concurrently with ED505 or Academic 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. 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: Concurrent with ED501 or Academic 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. A general understanding of exceptionalities among children and youth to age 21 will be explored. Topics will include work by all major theorists.

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.

ED508 Introduction to Assessment

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

ED509 Understanding and Teaching Exceptional Learners with Field Experience

This course is designed to introduce students to federal and state laws and local policies that pertain to individuals with disabilities and their implications on American schools in helping to "leave no child behind." The course will focus on how variations in development impact learning and how best practices research and effective instruction can be used to meet the needs of diverse and exceptional learners. **All students will engage in a 15 hour Field Experience.**

ED510 Design and Management of the Teaching and Learning Environment

This 3-credit course focuses on the overall management of K-12 classroom settings which foster an inclusionary model to address all learners' needs. In addition, the design and management of other models will be explored. Teacher intervention techniques to minimize disruptive behavior and affective education will be reinforced. Other topics will focus on effective use of space, time, resources organizational structures and pre-post assessment management systems.

ED515 First and Second Language: Acquisition and Development with Action-Based Learning Experience (ABLE)

This course focuses on language acquisition and growth for grades K-3 in typical 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 achieve-

ment, and the importance of the integration of reading, writing, listening and speaking. A balanced approach to literacy instruction will be emphasized. A 15 hour ABLE is required.

ED516 Instructional Design: Teaching Literacy Across the Curriculum with Field Experience

This course is designed to help future 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 higher grades. A strong emphasis will be placed on “Literacy Across the Curriculum.” **Students will engage in a 15 hour FE in an approved 4-8 classroom setting in the students’ areas of certification. (Biology candidates may choose from a 7-12 setting—preferably a 7-8 setting as applicable).**

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. A 15 hour ABLE is required.

ED518 Instructional Design: Methods in Teaching Mathematics with Action-Based Learning Experience (ABLE)

This course is designed to help students 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 which supports mastery. **The ABLE must include interviews with 3 teachers of math in 3 different school settings and grade levels –elementary through high school (unless otherwise approved).**

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 higher grades. The nature of scientific evidence and scientific habits of mind will be explored. **The ABLE must include interviews with 3 teachers of Science or Biology teachers (as appropriate for the major) in 3 different school settings and grade levels– elementary through high school (unless otherwise approved).**

ED520 Instructional Design: Methods in Teaching Literacy with Action-Based Learning Experience (ABLE)

This course is designed to help English teachers and other teachers of reading and writing understand the importance of an articulated K-12 reading and writing curriculum. Focus will be on connecting the process of reading and writing through analysis of good literature. Focus will be placed on the writing process with special emphasis on correct grammar, usage and mechanics. Portfolio development will be utilized as a form of assessment and reflection. **The ABLE must include interviews with teachers of English in 3 different school settings and grade levels– elementary through high school (unless otherwise approved).**

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. Web Quest/Unit projects will be developed integrating multiple content areas. **Students will engage in a 20 hour FE in an elementary classroom setting with a master teacher. Additional Pre-requisites: This is a capstone methods course; all other course work must be successfully passed before enrolling in this course;**

students wishing to take it out of sequence must have written permission from the Academic Director.

ED526 Best Practices: Secondary Teaching Methods w/Field Experience 4 credits

This course is designed as the capstone course for all prospective middle/secondary education teachers and must be taken prior to student teaching. Students will focus on best practices in their area of certification/concentration. Web Quest/Unit projects will be developed in the student's area of concentration. **Students will engage in a 40 hour FE in a secondary classroom setting in the student's area of concentration with a master teacher.** *Additional Pre-requisites: This is a capstone methods course; all other course work must be successfully passed before enrolling in this course; students wishing to take it out of sequence must have written permission from the Academic Director.*

ED531 Student Teaching/Seminar for Elementary Certification 3-6 credits

This culminating experience for Elementary Education candidates involves 8 weeks in an approved lower elementary setting (K-3), preferably Grade 1, and 8 weeks in an approved self-contained 4-8 setting. Includes Seminar. (See description and pre-requisites above).

ED532 Student Teaching/Seminar for Middle/Secondary Certification 3-6 credits

This culminating experience for Middle/Secondary Education candidates involves 8 weeks in an approved middle school 5-8 setting and 8 weeks in an approved high school 9-12 setting (except Biology which can be in one 16 week 9-12 setting. Includes Seminar. (See description and pre-requisites above).

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 to be considered in disabilities assessment. Assessment information will be used to develop and evaluate individual education plans and alternative methods of teaching. *Additional Pre-requisites: ED508; ED509; ED515; ED518; (or equivalents) or Academic 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 for reading and other disabilities' specialists in a variety of methods in the teaching of basic literacy, language arts, mathematics, science, social studies, etc. Planning, organization and implementation of the Individualized Education Plan will be emphasized. Methods and materials for teaching handicapped, culturally diverse, and the gifted and talented will be included. **The ABLE must include interviews with 3 general special education professionals in 3 different school settings and grade levels– elementary through high school (unless otherwise approved).** *Additional Pre-requisites: ED509; 515; 518 (or equivalents) or Academic Director Approval*

ED545 Effective Consultation and Communication

The focus of this course will be on the development of effective consultation and communication skills of disabilities specialists necessary for successful educational programming and remediation plans for exceptional children. The course will also emphasize the ability to communicate with teachers, other specialists, parents, school personnel, community and transitional agencies, etc. *Additional Pre-requisites: ED540 & 541 or Academic Director Approval*

ED546 Best Practices: Educating Students with Learning Disabilities with Field Experience

This culminating advanced level course designed for learning disabilities specialists 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. Students will engage in a 30 hour FE with an experienced LD specialist. *Additional Pre-requisites: This is a capstone methods course; all other course work must be successfully passed before enrolling in this course; students wishing to take it out of sequence must have written permission from the Academic Director.*

ED547 Best Practices: Educating Students with Emotional/Behavioral Disabilities with Field Experience

This culminating advanced level course designed for emotional/behavioral disabilities specialists provides the student with opportunities to further explore an integration of psychological and best practices 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. **Students will engage in a 30 hour FE with an experienced EBD specialist.** *Additional Pre-requisites: This is a capstone methods course; all other course work must be successfully passed before enrolling in this course; students wishing to take it out of sequence must have written permission from the Academic Director.*

ED560 Internship/Seminar: General Special Education with LD**3-6 credits**

This culminating experience for General Special Ed with LD candidates involves 8 weeks in an approved Elementary setting and 8 weeks in an approved Secondary setting. Observation and participation should be done in an environment which provides accommodation plans to all exceptional learners, with particular emphasis on learning disabilities. One setting must be with an experience LD specialist. Includes Seminar. (See description and pre-requisites above).

ED561 Internship/Seminar: General Special Education with EBD**3-6 credits**

This culminating experience for General Special Ed with EBD candidates involves 8 weeks in an approved Elementary setting and 8 weeks in an approved Secondary setting. Observation and participation should be done in an environment which provides accommodation plans to all exceptional learners, with particular emphasis on emotional/behavioral disabilities. One setting must be with an experienced EBD specialist. Includes Seminar. (See description and pre-requisites above).

ED565 Student Teaching/ Internship with Seminar: Double Certification**6-9 credits**

This culminating experience for students in a double certification track, for example secondary or elementary with General Special ED with LD or EBD, involves a customized plan approved by the Academic Director. 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. Includes Seminar. (See description and pre-requisites above).

ED579 Research Seminar: Proposal Development**1 credit**

This seminar style course is designed as a mandatory requirement for students in the M.Ed.-only and M.Ed. with Certification programs. This is the first of two culminating experiences which must be taken for degree completion. Students will select an area of instructional focus based upon their area of concentration. The Action Research Project will be developed using the Action Research Proposal Conceptual Framework introduced in ED507. This seminar will result in class presentation of the project. Attention will be given to Human Subjects Protection. ***Important: The final proposal will be submitted to the Institutional Review Board. Once the course has been successfully passed and the project approved, the student may progress (with Academic Director approval) to ED580.*** *Pre-Requisite: Successful completion of all education and outstanding requirements or Academic Director approval. This course may be taken concurrently with the capstone methods course.*

ED580 Action Research Seminar

This course is designed as a requirement for students in M.Ed.-only and M.Ed. with Certification programs. Students must have received written approval from the Academic Director. Students will refine, implement, analyze/interpret data and present results of their Action Research Project (the project has an instructional focus and will be in the student's area of certification/concentration). Students may choose from a variety of approved research settings, to include public or private schools, clinical settings, or other previously approved sites. *Pre-Requisite: Successful completion of all coursework, to include student teaching/internship as appropriate. May be approved to take this course concurrently with Student Teaching/ Internship in Term II or Term III.*

MASTER OF SCIENCE IN NURSING (MSN)

MSN Program Philosophy and Mission Statement

Consistent with the mission and philosophy of Graduate Studies, the Master of Science in Nursing (MSN) program is committed to preparing “leaders of conscience” who demonstrate high level critical thinking, professional role skills in nursing education and nursing leadership, and who make significant contributions to the local and global communities. Graduates are leaders in diverse health care arenas who effect improvements in patient outcomes through education of health care workers and leadership in health care delivery systems. Specifically, the MSN program offers two specialty tracks, either Leadership or Education and prepares graduates to work as beginning nurse educators in associate and baccalaureate degree programs preparing registered nurses, and in professional development roles as leaders in diverse and complex health care settings. The curriculum is rooted in the generation, evaluation, and utilization of evidence to support best practices in nursing education and nursing leadership. The Master of Science in Nursing program is a candidate for accreditation by the National League for Nursing Accrediting Commission, 3343 Peachtree Road NE, Suite 500, Atlanta, GA 30326, phone: 404.975.5000.

The Program

Courses are offered through a combination of in-class meetings and online learning at the University’s Concord, Portsmouth, and Lebanon, NH centers. The program is designed to be completed in approximately two years, but is dependent upon entry track (see below). Enrollment in two courses per term is considered full-time study. There are 4 MSN tracks or entry points for nurses.

Program Objectives

Upon successful completion of the Master of Science in Nursing program, a graduate will be able to:

1. Integrate knowledge from the domains of nursing science, education, and leadership in the development and implementation of nursing leader and educator roles.
2. Engage in scholarly inquiry and investigation in nursing education and nursing leadership in order to improve outcomes.
3. Articulate one’s definition of leadership, including description of associated behaviors, strategies, and outcomes.
4. Assume leadership roles in health care delivery and education, providing quality and innovative services at a reasonable cost, influencing health policy to improve outcomes, and influencing the future directions of professional nursing.
5. Provide leadership in the design of and continuous improvement in clinical and education microsystems.
6. Provide conscientious ethical leadership in improving health care outcomes at the local, national, and global levels.

The Nurse Educator track prepares the graduate to:

1. Practice as a nurse educator in an academic or health care delivery setting, applying principles consistent with evidence based practice.
2. Apply teaching and learning theories, current research findings, and knowledge of educational trends and professional standards to curriculum and instructional design.
3. Provide a learning environment that will assist learners to become active, self-directed problem-solvers with a commitment to life-long learning.
4. Utilize knowledge of continuous quality improvement methodology to evaluate all components of instructional design and delivery.

The Nurse Leader track prepares the graduate to:

1. Assume leadership roles in health care organizations.
2. Demonstrate leadership skills that facilitate collaborative relationships while functioning as a member of the team.
3. Interpret clinical and management related research findings to improve organizational and client outcomes.
4. Interpret a wide array of data to improve the utilization of clinical and fiscal resources.
5. Design and implement change projects in health care delivery systems and evaluate their impact.

Program Requirements: Master of Science in Nursing

Graduation from the MSN program requires successful completion of general core courses and specialty track courses. (See Program Tracks below). The program may be completed as a full time student taking 2 courses per graduate term or as a part time student taking 1 course per term. Courses are offered in either the hybrid or 100% online format.

Admission Prerequisites

Admission prerequisites to the Master of Science in Nursing program are track dependent and contingent upon the following:

- Completion of associate degree, baccalaureate degree, or diploma from an accredited program in nursing
- Track 1 and 2 applicants – achievement of a minimum cumulative grade point average (CGPA) of 2.8 or higher on a 4.0 scale from a Baccalaureate degree program and successful completion of an undergraduate statistics course with a “C” or higher.
- Track 4 applicants – achievement of a minimum cumulative grade point average (CGPA) of 2.8 or higher on a 4.0 scale from a Master’s degree program or evidence of current matriculation in a Master’s degree program.

Application Requirements

Application materials must be submitted and reviewed prior to acceptance to the Master of Science in Nursing program. These materials include the following:

- Completed Franklin Pierce University Graduate Admission application.
- Current professional resume.
- Three professional references.
- A statement of professional goals including reasons for pursuing graduate study.
- Receipt of all official transcripts from colleges and/or universities previously attended.
- Unencumbered current license to practice as registered nurse issued by New Hampshire or another jurisdiction.

MSN Program of Study

Students should apply to the Master of Science in Nursing program and select either the Nursing Education or the Nursing Leadership track. All students admitted to the Master of Science in Nursing program will complete the following courses based on their chosen track:

NR510	Nursing Science in Practice	3 credits
NR520	Global Health Issues	3 credits
NR530	Inferential Statistics	3 credits
NR540	Evidence Based Practice	3 credits
NR550	Leadership	3 credits
NR560	Microsystems and Outcomes Management	3 credits
GM594	Health Care Payment Systems	3 credits
Total Core Credits		21

Program Tracks

Track 1: For the associate degree or diploma nurse with a baccalaureate degree in nursing (36 credits)

NR510	Nursing Science in Practice	3 credits
NR520	Global Health Issues	3 credits
NR530	Inferential Statistics	3 credits
NR540	Evidence-Based Practice and Nursing Research	3 credits
NR550	Leadership	3 credits
NR560	Microsystems & Outcomes Management	3 credits
GM594	Health Care Payment Systems	3 credits
_____	3 Specialty Track Courses (Leadership or Education)	9 credits
NR690	Capstone, Practicum, Project & Seminar	6 credits

Track 2: For the associate degree or diploma nurse with a non-nursing baccalaureate degree (39 credits)

NR501	RN to MSN Bridge Course	3 credits
NR510	Nursing Science in Practice	3 credits
NR520	Global Health Issues	3 credits
NR530	Inferential Statistics	3 credits
NR540	Evidence-Based Practice and Nursing Research	3 credits
NR550	Leadership	3 credits
NR560	Microsystems & Outcomes Management	3 credits
GM594	Health Care Payment Systems	3 credits
_____	3 Specialty Track Courses (Leadership or Education)	9 credits
NR690	Capstone, Practicum, Project & Seminar	6 credits

Track 3: For the associate degree or diploma nurse without a baccalaureate degree (141 credits)

Track 3 students are required to complete a combination of core, baccalaureate, and graduate courses. All baccalaureate course requirements must be completed before registering for graduate courses.

Core Courses-Track 3

CIT101	Microcomputer Applications*	3 credits
IC103	Career Image, Planning & Management	3 credits
IC105	College Writing I*	3 credits
IC106	College Writing II*	3 credits
MT260	Statistics*	3 credits
PA250	World Religions*	3 credits
_____	Anatomy & Physiology I & 2*	6 credits
_____	Microbiology*	3 credits
_____	Chemistry or other science*	3 credits
_____	Human Growth & Development*	3 credits
_____	2 Humanities courses*	6 credits
_____	Math*	3 credits
_____	Nutrition*	3 credits
_____	Psychology(fulfills one social science requirement)*	3 credits
_____	Social Sciences *	3-6 credits

* Credit for these courses may be transferred in from your associate degree or diploma program and applied to your MSN degree.

Baccalaureate Nursing Courses-Track 3

NR300	Transition to Baccalaureate Practice (30 credits will transfer in from Diploma nursing programs upon completion of this course with a “B” or better)	3 credits
NR320	Evidence-Based Practice	3 credits

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NR330	Clinical Decision-Making	3 credits
NR400	Health Policy & the Role of the Professional Nurse	3 credits
NR442	Community Health and the Role of the Professional Nurse	3 credits
NR490	Leadership in Professional Nursing Practice, Seminar and Practicum	6 credits

MSN Courses-Track 3

NR510	Nursing Science in Practice	3 credits
NR520	Global Health Issues	3 credits
NR530	Inferential Statistics	3 credits
NR540	Evidence-Based Practice and Nursing Research	3 credits
NR550	Leadership	3 credits
NR560	Microsystems & Outcomes Management	3 credits
GM594	Health Care Payment Systems	3 credits
_____	3 Specialty Track Courses (Leadership or Education)	9 credits
NR690	Capstone, Practicum, Project & Seminar	6 credits

Program Tracks

Track 1: For the associate degree or diploma nurse with a baccalaureate degree in nursing (36 credits)

NR510	Nursing Science in Practice	3 credits
NR520	Global Health Issues	3 credits
NR530	Inferential Statistics	3 credits
NR540	Evidence-Based Practice	3 credits
NR550	Leadership	3 credits
NR560	Microsystems & Outcomes Management	3 credits
GM594	Health Care Payment Systems	3 credits
_____	3 Specialty Track Courses (Leadership or Education)	9 credits
NR690	Capstone, Practicum, Project & Seminar	6 credits

Track 2: For the associate degree or diploma nurse with a non-nursing baccalaureate degree (39 credits)

NR501	RN to MSN Bridge Course	3 credits
NR510	Nursing Science in Practice	3 credits
NR520	Global Health Issues	3 credits
NR530	Inferential Statistics	3 credits
NR540	Evidence-Based Practice	3 credits
NR550	Leadership	3 credits
NR560	Microsystems & Outcomes Management	3 credits
GM594	Health Care Payment Systems	3 credits
_____	3 Specialty Track Courses (Leadership or Education)	9 credits
NR690	Capstone, Practicum, Project & Seminar	6 credits

Track 3: For the associate degree or diploma nurse without a baccalaureate degree (141 credits)

Core Courses

CIT101	Microcomputer Applications*	3 credits
IC103	Career Image, Planning & Management	3 credits
IC105	College Writing I*	3 credits
IC106	College Writing II*	3 credits
MT260	Statistics*	3 credits
PA250	World Religions*	3 credits
_____	Anatomy & Physiology I & 2*	6 credits
_____	Microbiology*	3 credits
_____	Chemistry or other science*	3 credits

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_____	Human Growth & Development*	3 credits
_____	2 Humanities courses*	6 credits
_____	Math*	3 credits
_____	Nutrition*	3 credits
_____	Psychology (fulfills one social science requirement)*	3 credits
_____	Social Sciences *	3-6 credits
_____	Arts Elective	3 credits

** Credit for these courses may be transferred in from your associate degree or diploma program and applied to your MSN degree.*

Nursing Major Courses

NR300	Transition to Baccalaureate Practice (30 credits will transfer in from Diploma nursing programs upon completion of this course with a “B” or better)	3 credits
NR320	Evidence-Based Practice	3 credits
NR330	Clinical Decision-Making	3 credits
NR400	Health Policy & the Role of the Professional Nurse	3 credits
NR442	Community Health and the Role of the Professional Nurse	3 credits
NR490	Leadership in Professional Nursing Practice, Seminar and Practicum	6 credits

MSN Courses

NR510	Nursing Science in Practice	3 credits
NR520	Global Health Issues	3 credits
NR530	Inferential Statistics	3 credits
NR540	Evidence-Based Practice	3 credits
NR550	Leadership	3 credits
NR560	Microsystems & Outcomes Management	3 credits
GM594	Health Care Payment Systems	3 credits
_____	3 Specialty Track Courses (Leadership or Education)	9 credits
NR690	Capstone, Practicum, Project & Seminar	6 credits

Specialty Track Courses

All MSN students will complete the following courses based on their chosen specialty track:

Nursing Education Track

NR545	Clinical and Classroom Teaching Strategies in Nursing	3 credits
NR547	Evidence-Based Curriculum Design in Nursing	3 credits
NR549	Evaluating Learning and Assessing Competencies in Nursing	3 credits

Or

Nursing Leadership Track

NR565	Strategic Planning and Project Management For Nurses I	3 credits
NR570	Strategic Planning and Project Management For Nurses II	3 credits
GM540	Organizational Behavior	3 credits

Track 4: Nursing Education Certificate (15 credits)

The Certificate in Nursing Education is intended for Baccalaureate prepared nurses who have earned (or are currently matriculated in) a Master’s degree program that did not include theory or practice in nursing education. See Admission Prerequisites section.

_____	3 Education Specialty Track courses (above)	9 credits
NR690	Capstone, Practicum, Project & Seminar	6 credits

COURSE DESCRIPTIONS

NR501 RN-MSN Bridge Course**3 credits**

This course is designed for registered nurses with an associate's degree or diploma in nursing. The course will facilitate a bridge of understanding and knowledge development between the currently held nursing degree/diploma and the MSN by presenting concepts such as: evidence based practice, nursing theory, decision-making, health policy and community/public health

NR510 Nursing Science in Practice**3 credits**

This course examines the theoretical foundations of nursing, including the history of nursing theory and knowledge development from early philosophies to post-modern concepts. The critical relationships of theory, research, and practice are explored. Students will discuss the relevance and applicability of selected theories in today's health care environment, with a focus on health care improvement initiatives.

NR520 Global Health Issues**3 credits**

This course explores global health issues from a nursing perspective. The role of the nurse as a change agent to affect local and global health policies, and as an advocate to promote global health and reduce the risk of disease is explored. The UN's Millennium Development Goals are analyzed for application and evaluation of a "global" community assessment.

NR530 Inferential Statistics**3 credits**

This course introduces graduate level statistics for health care professionals. The course encourages students to think critically about data analysis and research design in relationship to evidence based practice. Students are expected to critically examine research reports, calculate statistics, and complete a research design.

NR540 Evidence Based Practice**3 credits**

This course focuses on the clinical application of evidence based research to inform clinical decision making. Evidence from systematic reviews of quantitative and qualitative research, expert opinion, and evidence based practice guidelines will be critiqued for their application to a current nursing issue or problem. Students will evaluate the use of evidence based research to initiate change and improve health care outcomes.

NR545 Clinical and Classroom Teaching Strategies in Nursing**3 credits**

This course is designed to introduce the learner to theories and evidence based practice related to teaching strategies in the classroom and clinical setting. It emphasizes student teacher relationships and explores learning styles. Topics include the influences of regulatory and patient safety requirements as well as ethical and legal issues affecting all aspects of nursing education.

NR547 Evidence Based Curriculum Design**3 credits**

This course is designed to introduce the learner to theories, standards and techniques to design and evaluate nursing educational programs and evidence based curricula. It explores faculty roles, including both collegiate and staff development/client-centered environments. Topics include the influences of regulatory and patient safety requirements as well as ethical and legal issues affecting all aspects of nursing education.

NR549 Evaluating Learning and Assessing Competence**3 credits**

This course introduces the learner to evidence based evaluation and testing in nursing education. Topics include strategies for evaluation methods in a variety of settings that address critical thinking, clinical performance, employee competence, and educational programs.

NR550 Leadership**3 credits**

This course provides nurses with the leadership knowledge necessary to guide and manage health care organizations and the delivery of care across complex settings. Professional role development with a focus on ethical and transformational leadership is emphasized. Evidence

based leadership theories guide best practices to influence quality care. Nurses use their knowledge of health policy and the legislative process to improve practice.

NR560 Microsystems and Outcomes Management

3 credits

This course focuses on the nurse's role as a leader, advocate, and change agent responsible for the improvement of health care outcomes. Application of evidence based research to create and manage microsystems of care are explored. Topics include fiscal accountability, team effectiveness, and the impact of health care policy, both internal and external, on the achievement of these outcomes.

NR565 Strategic Planning and Project Management for Nurses I

3 credits

This course examines the nurse leader's role as a change agent in today's complex, business-based health care arena. The dynamics of strategic planning will be discussed as they relate to those challenges facing nursing and the nursing profession. This course will lay the foundation for the development of a strategic plan in part II of the course.

NR570 Strategic Planning and Project Management for Nurses II

3 credits

NR570 expands on NR565 through the application of the strategic planning process as a nursing management and leadership tool to improve health care outcomes. Utilizing the strategic planning tools discussed in NR565, students will develop a comprehensive strategic plan after analysis of a specific organization within the context of its internal and external environment. *Prerequisite: NR565 Strategic Planning and Project Management for Nurses I.*

NR690 Leadership in Professional Nursing Practice, Seminar and Practicum

6 credits

This capstone course focuses on the integration and application of major concepts covered throughout the graduate nursing program. It integrates learning approaches of seminar discussions, completion of a project or research study, and a precepted clinical experience. Seminar time focuses on analysis of theoretical and practical components of the advanced nursing role in nursing education, leadership, and practice. *Prerequisites: Completion of all core and specialty courses and permission of academic director.*

Master of Physician Assistant Studies (MPAS)

Physician Assistants (PAs) are nationally certified and licensed healthcare professionals who practice medicine with a physician's supervision working as a team. As part of their comprehensive responsibilities, PAs conduct physical exams, diagnose and treat illnesses, order and interpret tests, counsel on preventive healthcare, assist in surgery, and write prescriptions. Within the physician-PA relationship, physician assistants exercise autonomy in medical decision making and provide a broad range of diagnostic and therapeutic services. A PA's practice may also include education, research, and managerial/administrative services. Physician Assistants, while trained in general medicine, often specialize in emergency medicine, surgery, orthopedics, obstetrics, pediatrics and other specialties.

Students in the Franklin Pierce University Physician Assistant Program attend classes in West Lebanon, New Hampshire. Our modern, spacious facility includes classrooms, seminar rooms, a computer lab and a clinical lab where students learn hands-on practical skills with state-of-the-art training equipment. Clinical experience is a vital part of the program and is conducted at sites throughout the country, with a focus on rural and underserved regions of Vermont and New Hampshire.

This full-time day program is designed to be completed in 27 calendar months. Graduates of the Master of Physician Assistant Studies Program will be skilled and compassionate clinicians, who partner with their supervising physicians and patients to promote health and wellness, diagnose and treat acute illnesses and manage chronic disease.

The mission of the Franklin Pierce University Physician Assistant Program is to graduate competent and compassionate physician assistants who possess the requisite knowledge, skills, and attitudes to provide high quality, patient-oriented primary care in diverse environments.

The Goals of the Franklin Pierce University Physician Assistant Program are as follows:

1. Prepare students to function as primary care providers in the health care setting while providing enhanced training for those who wish to specialize.
2. To educate Physician Assistants to practice patient-centered, holistic medicine; caring for the patient's body, mind, and spirit.
3. To nurture students in the development of their professional role as a collaborative member of the health care team and their personal journey to becoming reflective, ethical practitioners.
4. To graduate self-directed learners with a desire to engage in critical evaluation of the practice of medicine and the medical literature.
5. To recruit students from rural and underserved communities, particularly those from Vermont and central and northern New Hampshire, as well as those from under-represented populations in medicine.
6. To return these students to rural and underserved communities for clinical training and practice.

Accreditation

The Franklin Pierce University Master in Physician Assistant Studies Program has been awarded provisional accreditation by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA, 12000 Findley Road, Suite 240, Johns Creek, GA 30097, (770) 476-1224, arc-pa.org). All students matriculating in a provisionally accredited program are eligible to sit for the National Certification Examination for Physician Assistants. Continuing accreditation status for a program is achieved only after a successful follow-up review and second site visit by ARC-PA. The next accreditation review for the Franklin Pierce Physician Assistant Program will take place in the fall of 2012 and results will be posted on the program website.

Technical Standards

The following technical standards establish the essential qualities necessary for students enrolling in the Physician Assistant program. Students must possess these qualities in order to achieve the required level of competency stipulated for program advancement and graduation, must demonstrate the standards upon admission to the program and continue to demonstrate these standards throughout their matriculation in the Franklin Pierce Physician Assistant program. Failure to do so will be grounds for dismissal from the program.

Sensation

Students must possess sufficient visual, auditory and tactile sensation to receive appropriate information in the classroom, laboratory and other education settings. Sensation must be sufficient to receive verbal and non-verbal information while interviewing patients and to perform inspection, auscultation and palpation techniques during physical examination of patients.

Communication

Students must be able to communicate effectively with patients, family members and other clinicians. This includes expressive and receptive modes of verbal, non-verbal and written communication. Further it includes the ability to accurately assess receptive communication in order to make appropriate and timely responses. Finally, it includes the ability to communicate with attention, empathy and sensitivity.

Motor Function

Students must have sufficient strength and coordination to perform the activities required of a Physician Assistant. These include performing a physical examination involving

techniques in palpation and percussion and utilizing diagnostic instruments. Students must have sufficient stamina to sit, stand and move within the classroom, laboratory, examination rooms, treatment rooms and operating rooms for extended periods of time. They must have sufficient coordination to move about patient care environments and sufficient dexterity to use common medical instruments. All students must arrange their own transportation between educational and clinical settings.

Intellectual Capability

Clinical problem solving, a critical ability for Physician Assistants, encompasses abilities to accurately measure, calculate, reason, analyze, integrate, learn and retain information and make decisions in a timely manner. Students must be able to:

- Independently access and interpret medical data
- Identify significant findings from history, physical examination and laboratory data
- Perform a reasoned explanation for likely diagnoses and recommend treatment regimens
- Recall and retain information in an efficient and timely manner

Behavioral/Social Proficiency

Students must possess the ability to establish and maintain appropriate professional relationships. Factors included in this requirement are the abilities to prioritize competing demands, to function in stressful circumstances, to exercise good clinical judgment, to behave ethically, to be compassionate, empathetic, responsible and tolerant toward patients and other healthcare professionals.

Advanced Placement

The M.P.A.S. program is a full-time day program and does not offer advanced placement for students.

Work Policy

While the program does not dictate whether or not a student can work while enrolled, the intensity of the curriculum makes working very difficult and it is therefore discouraged.

PHYSICIAN ASSISTANT PROGRAM ACADEMIC POLICIES

The policies below are in addition to the standards noted above as set by the College of Graduate & Professional Studies.

Remediation Policy

Examination grades will be finalized and released to students within one week of the administration of examinations. The course coordinator will determine if remediation will be offered for any particular exam. If remediation is offered, students will be eligible to take the remediation exam if their grade on the original exam is below 83%. Students will be allowed to remediate a maximum of four exams per term in the first two terms of the didactic year and three exams per term in the last two terms. Remediation examinations will be closed-book and in a format determined by the course coordinator. The student's final grade for the examination will be an average of the two scores (the original exam score and the score on the remediation exam). If a student's average score is lower than the original exam score, then the original score will be awarded as the final grade for that examination.

The opportunity to review exam performance is provided at the end of each online, multiple choice examination. Students are encouraged to use this time to identify areas of weakness in the content being tested. Students are allowed to make handwritten notes during these review sessions and to use these notes to prepare for any potential remediation.

Remediation of any practical examination will be offered rarely, under extenuating circumstances, and at the sole discretion of the course coordinator.

Satisfactory Academic Progress

Near the end of each term, the program faculty and Director will meet to review and discuss each individual student's progress. Concerns regarding student academic performance, including students with consistent exam scores of below a B- will be documented and referred to the students' academic advisor and/or the PA Program Student Affairs Committee for follow up.

A passing grade for courses within the program is a C (73%) or better. Students must be aware that they are also held to the academic standards policy of the College of Graduate & Professional Studies which states that students must maintain a term and cumulative GPA of 3.00 (B) or better and they cannot earn below a B- in two or more courses in any one term. Students who do not meet these criteria will be subject to action by the CGPS Academic Standards Committee as outlined above.

Any student placed on Academic Probation is required to meet with his or her academic advisor and develop a plan to address academic deficiencies. A student will be considered to have attained satisfactory academic progress when the student receives consistent examination scores of B or better, and the student maintains a cumulative and term GPA of 3.00.

A student who is placed on Academic Probation or Deferred Suspension during the clinical year cannot progress to the next clinical placement until they have successfully remediated any and all deficiencies. The ability to remediate a clinical rotation is at the discretion of the program. Only one remedial rotation will be allowed. Failure to remediate a failed rotation will automatically result in the student being referred to the Dean for Academic Suspension. Additionally, students with a history of academic probation or deferred suspension during the academic year will be referred for academic dismissal from the program if they fail to maintain CGPS academic standards, 3.00 term and cumulative GPA or if they earn a B- in two or more courses for the term during the clinical year.

Part-time Enrollment, Deceleration, and Academic Suspension

The design of the curriculum within the Physician Assistant Program does not allow for students to decelerate or attend part-time. Knowledge and skills build throughout the didactic phase and are reinforced in the clinical phase. Students who cannot continue on a full time basis or who are placed on Academic Suspension will be considered for readmission on a case-by-case basis and may be required to repeat some or all of the coursework completed at the time of suspension or withdrawal.

Summative Evaluation

All students must pass the written and practical summative evaluation administered prior to graduation. Students who do not pass the Summative Evaluation may be given the opportunity to remediate.

Graduation Procedure

Degrees are conferred for the PA program in March. The Physician Assistant Program Student Affairs Committee will recommend students for graduation based on completion of all requirements of the program.

COURSE SEQUENCE

Didactic Phase

PA Program Term 1	November – February	17 credits
ME512	Clinical Application of Basic Sciences I	4 credits
ME516	Clinical Medicine I	6 credits
ME504	Basics of Pharmacology I	2 credits
ME508	Patient Care I	2 credits
ME510	Behavioral Medicine	2 credits
ME500	Introduction to Clinical Reasoning	1 credits

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PA Program	Term 2	March – May	17 credits
ME520	Professional Seminar I		1 credits
ME540	Clinical Application of Basic Sciences II		3 credits
ME544	Clinical Medicine II		6 credits
ME506	Basics of Pharmacology II		2 credits
ME536	Patient Care II		2 credits
ME524	Clinical Reasoning I		1 credits
ME528	Patient Communication and Education		2 credits

PA Program	Term 3	June – August	15 credits
ME552	Professional Seminar II		1 credits
ME564	Clinical Application of Basic Sciences III		3 credits
ME568	Clinical Medicine III		6 credits
ME509	Basics of Pharmacology III		2 credits
ME548	Clinical Reasoning II		1 credits
ME556	Understanding and Accessing the Medical Literature		2 credits

PA Program	Term 4	September – November	16 credit
ME572	Professional Seminar III		1 credits
ME592	Clinical Medicine IV		6 credits
ME580	Clinical Reasoning III		1 credits
ME584	Evidence-based Medicine		1 credits
ME588	Clinical Pharmacology		2 credits
ME560	Advanced Clinical Skills		3 credits
ME532	Introduction to Epidemiology and Public Health		2 credits

Clinical Phase

PA Program	Term 5	December – February	11 credits
ME576	Preparation for Clinical Education		1 credits
ME631	Clinical Rotation 1		5 credits
ME632	Clinical Rotation 2		5 credits

PA Program	Term 6	March – May	12 credits
ME645	Seminar I		2 credits
ME633	Clinical Rotation 3		5 credits
ME634	Clinical Rotation 4		5 credits

PA Program	Term 7	June – August	12 credits
ME646	Seminar II		2 credits
ME635	Clinical Rotation 5		5 credits
ME636	Clinical Rotation 6		5 credits

PA Program	Term 8	September – November	12 credits
ME647	Seminar III		2 credits
ME637	Clinical Rotation 7		5 credits
ME638	Clinical Rotation 8		5 credits

Professional Phase

PA Program	Term 9	December – February	14 credits
ME648	Seminar IV		2 credits
ME690	Senior Seminar		6 credits
ME619	Elective Clinical Experience		4 credits
ME692	Preparation for Clinical Practice		2 credits

Total Credits over 9 Terms = 126 credit hours earned

COURSE DESCRIPTIONS

ME500 Introduction to Clinical Reasoning**1 credit**

This course will introduce students to the process of integrating data collection into a patient assessment and plan in lecture and facilitated small-group format. Concepts of differential diagnoses, use of diagnostic studies, and synthesizing data will be discussed. Students will learn oral and written case presentation skills. Students demonstrate competence through written evaluations, small-group presentations, and written assignments.

ME504 Pharmacology I**2 credits**

This course will give students a foundation in the mechanisms by which drugs alter the function of living cells to relieve symptoms and the physiologic manifestations of disease. This introduction to the principles of drug action, metabolism, elimination, toxicity and therapeutics covers the autonomic and central nervous systems, antimicrobials, basic chemotherapy, hematological agents, and treatment of the musculoskeletal system.

ME506 Pharmacology II**2 credits**

This course continues the exploration of the mechanisms by which drugs alter the function of living cells to relieve symptoms and physiologic manifestations of disease. This second course will introduce anti-parasitic, anti-fungal and anti-viral agents and will study drugs used to treat psychiatric disorders and diseases of the cardiovascular and respiratory system.

ME509 Pharmacology III**2 credits**

This course continues to build on the foundation of pharmacology by emphasizing the mechanisms by which drugs alter the function of living cells to relieve symptoms and physiologic manifestations of disease. Lectures will focus on drugs used to treat the gastrointestinal, renal/genitourinary, reproductive and endocrine systems as well as alternative medicines and the use of pharmacotherapeutics in the pediatric population.

ME508 Patient Care I**2 credits**

Lecture and laboratory course designed to introduce students to medical terminology and the theory and application of interviewing and physical examination skills. The course will cover the basic skills necessary to perform a comprehensive screening history and physical examination and introduce students to problem-focused data collection based on patient presentation. Students demonstrate competence through written and practical evaluations.

ME510 Behavioral Medicine**2 credits**

In this course, students will learn essential skills in the assessment of and communication with patients. The content will focus on human growth and development with an emphasis on interviewing techniques, dealing with conflict, and reflective practice to enhance practitioner self-awareness and self-care. Students demonstrate competence through written evaluations, class participation, and reflective journaling.

ME512 Clinical Application of Basic Sciences I**4 credits**

This course provides an in-depth study of topics in human anatomy, physiology, and sciences as they relate to pathophysiology and cell biology. Instruction will emphasize the clinical application of the material as it pertains to the integumentary, nervous, musculoskeletal, blood and immune systems. An introduction to clinical microbiology, immunology, basic oncology and laboratory medicine will be included.

ME516 Clinical Medicine I**6 credits**

This course is the first in a series of four courses designed to introduce students to the broad scope of clinical medicine and disease processes, including evaluation, management, and therapeutics in a system-based approach. This course will explore diseases of the skin, basic oncology/hematology, and the nervous and musculoskeletal systems.

ME520 Professional Seminar I**1 credit**

This lecture and experiential course introduces the students to the physician assistant profession and their role in the American healthcare system. Topics of discussion include the

history of the profession, professional organizations, laws affecting practice, education, and the future of the profession. A mentorship experience is designed to introduce students to the PA role through observation.

ME524 Clinical Reasoning I

1 credit

This course will enhance students' life-long learning abilities while integrating knowledge, skills, and attitude acquired in other courses. This case-based course will engage students' critical thinking skills using paper cases and standardized patients. Students work through a patient case using self-directed learning and small-group discussion with faculty facilitation. Students will continue to practice case presentation skills throughout the course.

ME528 Patient Communication and Education

2 credits

An extension of Behavioral Medicine, this course will focus on patient-centered communication skills. Topics will include the therapeutic alliance, motivational interviewing, individualizing patient education; the effect of family, cultural factors, socioeconomic status, gender, and ethnicity on the clinical encounter; clinical approaches to issues such as diet and exercise, addiction, and sexual issues; and continued work to enhance practitioner self-awareness.

ME532 Introduction to Epidemiology and Public Health

2 credits

Through directed self-study and lecture, this course develops basic competencies in epidemiology and public health, which are a necessary foundation to understanding research and evidence-based medicine. It will orient the student to problem-solving methods used in public health, as well as the social, environmental, and behavioral determinants of health, disease, and systems of medical care.

ME536 Patient Care II

2 credits

A lecture and laboratory course designed to introduce students to age-specific examinations and health promotion and disease prevention. Appropriate history-taking, physical examinations, and preventive care from pregnancy through childhood, adulthood, and elders will be covered. Additionally, examination of the male and female patient will be taught during this course. Students demonstrate competence through written and practical evaluations.

ME540 Clinical Application of Basic Sciences II

3 credits

This course continues the study of topics in gross human anatomy, physiology, pathophysiology, clinical microbiology, and laboratory medicine, all designed to provide a foundation for instruction in the Clinical Medicine course. Sessions will emphasize the clinical application of basic science topics as they relate to the head, ears, eyes, nose and throat as well as the cardiovascular and pulmonary systems.

ME544 Clinical Medicine II

6 credits

This course continues exploration of clinical medicine and disease processes, including evaluation, management, and therapeutics pertaining to diseases of the cardiovascular and pulmonary systems, as well as diseases of the head, ear, eyes, nose and throat. This course will also include a module discussing the diagnosis and treatment of psychiatric disorders.

ME548 Clinical Reasoning II

1 credit

A continuation of Clinical Reasoning I, this course will enhance students' life-long learning abilities while integrating knowledge, skills, and attitudes acquired in other courses. This case-based course will engage students' critical thinking skills using paper cases and standardized patients. Students work through a patient case using self-directed learning and small-group discussion with faculty facilitation.

ME552 Professional Seminar II

1 credit

Students explore relevant health-care law and policy issues that impact the Physician Assistant profession and health-care delivery systems. Medical ethics issues will be discussed and debated. Mentorship experiences will provide opportunities for students to become familiar with professional communications and comportment in the clinical setting.

ME556 Understanding and Accessing the Medical Literature **2 credits**

This course will introduce students to the use of qualitative and quantitative research in health care and evidence-based theory, as they pertain to the practice of clinical medicine. This course provides an introduction to accessing computer-based medically oriented information and evidence-based medicine databases. The course will emphasize the use of up-to-date evidence-based literature to validate and improve the practice of clinical medicine now and as a lifelong learner.

ME560 Advanced Clinical Skills **3 credits**

This lecture and laboratory course is designed to introduce students to essential procedures and skills necessary for primary care practice such as advanced interpretation of EKGs, laboratory studies and radiographs, phlebotomy, injection techniques, splinting, suturing and more. Students will participate in Advanced Cardiac Life Support Certification training during this course. Students demonstrate competence through written and practical evaluations.

ME564 Clinical Application of Basic Sciences III **3 credits**

This course continues the study of topics in gross human anatomy, physiology, and pathophysiology, as well as an introduction to nutritional principles designed to support instruction in the Clinical Medicine course. Sessions will emphasize the clinical application of basic science topics as they relate to the renal, gastrointestinal, and the genitourinary/reproductive systems.

ME568 Clinical Medicine III **6 credits**

A continued discussion of the broad scope of clinical medicine and disease processes, this course will include the evaluation, management, and treatment of renal/genitourinary, gastrointestinal, endocrine, and reproductive system diseases. A pediatric module will discuss the diagnosis and management of illnesses common in the pediatric population.

ME572 Professional Seminar III **1 credit**

This course will introduce students to many issues they will face on a daily basis in the delivery of health care. Various issues of concern will be covered, such as Medicare and Medicaid reimbursement, access to care and managed care, along with discussions on billing and coding. Mentorship experiences will emphasize observation of charting, clinical procedures, and continuity of care.

ME576 Preparation for Clinical Education **1 credit**

This seminar course is designed to prepare students to begin their core clinical experiences. Topics will include communication in the clinical setting, the use of electronic medical records, and an in-depth discussion of program requirements for progressing through the clinical year.

ME580 Clinical Reasoning III **1 credit**

Building on skills learned to date, this continuation course will reinforce students' life-long learning abilities while integrating knowledge, skills, and attitude acquired in other courses. This case-based course will engage students' critical thinking skills using paper cases and standardized patients. Students work through a patient case using self-directed learning and small-group discussion with faculty facilitation.

ME584 Evidence-based Medicine in Clinical Practice **1 credit**

This course will introduce students to the use of qualitative and quantitative research in health care and the practice of clinical medicine. It provides an introduction to accessing evidence-based medicine databases and will emphasize the use of evidence-based literature to validate and improve the practice of clinical medicine. Students will learn to review and critique published literature and to use it as a tool for clinical decision-making.

ME588 Clinical Pharmacology **2 credits**

A review of the principles of pharmacology and discussion of how to apply these principles to patient care situations will be undertaken in preparation for students to enter clinical rotations. Common side effects of prototypic drugs in major categories, drug side effects and drug-drug interactions, the interaction of drugs with the disease state under treatment,

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polypharmacy, and reputable sources of information about drugs will be explored. Pharmacological management of acute and chronic diseases will be discussed and prescription writing will be reviewed and practiced in concert with the Clinical Reasoning III course.

ME592 Clinical Medicine IV

6 credits

This course is designed to introduce students to conditions commonly encountered in emergency medicine, general surgery, geriatrics, and in-patient management. Emphasis will be placed on the general principles of care for acute and chronic illnesses and injuries, basic surgical principles, evaluation and management of the hospitalized, surgical, and elderly patient.

ME619 Elective Clinical Experience

4 credits

This four-week rotation in a clinical setting of the student's choice is designed to allow students the opportunity to explore a specialty that is not available or offered in the core six-week rotations or in a practice setting where they may be seeking employment after graduation.

ME631 through ME638 Core Clinical Experiences 1 through 8

(5 credits each)

These practical experiences are designed to provide students with supervised medical and surgical clinical practice enabling them to acquire the competencies needed for PA practice. Core rotations will include Family Medicine, Internal Medicine, Pediatrics, Women's Health, Emergency Medicine, Surgery, Psychiatry, and an additional primary care elective.

ME645-647 Seminar I-III

2 credits each

These two-week Seminar courses will enhance students' clinical rotations through discussion and evaluation of their experiences in the health care system. In week one students return to campus for case presentations and preparation for a community service project which will be carried out during the second week of the course. Selected lectures will also be delivered at this time.

ME648 Seminar IV

2 credits

This two-week Seminar course is designed to bring students back to campus at the conclusion of their clinical year for continued reflection and discussion of their experiences, lectures in clinical medicine, and presentations. Students will undergo a written and practical summative evaluation designed to assess their mastery of the Competencies for the Physician Assistant profession prior to the final term.

ME690 Senior Seminar

6 credits

A review of history and physical examination skills and a thorough review of current medical topics will be undertaken to prepare students for the Physician Assistant National Certification Examination (PANCE).

ME692 Preparation for Clinical Practice

2 credits

In order to assist students with the transition of becoming a clinically practicing physician assistant, this course will provide information on how to obtain certification, licensure, malpractice insurance, and many other essential topics related to practicing medicine as a physician assistant.

DOCTOR OF PHYSICAL THERAPY

The Doctor of Physical Therapy is offered in New Hampshire at the Concord Center and in Arizona at the Goodyear Campus.

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 every day 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 Program 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

Franklin Pierce University offers its Doctor of Physical Therapy program at its Concord, New Hampshire campus and at its Goodyear, Arizona campus. Students require a Bachelor's degree from an accredited college and completion of all prerequisite courses prior to acceptance into the program.

The DPT program, which is based on current knowledge of practice, constantly exposes students to advances in the profession. A cornerstone of this curriculum is the concept of primary care as an evolving health care environment. Concepts that prepare students to function in this dynamic system are integrated within the curriculum and are reinforced in many courses. Students develop skills in professionalism, compassion, time management, team dynamics, critical thinking, documentation, use of referral systems, service learning, interpersonal communication, effective written communication, and prevention of injuries, as well as promotion of health, wellness, and fitness. At the center of the curriculum are the missions of the University, the College, and the program, and a focus on the patient as the source of information and 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 and 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 documented evidence of having successfully completed the following:

- Achievement of a minimum 3.0 cumulative grade point average (CGPA) (on a 4.00 scale) in all previous course work.
- Completion of a B.S./B.A. degree* from a regionally accredited college or university.
- Completion of the Graduate Record Exam (GRE) with scores of 146 Verbal and 144 Quantitative.
- Completion of 80 hours of observation or work in three varied physical therapy settings (including inpatient and outpatient experiences).
- Completion of all prerequisite coursework with a minimum CGPA of 3.00.
- Science prerequisites must be at the science major level and include the following:
 - Anatomy & Physiology (8 credits including labs)
 - Chemistry (8 credits including labs)
 - Physics (8 credits including labs)
- Completion of a Statistics course.
- Completion of an upper-division Psychology course (3 credits) for which Introduction to Psychology is a prerequisite.

Application Process

Franklin Pierce offers the professional Doctor of Physical Therapy (DPT) Program in two locations, Concord, NH and Goodyear, AZ . Both locations have a start date of August 27, 2012.

The application and admissions process is the same for both sites. Students must apply online through the Physical Therapist Centralized Application Service (PTCAS) at www.ptcas.org. The application deadline is January 15th. Applications received after that date may be considered at the discretion of the Admissions Committee.

CURRICULUM PLAN

Academic Year 2012-2013 CLASS 2015

Professional Year I

Term I

PTH506	Introduction to Professional Development	1 credit
PTH518	Research Methods in Physical Therapy	2 credits
PTH523	Anatomy	6 credits
PTH528	Kinesiology	6 credits
Term I = 15 credits		

Term II

PTH504	Physiology in Health and Disease	3 credits
PTH505	Foundations of Physical Therapy Practice	4 credits
PTH507	Physical Therapy Intervention-Physical Agents & Therapeutic Exercise	4 credits
PTH510	Physical Therapy Practice I - Examination, Evaluation & Intervention	5 credits
Term II = 16 credits		

Term III

PTH508	Neuroscience I	3 credits
PTH512	Life Span Development: Theory and Applications	3 credits
PTH513	Physical Therapy Practice II - Adults	5 credits
PTH517	Integrated Clinical Education I	2 credits
PTH519	Critical Inquiry	2 credits
PTH524	Clinical Pharmacology	2 credits
Term III = 17 credits		

Term IV

PTH601	Clinical Experience I- 8 weeks	6 credits
PTH 527	ICE 3/Pro Bono	1 credit elective
Term IV = 6 credits + elective credits		

Professional Year II

Term V

PTH509	Neuroscience II	2 credits
PTH515	Physical Therapy Practice III - Geriatrics	5 credits
PTH516	Behavioral Science	3 credits
PTH525	Integrated Clinical Education II	2 credits
PTH529	Community Health and Patient Education	2 credits
PTH620	Advanced Topics in Imaging & Diagnostics	3 credits
Term V = 17 credits		

Term VI

PTH511	Physical Therapy Practice IV - Pediatrics & Adolescents	5 credits
PTH623	Management of patients with Multisystem Involvement	2 credits

THE COLLEGE OF GRADUATE & PROFESSIONAL STUDIES

PTH625	Manual Therapy of the Spine and Extremities	3 credits
PTH720	Evidence-Based Practice	1-2 credits On-line
PTH 527	ICE 3/Pro Bono	1 credit elective
LS465/565	Spanish for Healthcare Professionals	2 credit elective
PTH628	Special Topics Selected	2 credit elective
Term VI = 12 credits + elective credits		
Term VII		
PTH514	Health Care Systems	3 credits
PTH610	Professional Seminar	2 credits Intensive
PTH624	Advanced Differential Diagnosis	5 credits
PTH730	Evidence-Based Practice II	2 credits On-line
PTH 527	ICE 3/Pro Bono	1 credit elective
PTH628	Special Topics Sports Physical Therapy	2 credit elective
Term VII = 12 credits + elective credits		
Term VIII		
PTH602	Clinical Experience II -11 weeks	6 credits
Professional Year III		
Term IX		
PTH603	Clinical Experience III - 11 weeks	6 credits
Term X		
PTH 604	Clinical Experience IV - 11 weeks	6 credits
Total credits=113 plus any electives		

COURSE DESCRIPTIONS

TERM 1

PTH506 Introduction to Professional Development	1 credit
This course provides an introduction to the history of physical therapy, the principles of ethics, professional behavior, legal issues and cultural competency. In preparation for integrated clinical experiences, the student is introduced to the roles and responsibilities of the physical therapist in clinical practice, the profession and the community, including the essentials of documentation. <i>Prerequisite: Enrollment in the Physical Therapy Program.</i>	
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. <i>Prerequisite: Enrollment in the Doctor of Physical Therapy Program</i>	
PTH523 Anatomy	6 credits
This course provides the foundation for understanding of gross anatomy as it relates to the practice of physical therapy. Using a regional approach, this course emphasizes the musculoskeletal structures of the appendicular and axial skeleton and includes visceral anatomy. Active learning and problem solving are the primary teaching methods used in the laboratory component, which may include plastinated dissections of human cadavers, interactive computer programs or models. <i>Prerequisite: Enrollment in the Doctor of Physical Therapy Program.</i>	
PTH528 Kinesiology	6 credits
Applied anatomy and biomechanics of the neuromuscular and articular systems in normal and abnormal conditions of the head, neck, pelvic girdle, upper/lower extremities and spine. Includes surface anatomy, biomechanics, peripheral and spinal joint mobilization, clinical palpation, and manual muscle testing. Biomechanical principles underlying clinical	

analysis of posture and gait will be also included. The format will be lecture, case-based application, demonstration, and laboratory practice. *Prerequisite: Enrollment in the Doctor of Physical Therapy Program.*

TERM 2

PTH504 Physiology in Health and Disease

3 credits

This course provides the student with a comprehensive understanding of the physiological systems of the human body and the inter-relationships in its responses to exercise and disease processes. It emphasizes critical thinking and analytical skills in the application of the principles and concepts of human pathophysiology to physical therapy practice and wellness. *Prerequisite: Successful Completion of Prior Coursework*

PTH505 Foundations of Physical Therapy Practice

4 credits

This course develops students' basic physical therapy clinical competencies. Principles of examination and evidence-based interventions are taught through lectures, laboratory sessions, and online discussions. Course content includes: documentation, bed mobility, transfers, gait training, vital signs, aseptic technique, goniometry, and architectural barriers and utilizes the Guide to Physical Therapist Practice. This course serves as a foundation to all Physical Therapy Practice courses in the curriculum. *Prerequisite: Successful Completion of Prior Coursework*

PTH507 Physical Therapy Interventions: Physical Agents and Therapeutic Exercise

4 credits

This course develops students' basic physical therapy clinical competencies in physical agents and therapeutic exercise. Principles of evidence-based interventions are taught through lectures, laboratory sessions, and online discussions. Course content includes: documentation, therapeutic agents (cryotherapy, hydrotherapy, thermal therapy, ultrasound, electric stimulation, soft tissue mobilization, light agents), mechanical agents and theory and practice of therapeutic exercise, and utilize the Guide to Physical Therapist Practice. *Prerequisite: Successful Completion of Prior Coursework*

PTH510 Physical Therapy Practice I-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.*

TERM 3

PTH508 Neuroscience I

3 credits

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: Successful completion of all prior Physical Therapy courses.*

PTH512 Life Span Development: Theory and Applications

3 credits

This course introduces students to motor development, the physiological, psychological, sociological, and spiritual domains across the life span. Using the genogram as a method of self-exploration of intergenerational transmission of traits, students begin to understand their own life span and development through generations. Students are also introduced to the interview process and observation of movement process of individuals at various levels of development. *Prerequisites: Successful completion of all prior Physical Therapy courses.*

PTH513 Physical Therapy Practice II Adults

5 credits

Prepares students to conduct patient examinations, in order to develop evaluations, diagnosis, prognosis, intervention, and outcomes as they relate to patients/clients in the adult/middle age population. This course is case-based using the Guide to Physical Therapist Practice and a multi-system approach, with an emphasis on the consequences of disease for the whole person. Motor control and learning are basic components of this course. *Prerequisites: Successful completion of all prior Physical Therapy courses.*

PTH517 Integrated Clinical Education I

2 credit, P/F

The first of two integrated clinical courses that places the student in the clinical setting for 1 day per week throughout a term. The student is introduced to the roles and responsibilities of the physical therapist in practice, the profession and the community and is able to provide care commensurate with academic preparation. *Prerequisites: Successful completion of all prior Physical Therapy courses.*

PTH519 Critical Inquiry

2 credits

The purpose of this course is to educate the student in the methods of critical inquiry and analysis of the literature. To effectively utilize evidence-based practice it is essential for clinicians to develop the skills necessary to critically evaluate the literature. Determining the strength of the available evidence will be crucial in selecting clinical examination techniques, determining a diagnosis, determining a prognosis, and selecting intervention strategies. *Prerequisites: Successful completion of all prior Physical Therapy courses.*

PTH524 Clinical Pharmacology

2 credits

This course introduces physical therapy students to the basic principles of pharmacology and provides knowledge of drug actions, interactions and side effects in medications used to treat conditions encountered in the most typical physical therapy patient populations. A foundation is provided for further study regarding specialty practice and the evolution of new drug therapies. *Prerequisites: Successful completion of all prior Physical Therapy courses.*

TERM 4

PTH601 Clinical Experience I

6 credits, P/F

This is the first full time clinical experience (8 weeks) under the supervision and guidance of licensed physical therapists in facilities throughout the U.S. Students practice skills and knowledge acquired during the first year of the curriculum in a wide variety of clinical settings and begin to develop entry-level competence in essential physical therapy practice skills. *Prerequisites: All Physical Therapy coursework in professional year I must be successfully completed.*

TERM 5

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. *Prerequisites: Successful completion of all prior Physical Therapy courses.*

PTH515 Physical Therapy Practice III Geriatrics

5 credits

Prepares students to conduct patient examinations, in order to develop evaluations, 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 that influence the quality of life of older persons. The course is case-based and uses the Guide to Physical Therapist Practice. *Prerequisites: Successful completion of all prior Physical Therapy courses.*

PTH516 Behavioral Science

3 credits

This course offers a general overview of various aspects of behavioral sciences as they apply to the profession of Physical Therapy. Students are introduced to the inter- and intrapersonal

dynamics of working with patients/clients. Learning is facilitated by class discussions, role playing and guest speakers. Topics include conflict resolution, stress management, body image/sexuality, domestic violence, coping with death and dying, and cultural sensitivity. *Prerequisites: Successful completion of all prior Physical Therapy courses.*

PTH525 Integrated Clinical Education II **2 credits, P/F**

This is the second 40-hour integrated clinical experience in which each student is provided with opportunities to be involved in direct patient care and to practice clinical skills learned in the classroom and lab. This course also includes a 10 hour classroom component to prepare students for a full-time clinical experience that occurs in the subsequent Term. *Prerequisite: Successful completion of all prior Physical Therapy courses.*

PTH529 Community Health and Patient Education **2 credits**

This course provides students with formal instruction regarding methods of effective patient /client education in individual and community settings; awareness of patient adherence and compliance issues and teaching and learning strategies in clinical education. Students are introduced to group process and dynamics, theories and models for changing health behavior as a framework for group projects in community health education. Projects culminate in formal, professional presentations to the class. *Prerequisites: Successful completion of all prior Physical Therapy courses.*

PTH620 Advanced Topics in Imaging and Diagnostics **3 credits**

In this course, students will be introduced to and educated about various radiographic imaging techniques, electrodiagnostic procedures, laboratory evaluations, and physical examination techniques used to evaluate a variety of neuromusculoskeletal pathologies commonly treated by physical therapists. Students will learn the indications for these studies, their appropriate uses and limitations, and how to interpret them. *Prerequisites: Successful completion of all prior Physical Therapy courses.*

PTH 527 Integrated Clinical Experience III/Pro Bono Clinic (elective) **1 credit, P/F**

This course provides students the opportunity to provide physical therapy services, under the supervision of a licensed physical therapist, in a Pro bono clinic established by Concord Hospital in Concord, NH. Students provide services to an underinsured or uninsured population 4 hours per week for 6 – 9 weeks. This course will be available to selected PY 2 students each term beginning with Year 1, Term 4 and ending with Year 2, Term 3. *Prerequisite: Successful completion of all prior physical therapy courses.*

TERM 6

PTH511 Physical Therapy Practice IV Pediatrics & Adolescents **5 credits**

This course is the third of a three-course sequence on physical therapy management of patient/client problems utilizing The Guide for Physical Therapy Practice model of examination, evaluation, diagnosis, prognosis, intervention, and outcomes. This course focuses on patients/clients in the birth to 21 years of age group covering a variety of pediatric topics with a developmental, family-centered focus. *Prerequisites: Successful completion of all prior Physical Therapy courses.*

PTH623 Management of patients with multi-system involvement **2 credits**

Case-based course facilitating integration and application of prior coursework to manage patients with multi-system impairments and increasingly complex clinical problems. Evidence-based principles will be applied to evaluation methods and interventions. Appropriate modifications of plan of care and prognosis will be discussed and applied when appropriate to accommodate changes in patient condition or to adjust for age, race or gender.

PTH625 Manual Therapy of the Spine and Extremities **3 credits**

This course consists of a combination of lectures, demonstrations, required readings with discussion, and small group laboratory sessions. An emphasis of the course will be on applying manual therapy (both thrust and non-thrust techniques) techniques with emphasis placed

on integrating current best evidence with clinical decision-making and motor skills necessary for the effective application of spinal and extremity manipulation. Manual therapy will be integrated into a comprehensive therapeutic exercise approach to management of common musculoskeletal disorders as described in the Manipulation Education Manual developed by the American Physical Therapy Association and the American Academy of Orthopaedic Manual Therapists. *Prerequisites: Successful completion of all year one course work.*

PTH720 Evidence-Based Practice I - online

2 credits

This is the first of two evidence-based practice courses. The purpose of the first course is designed to further educate the student in the methods of critical inquiry and analysis of the literature. Determining the strength of the available evidence will be crucial in selecting clinical examination techniques, determining a diagnosis, determining a prognosis, and selecting intervention strategies. *Prerequisites: Successful completion of PTH 519 or equivalent.*

PTH628 Special Topics

2 credits, elective

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 through lecture and laboratory components of the course. *Prerequisites: Successful completion of all prior Physical Therapy courses.*

LS465/565 Spanish for Healthcare Professionals

2 credits, elective

This elective course is designed for health care providers and students who want to improve communication skills with Spanish-speaking patients and their caregivers by developing sufficient speaking and listening skills to perform physical therapy, nursing or medical assessments and procedures. The course will focus on building vocabulary skills, and communication for discipline specific assessment procedures. *Prerequisites: Successful completion of all prior Physical Therapy courses.*

TERM 7

PTH514 Health Care Systems

3 credits

This course introduces students to the administrative side of health care in the United States and its relation to the practice of physical therapy. Exploring specifically the history of the U.S. health care industry, its development, current policy in the health care systems, principles of administration, rules and regulations governing physical therapy practice, international comparisons are made, and cultural differences identified. *Prerequisites: Successful completion of all prior Physical Therapy courses.*

PTH610 Professional Seminar

2 credits, intensive

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 the current climate in the delivery of physical therapy services. Students use available technology as they explore these topics. *Prerequisites: Successful completion of all prior Physical Therapy courses.*

PTH624 Advanced Differential Diagnosis

5 credits

This course is the capstone practice course, building on all previous courses and clinical experiences. Topics include interview techniques, examination techniques, and laboratory studies to help derive a differential diagnosis. Students will then be utilizing their examination findings and differential diagnosis to devise lists of functional disabilities, short-term goals, long-term goals, and treatment plan. The comprehensive practical exam is in this course. *Prerequisites: Successful completion of all prior Physical Therapy courses.*

PTH730 Evidence-Based Practice II - online

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 identify-

ing appropriate physical therapy treatments. This course will consist of critically analyzing articles and the completion of a systematic review of the literature, which is presented to their peers and the faculty. Students will sequentially develop sections of the systematic review in each module throughout the course. *Prerequisites: Successful completion of PTH 720.*

TERM 8

PTH602 Clinical Experience II

6 credits, P/F

This is the second full time clinical experience (11 weeks) under the supervision and guidance of licensed physical therapists in facilities throughout the U.S. Students apply skills and knowledge acquired during the didactic phase of the curriculum and in previous clinical experiences in a wide variety of clinical settings and approach entry-level competence in many essential physical therapy practice skills. *Prerequisites: All Physical Therapy course work in professional year I and II must be successfully completed.*

TERM 9

PTH603 Clinical Experience III

6 credits, P/F

This is the third and final full time clinical experience (11 weeks) under the supervision and guidance of licensed physical therapists in facilities throughout the U.S. Students apply skills and knowledge acquired during the didactic phase of the curriculum and in previous clinical experiences in a wide variety of clinical settings and achieve entry-level competence in essential physical therapy practice skills. *Prerequisites: Successful completion of all physical therapy coursework including PTH 601 and 602.*

TERM 10

PTH604 Clinical Experience IV

6 credits, P/F

This is the final full-time clinical experience (11 weeks) under the supervision and guidance of licensed physical therapists in facilities throughout the US. Students will refine skills and knowledge acquired in all coursework and clinical experiences to date and will demonstrate entry-level or near entry-level competence. *Prerequisites: Successful completion of all physical therapy coursework including PTH 601, 602 and 603.*

DOCTOR OF ARTS

Doctor of Arts in Leadership Studies

The Doctor of Arts in Leadership Studies Program at Franklin Pierce University enables students to develop insight into the theory and practice of leadership and epitomizes the mission of the University in educating leaders of conscience. Research and study in the field of Leadership Studies is interdisciplinary and builds on the varied educational backgrounds and professional careers of the students in the program. The program may be envisioned as the summit of a Pathway that leads through bachelor's and master's programs, to the doctoral level.

The Franklin Pierce Leadership Studies Program attracts professionals from diverse fields and an important aim of the program is to help students realize better ways of exercising leadership for change within institutions and communities. Many students are attracted to the program to enhance their existing career, or as part of the preparation for a new career, often in college teaching or administration.

About the curriculum, core coursework grounds students in the field of Leadership Studies and in Research Methods. Students concentrate in one of three Leadership Concentrations: Organizational Leadership; Public Sector, Non-Profits, and Education; or Innovative and Creative Leadership. Finally, students demonstrate independent scholarship through dissertation research. Students complete a minimum of 45 credits.

Most courses are offered in hybrid fashion meeting four times every term on Saturdays or Sundays; the weeks between are conducted online. Other courses are offered in short

residencies or online. The program may be completed in as little as three years, with students taking two courses per term and devoting one year to dissertation research.

Admission to the Program

A master’s degree from a regionally accredited college or university is required for admission, as is an interview with a faculty member. Prospective students submit an application portfolio, which includes a professional or scholarly writing sample, three references, and transcripts of all previous college work. Unless waived by the Academic Director, the GMAT or GRE are required. Students who hold the Certificate of Advanced Graduate Studies (CAGS) from partner institutions will have prescribed courses transferred into the Program upon matriculation. Students are admitted in each term and prospective students are advised to submit complete application portfolios six to eight weeks in advance of the term start date.

About the Doctor of Arts Degree

Like the Ph.D. and Ed.D., the D.A. is a research degree of the highest level and is offered by several universities in the U.S. and abroad. About its history, the degree was originally developed to extend the study of the liberal arts to the doctoral level, to foster interdisciplinary scholarship, and to prepare recipients for college teaching. The Franklin Pierce Doctor of Arts in Leadership Studies builds upon and extends this tradition. In contrast to the Ph.D., the D.A. degree is not designed to prepare researchers, although research is an important part of our program. And in contrast to many Ed.D. and D.B.A. programs, our focus is not on specific administrative functions and skills, but toward a scholarly understanding and exercise of leadership.

Course of Study

The curriculum is comprised of four components: the Leadership Studies Core, the Research Methods Core, a Leadership Concentration, and Dissertation Research. For students taking two courses at a time, it is recommended that these two core areas be completed in the first year to year-and-a-half of study. This plan enables students to complete the Leadership Concentration in the second year. Dissertation Research thus begins in the second or third year of the typical student’s program. Except where the course description prescribes prerequisites, courses may be taken in any sequence, but students should work closely with their faculty advisor to plan a program of study to complete most of the Leadership Studies and Research Methods courses before moving on to Leadership Concentration coursework.

As students move through the program, their work is assessed in a series of Checkpoint Tasks, which are aligned with each of the program components.

Component	Courses (Credits)		Checkpoint Task
Leadership Studies	4	(12)	Concept Paper
Research Methods	4	(12)	Prospectus
Leadership Concentration	4	(12)	Preliminary Examination
Dissertation	3	(9)	Dissertation Proposal and Dissertation
Total	15	(45)	

Checkpoint Tasks must be done in order and students are expected to successfully pass each Checkpoint Task at the first submission. A resubmission may be granted by the Academic Director and a second resubmission may be granted by the Dean’s Office. With the exception of the Dissertation, Checkpoint Tasks are due in the term following completion of the associated coursework. Students who do not pass a Checkpoint Task by the second resubmission will be withdrawn from the program.

Leadership Studies Core

The coursework in the Leadership Studies Core gives students a solid grounding in the field of Leadership Studies at the doctoral level. Students begin with a survey of the field in

Foundations of Leadership Studies, then continue to examine leadership in Leading Change I and Collaborative Leadership. Current issues and problems facing leaders are investigated in the Leadership Colloquium. At the conclusion of the Core, students will submit a Concept Paper that applies leadership theory to a contemporary leader or situation.

Courses

DA600	Foundations of Leadership Studies
DA610	Leading Change I
DA620	Collaborative Leadership
DA630	Leadership Colloquium

Research Methods Core

Because the D.A. is a research doctorate, students are required to demonstrate strong research skills in their dissertation; these courses equip them to do so. At the conclusion of the Research Methods Core, students submit a Prospectus, which is a preliminary dissertation proposal.

Courses

DA700	Research Seminar
DA710	Advanced Research Writing
DA720	Qualitative Research
DA730	Quantitative Research

Leadership Concentration

Students select one of three Leadership Concentrations: Organizational Leadership; Public Sector, Non-Profits, and Education; or Innovative and Creative Leadership. Students should consider their professional and educational background, their career objectives, their interests and passions, and their dissertation area in choosing a Concentration. To emphasize this last point, one's Concentration should be a steppingstone to one's dissertation research.

Each Leadership Concentration is comprised of four courses. Students may take additional courses outside of their Concentration or may also choose to do a second Concentration. Students may substitute one course between concentrations with the Dean's approval. After completing the Leadership Concentration coursework, students will take a Preliminary Examination to demonstrate their understanding and application of the scholarly work done in the concentration and to show their preparation for dissertation research. This examination is thus a preliminary step before the student may present the Dissertation Proposal to the faculty.

Organizational Leadership

This Concentration extends the study of leadership to leaders and the organizations that they serve. The role of leaders with respect to organizational development is a key theme of this concentration. In the field of Leadership Studies, Organizational Leadership thus has a "micro" focus. The concentration is especially attractive to those in management and consulting, as well as those who teach in programs in business administration and other professional fields.

Courses

DA800	Designing and Leading Healthy Organizations
DA805	Organizational Planning
DA810	Appreciative Inquiry
DA815	Contemporary Theories of Leadership

Public Sector, Non-Profits, and Education

In contrast to an organizational leader, those who lead in the public sector, who lead non-profits, and who lead in education, often must take a broader view of society and culture, thus this concentration has a "macro" focus. The stakeholders that such a leader works

with go well beyond organizational boundaries. This Concentration will especially appeal to students who work or have career plans in the non-profit and public sectors.

Courses

- DA820 Social Critiques
- DA825 Transforming the Public Agenda
- DA830 Public Leadership
- DA835 Cross-Cultural Leadership

Innovative and Creative Leadership

Leadership Studies, as a field of inquiry, emerged about twenty-five years ago as a by-product of our accelerating post-industrial society. In industrial society, leadership was often granted to those who were able to master and advance the conventional wisdom of the day. Such an approach is no longer adequate, since in the age of disruptive change and creative destruction, the only way forward is to constantly reinvent and redesign organizations, programs, and social policy. The coursework in this concentration enables students to study the nature of innovative and creative leadership, to apply contemporary models and methods used in future research, and to research contemporary issues concerning the role of social and technological change with respect to leaders and organizations. The Concentration is especially attractive to professionals in long-range planning and in information science industries.

Courses

- DA840 Research in Innovative and Creative Leadership
- DA845 Leading Change II
- DA850 Special Topics in Leadership
- DA855 Independent Study

Dissertation

Building on their coursework, students complete a research project that demonstrates their ability as independent scholars in advancing the field of Leadership Studies. In Dissertation Seminar I, students finalize the Dissertation Proposal for submission to, and approval by, the faculty and Dean. During Dissertation Seminar II, students continue scholarly research with respect to the application of the leadership studies literature. Students in the Dissertation Phase are also required to contribute as leaders and participants in the Leadership Colloquium course.

Dissertations are supervised by three-person committees, and include a chair, who is a full-time faculty member, a second faculty member, and an external member. Students are required to submit agreed-upon deliverables each term to their chair. When the entire committee has reviewed the complete dissertation, and all members agree to proceed, the defense meeting may be scheduled.

The defense date must allow for sufficient time to complete any post-defense edits by the end of the term, thus defenses are not usually held in the final month of the term. Following the defense, and the approval of all members of the dissertation committee, the document is next submitted for final review, which is required before the Dean's approval and the student's graduation. All dissertations must be included in the ProQuest database, with a copy placed in the University Library.

Courses

- DA900 Dissertation Seminar I
- DA910 Dissertation Seminar II
- DA920 Dissertation
- DA090 Dissertation Research (Non-credit Continuation Fee)

Mentored Learning

Students may optionally substitute Independent Study and/or Internship work for Concentration courses. Students may optionally participate in additional mentored learning

in addition to the minimum. Approval requires a clear explanation of how the mentored learning will support Concentration learning goals and dissertation research.

DA855 Independent Study

DA865 Internship

Program Conversion

Pre-dissertation students converting from the former DA in Leadership Program to the DA in Leadership Studies Program are required to complete a minimum of 12 pre-dissertation courses and with at least three in the Leadership Studies Core, three in the Research Methods Core, and two in one of three Leadership Concentrations. To request conversion, students should consult their faculty advisor and submit a Master Substitution Form.

Program Learning Outcomes

Goals

Our graduates are independent scholars and practitioners who: (a) produce original research that advances knowledge in Leadership Studies; (b) exemplify the scholarship of integration through synthesis across disciplines; (c) apply expertise and demonstrate engagement with and beyond the community of scholars; and (d) continue to foster the ongoing development of the field of Leadership Studies through scholarly and professional contributions.

Objectives

1. **Scholarly Texts and Research Literature.** Students will demonstrate the ability to interpret and apply foundational and classic texts, as well as contemporary research, in order to clarify and appraise issues and problems pertaining to leadership, and will be able to demonstrate a working knowledge of the scholarly literature of leadership, as well as a broad understanding of the relevant literatures in support of their chosen research interests.
2. **Models and Theories.** Students will demonstrate the interpretive understanding, and practical application, of models, theories, vocabularies and intellectual tools as a means to investigate leadership behavior and human experience, whether on an individual, group, organizational, social, national, or global level.
3. **Communications.** Students will demonstrate expertise in scholarly communications, specifically writing and presenting, supported by expertise with technological tools.
4. **Research Methods.** Students will demonstrate expertise in research methodologies, specifically qualitative and quantitative research techniques, both in investigating the scholarly work of other researchers, and in pursuit of their own research interests.
5. **Innovation and Creativity.** Students will demonstrate the ability to approach leadership issues with an interdisciplinary and integrative perspective, appreciating and embracing the centrality of innovation and creativity in analysis and research.
6. **Ethics.** As scholars and researchers, students will (a) practice ethical relationships with study participants; (b) foster an ongoing inquiry into the requirements of ethical leadership as a process and in its contents; and (c) be familiar with the scholarly context of ethics as a research agenda.

COURSE DESCRIPTIONS

All courses are three (3) semester hours unless otherwise noted.

Leadership Studies Core Courses

DA600 Foundations of Leadership Studies

An introduction and orientation to the Doctor of Arts degree program in Leadership Studies at Franklin Pierce University. Provides an overview of the Doctor of Arts curriculum, leadership studies, and includes orientation to and practice at reading, writing, and research activities required by members of the Doctor of Arts faculty.

DA610 Leading Change I

This seminar examines culture and culture change from a social science perspective. Leadership requires an in-depth understanding of “other” cultures and a vision of the benefits and challenges of cultural diversity. This course develops skills in critical thinking, an increased awareness of the diversity in the world around us, and the impact of leaders on the change process.

DA620 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 coursework.

DA630 Leadership Colloquium

This colloquium will offer an interdisciplinary focus bringing explanatory theories, and historical and contemporary analyses, to the discussion of leadership studies. Disciplines drawn upon may include psychology, sociology, history, legal studies, anthropology, philosophy, literature, media studies, and economics. Examples of topics include Gender and Leadership; the Ethics of Leadership; and Civic Responsibility and Democratic Engagement. *Prerequisite: Foundations of Leadership studies or permission of Academic Director.*

Research Methods Core Courses

DA700 Research Seminar

This course presents an overview of the process and application of developing, implementing, and evaluating research. Focusing on a possible dissertation topic, the student will conduct a descriptive analysis of initiating an inquiry, gathering data, recording and analyzing data, and evaluating a research project. Disciplinary, interdisciplinary, qualitative, and quantitative approaches will be explored.

DA710 Advanced Research Writing

An intensive program to prepare participants to assume leadership positions in and through writing, through reflection and understanding of the power of the written word in communication and influence. Students analyze their own writing and the writing of others, develop research and writing projects and build success through effective written communications.

DA720 Qualitative Research

Qualitative research arises out of the traditions of Anthropology, Sociology, and Critical Theory with its critical foundation lying in the researchers position in engaging others. This course focuses on the multiple opportunities available to conduct research into the meaning of behavior and subsequent interpretive analysis. Each participant will be responsible for choosing a particular research subject and will learn how to collect, analyze, and report qualitative research and analysis. *Prerequisite: Research Seminar*

DA730 Quantitative Research

This course introduces graduate-level quantitative research methods. The course encourages students to think critically about data analysis and research design. Students are expected to critically examine research reports, calculate statistics, and complete a research design project. *Prerequisite: Research Seminar. Cross-listed with NR530.*

Leadership Concentration Courses

DA800 Designing and Leading Healthy Organizations

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. At the completion of the course, students will have an understanding of ways to institute a new wellness paradigm into organizational design.

DA805 Organizational Planning

The goal of this course is to familiarize students with major conceptual frameworks, debates, and developments in contemporary organization theory. The course focuses on both internal processes and the external economic, institutional, and cultural contexts that organizations face. The course makes use of a interdisciplinary approach to inquiry and a variety of planning and research strategies.

DA810 Appreciative Inquiry

Appreciative Inquiry was originally conceived as a method for large-scale organizational development change initiative; it is now used in the following ways: as a method to improve relationships and team performance, as a program assessment tool, as a research method, and for building communities. This will be a hands-on learning experience.

DA815 Contemporary Theories of Leadership

Students examine contemporary leadership theories and issues including: linking leadership to outcomes; evidence-based practice in leadership development; the role of the follower; leadership in under-represented groups and cultures; shared leadership in face-to-face and virtual environments; complexity leadership; leadership and identity; and destructive leadership. Students will apply current journal literature in investigating an issue of interest.

DA820 Social Critiques

This course examines the role of knowledge in leadership and moral and social responsibility as it pertains to power and authority. Social sciences are often found at the juncture between history and humanity. Examination of various social philosophies and critical research will serve as a point of departure for examination of leadership in the civic arena.

DA825 Transforming the Public Agenda

This course examines significant case studies of transformational change that did not always produce the outcomes originally envisioned. By studying transformative processes in commerce, technology, organizations, social institutions, and social movements, participants consider salient factors that influence public agenda transformation, undertake original research on such transformations, and develop insights that may be useful in their own leadership careers.

DA830 Public Leadership

Within the context of the public leadership, this course explores whether transformational leadership is 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 public leadership tied to these values?

DA835 Cross-Cultural Leadership

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 leadership in a multicultural globalized world.

DA840 Research in Innovative and Creative Leadership

This seminar examines leadership, innovation, and creativity as drivers to the change process in organizations, programs, and social policy. Students study the nature of innovative and creative leadership, particularly with respect the opportunities and challenges of post-industrial society.

DA845 Leading Change II

This seminar examines tools for understanding and leading organizational and social change, including scenario planning, complexity theory, and game theory. *Prerequisite: Leading Change I.*

DA850 Special Topics in Leadership

This course provides students the opportunity for further exploration in selected areas of

leadership studies. Topics may include, but are not limited to a subject area of faculty expertise, a current leadership issue, or advanced research methods. Students are allowed to take up to three (3) Special Topics courses providing they are not duplicating a previous course.

DA855 Independent Study

Independent studies enable students to explore topics not covered in other doctoral courses as preparation for dissertation research. An independent study must be designed with and supervised by a member of the faculty, approved by the student's academic advisor, and normally done in the final year of coursework. *Prerequisite: permission of Academic Director.*

DA865 Internship

Internships enable students to take advantage of opportunities for individual development while contributing to the wider community beyond their doctoral courses. Internships must be designed with the student's academic advisor and then submitted to the Academic Director for final approval prior to beginning the experience. Internships are generally done in the final year of coursework.

DA900 Dissertation Seminar I

DA910 Dissertation Seminar II

This seminar sequence prepares students to enter the dissertation phase of the program by focusing on (a) the preparation of the dissertation proposal and (b) scholarly research, analysis, presentation, and discussion, particularly involving the leadership studies literature as applied to each student's topic. Students are required to present their dissertation proposals, and have them approved, during Dissertation Seminar II.

DA920 Dissertation

The dissertation is a substantial work of independent original research that advances the current body of knowledge in leadership studies. The dissertation process typically takes one to two years, and students must submit agreed upon work-in-process material to their dissertation chair each term. Students are also encouraged to meet in writing groups through the process. The process is complete when the dissertation is defended, approved by the dissertation committee, and the final version accepted by CGPS. *Prerequisite: Dissertation Seminar II.*

DA090 Dissertation Research (Fee)

This non-credit fee is paid each term, beginning the second term after the student enrolls in DA920 Dissertation, through the term in which the student graduates.

Financial Information – General

Franklin Pierce University reserves the right to change any charges upon general notice to the student body. Students must indicate their Student Account Number when payment is made. Full payment is due by the first day of the term unless financing or deferred payment is in process.

All outstanding balances must be paid in full by the end of the first week of term. Students with outstanding balances will not be cleared to register for the following term and may be assessed a \$50 late fee. Tuition payments must be mailed to the Student Financial Services 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 completed CGPS Refund Request form to Student Financial Services no later than two weeks prior to the end of the enrollment period provided the student is enrolled and attending class. Students not enrolled can request a refund of their credit balance if it is the end of the loan period. All charges for a current term will be deducted prior to the release of funds. All credit balances created from Title IV aid will be returned to the lender at aid ending.

Refund of Federal Financial Aid

Students who withdraw before 61% 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 61% 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 the Student Financial Services Office.

Deferred Payment

Franklin Pierce University offers students several deferred payment options. Students must formally request a deferred payment arrangement through the Student Financial Services Office. Deferred payment arrangements may be available for the following circumstances: Students applying for financial aid; students receiving assistance from state or federal agencies; and students who provide a letter of authorization, purchase order or voucher from their company/agency in which funds are to be paid directly to Franklin Pierce. 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 two weeks prior to the end of the current term. 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 on company letterhead, 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 Financial Services Office by the end of week two of each term. Ultimately, the student is responsible for all unpaid balances.
3. **Monthly Payment Plans (D.P.T./M.P.A.S./D.A. students only):** 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 <http://www.tuitionpay.salliemae.com> or call 1 (800) 635-0120.

Family Discount

When two immediate family members are enrolled at the same time at the College of Graduate & Professional Studies, one student can receive a 50% tuition discount for classes taken. Limitations do apply:

Students applying for the discount must be fully matriculated to qualify and must reside at the same address as the immediate family member. 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 discount is on a matching course-per-course basis. If either family member withdraws from a class after the discount has been applied, the discount will be revoked and the student(s) will be responsible for any balance owed. Only one discount is allowed. Example: a student cannot receive a corporate discount and a family discount. The immediate family member must pay 100% for the course upon which the discount is based for the receiving student to earn a discount. Audited courses are not considered for discount. The discount is not available for doctoral students or M.P.A. students.

The family will designate each year which member will receive the discount and the discount must consistently be applied to that member for one full year. A Family Discount form must be completed each year 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 College of Graduate & Professional Studies 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. The family would need to elect a recipient of the discount. If the family elects the CGPS student to be the recipient, the discount equates to 25% of the tuition for terms impacted. If the family elects for the Rindge student to be the recipient, the discount equates to 15% of the Rindge student's tuition for the semester impacted.

Company Reimbursement

If a company has a reimbursement-to-student policy, the student is responsible for the total bill to Franklin Pierce University by the first day of the term. 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)

GI Bill Post 9/11 (monies sent directly to school)

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

VA – 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.

Veteran's Benefit Policy

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

Outstanding Account Balances/Collections Policy

Payment and/or financing for all classes for which a student enrolls must be paid either on the invoiced deadline, but no later than the first date of enrollment for any given term. Accounts with outstanding balances of \$3,000.00 (Three Thousand US Dollars) or less must be paid in full with equal, monthly payments over a 90 day period.

Accounts with outstanding balances in excess of \$3,000.00 (Three Thousand US Dollars) must be paid in full with equal, monthly payments over a 180 day period.

Accounts that are not paid within the above parameters will be referred to a third party collection agency; all charges associated with collection costs will be the responsibility of the student.

Credit of Charges for Withdrawal

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

Prior to the beginning of term: 100% credit

Classes that are dropped during the Add/Drop period: 100% credit

After the (Add/Drop period) ends:

For face-to-face, hybrid and online courses

During the second week of classes: 60% credit

After the second scheduled week: no credit

For courses that meet once a month

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

After first class: no credit

"Intensive/Modular" courses – Charges will be applied according to Term of Enrollment

Credit of Charges for Withdrawal in Tuition

For DA, DPT, and MPAS students

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

Charges for meal plans and housing will be prorated based upon use.

Tuition and General Fees 2012-2013

The following Tuition and General Fees will be in effect beginning with the Fall 2012 Terms.

Undergraduate Tuition

In-Class/eLL Undergraduate Tuition	\$335 per credit
100% On-line Undergraduate Tuition	\$335 per credit
Audit (Undergraduate)*	\$185 per credit

Graduate Tuition

In-Class/eLL M.B.A./M.S. in I.T.M./M.Ed./M.S.S.F.M.	\$590 per credit
100% On-line M.B.A./M.S. in I.T.M./M.Ed./M.S.S.F.M.	\$590 per credit
Audit M.B.A./M.S. in I.T.M./M.Ed./M.S.S.F.M.	\$288 per credit*
M.S. in Nursing	\$590 per credit
Master of Physician Assistant Studies program	\$930 per credit, \$9,338 per term
Doctor of Arts (D.A.) Tuition	\$810 per credit
Doctor of Arts (D.A.) per term fee, post coursework	\$500
D.P.T. Term-Based Tuition:**	\$9,066 per term; \$903 per credit
Doctoral M.P.A.S. Commitment Deposit (non-refundable)	\$500

**eLL and fully on-line 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 & Professional Studies at the Concord Center.*

General Fees

Transcript Fees	\$10
ACH/Wire Returned Fee	\$75
Returned Check	\$75
Graduation Fee	\$150 for all undergraduate, master’s degrees (non-refundable)
Graduation Fee	\$180 for doctoral degrees (non-refundable)
LEAP Credit	\$100 per credit

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.

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 & Professional Studies students. Undergraduates may borrow up to \$3,500 for their Freshman year, up to \$4,500 for their Sophomore year, and up to \$5,500 for each of their Junior and Senior years. Repayment of principal and interest (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 7.9% APR. Repayment begins within 60 days of when the loan is disbursed, but deferment options are available.

Graduate-PLUS Loan

Graduate students may borrow under the graduate PLUS Loan Program. PLUS loan limits equal the student's cost of education minus other financial aid with no aggregate limit. The interest rate for PLUS loan borrowers is fixed 7.9% APR. Repayment begins within 60 days of when the loan is disbursed, but deferment options are available.

Satisfactory Academic Progress

College of Graduate and Professional Studies

Graduate/Doctoral Students - Satisfactory Academic Progress

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

Credit Hour Programs

Satisfactory academic progress is measured qualitatively, by review of the Cumulative Grade Point Average (CGPA); quantitatively, by review of the rate of progress (pace) the percentage of credits earned vs. attempted; and overall against a maximum timeframe of 150% of the program length, measured in attempted credits. The academic credit for term is earned with a passing grade (C or better). Satisfactory progress is defined as a minimum of a 3.00 CGPA and a rate of progress of at least 67%.

To successfully complete a program the student must achieve 100% of the program credits within 150% of the program length, as defined by attempted credits.

SAP Status Review

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

Appeal Process

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

The student's appeal must address the following:

1. The basis for the appeal – a description of the special circumstance AND
2. The reason why the student failed to meet the SAP standard(s) AND
3. What has changed in the student's situation so that s/he will now be able to meet SAP standards.

Appeals will be granted on a case by case basis.

Academic Plans

A student appealing the loss of financial aid as a result of failing to meet SAP is strongly encouraged to work with his/her academic advisor in the program of study and formulate

THE COLLEGE OF GRADUATE & PROFESSIONAL STUDIES

an education plan with a Learning Contract; failure to do so could influence the decision on a student's appeal.

Paralegal Program

For financial aid purposes students must complete all requirements of the program in 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 up to a maximum of \$5,550 per year (2012-2013). 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). 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 may be eligible for a Federal Pell Grant.

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. Awards are need based. Recipients must have completed four courses with a GPA of 3.00 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.

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 who has successfully completed four courses at Franklin Pierce University with a GPA of 3.00 or better and must not be receiving company reimbursement.

Alumni Association

These scholarships are awarded to part-time or full-time undergraduate and graduate degree-seeking candidates demonstrating financial need and good academic standing. The recipients must have completed at least two terms at Franklin Pierce University with a GPA of 3.00 or better. Interested students are required to complete a scholarship application and submit a short essay.

Graduate Scholarships

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.

Alumni Association

These scholarships are awarded to part-time or full-time undergraduate and graduate degree-seeking candidates demonstrating financial need and good academic standing. The recipients must have completed at least two terms at Franklin Pierce University with a GPA of 3.00 or better. Interested students are required to complete a scholarship application and submit a short essay.

Evaluation of Foreign Transcripts

Students must request to have official transcripts sent to a recognized credential evaluation service. In this evaluation, the transcript will be translated into English, if needed, authenticated and equivalencies set to determine the level of education and its relation to accredited institutions in the United States. The results of the evaluation must be sent from the agency to Franklin Pierce University. While the University agrees to review the evaluation for possible transfer credits, we reserve the right to accept or deny credits based upon the results of the evaluation. Fees are the responsibility of the student. Acceptable agencies for use are those who maintain a professional membership with AACRAO (American Association of Collegiate Registrars and Admissions Officers) and include but are not limited to: World Education Service (WES), Center for Educational Documentation (CED), Foundation for International Services (FIS), or AACRAO International Education Services (IES).

Admissions – College of Graduate & Professional Studies

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.

Undergraduate (Professional Studies)

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 on-line at www.franklinpierce.edu/academics/ugrad_adult/apply.htm.

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) 899-4147 for more information.

Admissions and Acceptance (CGPS Graduate programs)

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

- Application Form
- Resume
- Official transcripts from baccalaureate degree granting and all other previously attended, regionally accredited institutions
- Three letters of recommendation
- An interview
- Other components as requested by individual academic programs

NOTE: See individual graduate programs for admissions procedures and requirements.

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 & 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 (generally with a grade point average of at least 2.80 on a 4.00 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.

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.

MBA in Leadership at Rindge/Residential Graduate students

All vehicles on the College at Rindge campus must be registered annually with the Department of Campus Safety. Vehicle owners and operators must comply with all policies regarding registrations, parking, and operation of vehicles as published in the Campus Parking and Motor Vehicle Policies booklet available as Campus Safety and on the University web site <http://www.franklinperce.edu/studentlife/dst/safety.html>.

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 Frank S. DiPietro Library (located at the College at Rindge), other NHCUC institutions, and at the University's sporting events.

Drug-Free Centers

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

D.P.T. and M.P.A.S. students interested in health insurance should contact the College of Graduate & Professional Studies at the Concord Center at (603) 228-1355.

Housing Referrals

University housing is not available in CGPS centers.

Textbooks/Bookstore

For your convenience, all textbooks may be ordered through the on-line bookstore. Simply go to www.efollett.com and follow the directions. Franklin Pierce Bookstore now offers digital textbooks and textbook rental. Go to www.rent-a-text.com for rental information.

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.

Department of Campus Safety, Campus Crime and Fire Report (Clery Report)

The center 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 www.franklinpierce.edu/studentlife/dst/clery/CleryBooklet.pdf.

Center Bulletin Boards

Bulletin boards are conveniently located at each of the centers. Registration times, course schedules, and all other relevant information will be posted.

Frank S. DiPietro Library

The Frank S. DiPietro Library is located at the College at Rindge. In support of its educational mission, the DiPietro Library provides a comfortable open stack environment for study and research. Open 95 hours a week during the academic year, the DiPietro Library offers a variety of services and resources 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, library instruction based on ACRL's principles of information literacy is delivered in a dedicated classroom located within the library. Library faculty provide program-specific instruction sessions and one-on-one assistance.

The collection of over 151,000 volumes includes books, periodicals, DVDs, CDs, eBooks, and other multimedia. Over sixty licensed web-based databases, including EBSCOhost, JSTOR, ProQuest, MD Consult and Westlaw Campus Research, provide full-text access to over 39,000 electronic journal titles. Our online catalog and other library resources and services are available on the web at <http://library.franklinpierce.edu>.

Reference librarians are available most hours that the DiPietro Library is open to assist students with all stages of the research process, from identifying a topic to searching for peer-reviewed articles. Librarians can be reached via phone, email, and the chat box on our website. The Library's webpage contains helpful research guides for CGPS programs as well as lists of available e-resources.

All Franklin Pierce students, regardless of campus location, may borrow materials from the DiPietro Library. You may also request items not owned by Franklin Pierce, which may be obtained by 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 DiPietro Library.

The University is a member of the New Hampshire College and University Council (NHCUC), which extends borrowing privileges to Franklin Pierce students at other member institutions. This privilege is generally limited to the use of materials on site, and the loan of materials from the library's circulating collections. Reference and interlibrary loan services are generally not available to Franklin Pierce students at other institutions' libraries.

Career Services

Career assistance is available to students and alumni via phone, email and Skype on resume and cover letter writing, career planning and job searching. For more information contact:

Rosemary Nichols, Director

Career Services

40 University Drive

Rindge, NH 03461

(603) 899-4045 nicholrm@franklinpierce.edu

Grievance and Appeal Procedure Related to Section 504 and A.D.A.

It is the policy of Franklin Pierce University to comply with Section 504 Regulations of The Rehabilitation Act of 1973, The Americans with Disabilities Act of 1990, and other

applicable state regulations. Accordingly, any member of the University community who believes that there has been a violation of the regulations is encouraged to discuss the matter with the Section 504/A.D.A. Compliance Officer, or other persons identified by the Compliance Officer, in order to resolve the matter in a prompt and equitable manner. If such discussions do not resolve the matter, the individual may then initiate a grievance by taking the steps outlined below:

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/A.D.A. Compliance Officer can be of assistance in referring the individual to the appropriate person and office. The address and telephone number for the Section 504/A.D.A. Compliance Officer is listed below under #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/A.D.A. 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/A.D.A. Compliance Officer in the Student Affairs Office, New Hampshire Hall (Phone: (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.

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

THE COLLEGE OF GRADUATE & PROFESSIONAL STUDIES

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.

Program Specific Requirements

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

College of Graduate & Professional Studies
Geographic Distribution Fall 2010

State	Number Enrolled	Percent of GRAD Enrollment
Alabama	1	0.2%
Arizona	41	7.0%
California	3	0.5%
Colorado	2	0.3%
Connecticut	4	0.7%
Delaware	1	0.2%
Florida	1	0.2%
Iowa	1	0.2%
Illinois	1	0.2%
Indiana	2	0.3%
Massachusetts	37	6.3%
Maine	22	3.7%
Michigan	2	0.3%
North Carolina	1	0.2%
New Hampshire	367	62.5%
New Jersey	7	1.2%
New York	7	1.2%
Ohio	1	0.2%
Oregon	1	0.2%
Rhode Island	8	1.4%
South Carolina	1	0.2%
Virginia	2	0.3%
Vermont	43	7.3%
Washington	1	0.2%
INTERNATIONAL STUDENTS		
Australia	1	0.2%
Canada	3	0.5%
Denmark	1	0.2%
Great Britain	1	0.2%
United Arab Emirates	24	4.1%
GRAD TOTAL	587	100.0%

State	Number Enrolled	Percent of PS UG Enrollment
Arizona	1	0.2%
California	1	0.2%
Connecticut	1	0.2%
Georgia	1	0.2%
Massachusetts	13	3.1%
Maryland	2	0.5%
Maine	10	2.4%
Michigan	1	0.2%
New Hampshire	337	80.8%
New Jersey	1	0.2%
New York	3	0.7%
Pennsylvania	1	0.2%
Tennessee	1	0.2%
Texas	1	0.2%
Virginia	4	1.0%
Vermont	34	8.2%
Washington	1	0.2%
West Virginia	3	0.7%
INTERNATIONAL STUDENTS		
Japan	1	0.2%
PS UG TOTAL	417	100.0%

Directory

Office of the President

James F. Birge, *President*, B.S., Westfield State University, M.Ed., Plymouth State University, Ph.D., Gonzaga University

Ronald Hammond, *Executive Assistant to the President*, B.S., University of New Hampshire, M.Ed., Plymouth State University, Ph.D., Boston College

Victoria A. Rank, *Administrative Assistant*, A.A., B.S., Franklin Pierce College, M.B.A., Franklin Pierce University

Office of the Provost

Kim Mooney, *Provost and Vice President for Academic Affairs*, B.A., Franklin Pierce College, M.A., Ph.D., University of New Hampshire

Laura Allen, *Administrative Assistant*, B.A., University of Massachusetts

The College at Rindge

Kerry E. McKeever, *Dean of the College at Rindge*, B.A., Western Connecticut State University, M.A., University of Rhode Island, Ph.D., University of California Irvine

Karen J. Brown, *Assistant Dean of the College at Rindge*, B.A., Clark University, M.B.A., Franklin Pierce College

Joleen I. Little, *Administrative Assistant, Academic Affairs*, A.A., Commercial Extension, Omaha, Nebraska

Behavioral Sciences

John Villemaire, *Division Chair, Associate Professor-Secondary Education*, B.S., University of Vermont, M.A., Keene State College, Ed.D., University of Massachusetts at Amherst

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

Jeanne Gerard, *Division Chair, Assistant Professor-Accounting*, B.A., University of Massachusetts at Amherst, M.S., State University of New York, Albany, M.S., Bank Street College, C.P.A.

Karen Gauthier, *Administrative Assistant*, A.A., Mt. Wachusett Community College

General and Liberal Education

Gerald T. Burns, *Division Chair, Professor-English*, B.A., University of Notre Dame, M.Phil., Yale University, Ph.D., Yale University

Humanities

James (Jed) E. Donelan, *Division Chair, Associate Professor - Philosophy and Humanities*, B.A., Boston College, Ph.D., State University of New York at Stony Brook

Kristin Bourgault, *Administrative Assistant*, B.S., Fitchburg State College, M.Ed., Springfield College

Natural Sciences

Jacques P. Veilleux, *Division Chair, Associate Professor - Biology and Environmental Sciences*, B.S., Fitchburg State College, Ph.D., Indiana State University

Kelley Wickman, *Administrative Assistant*

Visual Arts and Performing Arts

Phyllis S. Zrzavy, *Division Chair, Professor* – Mass Communication, B.S., B.Phil., M.Ed., Miami University, Ph.D., Bowling Green State University

Sandy Pyer, *Administrative Assistant*

Anna R. Thomford, *Costume Coordinator-Theatre Arts*

The College of Graduate & Professional Studies

John Ragsdale, *Interim Dean/Associate Dean*, B.C.A. Southwestern Assemblies of God University, M.A., Assemblies of God Theological Seminary, Ph.D. Marquette University

Maria Garcia, *Interim Associate Dean of Distance Education*, B.S., Universidad Metropolitana, Caracas, Venezuela, M.B.A., Ed.D., Nova Southeastern University, A.L.M., Harvard University

Kelly LaPrade, *Director, Financial Operations*, B.S., Franklin Pierce College, M.B.A., Franklin Pierce University

Deborah Dimitriadis, *Assistant to the Dean*, B.A., Wells College, B.A., King's College-University of London

Goodyear, Arizona Campus

Vickey Fox, *Program Coordinator II*, Doctor of Physical Therapy, B.S., University of Phoenix, Special Event Management Certificate, ASU West

Concord Center

Brian Ego, *Director of Enrollment Management*, CGPS, B.A., Southern New Hampshire University, M.B.A., Franklin Pierce University

Paula Smykil, *Assistant Director of Enrollment Management*, CGPS, B.A., Rivier College, M.S., Graduate Certificate in Human Resource Management, Southern New Hampshire University

Krista Kunkel, *Concord Center Administrator*, B.A., Hamline College

Audra Cyr, *Program Coordinator I*, Doctor of Physical Therapy, B.A. New England College

Lebanon Center

Christopher Audino, *Center Director*, Southeastern College at Wake Forest, M.A. Trinity Graduate School, M.A., Trinity Graduate School

Cindy Sanchez, *Center Coordinator*, A.A., Greenfield Community College, Certificate in Technical Office Administration, NHTC

Pamela O'Brien, *Program Coordinator to Physician Assistant Studies*

Heidi Ballentine, *Administrative Assistant to Physician Assistant Studies*, B.S., Johnson State College

Manchester Center

Cathy Underwood, *Director of Online Education and Training*, A.S., Mt. Wachusett Community College, B.S., Franklin Pierce College, M.E.d., Franklin Pierce University

Dawn Deurell, *Call Center Coordinator*, B.A., Keene State College, M.Ed., University of South Carolina

Lynda Kraics, *Administrative Assistant*

Portsmouth Center

Kim Collins, *Center Director*, B.S., Boston College, M.B.A., Bryant College

Katie Winton, *Center Coordinator*, B.S., Franklin Pierce College, M.B.A., Franklin Pierce University

Tammy Perrault, *Administrative Assistant*, B.S., Franklin Pierce University

Center for Academic Excellence

Terri Downing, *Director*, B.A., University of New Hampshire, M.Ed., Antioch University, New England

Tracy Mendham, *Coordinator of Learning Assistance*, A.B., Smith College, M.F.A., Vermont College

Patricia Vorfeld, *Coordinator of Academic Support Programming*, B.S., University of Massachusetts, Amherst, M.Ed., Lesley University

Maureen P. Baptiste, *Language Skills Specialist*, B.S., State College of Boston, M.Ed., Northeastern University

Rebecca Weidner, *Administrative Assistant*, B.A., Keene State College

Admissions

Lisa Bunders, *Vice President for Enrollment Management and Marketing*, B.A., University of Wisconsin Stevens Point, M.S., Central Missouri State University, Ed.D., University of South Dakota

Linda P. Quimby, *Director of Admissions*, B.S., University of Massachusetts

Michelle Marrone, *Director of University Marketing*, B.S., Boston University

Thomas E. Desrosiers, *Dean Emeritus*, B.A., University of New Hampshire, M.A., Tulane University, Diplôme, Université de Nice

Richard J. Johnstone, *Senior Associate Director of Admissions*, B.A., Nichols College, M.S.Ed., Hofstra University

Mary E. Gowdy, *Associate Director of Admissions*, B.S., University of New Hampshire

Karissa L. Hookstadt, *Assistant Director of Admissions*, B.S., Franklin Pierce University

Marybeth May, *Assistant Director of Admissions*, B.S., M.S., Fitchburg State University

Allison Trafton, *Assistant Director of Admissions*, B.A., Southern New Hampshire University

Sarah Dorsey, *Assistant Director of Admissions*

Melissa Conway, *Enrollment Counselor*, B.A., Franklin Pierce College, M.B.A., Franklin Pierce University

Cheryl Flood, *Records Specialist*

Carole Brasili, *Records Specialist*

Athletics

Bruce M. Kirsh, *Vice President/Athletics Director*, A.A., Stevens College, B.A., Franklin Pierce College

Doug DeBiase, *Director Sports Communications*, B.A., Pennsylvania State University

Cynthia A. Arman, *Head Athletics Trainer*, B.S., Niagara University, M.S., Canisius College

Christine Leverault, *Assistant Athletics Trainer*, B.S., Northeastern University, M.Ed., Providence College

Jeffrey R. Bailey, *Assistant Athletics Director/Women's Soccer Coach*, B.S., University of Manchester, England, B.S., Franklin Pierce College

Daniel Blair, *Assistant Athletics Director for Compliance and Special Events*, B.S., Bridgewater State College

David M. Chadbourne, *Men's Basketball Coach*, B.S., St. Joseph's College

Jefferson Allen, *Men's and Women's Rowing Coach*, B.S., St. Anselm College, M.S., Boston University, J.D., New England School of Law

FRANKLIN PIERCE UNIVERSITY

Jayson King, *Assistant Athletics Director/Head Coach Baseball Coach*, B.A., Framingham State College, M.S., Springfield College

Jaymie Harrington, *Head Men's Ice Hockey Coach*, B.S., Canisius College

Stephen Hancock, *Women's Basketball Coach*, B.S., Fitchburg State College, M.Ed., Cambridge College

Doug Carty, *Director of Campus Recreation*, A.A., Garrett Community College, B.S., Franklin Pierce College

Julie Asch, *Office Coordinator*, A.S. Mount Wachusett Community College, B.A., Assumption College

Stephanie Dragan, *Head Coach, Women's Volleyball*, B.A., Shawnee State University, M.A., U.S. Sports Academy

Alexandra Eckhardt, *Head Coach, Men's and Women's Tennis, Assistant Coach, Women's Soccer*, B.A., Stonehill College, M.S., Franklin Pierce University

Zachary Emerson, *Head Coach, Men's and Women's Track and Field*, B.S., Mount Saint Mary's University

Christine Grenache, *Head Coach, Softball*, B.A., Stonehill College

Meighan Guiney, *Head Coach, Women's Lacrosse and Field Hockey*, B.S., University of Rhode Island

Peter Ewald, *Head Coach, Sprint Football*, B.A., Syracuse University

Matthew Janik, *Assistant Director of Sports Information*, B.A., Quinnipiac University

Jennifer Leedham, *Assistant Coach, Women's Basketball*, B.S., M.B.A. Franklin Pierce University

Rick Senatore, *Head Coach, Men's Lacrosse and Women's Cross Country*, B.A., University of Massachusetts

David Stockdale, *Head Coach, Women's Ice Hockey*, B.A., University of New Hampshire, M.A., California University of Pennsylvania

Bookstore (Follett Higher Education Group)

Kate Brown, *Manager*

Samantha J. Wattendorf, *Assistant Manager*

Cynthia G. Martin, *Textbook Manager*

Campus Safety (Security)

Kevin Moore, *Assistant Dean of Campus Safety*

Career Services

Rosemary Nichols, *Director*, A.S., Greenfield Community College, B.S., Lesley University, M.Ed., Springfield College

Ann N. Goodrich-Bazan, *Assistant Director*, B.A., Smith College, M.Ed., Keene State College

Conference Center

Darcy Dangremond, *Director*

Facilities and Transportation

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John Weir, *Maintenance Manager*

Thelma D'Alessio, *Office Manager*

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FRANKLIN PIERCE UNIVERSITY

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Brendan Kelley, *Technical Support Analyst*, B.S., Plymouth State University
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Debra Wilson, *Applications Analyst*
Paul Connelly, *Applications Analyst*, B.S., University of Massachusetts
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Rich Lemieux, *Systems Administrator*, B.S. Franklin Pierce University
Janice Smith, *Administrative Assistant*
Beth Anderson, *Jenzabar Specialist*

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Institutional Advancement

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Tyler Bishop, *Assistant Director of Annual Giving*, B.A., M.B.A., Franklin Pierce University
Kathryn Buttrick, *Assistant Director of Annual Giving*, B.A., University of Virginia, M.A., University of Pennsylvania, M.B.A., Boston University
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Shirley English-Whitman, *Assistant Director of Development–Annual Fund and Alumni Relations*, B.S., M.B.A., Franklin Pierce University
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Richard Berube, *Web Design & Content Manager*, B.A., Franklin Pierce University
Ann Lafond, *Graphic Designer*, B.S., George Mason University
Debra Shampine, *Senior Associate*

Frank S. DiPietro Library

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Carissa M. DeLizio, *Director of Library Services, Associate Professor*, B.S., Loyola College, M.L.S., Southern Connecticut State University, M.B.A., University of Connecticut

Leslie Inglis, *Public Services Librarian, Associate Professor*, B.A., University of New Hampshire, M.S.L.I.S., Simmons College

Melissa M. Stearns, *Technical Services Librarian, Associate Professor*, B.A., Bates College, M.L.S., State University of New York, Albany, M.Ed., Keene State College

Gladys Nielsen, *Evening/Weekend Reference Librarian, Instructor*, B.A., Anderson University, M.L.S., University of Minnesota at Mankato

Gregory King, *Media Technical Specialist*, B.A., Franklin Pierce College

Meredith M. Martin, *Library Technical Services Assistant*, B.A., Denison University

Courtney Steele, *Library Assistant-Circulation*, B.A., St. Anselm College, M.L.S., Simmons College

Stephanie Steele, *Library Assistant-Circulation*, B.A., Keene State College

Mark Thamm, *Media Services Specialist*, B.A., Keene State College, Microsoft Certified Professional, Windows 2000

Thomas Tullio, *Instructional Technologist*, B.A., Wesleyan University

Lisa Wiley, *Library Assistant-Circulation*, A.S., Mount Wachusett Community College

Barbara Jill Wixom, *Circulation Manager*, B.A., Michigan State University, M.P.A., University of Wisconsin

Marlin Fitzwater, Center for Communication and Franklin Pierce Polling

Kristen Nevious, *Director*, B.S., Valparaiso University, M.S., Ph.D., Southern Illinois University at Carbondale

Monadnock Institute of Nature, Place and Culture (MINPC)

John R. Harris, *Executive Director*, B.A., M.A., Ph.D., University of North Carolina at Chapel Hill

Jessica E. Gerrior, *Sustainability Coordinator*, B.S., University of New Hampshire, M.S., Antioch University

New England Center for Civic Life (NECCL)

Joni Doherty, *Director*, B.F.A., University of New Hampshire, M.A., Simmons College

Office of the Registrar

Tonya LaBrosse, *Registrar*, B.A., State University of New York – Potsdam, M.Ed., Rivier College

Megan Johnson, *Assistant Registrar*, B.A., M.A., Framingham State University

Terry Gorzelany, *Assistant Registrar*, B.S., Rivier College

Barbara Elliot-Domingue, *Front Office Coordinator*

Carol Ruggles, *Senior Records Specialist*, B.S., Franklin Pierce University

Kathleen Silvia, *Records Specialist*, B.A., Franklin Pierce University

Outreach Education

Robert G. Koch, *Director of Outreach Education and Counseling*, B.A., Nathaniel Hawthorne College, M.A., Lesley College

Patricia Moore, *Coordinator of Women's Crisis Center*, B.A., University of Massachusetts at Amherst, M.S., Columbia Commonwealth University, Ph.D., Canterbury University (UK)

Post Office

Michael Heil, *Postal and Warehouse Clerk*

Georgina Boulay, *Postal Clerk*

Purchasing

Robert St. Jean, *Director of Purchasing and Campus Services*

Michael Pratt, *Purchasing Agent/Buyer*, B.S., Westfield State College

Student Financial Services

Kenneth Ferreira, *Executive Director*, B.A., Notre Dame College, M.B.A., Rivier College

MaryRose Sideleau, *Manager of Student Accounts*

Shannon Coffin, *Senior Assistant Director*, B.A., Assumption College

Cynthia Freda, *Senior Assistant Director*, A.A., Franklin Pierce University

Sue Connors, *Assistant Director*

Gayle S. Bosworth, *Administrative Program Coordinator*

Jeanne Bennett, *SFS Associate/Billing Specialist*, B.S., Franklin Pierce University

Bambi Kierstead, *SFS Associate/Billing Specialist*

Laurie Seamans, *SFS Associate*, B.A., Windham College

Darlene A. Palmer, *SFS Associate*, Perkins Loan Coordinator

William Fletcher, *Accounts Receivable Collections*, B.A., Heidelberg College

Student Affairs

James P. Earle, *Vice President for Student Affairs*, B.A., New England College, M.A.,
Ph.D., University of Connecticut

Jules Tetreault, *Associate Dean of Student Affairs*, B.A., Franklin Pierce College, M.S.,
Northeastern University

William B. Sweet, *Director of Judicial Affairs*, A.S., Hawthorne College

Kenneth Ervin, *Director of Residential Life*, B.S., M.B.A., Franklin Pierce College

Mary Call, *Administrative Coordinator of Residential Operations*

Scott Ansevin-Allen, *Assistant Dean of Student Involvement and Co-curricular Programming*,
B.A., Earlham College, M.S., Eastern Michigan University

Derek Scalia, *Assistant Director of Student Involvement and Director of the ALANA Program*,
B.A., Franklin Pierce University

Bill Beardslee, *Associate Director of Student Involvement and Interfaith Campus Ministries*,
A.A., Mattatuck Community College, B.A., University of Massachusetts, Boston,
M.Div., Andover Newton Theological School

Margaret A. Collum, *Secretary*, Residential Life

Nancy Williams, *Secretary*, Student Affairs, B.S., Fitchburg State College

Christopher Johnson, *Senior Residential Experience Director*, B.A., University of Maine at
Machias

Breanne Crawley, *First Year Area Residential Experience Director*, B.S., Plymouth State
University

Erin Granger, *Senior Area Residential Experience Director*, B.S., M.Ed., Plymouth State
University

Rebecca Hamway, *First Year Area Residential Experience Director*, B.S., Nichols College

Casey Cosgrove, *Senior Area Residential Graduate Assistant*, B.S., Adelphi University

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A Note on the Purpose of an Academic Catalog

The purpose of an academic catalog 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 catalogs 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.

This Bulletin is binding on all students registering for admission to Franklin Pierce University or in classes after July 1, 2012.

All rules, regulations, and degree requirements apply with the exception that returning students may complete degree requirements as listed in the Bulletin extant at the time they entered Franklin Pierce University, or they may comply with all requirements of any subsequent Bulletin.

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.

NOTES

NOTES



Franklin Pierce University

2012 - 2013

Catalogue Addenda & Errata

The following changes were made to the
2012 - 2013 Franklin Pierce Course Catalogue.

Page 188

Under Minor Requirements, under Required Courses, insert the word "survey" between "following" and "courses"

Page 188

Under Minor Requirements, under Electives, replace bold paragraph starting with "**A minimum**" and ending with "**above.**" with the following: **Four additional courses (at least 12 credits) from the following list, including at least two 300-level PO courses (but no more than one 100-level PO course). You may apply the two survey courses not applied to the "Required Courses" above.*"**

Page 188

From the list of courses, remove PO201 U.S. Government, PO205 Contemporary World Affairs, PO206 Comparative Politics, PO210 Political Theory

Page 189

At end of course list at the top, insert "***PO201, PO205, PO206, PO210**"