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ACADEMIC CATALOG

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FranklinPierce
UNIVERSITY

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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):

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

FRANKLIN PIERCE UNIVERSITY

Dr. James Earle
Coordinator of Compliance for Student Matters
Vice President for Student Affairs
Lloyd & Helen Ament Astmann '69 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.

Message from the President

Greetings from the shores of Pearly Pond.

Franklin Pierce University is an exciting place to teach and learn. Our small classes, faculty and staff who are committed to your academic success, and academic support services provide outstanding opportunities for students to explore and learn. Whether you are a first-time, full-time student enrolling in the College at Rindge or an adult learner returning for a new credential or re-training in our College of Graduate & Professional Studies, you will find that we offer academic programs that will help you accomplish your goals.



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 the fields of health care, education, mass communication and business, among others, and living in communities around our region and the world. The foundation of our graduates' 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 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 an Education that Matters at Franklin Pierce University.

Welcome to Franklin Pierce University.

James F. Birge, Ph.D., President, Franklin Pierce University

Institutional Overview

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 Dr. Arthur & Martha Pappas Health Sciences and Athletic Training Center, 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 fieldhouse, 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 19 subject areas: Accounting-Finance, Anthropology, Biology, Criminal Justice, Education, English, Environmental Science, Environmental Studies, Healthcare Administration, Health Sciences, History, Management, Marketing, Mass Communication, Music, Political Science, Psychology, Social Work and Counseling, and Sports and Recreation Management. 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 Student-Designed (Interdisciplinary) Major on p. 213.

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 26 minor programs: Accounting, Advertising, Anthropology, Biology, Business Administration, Chemistry, Creative Writing, Criminal Justice, English, Environmental Studies, Finance, Forensic Psychology, History, Intelligence and Security Studies, Management, Marketing, Mass Communication, Music, Philosophy, Political Science, Psychology, Public History, Public Relations, Sociology, Spanish, and Sports and Recreation Management. 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 p. 26.

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
English	Creative Writing, Literature
Mass Communication	Media Production, Media Studies, and Journalism

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 can be earned by students in any major and 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 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 four university centers located in Lebanon, Manchester and Portsmouth, New Hampshire, and Goodyear, Arizona, offering programs designed for the adult student. The College offers accelerated and online degree programs for those students who wish to gain their Master’s, Bachelor’s or Associate’s degree or Certificate. Undergraduate courses are eight weeks long; graduate courses are twelve weeks long.

Undergraduate Studies (CGPS)

Offerings include a Bachelor of Arts degree with majors in Criminal Justice and Human Services. Bachelor of Science degrees are offered in Accounting/Finance, Healthcare Administration, Integrated Studies, Management, Marketing, and Nursing. Associate of Arts degrees are offered in Business, Criminal Justice, General Studies, and Human Services. 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 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 division offers the Master of Business Administration (M.B.A.) with several specialty options, the Master of Physician Assistant Studies (M.P.A.S.), the Master of Science in Nursing (M.S.N.) with five specialty options, and the Master in Education (M.E.d.) with or without certification, and the Doctor of Physical Therapy (D.P.T.). The M.P.A.S. is a full time day program at the Lebanon Center. The D.P.T. is designed as a traditional day program and is offered at our Manchester, NH and Goodyear, AZ centers. Graduate Studies also offers Teacher Certification. The Doctor Arts in Leadership Studies is also offered but the University is not accepting new students into this program.

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: 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)

Continuing education courses are offered through the Graduate Teacher Education Program, including a Master of Education degree and graduate certification programs for students who possess a Bachelor's degree. Continuing education courses are in the areas of Specific Learning Disabilities and Emotional and Behavioral Disabilities. These courses can be taken without being enrolled in a Master of Education degree or graduate certification program. M.Ed. programs include Elementary Education (grades K-6 [need Praxis I and Praxis II in Elementary Education; and grades K-8 [need Praxis I, Praxis II in Elementary, and Praxis II in a content area] taken during the program); English (grades 5-12), Social Studies (grades 5-12), Life Sciences (grades 7-12) need Praxis I and Praxis II in content area during the program; and General Special Education (grades K-12 [need Praxis I taken during program]). 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.

Accelerated Degree Programs – CGPS Undergraduate

The College of Graduate & Professional Studies offers accelerated degree programs for students who wish to earn their Bachelor's or Associate's degree as quickly 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 or prior learning assessment. Franklin Pierce's 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 or designee.

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 have questions about accelerated degree options should contact a center.

Accelerated ⊕ Programs – The College at Rindge and CGPS

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.

Energy and Sustainability 4+ 1 Program

Complete your undergraduate degree in Environmental Studies or Environmental Science in four years and be automatically accepted in the M.B.A. in Energy and Sustainability Studies one year program.

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. 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, 3 Burlington Woods Drive, Suite 100, Burlington, MA 01803, (781) 425-7700, (855) 886-3272, Fax: (781) 425-1001, 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, 1111 N. Fairfax Street, Alexandria, VA 22314, (703) 706-3245 or email accreditation@apta.org. Franklin Pierce University is a member of the Association of American Colleges and the Council of Independent Colleges. The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted Accreditation - Continued to the Master of Physician Assistant Studies Program sponsored by Franklin Pierce University. Continued accreditation is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards. Continued Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The

approximate date for the next validation review of the program by the ARC-PA will be September 2017. The R.N. to B.S. Master of Science in Nursing Programs are accredited by the Accrediting Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326, phone: (404) 975-5000.

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 (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.franklinpierce.edu>.

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, to enhance student capabilities to be self-directed learners, and to 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 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. Our CRLA Certified 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.

Additionally, Academic Services staff collaborate with faculty in Natural Sciences to run the Science Support Center, located in Marcucella Hall on the Rindge campus. The Science Support Center offers ample, quiet space for individual or group work and is staffed by successful math and science students who are available to provide general assistance and mentoring.

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 Marlin Fitzwater Center for Communication (Fitzwater Center) provides students with unparalleled opportunities, such as covering the NH Primary, national political conventions, and the Presidential Inauguration. The Fitzwater Center also is a resource to external constituencies for the study of the relationship between the presidency and the media, and of the role of that relationship in the public discourse.

The 12,000-square-foot comprehensive, 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), PMG Social Media, 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 & Culture

The Monadnock Institute of Nature, Place & 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, archaeology, 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 and the Documentary Certificate program.

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 a full semester of academic credit while they gain practical experience, discover their professional strengths and weaknesses, evaluate career paths, interact with students from across the country and around the world, and develop a broad sense of civic and professional responsibility. Participation is limited to students who have achieved second-semester sophomore status and who have 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.™

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.

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. The student is also responsible for ensuring that his/her contact and biographical information is accurate. S/he should inform the registrar's office of any changes as soon as possible.

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.

The University discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A **"school official"** is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted as its agent to provide a service instead of using University employees or officials (such as an attorney, auditor or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official generally has a **"legitimate educational interest"** if that official needs to review an educational record in order to fulfill his or her professional responsibilities as described in 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 has the option to complete a Release of Student Information form to grant access to parents or others to his/her academic and/or financial data. Release of Student 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, honors, and awards received (i.e., Dean's List), the most recent prior educational institution attended, participation in officially recognized activities and sports, and the weight and height of members of athletic teams. *Any student who does not want such information released, may write to the Registrar's Office requesting a directory block on his/her record. Students must submit this notice by the end of the add/drop period for which s/he is registered. This notice remains in effect until revoked by the student.*

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

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

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records — including your Social Security Number, grades, or other private information — may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control

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

Communications with 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, email, and voicemail (upon request) and is required to check them frequently.

Information Requested

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

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

An unofficial transcript is on plain paper without the University seal. Active students have access to unofficial transcripts via CampusWeb. Inactive students may request an unofficial transcript from the registrar's office by submitting a written and signed request.

Additional transcript request information and a downloadable (PDF) form are available on our web site.

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

Commencement and Graduation

The Commencement Ceremony is held once a year in May at the University's traditional campus in Rindge, New Hampshire. Students will be graduated at the end of the semester or term in which all degree and graduation requirements have been met.

Graduation Honors – Bachelor degrees

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

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

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

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

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

1. Submit a completed Request to Graduate (RTG) form to the Office of the Registrar by the deadline (Rindge students: December 1st; CGPS students: by January 2nd). The RTG must be approved by the student's academic advisor(s) prior to submission. The Registrar's Office must approve all submitted RTGs received.
2. Not have participated in any previous Franklin Pierce University Commencement ceremony for this degree.
3. Fall under any of the following:
 - a) Have already graduated between the previous summer and April prior to commencement.
 - b) Complete all requirements in Rindge Spring, PF Spring, CGPS Undergraduate Term 4 or CGPS Graduate Term 3 in order to graduate in May.
 - c) Be pre-registered for all necessary courses in Undergraduate Summer 1 or 2, or CGPS Graduate Term 4 in order to graduate by August, and have no more than two courses totaling eight or fewer credits remaining, as listed on the approved RTG.
- *Exceptions:* Doctoral students in a program requiring a dissertation must have defended and submitted edits by April 15th. 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 3c), above, who will be student teaching during that term may have two courses totaling 12 or fewer credits remaining.

For students who complete graduation requirements in Rindge Spring semester or CGPS Undergraduate Term 4, Latin honors listed in the program at the May Commencement ceremony will be determined by CGPA and a minimum of 60 semester hours earned at Franklin Pierce University at the end of Rindge Fall semester or CGPS Undergraduate Term 3. Participants planning to complete in June, July or August will not have Latin honors listed in the program 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.

Veterans and Military Personnel

In cooperation with the US Department of Veterans Affairs and the US Department of Defense, Franklin Pierce University participates in numerous Veterans' benefits and Tuition Assistance programs (TA). Students who are eligible for Veterans benefits as determined by the Veterans Administration and/or who plan on utilizing TA benefits must contact Student Financial Services (SFS) at the time of application.

Applications for Veterans' benefits may be obtained directly from the Veterans' Administration. A copy of your Certificate of Eligibility (COE) is required for verification and certification. Once you receive your COE, submit a copy to SFS and either the Registrar (Rindge students) or your Center Director (CGPS students).

Service members must obtain Tuition Assistance approval through their branch of Service. Once you've been approved for TA, please inform SFS and either the Registrar (Rindge students) or your Center Director (CGPS students).

Your military experience may be applied to college credit ultimately reducing the amount of time it may take you to complete your undergraduate degree. Please arrange for your military transcripts to be sent to Franklin Pierce University Office of Admissions. If you have college courses from any other regionally accredited institution, request an official transcript to be sent to the Franklin Pierce University Office of Admissions for evaluation.

To assist you in navigating your way through the processes noted above and beyond, please refer to Resources/Support <http://eraven.franklinpierce.edu/s/dept/registrar/resources.htm>. A list of Contacts is also available <http://eraven.franklinpierce.edu/s/dept/registrar/contacts.htm>.

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 or term. 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.

FranklinPierce

U N I V E R S I T Y

The College at Rindge

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Academic Calendar 2014-2015

Fall Semester 2014

Residence Halls Open/New Students Arrive	Sat.	Aug. 30
Orientation for New Students	Sat.-Mon.	Aug. 30-Sept. 1
Returning Students Arrive	Sun.	Aug. 31
Registration for All Students	Mon.	Sept. 1
Classes Begin	Tues.	Sept. 2
Add/Drop Ends - Fall	Mon.	Sept. 8
Family Day	Sat.	Sept. 27
Alumni Homecoming	Sat.	Sept. 27
October Open House	Sun.	Oct. 5
Fall Break - 2 Days – Administrative Offices Closed - No Classes	Mon.-Tues.	Oct. 13-14
November Open House	Sat.	Nov. 8
Franklin Pierce Founders Day	Fri.	Nov. 14
Last Day of Classes Before Thanksgiving Break	Tues.	Nov. 25
(Residence Halls Close at 8 p.m.)		
Thanksgiving Break - Rindge Campus Closed	Weds.-Fri.	Nov. 26-28
Residence Halls Re-open at 12 p.m.	Sun.	Nov. 30
Classes Resume	Mon.	Dec. 1
Last Day of Classes	Fri.	Dec. 12
Reading Day	Sat.	Dec. 13
Final Examinations - 4 Day Period	Sun.-Weds.	Dec. 14-17
Winter Break Begins (Residence Halls Close at 8 p.m.)	Weds.	Dec. 17
Winter Holiday - Rindge Campus Closed	Mon.-Weds.	Dec. 22-Jan. 4

Spring Semester 2015

Martin Luther King Jr. Day - Rindge Campus Closed	Mon.	Jan. 19
Orientation - Residence Halls Open & Registration	Tues.	Jan. 20
Classes Begin	Weds.	Jan. 21
Add/Drop Ends - Spring	Tues.	Jan. 27
Winter Open House	Sun.	Feb. 8
President's Holiday - Rindge Campus Closed	Mon.	Feb. 16
Last Day of Classes Before Spring Break	Fri.	Mar. 13
(Residence Halls Close at 8 p.m.)		
Spring Break Day - Rindge Campus Closed	Fri.	Mar. 20
Residence Halls Re-open at 12 p.m.	Sun.	Mar. 22
Classes Resume	Mon.	Mar. 23
Spring Open House	Sat.	Apr. 18
Last Day of Classes & Honors Convocation	Fri.	May 8
Reading Day	Sat.	May 9
Final Examinations - 4 Day Period	Sun.-Weds.	May 10-13
Residence Halls Close for Underclass Students at 8 p.m.	Weds.	May 13
Baccalaureate	Fri.	May 15
Commencement	Sat.	May 16

Summer 2015

Undergraduate Summer 1 & Maymester Begin	Mon.	May 18
Add/Drop Ends – Maymester	Tues.	May 19
Memorial Day - Rindge Campus Closed	Mon.	May 25
Add/Drop Ends - Undergraduate Summer 1	Tues.	May 26
Rindge Summer On- campus Summer 1 Begins	Mon.	June 1
Add/Drop Ends – Rindge summer On-campus 1	Tues.	June 2
Maymester Ends	Fri.	June 5

Academic Calendar 2014-2015 (cont.)

Summer 2015 (cont.)

Alumni Reunion Weekend	Fri.-Sun.	June 5-7
June STEP Day	Fri.	June 26
Rindge Summer On-campus 1 Ends	Fri.	June 26
Rindge Summer On-campus 2 Begins	Mon.	June 29
Add/Drop Ends – Rindge Summer On-campus 2	Tues.	June 30
Undergraduate Summer 1 Ends	Thurs.	July 2
Independence Day - Rindge Campus Closed	Fri.	July 3
Undergraduate Summer 2 Begins	Mon.	July 6
Add/Drop ends - Undergraduate Summer 2	Mon.	July 13
July STEP Day	Fri.	July 24
Rindge Summer On-campus 2 Ends	Sat.	Aug. 22

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 19 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 through our Pierce Walk on the Camino and through travel affiliations offering international study in all majors all over the world. 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 & 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,
Kerry McKeever
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, PLA) 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 at Franklin Pierce University. Within the 30 hours, 12 hours must be 300/400 level courses in each declared major (maximum of two majors allowed). Students with 60 or more transfer credits will be required to complete

9 hours in the General and Liberal Education curriculum; students with less than 60 transfer credits will be required to satisfy all requirements in the General and Liberal Education curriculum. All students are required to complete a minimum of 3 Institutional Learning Outcomes (ILOs). 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 to return to Franklin Pierce University to earn a second Bachelor's degree, in addition to either the B.A. or B.S. they have already completed, must complete a second residency requirement of 30 semester hours and meet all degree requirements for the second degree. Students will not be awarded or recognized for an Associate's degree and Bachelor's degree at the same commencement ceremony, nor will students receive an Associate's degree following the awarding of a Bachelor's degree at Franklin Pierce University. Students who wish to return for a second degree after graduation will begin with Admissions.

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 class level for course registration purposes, at least 50% (7) of the General and Liberal Education Knowledge and Understanding courses must have been passed. This policy does not affect student financial aid or housing preferences.

Developmental Courses

Courses numbered below the 100 level (e.g. GS003 Math Skills, TR030 ESL) 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 a second major and/or minor while maintaining the integrity of the academic programs, the policy for double-counting of courses is established as follows: For a second major at the Baccalaureate level, a minimum of six courses must be taken beyond those that are double-counted. For a second minor, a minimum of three courses must be taken beyond those that are double-counted.

Student Categories

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

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

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 Transfer Coordinator in the Admissions Office at the University. Electronic transcripts are welcome.

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 on p. 25).

Advanced Standing

Transfer from Other Regionally 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 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.

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 non-traditional credit is 75 semester hours. Furthermore, the maximum within each category is as follows:

PLA: 45 semester hours

CLEP: 30 semester hours

ACE: and other credit evaluation agencies: 45 semester hours

The American Council on Education (ACE) has evaluated and recommended for credit many of the training programs conducted by the Armed Services, major industries, and professional associations. Franklin Pierce University will generally award transfer credit for programs evaluated by ACE per their recommendations. 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. Previously taken CLEP testing will be reviewed on a case-by-case basis.

AP Credit (College Board Advanced Placement Exams) and **IB Credit** (International Baccalaureate): the University recognizes secondary school accomplishment by means of advanced placement and credit for those who have taken especially enriched or accelerated courses before entering college. Applicants 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.

Prior Learning Assessment Process (PLA)

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

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

Prior Learning Assessment (PLA) students must be accepted into a matriculated program prior to submitting a PLA portfolio and are required to complete a PLA workshop that outlines the assessment process and the preparation of a portfolio.

Students who wish to submit a PLA portfolio must first complete the mandatory PLA portfolio workshop prior to preparing their PLA portfolio.

The interdisciplinary Learning Assessment Process Review Board of Franklin Pierce University evaluates a portfolio with notification of credit normally awarded within 60 days. The fee or 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 PLA Student Handbook. The portfolio must be submitted within the first 18 months of a student's enrollment at the University.

Students may investigate the PLA process by participating in the PLA portfolio workshop. They should not proceed to compiling a PLA 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 PLA credit.

Class Level

Class level is determined as follows:

Freshman: 0-25 semester credits earned.

Sophomore: 26-55 semester credits earned.

Junior*: 56-87 semester credits earned, declaration of major, completion of GLE110 and GLE120, completion of at least 50% (7) of the General and Liberal Education Knowledge and Understanding courses.

Senior: 88+ semester credits earned.

** This class level is applicable to students who enroll at the University for 2013-2014 and beyond. Those enrolled prior to 2013-2014 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.

Cross-College Registration

Students enrolled in a Rindge semester who also register for courses at the College of Graduate & Professional Studies (CGPS) will be limited to two courses during any one semester. One may register for up to two courses in any combination – for example, two in term 1, two in term 2 or one in each of term 1 and term 2. Tuition for courses in CGPS terms 1-4 will be included in Rindge tuition and will be charged Rindge overload rates if applicable.

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. Requests to drop or add courses will not be accepted after the add/drop period – no exceptions.

Administrative Course Drop Policy

Students enrolled in a Rindge course will be expected to attend class during the add/drop period. If the course is being held in Rindge, attendance will be expected in person. If the course is being held online, attendance is demonstrated by login to the course. If the student is unable to attend for the semester, s/he should minimally contact Residential Life.

Faculty are required to record attendance and provide information on non-attendees after the first class meeting. If the student has not attended at least one class, logged in to at least one course, nor made contact with the University, the staff will administratively drop the student from all classes for that term. Courses will be dropped the day after the last day of the add/drop period.

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 attend at least one session but do not officially drop or withdraw within the established time frames will receive a grade as assigned by the instructor and are financially responsible for outstanding tuition.

Course Withdrawal Policy

Students have the option of withdrawing from a course from the end of the add/drop period through the end of the 10th week of classes in a semester; for summer sessions, students may withdraw up through two-thirds of the session. Students are required to complete a Student Initiated Course Withdrawal form when withdrawing from a course.

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

A grade of W will be recorded on the student's permanent record as a result of this action. The W will not affect the student's grade point average.

After the 10th week of the semester, or within the final third of the summer session, students must receive a letter grade for the course as assigned by the course instructor. This grade will be recorded on the student's official academic record and will be included in the student's grade point average.

Faculty may withdraw a student from a course at any time after add/drop if the student's presence or absence is detrimental to the learning environment; if this withdrawal is after week 10, then the instructor must issue a letter grade, not a W. Students who are withdrawn by faculty will be notified in writing and will have the opportunity to appeal. Appeal guidelines will be communicated to the student at the time of withdrawal. All withdrawn courses count as attempted credits.

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

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, spring or summer. Internships must be registered for and all paperwork **completed, approved and submitted** by the last day of the add/drop period of the term for which

the internship is registered. Students who fail to submit a final/approved Internship Contract to the Registrar's office by the last day of the add/drop period will be dropped from the internship.

Internships may extend beyond the period of time for which the internship is registered. Students who begin an internship in the fall may receive an IP grade and be allowed to complete the internship in the spring; students who begin an internship in the spring may receive an IP grade and be allowed to complete the internship in the summer; students who begin an internship in the summer may receive an IP grade and be allowed to complete the internship in the fall.

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

Independent Study

Independent study offers an opportunity to explore an area of study not included in the 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's 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

Students may repeat only those courses taken at Franklin Pierce University from which they withdrew or have earned a grade of D, D- or F. Courses with an earned grade of D, D- or F may be repeated twice; withdrawn courses may be repeated without limit*. However, since course repeats may impact financial aid eligibility, students are highly encouraged to contact Student Financial Services (SFS) prior to repeating a course.

Students who do not meet required grade point minimums for prerequisite courses in certain majors or minors may request special permission from the Dean 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.

**All withdrawn courses count as attempted credits.*

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, hybrid or 100% online courses may not be audited.) No audit condition of course registration may be changed after the end of the established add-drop period. Audited courses are posted on the academic record with the grade notation of “AU” with no academic credit awarded. Audited Franklin Pierce University courses may not count as PLA credit.

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

On the Incomplete Grade Contract, the instructor will include a default letter grade to accompany the Incomplete grade. This default grade reflects what the student would earn as a final grade if no more work is submitted. The student will have a maximum of thirty calendar days (an earlier date may be specified by the instructor) after the start of the next semester to complete the course. The instructor has forty calendar days after the start of that semester to submit the grade. If the work has not been completed or a grade has not been submitted by this time, the default grade will replace the Incomplete. 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 predetermined courses which, by their nature, take more than one semester to complete. Completion of the course must be arranged between the instructor and the student. An IP is not figured into the student’s grade average at the time it is given.

The instructor will post a default letter grade to accompany the IP (IPA, IPB, IPC, IPD or IPF). The student will have up to the end of the next full semester (an earlier date may be specified by the instructor) to complete the course. If the work has not been completed or a grade has not been submitted by this time, the default letter grade will replace the IP. A student who receives this grade at the end of a semester may become eligible for Dean’s List honors when the coursework has been completed and the final grade is posted.

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

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 the 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*	Withdrawal	
AW*	Administrative withdrawal	
S	Satisfactory (Mid-term)	
U1	Unsatisfactory – Absences (Mid-term)	
U2	Unsatisfactory – Course Progress (Mid-term)	
U3	Unsatisfactory – Absences and Course Progress (Mid-term)	
U4	Unsatisfactory – Other (Mid-term)	

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

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

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 fewer than 100 career credits **earned** toward graduation.

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

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

Good Standing

Cumulative GPA 2.00 or above.

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

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

Academic Warning

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

Academic Probation

Students whose cumulative grade point average is as noted above for the cumulative credits attempted range will be placed on Academic Probation. Placement on Probation will include the creation of a Letter of Agreement, containing guidelines regarding class

attendance, utilization of academic support services, and demonstrable improvement in academic performance.

Academic Suspension

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

Academic Dismissal

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

Appeals

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

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.

Satisfactory Academic Progress

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 time frame 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 Financial Aid (p. 237) for greater detail.

Disciplinary Suspension or Dismissal

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

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. However, such courses are included in the tuition charges for the semester or summer session. (See Refund Policy on p. 245.) No fee is assessed for such action.
5. Any student who takes a leave of absence after the 10th week of the semester, or within the final third of the 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. These grades will be recorded on the student's official academic record and will be included in the student's grade point average. A grade of W (Withdrawal) will be given only under extenuating circumstances and with the approval of the 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 on p. 245).
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 but does not complete. (See Refund Policy on p. 245.)
2. Withdrawing after the add/drop period will result in a W on the transcript for each course for which the student is enrolled. However, such courses are included in the tuition charges for the semester or summer session. (See Refund Policy on p. 245.) No fee is assessed for such action.
3. Any student who withdraws from the University after the 10th week of the semester, or within the final third of the summer session will receive grades as assigned by his/her instructors for all courses in which he/she is currently enrolled. These grades will be recorded on the student's official academic record and will be included in the student's grade point average. A grade of W (Withdrawal) will be given only under extenuating circumstances and with the approval of the 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 on p. 245.)

4. When faced with an extreme non-disciplinary situation, the administration may require a student to withdraw from the University. In these rare instances, the student will receive W or a letter grades as per the parameters as noted above.
5. 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. 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 General and Liberal Education Learning Outcomes consist of five Knowledge & Understanding (K&U) areas - Natural Sciences, Mathematics, Social Sciences, Humanities, Arts & Design.

Several learning outcomes (LO) have been identified as essential in meeting both our mission and our vision statements.

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

Each Knowledge and Understanding area has LOs embedded within select courses. **Natural Science** courses embrace Inquiry and Analysis, Critical Thinking, Technology Literacy and Problem Solving; **Mathematics** courses include Quantitative Literacy and Problem Solving; **Social Sciences** courses contain Inquiry and Analysis, Critical Thinking, Critical Reading and Information Literacy; **Humanities** courses incorporate Critical Thinking, Critical Reading, Intercultural Knowledge and Written Communication; and **Arts and Design** courses involve Applied Learning, Creative Thinking, Oral Communication and Problem Solving.

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 General and Liberal Education Learning Outcomes. General education requirements (see p. 118) 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 in the “Courses of Instruction” section, p. 148.

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. A student may choose up to two majors; however, all requirements for each major must be met. Major requirements generally range from 30 to 54 credits (see p. 6 for a complete list of majors and pp. 44-223 for descriptions of them). Students also have the option of designing their own interdisciplinary major (see p. 213). All majors must be completed in conjunction with general education requirements. (See below and p. 118.)

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. Students must declare the minor before earning 75 credits. All minors must consist of at least 18 credits and should include both lower-division and upper-division courses. Students interested in pursuing a minor will do so by registering for routinely scheduled courses; directed and independent studies may not be used to complete minor requirements.

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 Learning Outcomes. The fundamental expectation is that students will encounter each of the stated learning outcomes (LOs) at least once, in a course approved for general education credit. 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, some 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 courses, and more detailed information, see the GLE section in “Courses of Instruction” (pp. 118-126).

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. Kristen Nevous at (603)-899-1039 or neviousk@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. In addition to its own programs abroad, students may choose to study abroad through other providers. Most study abroad programs are open to students in good standing who have completed two semesters of study at Franklin Pierce University, and who meet the GPA and other requirements of each program. Students should discuss planning for a study abroad program with their academic advisor and contact the International Studies Programs office to get information on programs that are approved by the University.

Pierce on the Camino

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 the International Studies Program office.

Maymester Programs

Maymester programs are innovative, accelerated courses that offer students an out-of-classroom off campus experience. Experiential learning at its best, these courses usually include a week of on-campus foundational study and approximately two weeks of off-campus coursework. These short-term study abroad experiences are great opportunities for all students, and especially for those whose schedules do not allow an entire semester of international study. Maymester programs are three-week courses taught during the last two weeks of May and the first week of June for full academic credit at 3 credits per course. For information on specific prerequisites and deadlines, contact the International Studies Programs office.

Summer Sessions

Students may enroll in the summer sessions to accelerate their graduation plans or to make up courses. Courses in the General and Liberal Education Curriculum, along with a selection of elective courses, are offered in the summer in both online and face-to-face format. 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 GLE110 First Year Composition 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. Unless SAT or ACT scores have been submitted, 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. 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.

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 the local area and culture. An emphasis will also be on introducing students to the expectations of university classes in the U.S. 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. **Students who take TR030 ESL are exempt from the GLE101 graduation requirement.*

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 First Year Composition I and II. 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.

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. 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.

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. 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.

Wensberg Writing Center

The Wensberg Writing Center (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 Writing 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 10 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 and are included in GPA calculations. 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: Colby-Sawyer College, New London; Franklin Pierce University, Rindge; Keene State College, Keene; New England College, Henniker; Plymouth State University, Plymouth; Rivier University, Nashua; St. Anselm College, Manchester; Granite State College, Manchester; Southern New Hampshire University, Manchester; and the University of New Hampshire, Durham.

Reserve Officer Training Corps (ROTC) Programs—via NHCUC

Students attending Franklin Pierce University may enroll in the Army Reserve Officer Training Corps (AROTC) at the University of New Hampshire (UNH). The Army ROTC offers programs leading to a commission as a second lieutenant in the Army. Students in the Army 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 the Army 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. The Army ROTC program has administrative and medical requirements which must be met to qualify for a scholarship and a commission. More specific information about ROTC program may be obtained by contacting Army ROTC at (603) 862-1078.

Computer Network

The Franklin Pierce College at Rindge student computer network provides wireless connectivity to shared resources and high-speed Internet access. Students are required to have up-to-date anti-virus software installed on their computer to access the network.

All computer labs and residence hall rooms have access to the College at Rindge student computer network, allowing students to access the Internet, email, research material, and online recreational activities. Each student is assigned a Franklin Pierce email address.

Computer Labs

There are multiple computer labs located at the College at Rindge, including two Macintosh labs and three PC labs. The software installed in the labs includes Microsoft Office and software specific to courses. All computers in the labs have access to the Internet and 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)

ASSISTANT PROFESSOR: Jeanne Gerard
LECTURERS: Christine Betts, 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 a variety of hands-on experiences, including Internships, Small Business Advisory Groups (SBAG), and Enactus.

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 (p. 118) and the Division of Business Administration core course requirements (p. 69), 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		Finance Track	
AC213	Intermediate Accounting I	ET102	Principles of Microeconomics
AC214	Intermediate Accounting II	ET223	Money and Banking
AC314	Cost Accounting I	FM311	Managerial Finance
AC323	Auditing	FM257	Real Estate Investments
AC354	Individual Income Taxes	FM454	Problems in Finance
AC474	Advanced Accounting I	FM423	Investment Analysis
AC/FM001	Comprehensive Exam (take with BA471)	FM/AC001	Comprehensive Exam (take with BA471)
FM423	Investment Analysis	FM390	Internship or FM395
AC390	Internship or AC395		Advanced Internship or
	Advanced Internship or		FM495 Senior Independent
	AC495 Senior Independent Project		Project

Division of Business Administration core courses applicable to major:

AC101	Principles of Accounting I	FM224	Principles of Financial
AC102	Principles of Accounting II		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 Macroeconomics	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

First Year

Fall Semester

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

Spring Semester

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

Sophomore Year

Fall Semester

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

Spring Semester

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

Junior Year

Fall Semester

BA213	Business Law I
AC314	Cost Accounting +
FM311	Managerial Finance ++
_____	General Education Elective
_____	Elective*

Spring Semester

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

Senior Year

Fall Semester

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

Spring Semester

BA471	Business Strategy and Ethics
BA001	Comprehensive Exam (take
	with BA471)
FM454	Problems in Finance ++
AC/FM001	Comprehensive Exam (take
	with BA471)
_____	Elective
_____	Elective
_____	Elective

*One or more additional electives may be needed to fulfill general education requirements. See General and Liberal Education (GLE) on p. 118.

+ 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 is paid 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. An overall survey of the accounting cycle is 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 are examined. 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, or 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. *Addresses GLE Learning Outcomes Financial Literacy (FL) and Problem Solving (PS).*

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**

This course covers the 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 are covered. *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

(offered only as a directed study)

Available as an elective to all Accounting majors. Topics covered are: troubled debt restructuring, not-for-profit entities, partnerships and trusts. *Prerequisite: AC474.*

AC299, 399, 499 Independent Study in Accounting 2-3 credits each**FM299, 399, 499 Independent Study in Financial Management** 2-3 credits each

Offers an opportunity to explore an area of study not included in the 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 small team of 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

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.

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. *Addresses GLE Learning Outcomes Arts & Design (AD), Creative Thinking (CV), and Oral Communication (OC).*

GC350 Graphic Production

3 credits

This course 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)

As of the spring semester 2014, the undergraduate program in American Studies is no longer offering major or minor degrees. Courses that this program offers in the General and Liberal Education program will continue to be offered, along with a limited number of electives.

COORDINATOR: Joni Doherty (Director, New England Center for Civic Life)

STEERING COMMITTEE: Gerald Burns (English), John R. Harris, (Director, Monadnock Institute for Nature, Place & Culture), Mary C. Kelly (History), Kristen Nevious (Director, The Marlin Fitzwater Center for Communication), Allan Rachlin (Sociology), Martha Ritter (Education), Phyllis S. Zrzavy (Mass Communication)

The mission of the American Studies program is to provide students with opportunities to explore American life and culture through various perspectives, including anthropology, education, history, literature, mass communication, sociology, and the fine and performing arts. Students pursue the American Studies degree because they enjoy the freedom and the

challenge of interdisciplinary study and for the professional preparation it provides for careers in education, communications, business, government, and nonprofit organizations. Along with knowledge about American life and culture, students can acquire the solid analytical, research, and writing skills essential for leadership positions in an array of professions.

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 the American experience. *Addresses GLE Learning Outcomes Humanities (HM), Critical Reading (CR) and Critical Thinking (CT).*

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.

AS200/BA202 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 Learning Outcomes Humanities (HM), Civic Knowledge & Engagement (CE), Ethical Reasoning (ER) and Problem Solving (PS). Prerequisites: GLE110 and GLE 120 or permission of the instructor.*

AS203 America and 9/11

3 credits

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

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 firsthand, “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 the 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 PROFESSORS: Robert G. Goodby, 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. 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.

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.

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. Franklin Pierce’s study abroad program offers students a chance to live and study side by side with people from a different culture in Europe. It is also a chance to make friends that last a lifetime and to be cultural ambassadors at a time when this type of exchange is very important to the world.

A faculty advisor will assist those Anthropology majors interested in preparing for graduate school to develop a program at the Anthropology Honors level. This is a different program from the 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 Anthropology 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 Anthropology High Honors a student must have an overall 3.00 average with a 3.50 in Anthropology.

Students who intend to teach Anthropology (Social Science) in high school should refer to p. 86 for information on the secondary teacher certification program.

Major Requirements

In addition to the General and Liberal Education Curriculum (p. 118), students must complete sections I through IV listed below.

I Basic Course Work

AN101	Introduction to Cultural Anthropology	AN113	Introduction to Archaeology
AN102	Human Origins	AN201	Introduction to Applied Anthropology

AN482 Anthropology Theory and Ethics

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

AN120 Culture and International Business

AN205 Culture of Money

AN216 Human Sexuality

AN217 Archaeology of the Unknown

AN220 Global Problems

AN225 Women Around the World

AN245 Living and Working Abroad

AN252 World Archaeology

AN260 Human Anatomy & Physiology

300-400 Level Courses

AN311 Museum Studies

AN323 Anthropology of Religion

AN325 Medical Anthropology

AN330 Anthropology of Art

AN331 Violence and Aggression

AN350 The Archaeology of New England

AN400 Readings in Anthropology

AN423 Anthropology of Public Health

AN424 Advanced Archaeological Lab

AN490 Senior Thesis

AN499 Independent Study in Anthropology

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 General and Liberal Education Curriculum and 45 credits in the major. 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
- AN101 Intro to Cultural Anthropology or AN113 Introduction to Archaeology
- _____ General Education Elective

Spring Semester

- GLE120 First Year Composition II
- AN102 Human Origins
- AN201 Intro to Applied Anthropology
- AN____ Anthropology Elective 1 (100-200 level)
- _____ Elective

Sophomore Year

Fall Semester

- AN101 Intro to Cultural Anthropology or AN113 Introduction to Archaeology
- AN218 Quantitative Research Methods or AN219 Qualitative Research Methods
- MT____ General Education Mathematics or _____ General Education Elective
- _____ General Education Elective
- _____ General Education Elective

Spring Semester

- AN____ Anthropology Elective 2 (100-200 level)
- _____ Elective
- MT____ General Education Mathematics or _____ 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.

Anthropology Majors should attempt to complete their practicum requirement (Archaeology Field School, Internship, or some other approved practicum) during the Sophomore or Junior year. Students can register for the field school or an internship during the summer.

Junior Year

Fall Semester

- AN____ Anthropology Elective 3 (200-300 level)
- _____ General Education Elective
- _____ 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 General and Liberal Education (GLE) on p. 118.*

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. *Addresses GLE Learning Outcomes Social Sciences (SS), Critical Thinking (CT), Intercultural Knowledge (IK) and Information Literacy (IL).*

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. *Addresses GLE Learning Outcomes Natural Sciences (NS), Critical Thinking (CT) and Inquiry & Analysis (IA).*

AN105 Culture Through Film

3 credits

An introductory level course that examines wide-ranging cultures through the medium of ethnographic film. Through the use of ethnographic film, students will be able to visualize issues that correlate directly to the discipline of anthropology: culture, ecology, multi-culturalism, and discourse. *Addresses GLE Learning Outcomes Social Sciences (SS), Critical Thinking (CT) and Information Literacy (IL).*

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.

AN120 Culture and International Business

3 credits

Examines the culture of business from the perspective of business owners and workers and the impact of culture on trade internationally as well as differences in manufacturing in the U.S. and non-Western countries, especially China. Students will consider the role of finance and the different ways that factories are organized in other countries. *Addresses GLE Learning Outcomes Social Sciences (SS), Quantitative Literacy (QL) and Teamwork (TW).*

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.

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 Learning Outcomes Social Sciences (SS), Critical Thinking (CT) and Inquiry & Analysis (IA).*

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: AN213 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. *Addresses GLE Learning Outcomes Social Sciences (SS), Inquiry & Analysis (IA) and Information Literacy (IL).* *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. *Addresses GLE Learning Outcomes Social Sciences (SS), Inquiry & Analysis (IA) and Information Literacy (IL).* *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.

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. *Addresses GLE Learning Outcomes Social Sciences (SS), Career Exploration (CX) and Information Literacy (IL).*

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.*

AN260 Anatomy & Physiology I

4 credits each

This course introduces the organization of the human body in the context of the unifying concepts of feedback regulation and homeostasis. The course assumes a general knowledge

of cell structure and function and begins with a study of tissues and a general introduction to organs and systems. It then provides detailed study of the integumentary, skeletal, muscular, and nervous systems. This course has both a lecture and laboratory component. This course and ANI261 Anatomy & Physiology II provide students with a general introduction to the biology of the human body. *This course is cross-listed as BN260. Prerequisite: BI102 or instructor's approval.*

Fall

AN261 Anatomy & Physiology II

4 credits

This course continues the study of the human body begun in AN260 Anatomy & Physiology I. The course examines the relationships between endocrine, cardiovascular, lymphatic, respiratory, digestive, reproductive and urinary body systems along with the regulatory mechanisms that integrate them. The course also includes considerations of nutrient absorption and delivery, metabolism and excretory function. This course has both a lecture and laboratory component. This course and AN260 Anatomy & Physiology I provide students with a general introduction to the biology of the human body. *This course is cross-listed as BN261. Prerequisite: BI260 with a grade of C or above*

Spring

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 or ES104.*

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. *Addresses GLE Learning Outcomes Social Sciences (SS), Critical Thinking (CT) and Inquiry & Analysis (IA). 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. *Addresses GLE Learning Outcomes Social Sciences (SS) and Critical Thinking (CT).*

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.*

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

Serves as the Anthropology capstone experience. Students assemble and review their portfolios which demonstrate that they have met Anthropology Program Learning Outcomes. Anthropology career options are explored, and students construct resumes, cover letters, and various career paths. They organize final PowerPoint presentations for the full-time Anthropology faculty at the end of the seminar. These summarize their past accomplishments and their plans for the future. *Prerequisite: Anthropology major of senior standing. Addresses GLE Institutional Learning Outcome Career Exploration (CX). Addresses GLE Learning Outcomes Social Sciences (SS), Oral Communication (OC), and Teamwork (TW).*

AN490 Senior Thesis in Anthropology

3 credits

Researches an original topic selected by the student and approved by the Anthropology faculty advisor. The topic must be grounded in an academic experience that the student already had, such as a field school, study abroad event, or internship. The thesis might involve a literature review, some kind of data gathering and analyzing, and a conclusion. Theses are written under the guidance of a full-time Anthropology Department Advisor and two other faculty members, one from the Anthropology Department and one from outside the department. Theses must be orally defended before this committee. *Prerequisites: Anthropology major of senior standing; 3.5 cumulative average.*

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.*

AN499 Independent Study in Anthropology

3 credits

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

designed by the student and faculty sponsor, and must meet with the approval of the 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. *Prerequisite: Anthropology major and 3.00 cumulative grade point average.*

Biology (BI)

PROFESSORS: Paul M. Kotila, Jacques Veilleux

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

ASSISTANT PROFESSORS: Tom Bennett, Leila Jabbour, Amy Piispanen

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 study leading to a Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree. The basic philosophy of the Department is that a sound undergraduate program should provide either a solid foundation for specialized studies at the graduate level or a broad base of educational experience in preparation for career employment. In keeping with this philosophy, course selection within the major is accorded sufficient flexibility to accomplish the objectives of students desiring to meet entrance requirements of graduate and professional schools, as well as those of students planning to end their formal studies with the Bachelor'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 p. 86 for information on the secondary teacher certification program.

Major Requirements

In addition to the General and Liberal Education Curriculum (p. 118), 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
<i>(first semester counts as Core requirement, second semester counts towards Major)</i>	
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 (D.P.T.) degree through its College of Graduate & Professional Studies. The Franklin Pierce D.P.T. requirements can be found on the website as well as in this catalog on p. 348. Admissions requirements for other D.P.T. programs can vary. Students intending to apply to D.P.T. programs, including Franklin Pierce, should check admission requirements at least two years prior to application. Students interested in attending Franklin Pierce’s D.P.T. Program should see p. 348.

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 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 B.A. or B.S.	Ecology & Evolution Track B.A. or B.S.	Health Sciences Track B.A. or B.S.	Physical Therapy Track† 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 (p. 348).

Recommended Curriculum Guide – Bachelor of Arts

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.

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 General and Liberal Education (GLE) on p. 118.*

Recommended Curriculum Guide – Bachelor of Science**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.

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 General and Liberal Education (GLE) on p. 118.*

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. *Biology I addresses GLE Learning Outcomes Natural Sciences (NS), Critical Thinking (CT) and Inquiry & Analysis (IA); Biology II addresses Natural Sciences (NS), Problem Solving (PS) and Technology Literacy (TL).*

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, or better.

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

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 ES103 or IC110/GL115 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 or ES104. Preference will be given to juniors and seniors majoring in Biology or Environmental Science. In addition, attendance at an information session prior to course registration is required for enrollment.

Fall-January, alternate years

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.

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.

Fall, Spring

BI241 Evolutionary Biology (laboratory)

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 or ES104.*

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 or ES104.*

Spring, alternate years

BI260 Anatomy & Physiology I

4 credits

This course introduces the organization of the human body in the context of the unifying concepts of feedback regulation and homeostasis. The course assumes a general knowledge of cell structure and function and begins with a study of tissues and a general introduction to organs and systems. It then provides detailed study of the integumentary, skeletal, muscular, and nervous systems. This course has both a lecture and laboratory component. This course and BI261 Anatomy & Physiology II provide students with a general introduction to the biology of the human body. *This course is cross-listed as AN260. Prerequisite: BI102 or instructor's approval.*

Fall

BI261 Anatomy & Physiology II

4 credits

This course continues the study of the human body begun in BI260 Anatomy & Physiology I. The course examines the relationships between endocrine, cardiovascular, lymphatic, respiratory, digestive, reproductive and urinary body systems along with the regulatory mechanisms that integrate them. The course also includes considerations of nutrient absorption and delivery, metabolism and excretory function. This course has both a lecture and laboratory component. This course and BI260 Anatomy & Physiology I provide students with a general introduction to the biology of the human body. *This course is cross-listed as AN261. Prerequisite: BI260 with a grade of C or above*

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 or ES104.*

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 ES103 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; CH102 recommended.*

Spring

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

BI327 Principles of Immunology

3 credits

The role of the vertebrate immune system is to protect the body from infection. In this course we will examine the principles of immunology that underlie an organism's ability to orchestrate the sophisticated development of an immune response. Topics covered will include: development of the immune system, general properties of immune responses; cells and tissues of the immune system; immunity to microbes; immunodeficiency and AIDS; autoimmune diseases; transplantation. *Prerequisites: C or better in BI101/102; BI211; CH101/102 recommended.*

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 or ES104.*

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 (laboratory)

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 or ES104.*

Fall, alternate years

BI410 Physiology of Exercise (laboratory)

4 Credits

A survey of human physiology parameters as related to physical exercise and work and the development of physiological fitness factors. Physiological foundations will be considered. *Prerequisite: BI260.*

BI415 Kinesiology/Biomechanics (laboratory)**4 Credits**

Application of knowledge of human physical structure and function in the analysis and appreciate of human movement; theory and practice of human movement analytic techniques.

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. *Addresses GLE Learning Outcomes Natural Sciences (NS), Critical Thinking (CT) and Inquiry & Analysis (IA).* *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: Minghua Li, Mack Bean

ASSISTANT PROFESSORS: Rodney J. Blackman, Mary Ann Gaal, Jeanne Gerard, Andrea McGill-O'Rourke

SENIOR LECTURER: William Costa

LECTURERS: Christine Betts, Ken Clarke, Walter Harney, Gerald Lettre, Kent Whitman

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 creative 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.

Broad-Based Student Learning Goals

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

Majors in the Business Program are offered in Accounting-Finance, Health Care Administration, 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 (p. 213), and design an appropriate program tailored to their goals through electives, independent studies and internships.

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

Note: 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 (p. 118), 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 – p. 44, Advertising – p. 49,

Health Care Administration - p. 131, International Business – p. 151,

Management – p. 151, Marketing – p. 156, Public Relations – p. 199,

and Sports and Recreation Management – p. 207.

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
AC102	Principles of Accounting II	IB364	International Business
BA001	Comprehensive Exam in Business (take with BA471)	MK201	Principles of Marketing
BA213	Business Law I	MN201	Principles of Management
BA471	Business Strategy and Ethics	MT260	Statistics
CIT101	<u>or</u> CIT130 <u>or</u> CIT140 (choose one)	MN321	Organizational Behavior
ET101	Principles of Macroeconomics	XX001	Major Comprehensive Exam (take with BA471)
ET102	Principles of Microeconomics		

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

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

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.

+ Program

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

Applying to the Business Plus Programs

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

Business Plus Program Requirements

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

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

Business Plus students whose CGPA falls below a 3.0 will be placed on Program Probation (Warning) and will receive notification from their program advisor indicating they have one semester to improve on their CGPA. Students who at the end of the following semester are unable to raise their CGPA to at least 3.0, will step out of the Business Plus program and will be encouraged to pursue their degree requirements as traditional students. Traditional students who are planning to enroll in an M.B.A. program must complete undergraduate work with a minimum CGPA of 2.8.

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:

AC101	Principles of Accounting I	IB364	International Business
BA258	Legal & Social Environment of Business	MK201	Principles of Marketing
ET101	Principles of Macroeconomics	MN201	Principles of Management
FM224	Principles of Financial Management		

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.

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: completion of junior year, 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 Business Strategy and Ethics

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 small team of 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.

ASSISTANT PROFESSOR: Richard T. Desmond, Shannon Stroble

A minor is offered in Chemistry. Biology and Health Sciences majors who minor in Chemistry are exempt from the double-counted course policy (see p. 26).

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. *General Chemistry I addresses GLE Learning Outcomes Natural Sciences (NS), Inquiry & Analysis (IA) and Technology Literacy (TL); General Chemistry II addresses Natural Sciences (NS), Critical Thinking (CT) and Problem Solving (PS). 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 Division Chair. Normally, the student will be expected to have a cumulative grade point average of 3.00 and possess the appropriate background and interest to pursue the proposed area of study. A “Proposal for Independent Study” form may be obtained from the Registrar or from the office of the Division Chair. Independent Study courses are assigned numbers of 299, 399 or 499, depending on the level of the course.

CH460-462 Internship in Chemistry 2-6 credits each

An on-site field experience with a public or private agency or institution such as an analytical laboratory, hospital, or environmental firm. Internships normally require a minimum of 55 hours of on-the-job work per semester hour of credit, a grade point average of 3.00 or higher, and demonstrated ability to complete the work expected. Internships are developed

in consultation with a faculty internship advisor and require the approval of the advisor, prospective intern supervisor and the Division Chair. Evaluation is made by the internship advisor in consultation with the employer. *Prerequisites: Chemistry minor, junior or senior standing, permission of instructor.*

Computer Information Technology (CIT)

PROFESSOR: Sudarshan Erramilli

ASSOCIATE PROFESSOR: Gary A. Heald

LECTURERS: Peter D. Hipson, Paul Niemi

The mission of the Computer Information Technology Program is to develop responsible citizens and ethical leaders through development of knowledge and skills in the field of Information Technology. Information Technology represents the continuing convergence of technology in the computing and communications fields. The growth of the World Wide Web and the use of the Internet and intranet in business have resulted in the need for technically competent professionals.

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, Jean Dawson, Jerome D. Levine, Allan Rachlin

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.

The goals of the Franklin Pierce Criminal Justice Program are for students to develop a sociological understanding of crime and the workings of the criminal justice system; learn to critically analyze the operation of criminal justice in the United States; and become literate and trained in contemporary social scientific methods of data collection and analysis. Students will strengthen their speaking, writing, and presentation skills. Students will be encouraged to rethink current criminal justice policies and be actively engaged in positive reform of the system (Praxis) when they enter into their professional careers. 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 (p. 118)

CJ101	Introduction to Criminal Justice	SO101	Introduction to Sociology
CJ201	Police Work	SO205	Race and Ethnic Relations
CJ203	Juvenile Justice	SO/PA209	Ethics
CJ301	Criminal Investigation & Evidence	SO210	Deviance and Social Control
CJ302	Courts and Criminal Procedure	SO218	Quantitative Research <i>or</i>
		SO219	Qualitative Research
CJ470	Senior Criminal Justice Seminar	SO410	Criminology
		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	PS270	Psychology of Terrorism
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
EN251	Law and Literature	PS405	Theories of Intimate Violence
PO201	U.S. Government	SO220	The Family
		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 <i>or</i>
	SO218 Quantitative Research <i>or</i>
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.

THE COLLEGE AT RINDGE

Recommended Curriculum Guide

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 Elective

Spring Semester

- GLE120 First Year Composition II
- CJ201 Police Work
- MT___ General Education Mathematics or ___General Education
- SO205 Race & Ethnic Relations
- ___ General Education Elective

Sophomore Year

Fall Semester

- SO209 Ethics
- SO218 Quantitative Research Methods or SO219 Qualitative Research Methods
- CJ203 Juvenile Justice
- ___ General Education Lab Science I
- ___ General Education Elective

Spring Semester

- SO210 Deviance & Social Control
- ___ General Education 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.

Junior Year

Fall Semester

- CJ301 Criminal Investigation & Evidence
- CJ___ Criminal Justice Elective
- ___ General Education Elective
- ___ Elective*
- ___ Elective

Spring Semester

- CJ302 Courts & Criminal Procedure
- CJ___ Criminal Justice Elective
- ___ General Education Elective
- ___ Elective*
- ___ Elective

Senior Year

Fall Semester

- SO410 Criminology
- CJ___ Criminal Justice Elective
- ___ Elective*
- ___ Elective
- ___ Elective

Spring Semester

- CJ470 Senior Criminal Justice Seminar
- SO460 Corrections
- ___ Elective
- ___ Elective
- ___ Elective

One or more additional electives may be needed to fulfill general education requirements. See General and Liberal Education (GLE) on p. 118.

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. Addresses GLE Learning Outcomes Social Sciences (SS), Critical Thinking (CT) and Information Literacy (IL).*

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. *Addresses GLE Learning Outcomes Social Sciences (SS), Critical Thinking (CT), and Information Literacy (IL).*

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. *Addresses GLE Learning Outcomes Social Sciences (SS), Critical Thinking (CT), and Information Literacy (IL).* *Prerequisite: CJ101.*

CJ203 Juvenile Justice**3 credits**

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

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. *Addresses GLE Learning Outcomes Social Sciences (SS), Inquiry & Analysis (IA), and Information Literacy (IL).* *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. *Addresses GLE Learning Outcomes Social Sciences (SS), Inquiry & Analysis (IA), and Information Literacy (IL).* *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.*

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.*

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

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 (p. 52), Psychology (p. 193), and Sociology (p. 204) for descriptions of courses listed above as Criminal Justice electives.

Documentary Studies Certificate (DS)

STEERING COMMITTEE: The Monadnock Institute of Nature, Place & Culture

CORE FACULTY: Douglas Challenger, John Harris

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

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 & 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.

DS101 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 various documentary approaches, the research methods, storytelling techniques and ethical and legal issues relevant to the creation of video and audio documentaries.

DS491 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 DS101, SO219 or HP310, MU120 and MU220 or MC230 and MC331.*

DS492 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.*

Economics (ET)

ASSOCIATE PROFESSOR: Minghua Li

ASSISTANT PROFESSOR: Mack Bean

Economics

ET101 Principles of Macroeconomics

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. *Addresses GLE Learning Outcome for Social Sciences (SS).*

ET102 Principles of Microeconomics**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. *Addresses GLE Learning Outcome for Social Sciences (SS).*

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

Education (ED)

PROFESSOR: Alana J. Mosley

ASSOCIATE PROFESSORS: Martha Ritter, John Villemaire

Through a professional education sequence that emphasizes instructional strategies, including technology, that are effective and relevant to teaching and learning in today's schools, Franklin Pierce seeks to prepare educators who:

1. Work collaboratively within professional communities to build inclusive learning environments where all learners thrive;
2. Continually deepen their own understanding of specific disciplines and high impact pedagogical practices, including the integration of technology, to support learners' understanding of central concepts and engage learners in inquiry on authentic issues;
3. Support student learning by using multiple methods of assessment to guide instruction and facilitate meaningful learning based on a continual cycle of evidence-based assessment; and
4. Demonstrate ethical responsibility to children, parents, local, national, and global communities in their professional lives as leaders of conscience.

A Bachelor of Arts degree is offered in Elementary Education Kindergarten through Grade 6 or Grade 8 (K-6 or K-8) and Educational Studies. Completing the major in Elementary Education K-6 or K-8 meets New Hampshire requirements for teaching certification (K-6 or K-8).

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). Secondary certification programs must be completed as a double major.

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 requirements. In addition, students in the Elementary Major or Secondary Certification Program must have a cumulative 2.50 grade point average to student teach and to be recommended for teacher certification.

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.

The Education Department has programs leading to teacher certification in elementary education, secondary English, life sciences, 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 includes passing the national Praxis Core exams in reading, writing, and mathematics (details at www.ets.org) or an equivalent test. Students must meet the testing requirement to pass ED224 Curriculum I and proceed in 300 level education courses. 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. Student scores for all examinations should be sent to Franklin Pierce University and the New Hampshire Department of Education.

ED112 Teaching and Learning in a Democratic Society and ED105 Educational Psychology are required of all Education students, regardless of their Education major. 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 declare an education major 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.

Many 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. This 16-week internship follows the public school calendar, not the Franklin Pierce calendar. 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) completion of Praxis Core, Praxis exam specific to licensure area, and Foundations of Reading exams (elementary candidates) (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 for certification. 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. Program requirements may change if there are changes in New Hampshire legislation regarding the preparation of educators.

Elementary Education Major (K-6 and K-8) and Educational Studies Major

Students may elect to major in Elementary Education K-6 or K-8 or Education Studies. These majors require a combination of education courses with field experience and specified courses in other University departments. An Elementary Education K-6 or K-8 major leads to recommendation for New Hampshire State Educator Certification. An Education Studies major does not qualify students for recommendation for New Hampshire teaching certification.

For an Elementary Education K-8 degree and recommendation for K-8 certification and/or middle school certification in English Language Arts or Social Studies, students must complete a concentration of 15 credits in English, History, or Science courses. General and Liberal Education requirements and Education major requirements may be counted toward meeting the concentration. Students are required to take a content area methods course as a part of their concentration.

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

Course number and name	Field hours	Credit Hours
ED112/505 Teaching and Learning in a Democratic Society	*choice	3
ED105/506 Educational Psychology		3
ED308/508 Introduction to Assessment		3
ED312/509 Understanding and Teaching Exceptional Learners	30 hours	3
ED224 Curriculum I	30 hours	3
ED231/515 Primary Literacy	15 hours	3
ED350/516 Teaching Literacy Across the Curriculum	15 hours	3
ED316/517 Methods in Teaching Social Studies		3
ED263/518 Methods in Teaching Mathematics	15 hours	3
ED314/519 Scientific Inquiry and Teaching Methods		3
Total field hours prior to student teaching	105 hours	
ED483 Student Teaching Seminar		1
ED490/531 Student Teaching/Seminar for Elementary	16 weeks	14

**Choice between paper or field hours*

Required Education Courses for Educational Studies (without certification)

Course number and name	Field hours	Credit Hours
ED112/505 Teaching and Learning in a Democratic Society	*choice	3
ED105/506 Educational Psychology		3
ED224 Curriculum I	30 hours	3
ED231/515 Primary Literacy	15 hours	3
ED263/518 Methods in Teaching Mathematics		3
ED308/508 Introduction to Assessment		3
ED312/509 Understanding and Teaching Exceptional Learners	30 hours	3
ED314/519 Scientific Inquiry and Teaching Methods		3
ED316/517 Methods in Teaching Social Studies		3
ED350/516 Teaching Literacy Across the Curriculum		3
Select two electives:		6
ED260 Child and Adolescent Literature		
ED300 Historical Perspectives on Education		
ED310 Current Topics in American Education		
Research Seminar		3

Additional Required Courses for K-6, K-8, and Education Studies Majors

EN204	Introduction to American Literature	3
EN410	The Teaching of Writing	3
HS308	Geography	3
HS319	History of New England	3
MT105	Math for Educators	3

General and Liberal Education Requirements

Elementary Education K-6 and K-8 majors are required to take the following courses to meet general and liberal education course requirements. For Educational Studies majors, these courses are recommended, but not required. These courses will best prepare students for the content-areas taught in elementary and middle school and for the Praxis exams required for teaching certification.

First Year Experience, Composition I, and Composition II		9
Mathematics		3
MT151	Algebra and Trig I	
Humanities (Select 3 courses)		9
EN110	American Mosaic	
EN270	Women Writers	
GLE210	Ancient and Medieval Worlds	
HS202	Slavery and Civil War	
HS204	US History Since 1945	
Arts and Design		6
ED260	Children’s Literature	
Open Choice		
Natural Sciences (Select 2 courses)		8
GL101	Geology I or GL102 Geology II	
ES103	Intro to Ecosystem and Wildlife Conservation	
GLE115	Oceans	
GLE120	Atmosphere	
Social Sciences		6
ED112 or ED105 will double-count for the major and GLE		
PO201 U.S. Government		

Secondary Education Certification Program

The College at Rindge offers certification programs at the secondary level in English, life sciences, and social studies. In addition to completing the General and Liberal Education Curriculum (p. 118), 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.

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.

EN117	Buddies, Bullies, and Bodies: Young Adult Literature	EN225	Sophomore Assessment Seminar
EN203	Introduction to British Literature	EN310	Shakespeare I <i>or</i> EN311 Shakespeare II
EN204	Introduction to American Literature	EN410	Teaching of Writing
EN210	Introduction to Literary Studies	EN485	Senior Assessment Seminar
EN220	Introduction to Creative Writing	EN492	Senior Seminar
		EN010	English Comprehensive

Choose any TWO of the THREE courses listed:

EN110	American Mosaic	3 credits
EN215	Beyond Britain and America (or other World Literature)	3 credits
EN270	Women Writers	3 credits

At least five electives (15 credits), no more than one at the 100 level; at least two British Literature and two American Literature, varied in historical period, including at least one course each from British Literature before the 18th Century and British Literature from the 18th century or later. An additional Shakespeare course may NOT be used to meet the British Literature before 18th century requirement. In the courses selected there must be at least one that covers each of the following genres: Fiction and Poetry.

Course number and name	Field hours
ED105/506 Educational Psychology	
ED308/508 Introduction to Assessment	
ED112/505 Teaching and Learning in a Democratic Society	*choice
ED224 Curriculum I	30 hours
ED312/509 Understanding and Teaching Exceptional Learners	30 hours
ED350/516 Teaching Literacy Across the Curriculum	15 hours
ED360/526 Best Practices in Secondary Contexts	30 hours
Total field hours prior to student teaching	105 hours
ED487 Student Teaching Seminar (Undergrad only)	
ED492/532 Student Teaching/Seminar	16 weeks

**choice between paper or field hours*

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.

Course number and name	Field hours
ED105/506 Educational Psychology	
ED112/505 Teaching and Learning in a Democratic Society	choice
ED224 Curriculum I	30 hours

THE COLLEGE AT RINDGE

ED308/508	Introduction to Assessment	
ED312/509	Understanding and Teaching Exceptional Learners	***30 hours
ED314/519	Scientific Inquiry and Teaching Methods	15 hours
ED350/516	Teaching Literacy Across the Curriculum	15 hours
ED360/526	Best Practices in Secondary Contexts	30 hours

Total field hours prior to student teaching **120 hours**

ED487	Student Teaching Seminar (Undergrad only)	
ED492/532	Student Teaching/Seminar	16 weeks

**choice between paper or field hours*
**** Should be in a 7th or 8th grade Science Class*

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
HS001	History Competency Exam
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
HS224	Renaissance to Napoleon
HS301	Historical Methods
HS308	From Sea to Shining Sea
HS313	U.S. Labor History <i>or</i>
HS314	Alien Nation: The History of American Immigration and Ethnicity <i>or</i>
HS320	African-American History
HS319	History of New England
HS322	Comparative American and European Women's History Since 1650 <i>or</i>
HS341	American Women's History: Beyond Sisterhood
HS323	Topics in American Cultural and Intellectual History*
HS370	U.S. Foreign Relations to 1914 <i>or</i>
HS371	Twentieth Century U.S. Foreign Policy <i>or</i>
P0360	American Foreign Policy Process (with Department permission) <i>or</i>
P0362	Nuclear Weapons and World Politics (with Department permission)
HS410	Senior Research Seminar
P0201	U.S. Government

One of the following non-western history electives: HS325 or HS326
**If you have taken HS323, choice of: HS229, HS333; HS337 or HS340*

Course number and name	Field hours
ED112/505	Teaching and Learning in a Democratic Society
ED105/506	Educational Psychology
ED308/508	Introduction to Assessment
ED312/509	Understanding and Teaching Exceptional Learners
	30 hours

ED224/510	Design and Management of the Learning Environment	30 hours
ED350/516	Teaching Literacy Across the Curriculum	15 hours
ED316/517	Instructional Design: Methods in Teaching Social Studies	
ED360/526	Best Practices in Secondary Contexts	30 hours
Total field hours prior to student teaching		105 hours

ED487 Student Teaching Seminar (Undergrad only)

ED492/532 Student Teaching/Seminar 16 weeks

**choice between paper or field hours*

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

ED105/506 Educational Psychology

3 credits

This course is designed to provide the student with an in-depth background in the patterns of normal human growth and development among children and adolescents and its implications for learning and education. A general understanding of exceptionalities among children and youth to age 21 will be explored. Topics include human development, learning, cognition, motivation, individual differences, and group processes. *Undergraduate: Addresses GLE Learning Outcomes Social Sciences (SS) and Critical Thinking (CT). If this class is taken at the 500 level, it is a graduate course and expectations for student performance are at an advanced level. Course requirements and/or evaluation of requirements are more rigorous than at the lower division section of this course.*

Fall/Spring

ED112/ED505 Teaching and Learning in a Democratic Society

3 credits

This course examines conceptions of 'democratic ways of life' and how communities and schools work to sustain democracy in a diverse society. Current issues in education are investigated from social, historical and philosophical points of view in local and global contexts. Topics include Equal Educational Opportunity and No Child Left Behind legislation; implementation of the Common Core State Standards; 21st Century skills with a focus on technology. Qualities and skills of teachers as leaders for equity and excellence in education are explored. *Undergraduate: Addresses GLE Learning Outcomes Social Sciences (SS) and Civic Knowledge & Engagement (CE). If this class is taken at the 500 level, it is a graduate course and expectations for student performance are at an advanced level. Course requirements and/or evaluation of requirements are more rigorous than at the lower division section of this course.*

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

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 pass the Praxis Core examination as a requirement of this course. *Students are responsible for the registration fee for this exam (\$180).*

Fall

ED231/ED515 Primary Literacy

3 credits

This course focuses on the developmental characteristics of children as they learn language and literacy. Students learn to plan theory-informed instruction in the Language Arts for grades K-3 aligned with the Common Core State Standards. Topics include reading foundations (print concepts, phonological awareness, phonics and word recognition, and fluency); balanced instruction in reading literature and informational text, writing for different purposes, and assessment. The importance of school/family partnerships is explored. *Undergraduate Prerequisite: ED105 or ED112 If this class is taken at the 500 level, it is a graduate course and expectations for student performance are at an advanced level. Course requirements and/or evaluation of requirements are more rigorous than at the lower division section of this course.*

Fifteen hours of field experience is required.

Fall

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

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/ED518 Methods in Teaching Mathematics

3 credits

This course covers detailed content on mathematical concepts, as well as pedagogical implications for math instruction in K-8 educational settings. Participants will evaluate, plan, and assess mathematics lessons, paying particular attention to problem solving, differentiation, and developmental theory. *Undergraduate Prerequisite: ED105 or ED112. If this class is taken at the 500 level, it is a graduate course and expectations for student performance are at an advanced level. Course requirements and/or evaluation of requirements are more rigorous than at the lower division section of this course.*

Fifteen hours of field experience is required.

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

ED308/508/ Introduction to Assessment

3 credits

Students will be introduced to forms of assessment used in classroom teaching, as well as how to make evidence-based decisions as part of a collaborative team of educators. Students evaluate the effectiveness different kinds of assessments and examine the benefits and challenges of assessments in a variety of contexts. Students will understand the process of assessment from asking good questions through “closing the loop” and will discuss test creation, reliability and validity as it relates to assessment work. *Undergraduate Prerequisite:*

ED 224. *If this class is taken at the 500 level it is a graduate course and expectations for student performance are at an advanced level. Course requirements and/or evaluation of requirements are more rigorous than at the lower division section of the course.*

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/ED509 Understanding and Teaching Exceptional Learners

3 credits

This course focuses on characteristics of disabilities, human development and variations. The impact on students' learning, social, and familial environment is explored. The course is designed to assist teacher candidates in facilitating learning, utilizing accommodations, writing lesson plans that include all learners with techniques from Universal Design for Learning, Differentiated Instruction and Educational & Assistive Technology. *Undergraduate Prerequisite: ED 105 and Sophomore standing. If this class is taken at the 500 level, it is a graduate course and expectations for student performance are at an advanced level. Course requirements and/or evaluation of requirements are more rigorous than at the lower division section of this course.*

Field Experience is required.

Spring

ED314/ED519 Scientific Inquiry and Teaching Methods

3 credits

Student will utilize an inquiry-based approach to teaching science topics explored in grades K-8. Lesson plan assignments will execute inquiry-based lessons aligned to Next Generation State Standards (NGSS) that incorporate math and literacy skills as described in the Common Core State Standards (CCSS) both in class and in the field. *Undergraduate Prerequisite: ED224 or Instructor Permission. If this class is taken at the 500 level, it is a graduate course and expectations for student performance are at an advanced level. Course requirements and/or evaluation of requirements are more rigorous than at the lower division section of this course.*

Fall

ED316/ED517 Methods in Teaching 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. *Undergraduate Prerequisite: ED224 or Instructor Permission. If this class is taken at the 500 level, it is a graduate course and expectations for student performance are at an advanced level. Course requirements and/or evaluation of requirements are more rigorous than at the lower division section of this course.*

Spring

ED350/ED516 Teaching Literacy Across the Curriculum

3 credits

Focus is on strategies for developing literacy in the Language Arts classroom and across the curriculum for grades 4-8. Students design an interdisciplinary thematic unit, using: narrative and expository literature, content frameworks, Common Core Curriculum State Standards, and best research-based practices. Study of quantitative assessment includes discussion of state and national accountability initiatives, as well as the use of assessment results to improve instruction. *Undergraduate Prerequisite: ED224 or Instructor Permission. If this class is taken at the 500 level, it is a graduate course and expectations for student performance are at an advanced level. Course requirements and/or evaluation of requirements are more rigorous than at the lower division section of this course.*

Fifteen hours field experience is required

Fall

ED360 Principles of Secondary School Teaching

3 credits

Principles of Secondary School Teaching is composed of two parts, encompassing the following:

Part I:

One credit-hour of interdisciplinary in-class instruction 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 tests required for specific licensure area by the State of New Hampshire (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 tests required for specific licensure area by the State of New Hampshire (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. Student teachers follow the public school calendar, not the Franklin Pierce calendar. *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 sections of the Praxis Core 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. Student teachers follow the public school calendar, not the Franklin Pierce calendar. *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 sections of the Praxis Core exams.*

Fall/Spring

English (EN)

PROFESSORS: Gerald T. Burns, Sarah Dangelantonio, Donna Decker

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 Wensberg Writing Center, staffed by faculty 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 Wensberg Writing Center for work on specific writing problems. Students who intend to teach English in high school should refer to p. 86 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 (p. 118), 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
EN150/250/350/450	Special Topics in 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	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
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
EN222	Needing to Shout! Writing to Change the World.....	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
MC211	Journalism I **	3 credits
MC252	Journalism II **	3 credits
MC273	Writing for the Electronic Media **	3 credits
MC352	Feature Newswriting **	3 credits
TH401	Playwriting I **	3 credits
TH402	Playwriting II **	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.

Secondary Education Track — 27 credits

The following courses are required:

EN117	Buddies, Bullies and Bodies: Young Adult Literature	3 credits
EN410	The Teaching of Writing	3 credits

Choose any TWO of the THREE courses listed:

EN110	American Mosaic	3 credits
EN215	Beyond Britain and America (or other World Literature).....	3 credits
EN270	Women Writers	3 credits

At least five electives (15 credits), no more than one at the 100 level; at least two British Literature and two American Literature, varied in historical period, including at least one course each from British Literature before the 18th century and British Literature from the 18th century or later. An additional Shakespeare course may NOT be used to meet the British Literature before 18th century requirement. In the courses selected there must be at least one that covers each of the following genres: Fiction and Poetry.

Minor Requirements

Minor in English (Literature) — 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) 9 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 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

First Year

Fall Semester

GLE101	First Year Inquiry Seminar
GLE110	First Year Composition I

Spring Semester

EN204	Introduction to American Literature

MT___ General Education
Mathematics *or* ___General
Education Elective
EN___ English
___ Elective

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.

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 General and Liberal Education (GLE) on p. 118.*

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. *Addresses GLE Learning Outcomes Humanities (HM), Critical Reading (CR) and Intercultural Knowledge (IK).*

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. *Addresses GLE Learning Outcomes Humanities (HM), Critical Reading (CR) and Written Communication (WC).*

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. *Addresses GLE Learning Outcomes Humanities (HM) and Technology Literacy (TL).*

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: GLE110 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: GLE110 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: GLE110 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. *Addresses GLE Learning Outcomes Humanities (HM), Critical Reading (CR), and Intercultural Knowledge (IK). Prerequisite: GLE110 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: GLE120 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: GLE110 and 120 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: GLE110 and 120.*

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. *Addresses GLE Learning Outcomes Humanities (HM), Critical Reading (CR), and Critical Thinking (CT).*

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, Wollstonecroft, Sterne, Defoe, Barney, Fielding and their contemporaries. *Prerequisites: EN203 and EN210.*

EN321 English Romanticism **3 credits**

A study of selected works of Wordsworth, Hemans, Coleridge, Byron, Keats, L.E.L., 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, Alcott, Melville, Twain, Stowe, James, Crane, Harper, and Howells. *Prerequisites: EN204 and EN210.*

EN343 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.

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 Learning Outcomes Humanities (HM), Civic Knowledge & Engagement (CE) and Written Communication (WC).*

EN235 Fiction Workshop**3 credits**

A course in the basic techniques of fiction writing. Readings from major works selected for their relevance. *Prerequisites: GLE110 and 120, 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: GLE110 and 120, 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: GLE110 and 120.*

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: GLE110 and 120, 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: GLE110 and 120, 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: GLE110 and 120, 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: GLE110 and 120, 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, Jacques Veilleux (Biology), Frederick S. Rogers
ASSOCIATE PROFESSORS: Rhine Singleton
AFFILIATED FACULTY: Frank Cohen (Political Science), James Donelan (Philosophy), John Harris (American Studies), Frank Hubacz, Jr. (Chemistry), Gary Heald (CIT), Jess Gerrior (Sustainability Center)

A Bachelor of Arts degree is offered in Environmental Studies, and a Bachelor of Science degree is offered in Environmental Science.

A minor is offered in Environmental Studies. A certificate is offered in Sustainability (see p. 215)

The mission of the Environmental program is to develop the values, knowledge and skills needed to solve environmental problems. We emphasize an experiential, interdisciplinary approach to teaching and learning. Class projects, independent and group research, and/or community engagement are a part of all of our courses. We expect our graduates to understand relevant content areas and demonstrate proficiency in critical thinking, problem solving, inquiry and analysis, information literacy, quantitative skills, communication, technological literacy, teamwork, and civic engagement, as well as specific career and professional skills

needed in the environmental field. The Environmental Science major (B.S.) serves as preparation for careers in more heavily science-oriented fields. The Environmental Studies major (B.A.) focuses more on the human dimensions of environmental issues, including the ethical, psychological, social, political, and economic factors involved in creating sustainable solutions. Successful completion of either of the Environmental majors provides students with a solid foundation for specialized graduate study, and the depth and breadth needed to find employment in the diverse fields addressing environmental problems.

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 p. 86 for information on the Secondary Teacher Certification Program.

B.S. in Environmental Science and B.A. in Environmental Studies

Environmental Core Requirements

In addition to the General and Liberal Education curriculum, the following courses selected for the Environmental Science or Environmental Studies majors must be completed successfully, with a grade point average of at least 2.00. At least 3 courses must be 300 level or above. Courses cannot be double-counted within the major.

- ES103 Introduction to Ecosystem and Wildlife Conservation
- ES104 Introduction to Natural Resource Conservation
- ES210 Evolution of Environmental Thought
- ES106 Environment & Society
- CIT222 Introduction to Geographic Information Systems
- GL205 Environmental Geology
- BI218 Ecology
- ES480 Junior Seminar in Environmental Science
- ES490 Environmental Issues: Senior Capstone Project
- Math course MT151 or higher

B.A. in Environmental Studies: Major Electives Requirements: In addition to the Environmental Core Requirements, choose at least 3 from the Human Society Electives List, and at least 1 from the Natural Science Electives list. (Minimum of 12 credits).

B.S. in Environmental Science Major Requirements and Major Electives: In addition to the Environmental Core Requirements, choose 2 from the Human Society Electives list, 3 from the Natural Sciences Electives list, and take all the Major Requirements required courses listed below.

B.S. Environmental Science Major Requirements

CH101 & 102 **or** Geology 101 & 102

MT260 Statistics **or** MT221 **or** MT222 Calculus (in addition to earlier math course)

Choose one of the following:

- ES320 Wetland Ecology *or*
- ES430 Forest Ecology *or*
- ES367 Water Resource Management

Human Society Electives

AN220 Global Problems	ES106 Environment & Society
AS301 Place, Community and American Culture	ES204 Campus Garden and Community Resilience
BA/ES265 Law & the Environment	ES210 Evolution of Environmental Thought
CIT230 Intermediate GIS	

ES235	Alternate Energy	HS240	American Environmental History
ES236	Environmental Education and Citizen Engagement	PA306	Philosophy of Science & Nature
ES240	Creating Sustainable Communities	PO344	Environmental Politics
ES310	Environmental Impact Assessment	SR346	Parks & Natural Resource Management

Natural Science Electives

BI101	Biology	ES214	Coastal Ecology
BI218	Ecology	ES217	Tropical Forest Ecology
BI223	Local Flora	ES235	Alternative Energy
BI225	Ornithology	ES320	Wetland Ecology
BI241	Evolutionary Biology	ES342	Wildlife Conservation
BI250	Plant Biology	ES367	Water Resource Management
BI231	Animal Behavior	ES430	Forest Ecology
BI312	Vertebrate Biology	ES460-462	Internship in Env. Science
BI375	Mammalogy	ES481	Senior Thesis
CH221	Environmental Chemistry	GL101 & 102	Intro. to Geology I and II
CIT222	Introduction to Geographic Information Systems	GL115	Global Change: Ocean Science
CIT230	Intermediate Geographic Information Systems	GL120	Global Change: Weather, Climate and the Atmosphere
ES203	The CSA Farm and Sustainable Food Systems	GL205	Environmental Geology
		PH101 & 102	Physics I and II

Minor in Environmental Studies

The minor in Environmental Studies is intended to provide students not majoring in Environmental Science with an interdisciplinary concentration that emphasizes the many interactions between humans and the local and global environments. It is designed to build understanding of these relationships by examining areas of anthropology, biology, conservation, policy, law and sociology as they relate to the natural world.

The minor requires completion of six courses.

ES103	Introduction to Ecosystem and Wildlife Conservation
ES104	Introduction to Natural Resource Conservation

and

Two courses from the Natural Science Electives list above, and two courses from the Human Society Electives list above.

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 B.S. in Environmental Science

First Year

<i>Fall Semester</i>		<i>Spring Semester</i>	
GLE101	First Year Inquiry Seminar	MT151	or higher - Mathematics requirement I
GLE110	First Year Composition I	GLE111	First Year Composition I
ES103	Introduction to Ecosystems & Wildlife Conservation	ES104	Introduction to Natural Resource Conservation
ES106	Environment and Society		

_____ Elective

ES210 Evolution of Environmental Thought
General Education Arts, Design and Communication

Sophomore Year

Fall Semester

BI218 Ecology
CH101 Chemistry I or GL101
Geology I
MT151 or higher - Mathematics requirement II
General Education Financial Literacy course
_____ Elective

Spring Semester

ES Human Society Electives I
CH102 Chemistry II or GL102
Geology II
CIT222 Introduction to Geographic Information Systems
General Education Humanities I
General Education Social Science I

Junior Year

Fall Semester

GL205 Environmental Geology
ES320 Wetland Ecology or ES430
Forest Ecology or ES367 Water Resource Management
General Education Humanities III
_____ Elective
_____ Elective

Spring Semester

ES480 Junior Seminar in Environmental Issues
ES Human Society Electives I
ES Natural Science Elective II
General Education Humanities II
_____ Elective

Senior Year

Fall Semester

ES Natural Science Elective II
ES490 Senior Capstone
General Education Social Science II
_____ Elective
_____ Elective

Spring Semester

ES Natural Science Elective III
General Education Arts, Design and Communication II
_____ Elective
_____ Elective
_____ Elective

Recommended Curriculum Guide for B.A. in Environmental Studies

First Year

Fall Semester

GLE101 First Year Inquiry Seminar
GLE110 First Year Composition I
ES103 Introduction to Ecosystems & Wildlife Conservation
ES106 Environment and Society
_____ Elective

Spring Semester

MT151 or higher - Mathematics requirement I
GLE111 First Year Composition I
ES104 Introduction to Natural Resource Conservation
ES210 Evolution of Environmental Thought
General Education Arts, Design and Communication

Sophomore Year

Fall Semester

BI218 Ecology
ES Human Society Electives I
General Education Financial Literacy course

Spring Semester

CIT222 Introduction to Geographic Information Systems
ES Human Society Electives II
General Education Humanities I

General Education Social Science I	_____	Elective
_____ Elective	_____	Elective

Junior Year

<i>Fall Semester</i>	<i>Spring Semester</i>
GL205 Environmental Geology	ES480 Junior Seminar in
ES Human Society Electives III	Environmental Issues
General Education Humanities II	General Education Social Science II
_____ Elective	General Education Humanities III
_____ Elective	_____ Elective
	_____ Elective

Senior Year

<i>Fall Semester</i>	<i>Spring Semester</i>
ES Natural Science Elective I	General Education Arts, Design and
ES490 Senior Capstone	Communication II
_____ Elective	_____ Elective
_____ Elective	_____ Elective
_____ Elective	_____ Elective
	_____ Elective

Energy and Sustainability 4+ 1 Program

Franklin Pierce offers motivated students the opportunity to complete their business graduate degree, M.B.A., in one year. Students completing their undergraduate degrees through the ESS 4+ 1 program will be automatically accepted into the ESS Track in the M.B.A. program. An internship component is now included and students should be well prepared to enter the job market in the energy or sustainability fields after completion of their graduate studies.

Applying to the Energy and Sustainability 4+ 1 Program

Current Environmental Studies/Environmental Science students are eligible to apply to the program if they have a cumulative grade point average of 3.0 or more.

Energy and Sustainability 4+ 1 Program Requirements

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

- Maintain a minimum cumulative grade point average of 3.0. This higher CGPA benchmark is required because of the guaranteed admission to the graduate program. In the event that students do not meet the CGPA minimum requirement, they may complete the standard application and admissions portfolio for the graduate degree which would then be assessed as any other graduate application.
- Work closely with their advisor to ensure they stay on track throughout their course of study. Students must meet with their advisor (either in person or through email) at least two times per semester (at mid-term and at the end of the semester). The mid-term meeting will provide early warning signs of issues students may be encountering. The end-of-the semester meeting will be designed to ensure students have registered for classes based on their education plan and continue to be on track to complete the degree in the desired time frame.
- Participate in a workshop for online students before taking a distance education class. Workshops will be run by the College at Rindge and CGPS, with a focus on our eCollege platform.

ESS 4+1 students whose CGPA falls below a 3.0 will be placed on Program Probation (Warning) and will receive notification from their ESS+ advisor indicating they have one semester to improve on their CGPA. Students who at the end of the following semester are

unable to raise their CGPA to at least 3.0, will step out of the ESS 4+1 program and will be encouraged to pursue their degree requirements as traditional students. Traditional students who are planning to enroll in an M.B.A. program must complete undergraduate work with a minimum CGPA of 2.8.

Career Paths: Course Selection Guide

These are common career paths that students often choose to take with a degree in Env. Science or Env. Studies. Listed after them are courses that are expected to help in that career; students should choose to take some or all of these as their electives within the major as well as general electives (in addition to the required courses). *Marks career paths that may require graduate work; Calculus I, II; Physics I, II are also recommended for students who intend to apply to graduate school in the sciences.

Conservation Officer/Park Ranger: CJ101 Introduction to Criminal Justice; CJ201 Police Work; BA265 Law & the Environment; ES310 Environmental Impact Assessment; SR346 Parks & Nat Res Mgmt.; ES320 Wetland Ecology; ES430 Forest Ecology. *Consider a minor in Criminal Justice.*

Climate Change/Energy Scientist*: CIT230 Intermediate GIS; ES114 Global Change: Oceans; ES115 Global Change: Climate; ES235 Alternate Energy; ES310 Environmental Impact Assessment; PH101 & 102 Physics; ES344 Environmental Politics; GM550: The Future of Energy, Business and Society

Ecologist*: BI211 Genetics; ES214 Coastal Ecology; BI217 Tropical Forest Ecology; BI250 Plant Biology; BI241 Evolutionary Biology; BI223 Local Flora; BI231 Animal Behavior; BI312 Vertebrate Zoology; BI342 Wildlife Conservation; BI375 Mammalogy; ES320 Wetland Ecology; BI430 Forest Ecology. *Note: There is 3+2 Pathway for a Master of Science in Environmental Science at Antioch University. This allows the student to get a Bachelor's degree and a Master's in 5 years. Please see catalog for details.*

Environmental Advocate/Lawyer*/Community Organizer: AN220 Global Problems; AS301 Place, Community and American Culture; BA265 Law & the Environment; ES310 Environmental Impact Assessment; PA306 Philosophy of Science & Nature; PO344 Environmental Politics; PO201 US Government; PS322 Social Psychology; SO203 Community Organization

Environmental Scientist/Land Protection Specialist*: BA265 Law & the Environment; CIT230 Intermediate GIS; ES310 Environmental Impact Assessment; ES320 Wetland Ecology; ES367 Water Resource Management; GL101 & 102 Geology

Green Business*: AC101: Principles of Accounting I; FM224 Principles of Financial Management; MN201 Principles of Management; MT260 Statistics; Either MK201 Principles of Marketing OR MK474 Marketing Management for a Green Economy. *Note: There is a 4+1 Pathway for a Franklin Pierce M.B.A. in Leadership, which includes a Track in Energy and Sustainability Studies. This allows the student to take graduate courses while at Franklin Pierce and get a Bachelor's degree and a Master's in 5 years. Please see catalog for details.*

Naturalist/Educator: AS301 Place, Community and American Culture; BI223 Local Flora; BI342 Wildlife Conservation; BI430 Forest Ecology; ED105 Educational Psychology; ED112 Foundations and Issues in Education; ED263 Primary Discovery; ED363 Challenges in Math and Science; ES214 Coastal Ecology

Note: The State of NH provides certification in Biology, but Env. Science majors may qualify for this certification by declaring a second major in Education and by choosing elective courses appropriately.

Outdoor/Adventure Recreation Specialist: SR115 Foundations in Adventure Recreation; SR201 Intro. to Sports and Recreation Management; SR243 Programming in SRM; SR346 Parks & Nat Res Mgmt.; courses under Naturalist/Educator above.

Sustainable Agriculture Practitioner: GL101 & 102 Geology I & II; ES203 The CSA Farm and Sustainable Food Systems; ES204 Campus Garden and Community Resilience

Water Resources Manager/Pollution Prevention Specialist*: CH101/102 General Chemistry I and II; CH211/212 Organic Chemistry I & II; CH221 Env. Chemistry; CIT230 Intermediate GIS; ES114 Global Change: Oceans; ES320 Wetland Ecology; ES367 Water Resources Management

Wildlife Biologist*: BI101 General Biology I; BI211 Genetics; BI231 Animal Behavior; BI312 Vertebrate Zoology; BI342 Wildlife Conservation; BI375 Mammalogy; *Consider a double major in ES/Biology, or a minor in Biology.*

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. *Addresses GLE Learning Outcomes Natural Sciences (NS), Critical Thinking (CT) and Inquiry & Analysis (IA).*

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. *Addresses GLE Learning Outcomes Natural Sciences (NS), Problem Solving (PS) and Technology Literacy (TL).*

ES106 Environment and Society **3 credits**

This course will consider the human dimensions of environmental problems. Many environmental problems are rooted in human social organization and institutions, yet these same institutions are also the source of the solutions. The organization of our economic system, our legal system, as well as our basic culture and values, all influence the actions we take which can either benefit or harm the environment. We first will examine the contributions of each disciplinary area to our environmental problems and solutions, and then we will dissect several contemporary environmental problems to see how these perspectives interact. Finally, we will work with local community members to understand their views on current environmental problems, and to discuss solutions.

ES/GL115 Global Change: The Oceans **4 credits**

History has shown that science provides a powerful methodology by which we as human beings can come to understand the natural world. Using this theme of global change – specifically, looking at the planet-wide changes now occurring in the oceans and looking at the link between these changes and changes in the atmosphere – students will become more familiar with some of the major scientific concepts relating to this set of issues, how these concepts have developed, and how scientists continue to revise these ideas. Students will be able to understand and interpret scientific information and be able to make reasoned decisions, as voting citizens, based on that information. The Oceans course will consider topics related to ocean origins, structure, sediments, water chemistry, atmospheric and oceanic circulation, waves, tides, coasts, and marine life. This course combines lab, lecture

and discussion. *Addresses GLE Learning Outcomes Natural Sciences (NS), Inquiry & Analysis (IA), and Technology Literacy (TL).*

ES/GL120 Global Change: Weather, Climate and the Atmosphere

4 credits

Science is a process that strongly informs human choices that have global impacts. In this course, students will be guided by their own curiosity, because without curiosity there can be no science. Students who successfully finish this course will be able to: (1) critically research and understand the interrelationship between global climate change and the atmosphere and human actions; (2) critically evaluate the validity of claims, positions, etc., made by businesses, government agencies, or other various groups using a systematic method (that is, the scientific method); (3) articulate and communicate, both individually and in a group setting, your position on important human global issues that have scientific concepts at their roots; and, (4) recognize that science strongly informs these human social/political issues that have scientific concepts at their roots. Specific topics considered in this course include atmospheric chemistry, pressure and temperature systems, humidity and precipitation, cloud development, atmospheric circulation, weather forecasting, extreme weather events, climate change and air pollution. This course combines lab, lecture and discussion. *Addresses GLE Learning Outcomes Natural Sciences (NS), Critical Thinking (CT), and Problem Solving (PS).*

ES203 The CSA Farm and Sustainable Food Systems

3 credits

This course constitutes Session I in the Sustainable Agriculture Summer Program, and is conducted collaboratively by the Sustainability Coordinator, an environmental educator who will introduce students to concepts and examples of local food systems within the larger context of sustainability, and experienced local farmers who will instruct students in the principles and practice of sustainable agriculture at a community-based agriculture (CSA) model farm. Relevant readings, discussion and reflections based on “seed” questions will challenge students to think about how sustainable agriculture relates to, and can help solve, issues of environmental integrity, economic viability, and social equity across multiple scales. Projects and discussions are related in multiple ways to current sustainability initiatives in the Monadnock Region. This course may be taken alone or as a segue to The Campus Garden and Community Resilience (Session II).

ES204 Campus Garden and Community Resilience

3 credits

This course, Session II in the Sustainable Agriculture Summer Program, is conducted collaboratively by the Sustainability Coordinator, an environmental educator who will introduce garden-based lessons with the larger contexts of campus and community sustainability, and a number of community practitioners experienced in conservation, organic gardening, local food and campus organizing. Relevant readings, discussion and reflections based on “seed” questions will challenge students to think about how campus gardening relates to, and may help solve, issues of environmental integrity, economic viability, and social equity across multiple scales. This course may be taken alone or as an extension of The CSA Farm and Sustainable Food Systems (Session I).

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 or ES103.*

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 ES103 or IC110/GL115 or permission of instructor.*

ES/BI217 Tropical Forest Ecology (laboratory) 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 or ES104. Preference will be given to juniors and seniors majoring in Biology or Environmental Science. In addition, attendance at an information session prior to course registration is required for enrollment.*

Fall – January, alternate years

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 or ES104.*

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: ES104 or ES102 or GL205 or permission of the instructor.*

ES236 Environmental Education and Citizen Engagement 3 Credits

This course is designed for environmental studies or environmental science majors as a critical course for preparing students for careers doing non-formal education and citizen engagement about environmental issues. Topics covered in the course will enhance the student's ability to develop and deliver programs appropriate for a targeted audience (e.g. 5th graders versus town stakeholders). New advances in education and citizen engagement will be discussed to give the student an appreciation of this relatively new field. Students will create an education tools and techniques portfolio that they can utilize in the workplace upon graduation.

ES240 Creating Sustainable Communities**3 credits**

This course will explore the many challenges of achieving sustainable development through a coherent and thought provoking overview of moves towards developing sustainable communities. The course will focus on improving the quality of people's lives, on disinvested communities and on the inequitable distribution of income, wealth and environmental hazards. It will investigate the theory of sustainable development and ask about the principles, tools and techniques and in what contexts we can move towards the ecological integrity, economic security, empowerment, responsibility, and social well being characteristic of sustainable communities. Case studies will be drawn from around the world.

ES/BA265 Natural Resources Law and Policy**3 credits**

Provides an overview of administrative law, common law, federal and state environmental statutes and regulatory policy affecting the environment. Emphasis will be on management of wetland and pollution. *Prerequisites: ES101 or ES103 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).

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 ES103 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 ES103 or BI218.*

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 (laboratory)**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: ES104 or 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. *Prerequisites: permission of instructor; sophomore, junior, or senior standing.*

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

3 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.*

ES490 Environmental Issues: Senior Capstone Project

4 credits

The Environmental Issues Senior Capstone Project allows Environmental Science and Environmental Studies majors to collaborate on a project designed to help solve an environmental problem. Students will choose the project and lay the groundwork in ES480 Junior Seminar the previous spring. The projects allow the students to take a multi-disciplinary, inquiry-based approach to the issue. Facilitated by the faculty, students get out into the field and meet community members and environmental professionals. Students apply the skills and knowledge learned in earlier classes to a real-world situation. All students will develop individualized pathways within the larger project, to conduct research, devise a plan, and do the actual work to implement their solutions.

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)

As of the spring semester 2014, the undergraduate program in Fine Arts is no longer offering major or minor degrees. Courses that this program offers in the General and Liberal Education program will continue to be offered, along with a limited number of electives.

ASSOCIATE PROFESSOR: Loretann Devlin-Gascard, Susan Silverman

ASSISTANT PROFESSORS: Nathan Sullivan

SENIOR LECTURERS: Katherine Coker-Cronin, Elsa Voelcker

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

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 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.

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. *Addresses GLE Learning Outcomes Arts & Design (AD), Creative Thinking (CV) and Problem Solving (PS).*

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. *Addresses GLE Learning Outcomes Arts & Design (AD), Creative Thinking (CV) and Problem Solving (PS).*

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 Learning Outcomes 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 East Asian 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. *Addresses GLE Learning Outcomes Arts & Design (AD), Applied Learning (AL) and Creative Thinking (CV).*

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 Learning Outcomes Arts & Design (AD), Creative Thinking (CV) 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 Learning Outcomes 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

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 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: FA322 or 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: FA332*

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: FA335 or 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: FA342 or 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: FA 352 or 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. *Addresses GLE Learning Outcomes Arts & Design (AD), Applied Learning (AL) and Oral Communication (OC).*
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.

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
PS235 Psychology and the Law	3 credits
PS260 Statistics for Behavioral Science	3 credits
PS261 Research Methods	4 credits
One laboratory course in Psychology	4 credits

Two of the following courses (6 credits):

AN331 Violence and Aggression	3 credits
PS270 Psychology of Terrorism	3 credits
PS319 Case Studies in Espionage	3 credits
PS323 Seminar on Addiction	3 credits
PS330 Child Abuse and Neglect	3 credits
PS345 Crisis Intervention	3 credits
PS405 Theories of Intimate Violence	3 credits
SO410 Criminology	3 credits

Forensic Psychology Curriculum

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. *Addresses GLE Learning Outcomes Social Sciences (SS) and Critical Thinking (CT).*

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.

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.*

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. *Addresses GLE Learning Outcomes Mathematics K&U, Problem Solving (PS), and Quantitative Literacy (QL). Prerequisite: AN101, or PS101, or SO101.*

PS261 Research Methods (laboratory) 4 credits

The strategy and techniques of research design, applied statistical techniques, research report writing, and laboratory with field experience. *Addresses GLE Learning Outcomes Social Sciences (SS), Critical Thinking (CT), and Information Literacy (IL). Prerequisite: minimum C- in PS260.*

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. *Addresses GLE*

Learning Outcomes Social Sciences (SS), Critical Thinking (CT), and Information Literacy (IL). Prerequisite: any social science course, i.e., AN, CJ, ED, ET, PO, PS, or SO.

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; Kinship; and Cooperative Alliances. *Prerequisite: PS261*

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: junior status and any social science course, i.e., AN, CJ, ED, ET, PO, PS, or SO.*

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.*

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.*

PS405 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.*

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.*

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 General and Liberal Education Learning Outcomes consist of five Knowledge & Understanding (K&U) areas - Natural Sciences, Mathematics, Social Sciences, Humanities, Arts & Design.

Several learning outcomes (LO) have been identified as essential in meeting both our mission and our vision statements.

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

Each Knowledge and Understanding area has Learning Outcomes embedded within select courses. **Natural Science** courses embrace Inquiry and Analysis, Critical Thinking, Technology Literacy and Problem Solving; **Mathematics** courses include Quantitative Literacy and Problem Solving; Social Sciences courses contain Inquiry and Analysis, Critical Thinking, Critical Reading and Information Literacy; **Humanities** courses incorporate Critical Thinking, Critical Reading, Intercultural Knowledge and Written Communication; and **Arts and Design** courses involve Applied Learning, Creative Thinking, Oral Communication and Problem Solving.

In addition to the learning outcomes that are embedded in the Knowledge and Understanding areas of the General and Liberal Education courses students are expected to also experience six additional Institutional Learning Outcomes. These LOs are: Teamwork, Financial Literacy, Ethical Reasoning, Civic Knowledge and Engagement, Career Exploration and Experiential Learning. Franklin Pierce offers numerous ways that a student may achieve these objectives. Many traditional courses have chosen to offer these LOs as an integral part

of the course, by enrolling and satisfactorily completing the course the student will have experienced that Learning Outcome. Other available methods might include an internship or a co-curricular experience that involves a particular Learning Outcome. Students should consult with their advisors about alternative opportunities for fulfilling these learning outcomes.

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 (LOs) at least once, in a course approved for general education credit. A list of courses serving this purpose appears below. The courses include several of a foundational nature, not affiliated with a specific disciplinary field, some required in the first year; they also include a range of more exploratory offerings, based in the disciplines. 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 designated for general education will typically address 2-3 GLE LOs.
- While students are required to encounter each LO at least once, multiple encounters are stipulated for certain K&Us as indicated by the numerals accompanying the "coding" scheme displayed with the list of general education courses below.
- Of the 13 total required general education courses, 3 will be satisfied through the foundational courses required in the first year.
- Within a Knowledge & Understanding area students are required to select courses with different prefixes. Students may meet their Natural Science K & U with the same prefix.
- A maximum of three courses may count towards both the student's General and Liberal Education and their first major requirements.

Course Selection to Meet General Education Requirements

General education requirements can be met through an array of courses, 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. 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.

General Education Courses

The following is a list of courses approved to meet general education requirements. Those with a GLE prefix have the complete course description included below. Those with a departmental prefix are noted here as quick reference. Their course descriptions can be found within the program/department listing. A shorthand code for the LOs, together with a numerical indication of those for which multiple encounters are required, precedes the course list.

GLE Learning Outcome Codes

Knowledge & Understanding (with total number of courses required in each area) Natural Science **NS** (2 four credit courses with lab)

Mathematics **MT** (1)

Social Sciences **SS** (2)

Humanities **HM** (3)

Arts & Design **AD** (2)

Embedded Learning Outcomes

Intercultural Knowledge **IK**
Career Exploration **CX**
Applied Learning **AL**
Inquiry & Analysis **IA**
Critical Thinking **CT**
Creative Thinking **CV**
Critical Reading **CR**
Written Communication **WC**
Oral Communication **OC**
Quantitative Literacy **QL**
Information Literacy **IL**
Technology Literacy **TL**
Problem Solving **PS**

Institutional Learning Outcomes

Civic Knowledge & Engagement **CE**
Ethical Reasoning **ER**
Career Exploration **CX**
Experiential Learning **EL**
Financial Literacy **FL**
Teamwork **TW**

Recommended General Education Curriculum Guide

First Year

Fall Semester

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

Spring Semester

First Year Composition II (3)
Mathematics (3)*
General Education Elective (3/4†)

**A general education Mathematics course should be taken in the First Year, either first or second semester. 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 GLE elective is strongly recommended for the First Year, in either the first or second semester. A second GLE 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 GLE elective.

Sophomore Year

Fall Semester

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

Spring Semester

General Education Elective (3/4*)
General Education Elective (3)
General Education Elective (3)

**For students who have not completed it in the First Year, a GLE elective course in the Natural Sciences, is strongly recommended.*

***A total of 7 electives, or 11 GLE 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. 29), in order to achieve Junior Standing for course registration purposes, at least 50% (7) of the minimum number of GLE 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 Semester

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

Spring Semester

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

**The phrase “as needed” refers to GLE 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 Semester

General Education Elective (3), as
needed*

Co-Curricular Courses

The Co-Curricular courses are an option available to students who wish to experience one of the Institutional Learning Outcomes in a situation outside of the classroom. Although many courses in a student’s regular course of study will introduce the student to these ILOs these courses are an alternative to students wishing to go this route. Each Co-Curricular course requires a Learning Contract and an evaluation by the students LO supervisor. All are 0 credits and graded as Pass/Fail.

GLE 010 Civic Knowledge and Engagement

0 Credits

Civic engagement is “working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes.” (Excerpted from Civic Responsibility and Higher Education, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.) In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community. Co-Curricular learning experiences offer an opportunity to experience one of the Institutional Learning Outcomes outside of the approved General and Liberal Education courses. The Co-Curricular LO should be selected and carefully designed by the student, the LO supervisor and faculty advisor, and must meet with the approval of the General and Liberal Education Committee. A “Co-Curricular Learning Outcomes Contract” form may be obtained on eRaven. Graded as Pass/Fail

GLE 020 Teamwork

0 Credits

Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.) Co-Curricular learning experiences offer an opportunity to experience one of the Institutional Learning Outcomes outside of the approved General and Liberal Education courses. The Co-Curricular LO should be selected and carefully designed by the student, the LO supervisor and faculty advisor, and must meet with the approval of the General and Liberal Education Committee. A “Co-Curricular Learning Outcomes Contract” form may be obtained on eRaven. Graded as Pass/Fail

GLE 030 Ethical Reasoning

0 Credits

Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Students' ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues. Co-Curricular learning experiences offer an opportunity to experience one of the Institutional Learning Outcomes outside of the approved General and Liberal Education courses. The Co-Curricular LO should be selected and carefully designed by the student, the LO supervisor and faculty advisor, and must meet with the approval of the General and Liberal Education Committee. A "Co-Curricular Learning Outcomes Contract" form may be obtained on eRaven. Graded as Pass/Fail

GLE 040 Experiential Learning

0 Credits

Experiential Learning occurs through innovative programs that promote meaningful personal growth and change through direct involvement and hands-on practice. Experiential Learning activities should include a cycle of concrete action, reflective observation, abstract conceptualization, and active experimentation. Co-Curricular learning experiences offer an opportunity to experience one of the Institutional Learning Outcomes outside of the approved General and Liberal Education courses. The Co-Curricular LO should be selected and carefully designed by the student, the LO supervisor and faculty advisor, and must meet with the approval of the General and Liberal Education Committee. A "Co-Curricular Learning Outcomes Contract" form may be obtained on eRaven. Graded as Pass/Fail

GLE 050 Career Exploration 0 Credits

Career Exploration is systematic consideration of the matter of career and of specific career opportunities. More than nuts-and-bolts instruction in writing resumes, preparing for interviews, and the like, career exploration can be part of a liberal education. It involves inquiry, activity, and reflection. It is a way to develop personal and social responsibility and engage with the world. It can lead a student to such higher-order intellectual tasks such as correlating academic and career choices, building databases and contact networks, and articulating transferable skills valued by employers and professional communities. Co-Curricular learning experiences offer an opportunity to experience one of the Institutional Learning Outcomes outside of the approved General and Liberal Education courses. The Co-Curricular LO should be selected and carefully designed by the student, the LO supervisor and faculty advisor, and must meet with the approval of the General and Liberal Education Committee. A "Co-Curricular Learning Outcomes Contract" form may be obtained on eRaven. Graded as Pass/Fail

GLE 060 Financial Literacy

0 Credits

Financial Literacy is the ability to make informed judgments and to take effective actions regarding the current and future use and management of money. It includes the ability to understand financial choices, plan for the future, spend wisely, and manage the challenges associated with life events such as a job loss, saving for retirement, or paying for a child's education. Co-Curricular learning experiences offer an opportunity to experience one of the Institutional Learning Outcomes outside of the approved General and Liberal Education courses. The Co-Curricular LO should be selected and carefully designed by the student, the LO supervisor and faculty advisor, and must meet with the approval of the General and Liberal Education Committee. A "Co-Curricular Learning Outcomes Contract" form may be obtained on eRaven. Graded as Pass/Fail

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 this course. Students who are required* to take FYI must pass as a requirement of graduation. Students must pass this course to demonstrate proficiency in the skills coded for this course. *Students who transfer in 26 or more credits are not required to take GLE101. Addresses GLE Learning Outcomes 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. Grading for this course is A,B,C or F. Addresses GLE Learning Outcomes Critical Reading (CR) and Written Communication (WC).

GLE120 First Year Composition (FYC) II

3 credits

First-Year Composition II is the second in a series of two courses for those who must excel in presenting error-free writing at the college-level. Building on the central question for FYC I, "How well does the writing respond to the needs of audience(s)?" students will further develop their ability to attend to the context and purpose for the writing and select credible, relevant sources and evidence. Students will also learn disciplinary conventions and refine proofreading skills. In addition, students will master the basics of presentations: the central message and organization and use of supporting materials. Grading for this course is A,B,C or F. Addresses GLE Learning Outcomes Written Communication (WC) and Oral Communication (OC). Prerequisite: GLE110.

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).

GLE200 The Twentieth Century: A Global Approach

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 and gain understanding of the period and its change. The goals of the course include: a fundamental understanding of the major events that shaped the century; a sense of the sources of contemporary problems; exposure to artistic and cultural developments and their historical context; the development of a chronological sense of the century; and an extension of the world view beyond ethnocentric limitations. Addresses GLE Learning Outcomes Humanities (HM), Critical Thinking (CT) and Intercultural Knowledge (IK).

GLE205 American Soundscape

3 credits

This course is designed to examine how musical expressions are manifested in particular moments of the United States of America's history, society and culture. Special attention will be given to how the nature, form, function and content of the music are a reflection of the political, economic, aesthetic, historical, social and cultural milieu. The music and songs of the United States of America will be approached with a pedagogy that is both analytical and critical through the use of the historical sources, primary documents, recordings and performances. Addresses GLE Learning Outcomes Humanities (HM), Inquiry & Analysis (IA) and Intercultural Knowledge (IK).

GLE210 Ancient and Medieval Worlds **3 credits**
Ancient and Medieval Worlds is a General and Liberal Education course which addresses three Learning Outcomes of a Franklin Pierce Education: Humanities Knowledge and Understanding, Critical Thinking, and Intercultural Knowledge. This course is structured as a Pilgrimage in which participants journey, chronologically, through time, in order to experience significant historical and cultural aspects of the ancient Greek, Roman, and medieval European societies. If you enjoy learning about the past and are curious to discover how historical events have influenced the ways we interact, think, and seek happiness in the modern world, then this is the course for you. *Addresses GLE Learning Outcomes Humanities (HM), Critical Thinking (CT) and Intercultural Knowledge (IK). Prerequisites: GLE101, GLE110, and GLE120.*

GLE215 Rebirth to Revolution **3 credits**
This course provides an interdisciplinary understanding of the human condition through investigation, appreciation and evaluation of the aesthetic, historical, philosophical, and literary dimensions of human experience. Study will involve the time period between 1400-1850. *Addresses GLE Learning Outcomes Humanities (HM), Critical Thinking (CT) and Inquiry & Analysis (IA).*

GLE220 America’s Themes and Dreams **3 credits**
This course explores America’s Themes & Dreams in the unfolding of the culture, history, politics, heritage and progress that generate the modern U.S. Lately, traditional assumptions demand new testing as we face new questions about American values and struggles. This course will focus on three themes or dreams in three distinct time frames. Texts chosen for input on these aspects of American society operate alongside film and music to highlight important milestones along the way. *Addresses GLE Learning Outcomes Humanities (HM) and Critical Thinking (CT).*

Courses Meeting General and Liberal Education Requirements

Mathematics

MT101	Contemporary Math
MT130	Mathematics for Educators
MT151	Algebra & Trigonometry I
MT221	Calculus I
MT260	Statistics
MT311	Linear Algebra
MT481	Senior Project
PS260	Behavioral Statistics

Humanities

AS101	Intro to American Studies
AS200	Deliberative Ethics: A Living Code
AS203	American and 9/11
EN110	American Mosaic
EN112	Villains, Vengeance, Violence
EN115	Banned Books
EN215	Beyond Britain & America
EN222	Needing to Shout: Writing to Change/World
EN270	Women Writers
GLE200	The Twentieth Century: A Global Approach
GLE205	American Soundscape
GLE210	Ancient & Medieval
GLE215	Rebirth to Revolution
GLE220	America’s Themes & Dreams
HS132	Reel History: American Stories on Film

HS202	American History in the Age of Slavery/Civil War
HS204	US History Since 1945
HS210	Sports Culture and American History
PA101	Introduction to Philosophy
PA105	The Art of Thinking
PO110	Politics and Pop Culture
PO111	Political Violence
PO201	US Government
PO205	Contemporary World Affairs
PO206	Comparative Politics
PA/PO210	Political Theory

Arts & Design

FA101	Two-Dimensional Design
FA102	three-Dimensional Design
FA201	Drawing I
FA205	East Asian Brush Painting I
FA217	Digital Photography
FA221	Ceramics I
FA450	Preparation of the Art Professional
GC201	Graphic Design I
GC320	Book Design
GC404	Graphic Design IV
MC281	Understanding Film
MU102	Special Topics in Music
MU120	Recording Techniques
MU150	Fundamentals of Music
MU210	Women and Music
MU450/451	Senior Recital/Senior Project
TH101	Introduction to Theater Arts
TH131	Dance Movement I
TH180	Public Speaking
TH211	Techniques of Acting I
TH343	Modern American Drama
TH344	Dance History

Natural Science

AN102	Human Origins
BI101	Biology I
BI102	Biology II
CH101	General Chemistry I
CH102	General Chemistry II
ES103	Introduction to Ecosystem & Wildlife Conservation
ES104	Introduction to Natural Resource Conservation
GL101	Geology I
GL102	Geology II
ES/GL115	Global Change: The Oceans
ES/GL120	Global Change: The Atmosphere
PH101	General Physics I
PH102	General Physics II
PH141	Astronomy I: The Cosmic Perspective
PH142	Astronomy II: Life in the Universe

Social Science

AN101	Introduction Cultural Anthropology
AN105	Culture Through Film

THE COLLEGE AT RINDGE

AN120	Culture of International Business
AN205	Culture of Money
AN245	Living and Working Abroad
AN325	Medical Anthropology
AN331	Violence & Aggression
AN485	Anthropology Portfolio Review
CJ101	Intro to Criminal Justice
CJ201	Police Work
CJ203	Juvenile Justice
ED105	Educational Psychology
ED112	Democracy in Schools & Community
ET101	Principles of Macroeconomics
ET102	Principles of Microeconomics
GLE130	Introduction to the Social Sciences
MC105	Voices Raised and Engaged
MC242	Introduction to Media Studies
MC286	Intercultural Communication
MC294	Interpersonal Communication
PO201	US Government
PO205	Contemporary World Affairs
PO206	Comparative Politics
PS101	Introduction to Psychology
PS215	Health Psychology
PS230	Child & Adolescent Development
PS261	Research Methods in Psychology
PS270	Psychology of Terrorism
PS322	Social Psychology
PS420	Theories of Personality
SO101	Intro to Sociology
SO205	Race & Ethnic Relations
SO/AN218	Quantitative Research Methods
SO/AN219	Qualitative Research Methods
SO230	We're Number One! Sport & Society

Geology (GL)

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. *General Geology I* addresses *GLE Learning Outcomes Natural Sciences (NS)*, *Inquiry & Analysis (IA)* and *Technology Literacy (TL)*; *General Geology II* addresses *Natural Sciences (NS)*, *Critical Thinking (CT)* and *Problem Solving (PS)*.

ES/GL115 Global Change: The Oceans (laboratory)

4 credits

History has shown that science provides a powerful methodology by which we as human beings can come to understand the natural world. Using this theme of global change – specifically, looking at the planet-wide changes now occurring in the oceans and looking at the link between these changes and changes in the atmosphere – students will become more familiar with some of the major scientific concepts relating to this set of issues, how these concepts have developed, and how scientists continue to revise these ideas. Students

will be able to understand and interpret scientific information and be able to make reasoned decisions, as voting citizens, based on that information. The Oceans course will consider topics related to ocean origins, structure, sediments, water chemistry, atmospheric and oceanic circulation, waves, tides, coasts, and marine life. This course combines lab, lecture and discussion. *Addresses GLE Learning Outcomes Natural Sciences (NS), Inquiry & Analysis (IA) and Technology Literacy (TL).*

ES/GL120 Global Change: The Atmosphere (laboratory)

4 credits

Science is a process that strongly informs human choices that have global impacts. In this course, students will be guided by their own curiosity, because without curiosity there can be no science. Students who successfully finish this course will be able to: (1) critically research and understand the interrelationship between global climate change and the atmosphere and human actions; (2) critically evaluate the validity of claims, positions, etc., made by businesses, government agencies, or other various groups using a systematic method (that is, the scientific method); (3) articulate and communicate, both individually and in a group setting, your position on important human global issues that have scientific concepts at their roots; and, (4) recognize that science strongly informs these human social/political issues that have scientific concepts at their roots. Specific topics considered in this course include atmospheric chemistry, pressure and temperature systems, humidity and precipitation, cloud development, atmospheric circulation, weather forecasting, extreme weather events, climate change and air pollution. This course combines lab, lecture and discussion. *Addresses GLE Learning Outcomes Natural Sciences (NS), Critical Thinking (CT) and Problem Solving (PS).*

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 ES103.*

Global Citizenship Certificate (GCC)

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
AN225	Women Around the World
AN245	Living and Working Abroad
AN311	Museum Studies
AN314	Peoples and Cultures of Oceania
AN323	Anthropology of Religion
AN412	Peoples and Cultures of Europe
AN423	Anthropology of Public Health
BA420	World Business and Finance
BI/ES217	Tropical Forest Ecology
BI235	Human Health & Nutrition
EN215	Beyond Britain and America: Other Literatures in English
ES101	Introduction to Environmental Science
ES240	Creating Sustainable Communities
EN270	Women Writers
ET323	Comparative Economic Systems
ET357	Economic Development
HS229	19th & 20th Century Europe
HS233	Modern Middle East
HS326	The Soviet Union
HS362	China and the Modern World
HS364	Modern Japan
IB364	International Business
IEC215	Athens through the Ages
IEC216	Vienna through the Ages
IEC225	Power, Justice and International Relations
IEC261	Twentieth Century Greece

IEC330	Comparative Global Media Systems
MC341	Media and Culture
MK365	International Marketing
MU214	World Music
PO205	Contemporary World Affairs
PO206	Comparative Politics
SO340	Religion and Society
PO362	Nuclear Weapons and World

Graphic Communications (GC)

As of the spring semester 2014, the undergraduate program in Graphic Communications is no longer offering major or minor degrees. Courses that this program offers in the General and Liberal Education program will continue to be offered, along with a limited number of electives.

PROFESSORS: Richard Block, Robert E. Diercks

LECTURERS: Al Karevy, Coni Porter

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.

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. *Addresses GLE Learning Outcomes Arts & Design (AD), Creative Thinking (CV) and Oral Communication (OC).*

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.

GC272 Computer Graphic Design

3 credits

The 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. *Addresses GLE Learning Outcomes Arts & Design (AD), Creative Thinking (CV) and Oral Communication (OC).*

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: GC227.*

GC341 Illustration

3 credits

This is a specialized drawing course focusing on creating thoughtful and engaging images to accompany the fictional or non-fictional written word. The emphasis is on idea and skill development in black and white illustration. The last third of the semester is spent working in color. *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.*

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 I

3 credits

This course is designed to introduce students to the field of animation, using traditional methods and computer animation. Students can choose to create animated narratives,

documentaries, experimental projects, music videos, production logos, movie titles, or animated lower third graphics. Course will provide an overview of animation history and techniques 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, scripting) to production (coloring and texturing, lighting, keyframing) and post-production (rendering, editing, sound design). *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. *Addresses GLE Learning Outcomes Arts & Design (AD), Creative Thinking (CV) and Problem Solving (PS).* *Prerequisites: GC303, GC492, and senior standing.*

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 Care Administration (HCA)

ASSISTANT PROFESSOR: Andrea McGill-O'Rourke

A Bachelor of Science degree is offered in Health Care Administration

A major is offered in Healthcare Administration

Mission and Learning Outcomes of the Health Care Administration Program

The mission of the Health Care Administration program prepares students for a variety of career directions in the health care industry. This professional degree program will provide students with a firm academic foundation that is career relevant and establishes a viable

bridge to graduate study in a variety of healthcare related fields. The curriculum develops critical thinking skills, knowledge acquisition and values clarification; key to transitioning into the complex and dynamic landscape of health care. An internship requirement provides for experiential learning outside the classroom and allows students to acquire the knowledge and practical skills that prepare them for positions in the field of health care administration.

1. Students will describe the U.S. healthcare system and understand the social, cultural, political, strategic, and economic issues that impact the system.
2. Students will demonstrate an understanding of micro and management and leadership principles and practices, focusing on healthcare organizational systems in the United States
3. Students will articulate the concepts of quality and the process of quality improvement across the health care continuum
4. Students will identify the role, functions, and applications of strategic planning in health care organizations; applying qualitative and quantitative research principles to a capstone project
5. Students will explain how policymaking interacts with legal and ethical issues in the healthcare environment

Major Requirements

In addition to the General and Liberal Education Curriculum, p. 118) and Divisional core (p. 69) course requirements, the following courses must be completed successfully with a grade point average of at least 2.00 to fulfill the major requirements.

- HCA201 Intro to Healthcare Services
- HCA350 Healthcare Systems Management and Quality Improvement
- HCA360 Healthcare Ethics, Policy, and Law
- HCA430 Healthcare Finance
- HCA450 Leadership and Management in Healthcare Organizations
- HCA315 Epidemiology
- HCA390 Internship

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 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

First Year

Fall Semester

- GLE101 FYI
- GLE110 Comp 1
- GLEC Natural Science
- GLEC Humanities
- GLEC Art & Design

Spring Semester

- MN201 Principles of Marketing
- MK201 Principles of Management
- GLEC Humanities
- GLEC120 Comp 2
- GLEC Natural Science

Sophomore Year*Fall Semester*

Statistics

GLEC Humanities

GLEC Social Science

HCA201 Intro to Healthcare

AC101 Accounting I

Spring Semester

ET101 Macroeconomics

GLEC Art & Design

AC102 Accounting II

GLEC Social Science

CIT101 Microcomputer Applications

Junior Year*Fall Semester*

ET102 Macroeconomics

_____ Elective

HCA350 Healthcare Systems
Management & Quality
Improvement

BA213 Business Law

_____ Elective

*Spring Semester*FM244 Principles of Financial
Management

MN321 Organizational Behavior

HS315 Epidemiology

HCA360 Healthcare Ethics, Policy
& Law

_____ Elective

Senior Year*Fall Semester*

IB364 International Business

_____ Elective

HCA450 Leadership & Management
in Healthcare Organizations

_____ Elective

HCA390 Internship

Spring Semester

_____ Elective

HCA430 Healthcare Finance

_____ Elective

BA471 Business Strategy & Ethics

_____ Elective

Health Care Administration Curriculum**HCA201 Intro to Healthcare Services****3 credits**

Engaging students in critical thinking, this course introduces the contemporary and historical nature, organization, functions, policies, processes, structures, tasks, roles, and personnel within the complex inter-related healthcare systems in the United States. Global healthcare systems and perspectives will also be explored. It includes a general overview of fundamental management principles and practices within the healthcare environment, as well as the ever-changing infrastructure of the health-services industry. Current political, economic, ethical, professional, legal, financial, patient, and technological topics will be explored.

HCA350 Healthcare Systems Management and Quality Improvement**3 credits**

Engaging students in critical thinking, this course explores issues related to organized delivery systems and the role of healthcare organizations within them. The course blends practice with theory, introducing issues common to the success or failure of health care systems. Additionally, this course introduces the concept of quality and the process of quality improvement across the health care continuum. This course focuses on the history and evolution of quality; its terms, principles, theories, and practices. The student is introduced to a diverse collection of methods of improving quality; including but not limited to: continuous quality improvement, total quality management, and to the guidelines for implementing these quality improvement processes. *Prerequisite: Introduction to Healthcare Administration.*

HCA430 Healthcare Finance**3 credits**

This course offers a systemic overview of the financial operations common of healthcare organizations, both in the private and public sector. Upon completion students will have gained an understanding of various day-to-day financial components enabling healthcare service delivery. Student will acquire a foundational understanding of healthcare financial tools and how to apply these tools. *Prerequisites: Introduction to Healthcare Administration, Principles of Financial Management.*

HCA360 Healthcare Ethics, Policy, and Law**3 credits**

Engaging students in critical thinking, this class combines an overview of how policymaking interacts with legal and ethical issues in the healthcare environment. This course provides a framework for exploring how the interrelationship of policy making in the United States embedded in our legal system has ethical implications for all stakeholders. Students will develop an understanding of approaches and methods in policy making and how policy affects and is affected by our legal system. There will be an emphasis on analyzing healthcare ethical issues that arise in the enactment of policy and law. *Prerequisites: Introduction to Healthcare Administration, Business Law.*

HCA450 Leadership and Management in Healthcare Organizations**3 credits**

This course provides a micro and macro overview of management and leadership principles and practices focusing on healthcare organizational systems in the United States. Global perspectives will be introduced as well. Students will develop an appreciation and awareness for the complexities of healthcare institutions and their roles as leaders interacting with a myriad of constituencies embedded within complex systems. Combining theory, an examination of their own behavior, and individual and group experiential exercises, students will learn to apply their knowledge to address organizational, systemic and leadership challenges inherent within the healthcare arena. *Prerequisites: Introduction to Healthcare Administration, Principles of Management.*

HCA390 Internship**3 credits**

This course provides an opportunity to gain exposure to and experience in the administration of healthcare 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 165 hours of on-the-job work. Evaluation is made by the internship advisor, and the Division Chair in consultation with the employer. *Prerequisites: Completion of junior class and permission of Division Chair.*

HCA315 Epidemiology**3 credits**

Epidemiology is one of the pillars of public health. Epidemiologists study the distribution and determinants of disease in human populations; they also develop and test ways to prevent and control disease. The discipline covers the full range of disease occurrence, including genetic and environmental causes for both infectious and noninfectious diseases. Increasingly, epidemiologists view causation in the broadest sense, as extending from molecular factors at the one extreme, to social and cultural determinants at the other. This course introduces students to the theory, methods, and body of knowledge of epidemiology. Principles of Epidemiology are designed for students in all fields of public health. The primary objective of the course is to teach the basic principles and applications of epidemiology. *No prerequisites.*

Health Sciences (HSC)

PROFESSORS: Frank Hubacz, Paul M. Kotila, Jacques Veilleux (Biology)

ASSOCIATE PROFESSORS: Susan E. Arruda, Andrew Hatchett, Emlee C. Kohler, Rhine Singleton

ASSISTANT PROFESSOR: Thomas Bennett, Leila S. Jabbour

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.

AN325	Medical Anthropology
BI212	Cellular Biology
BI235	Human Health & Nutrition
BI260	Human Anat. & Physiology I
BI261	Human Anat. & Physiology II
BI325	Microbiology
BI326	Parasitology
BI351	Endocrinology
BI370	Medical Terminology and Health Systems
BI410	Exercise Physiology
BI415	Kinesiology
CH211	Organic Chemistry I
CH212	Organic Chemistry II
CH321	Biochemistry
PS/BI304	Introduction to Neuroscience
PS430	Introduction to Psychopharmacology
SR238	Training and Treatment of Injuries in Athletics

Requirements to be Considered for Admission into the Franklin Pierce University Graduate Physical Therapy Program (Doctor of Physical Therapy)

Franklin Pierce University offers a Doctor of Physical Therapy (D.P.T.) through its College of Graduate & Professional Studies. Special consideration is offered for undergraduates who

enrolled as freshmen and completed their bachelor's degree at Franklin Pierce University. The level of consideration will depend upon the student's qualifications and ability to satisfy the established criteria for either conditional acceptance or a guaranteed interview as described below.

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

I. Conditional Acceptance of Highly Qualified Graduates

- A. Highly qualified Franklin Pierce University undergraduates admitted as freshmen will be conditionally accepted into the D.P.T. 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 Franklin Pierce University.
 3. Successfully completed the following Franklin Pierce University 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 Franklin Pierce University
 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 D.P.T. Admissions Committee during one of the campus interview sessions
- B. All pre-requisite coursework must be taken at Franklin Pierce University 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 D.P.T. 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 Franklin Pierce University.
 3. Successfully completed the following Franklin Pierce courses with a grade of C or better on the first attempt:

• Anatomy & Physiology I	• Chemistry I
• Anatomy & Physiology II	• 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 Franklin Pierce University
 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 D.P.T. Admissions Committee during one of the campus interview sessions
- B. All pre-requisite coursework must be taken at Franklin Pierce University 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 D.P.T. 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 Franklin Pierce University Graduate Physician Assistant Program (Master of Physician Assistant Studies)

Franklin Pierce University offers a Master of Physician Assistant Studies (M.P.A.S.) 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 Franklin Pierce University & St. George's University MD or DVM Program

Franklin Pierce University accepts and prepares undergraduates for admission to the St. George's University (SGU) School of Medicine or School of Veterinary Medicine. This combined degree program offers a pathway from your undergraduate study in Biology or Health Sciences to a Doctor of Medicine or Doctor of Veterinary Medicine program. Students admitted to the pathway program complete their undergraduate degree at Franklin Pierce University 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 Franklin Pierce University/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 Franklin Pierce University 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, Franklin Pierce University offers a secondary path to program admission. Students meeting the following criteria at the end of their junior year of study at Franklin Pierce University will be recommended for the combined program

- Biology or Health Science major
- 3.5 CGPA and 3.5 GPA in the major
- Recommendation from the Franklin Pierce University Pre-Health Advisory Committee

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

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.

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 General and Liberal Education (GLE) on p. 118.*

History (HS)

PROFESSOR: Mary C. Kelly

ASSOCIATE PROFESSORS: Melinda Marie Jetté, Douglas A. Ley

ADJUNCT LECTURER: Nickolas Lupinin

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 p. 145.

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 p. 86 for information on the Secondary Teacher Certification Program.

Major Requirements

(In addition to the General and Liberal Education Curriculum, p. 118)

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	HP211	Introduction to Public History
HS301	Historical Methods	HS450	History Senior Portfolio Assessment
HS410	Senior Research Seminar	HS411	History Competency Exam

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 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

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.

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 General and Liberal Education (GLE) on p. 118.*

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.

HS132 Reel History: American Stories on Film **3 credits**

How is history portrayed on film? How do Hollywood blockbusters, cult favorites and thought-provoking documentaries represent historical episodes and events? In this course, modern American history is explored through the media of film. Using constructions of race, class, gender, and sexuality, we examine cinematic depictions of topics such as slavery, the World Wars, the Counterculture, women’s rights and recent history through the fascinating world of film. *Addresses GLE Learning Outcomes Humanities (HM), Critical Reading (CR) and Written Communication (WC).*

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. *Addresses GLE Learning Outcomes Humanities (HM), Critical Reading (CR) and Written Communication (WC).*

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. *Addresses GLE Learning Outcomes Humanities (HM), Critical Reading (CR) and Written Communication (WC).*

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. *Addresses GLE Learning Outcomes Humanities (HM), Critical Reading (CR), Ethical Reasoning (ER) and Written Communication (WC).*

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: GLE120 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 Thrones and Drones: Modern European History**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.

HS240 American Environmental History**3 credits**

How have Americans altered the world around them and what have been the consequences of those alterations? This course explores the changing relationship between human beings and the natural world in the United States from the colonial to the present with an emphasis on modern America. Major themes include industrialization and urbanization, public health, conservation, the environmental movement, environmental justice, and ecofeminism. *Addresses GLE Learning Outcomes Humanities (HM), Critical Reading (CR), and Written Communication (WC).*

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 United States, 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**

Themes of immigration, ethnicity, and settlement, and the dynamics of colonization. Challenging preconceived ideas, and questioning the foundations of American culture, HS314 explores issues of enduring significance. *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

Gender identity plays a role in how women and men negotiate their everyday lives, and 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 understanding 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.*

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.*

HS337 Nazi Germany 3 credits

In-depth study of Hitler's rise to power, 1919–1933, and the totalitarian dictatorship established by the Nazi Party, 1933–1945. Role of ideology; use of terror and the secret police; control of economic and social life; propaganda and the manipulation of culture and art; racial policies and the Holocaust; military aggression and World War II. *Prerequisite: one HS200-level course.*

HS340 Ireland Since 1500 3 credits

Students will become immersed in the Gaelic medieval world, the evolving relationship with England, native Irish culture and arts, the Irish language, the foundations of the present Republic, and the search for an end to long-established political divisions. Explores the popularity of Irish arts and literature in the later twentieth century. *Prerequisite: one HS200-level course.*

HS341 American Women's History: Beyond Sisterhood 3 credits

Through a selection of readings and written projects, this course explores the parameters of American women's experience from the seventeenth century through to the present day. In its focus on American women's historical experience, the course is envisaged as a concerted effort to evaluate the larger issues of diversity, "sisterhood," and the issue of equality. *Prerequisite: one HS200-level course.*

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 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: GLE120 and one HP200-level course or one HS200-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 HP200-level course or one HS200-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 HP200-level course or one HS200-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, Jenny Brown, Donna Decker, Robert Diercks, MaryBeth Failla, Robert Goodby, 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.

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)

Individual and Community Integrated Curriculum (IC)

Sophomore Year

IC201 Foundations of Mathematics (IC201 has been replaced by MT101) 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.)

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* (IC310 has been replaced by GLE210) 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 (IC360 has been replace by GLE215)**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.

Intelligence and Security Studies

Associate PROFESSOR: Frank S. Cohen

ASSISTANT PROFESSOR: Jennie R. 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)**

PA/SO209	Ethical Reasoning	3 credits
PO201	U.S. Government	3 credits
PO205	Contemporary World Affairs	
	or PO206 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: GLE120 or permission of instructor.*

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. *This course meets the Social Science (SS) K & U area as well as the Civic Knowledge & Engagement Learning Outcome (CK), Inquiry & Analysis (IA) and Information Literacy (IL)*

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. *This course meets the Social Science (SS) K & U as well as Critical Thinking (CT) and Critical Reading (CR).*

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. *This course meets the Social Science (SS) K & U, Inquiry & Analysis (IA) and Critical Thinking (CT).*

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. *Addresses GLE Learning Outcomes Social Sciences (SS), Critical Thinking (CT), and Information Literacy (IL). Prerequisite: any social science course, i.e., AN, ET, PO, PS, or SO.*

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 social science course, i.e., AN, ET, PO, PS, or SO.*

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. *Prerequisites: junior status and any social science course, i.e., AN, ET, PO, PS, or SO.*

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. *Prerequisite: any PO class or GLE120.*

Interdisciplinary Courses (ID)

ID241–244 Musical Production I–IV

1 credit each

An interdisciplinary course giving students the opportunity to present public performances of both new music/theater works and Broadway musicals. Students may be involved in any of a variety of aspects of production from performance to design, composition, sound design, technical support, stage management, etc.

Interdisciplinary Majors

NOTE: For information on Interdisciplinary Majors, see p. 213, Student-Designed Major.

International Business (IB)

ASSOCIATE PROFESSOR: Minghua Li

ASSISTANT PROFESSOR: Mack Bean

IB364 International Business

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: Mack Bean

ASSISTANT PROFESSORS: Mary Ann Gaal, Andrea McGill-O’Rourke

SENIOR LECTURER: William Costa

LECTURER: 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:

1. Students will be able to describe the essential functions of an effective business operation and analyze business opportunities.
2. Students will demonstrate an understanding of the relationship between businesses and market/nonmarket stakeholders as it pertains to local, societal, and global needs.

- 3. Students will be able to use quantitative and qualitative tools and strategies to support organizational decision making.
- 4. Students will demonstrate an awareness of the need for ethical leadership within an organization and ethical behavior in the greater global context.
- 5. Students will be able to communicate clearly and effectively.

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 (p. 118) and Divisional core (p. 69) 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:

BA001	Comprehensive Exam (take with BA471)	MN360	Communication Skills for Managers
FM311	Managerial Finance	MN365	Production and Operations Management
MN001	Comprehensive Exam (take with BA471)	MN371	Small Business Management
MN314	Human Resource Management	MN390	Management Internship <i>or</i> MN395 Advanced Internship <i>or</i> MN495 Senior Independent Project*
MN348	Public Administration <i>or</i> MN426 Government and Business		

Students must also complete two electives chosen from the 300 or 400 level courses with any of the following business prefixes: AC, AD, BA, ET, FM, HCA, MK, MN, and SR.

** 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 Managers
MK201	Principles of Marketing	FM224	Principles of Financial Management
MN314	Human Resource Management		
MN321	Organizational Behavior		

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 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

First Year

Fall Semester

- AC101 Principles of Accounting I
GLE101
First Year Inquiry Seminar
- CIT101 *or* CIT130 *or* CIT140
Microcomputer Applications
- ET101 Principles of Macroeconomics
- GLE101 First Year Inquiry Seminar
- GLE110 First Year Composition I

Spring Semester

- AC102 Principles of Accounting II
- ET102 Principles of Microeconomics
- GLE120 First Year Composition II
- _____ General Education Elective
- _____ General Education Elective

Sophomore Year

Fall Semester

- BA213 Business Law I
- FM224 Principles of Financial
Management
- MN201 Principles of Management
- _____ General Education Lab
Science I
- _____ General Education Elective

Spring Semester

- MK201 Principles of Marketing
- MT260 Statistics
- _____ General Education Lab
Science II
- _____ General Education Elective
- _____ General Education Elective

Junior Year

Fall Semester

- FM311 Managerial Finance
- IB364 International Business
- MN321 Organizational Behavior
- _____ General Education Elective
- _____ General Education Elective

Spring Semester

- MN314 Human Resource
Management
- MN360 Communication Skills for
managers
- MN365 Production & Operations
Management
- _____ General Education Elective
- _____ Elective*

Senior Year

Fall Semester

- MN348 Public Administration *or*
MN426 Government &
Business
- MN371 Small Business Management
- MN390 Internship in Management *or*
MN395 Advanced Internship
or MN495 Senior Independent
Project
- _____ Elective*
- _____ Elective

Spring Semester

- BA001 Comprehensive Exam (take
with BA471)
- BA471 Business Strategy and Ethics
- MN001 Comprehensive Exam (take
with BA471)
- _____ Elective
- _____ Elective
- _____ Elective
- _____ Elective

**One or more additional electives may be needed to fulfill general education requirements. See General and Liberal Education (GLE) on p. 118.*

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.

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. *Prerequisite: 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, 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.

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 small team of 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 LECTURER: William Costa
LECTURER: 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, including global and ethical perspectives, 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, Enactus, and other experiential learning situations.

Major Requirements

In addition to the General and Liberal Education Curriculum (p. 118) and Divisional core (p. 69) course requirements, the following courses must be completed successfully with a grade point average of at least 2.00 to fulfill the major requirements.

MK001	Comprehensive Exam (take with BA471)	or MK495 Senior Independent Project**
MK214	Consumer Behavior	MK474 Marketing Management for a Green Economy
MK333	Marketing Research	MK___ Marketing Elective*
MK350	Electronic Commerce	MK___ Marketing Elective*
MK390	Internship in Marketing or MK395 Advanced Internship	

* from MK304, MK317, MK335, 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
 CIT130 Database Applications
 or CIT140 Electronic
 Spreadsheets
 MK474 Marketing Management for
 a Green Economy

MK214 Consumer Behavior
 MK___ Marketing Elective*
 MK___ Marketing Elective*

* from MK304, MK317, MK333, MK335, MK350, MK365, MK390, MK299/399/499, AD 370

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 the catalog.

Recommended Curriculum Guide

First Year

Fall Semester

AC101 Principles of Accounting I
 ET101 Principles of Macroeconomics
 GLE101 First Year Inquiry Seminar
 GLE110 First Year Composition I
 CIT101 Microcomputer Applications
 or CIT130 Database
 Applications or CIT140
 Electronic Spreadsheets

Spring Semester

AC102 Principles of Accounting II
 ET102 Principles of Microeconomics
 GLE120 First Year Composition II
 _____ General Education Elective
 _____ General Education Elective

Sophomore Year

Fall Semester

BA213 Business Law I
 FM224 Principles of Financial
 Management
 MK201 Principles of Marketing
 _____ General Education Lab
 _____ Science I
 _____ General Education Elective

Spring Semester

MK214 Consumer Behavior
 MN201 Principles of Management
 MT260 Statistics
 _____ General Education Lab
 _____ Science II
 _____ General Education Elective

Junior Year

Fall Semester

IB364 International Business
 MK333 Marketing Research
 MN321 Organizational Behavior
 _____ General Education Elective
 _____ General Education Elective

Spring Semester

_____ Electronic Commerce
 _____ Marketing Elective
 _____ Elective
 _____ Elective
 _____ General Education Elective

Senior Year

Fall Semester

MK390 Internship in Marketing or
 MK395 Advanced Internship
 or MK495 Senior Independent
 Project
 _____ Marketing Elective
 _____ General Education Elective
 _____ Elective*
 _____ Elective
 _____ Elective

Spring Semester

BA001 Comprehensive Exam (take
 with BA471)
 BA471 Business Strategy and Ethics
 MK001 Comprehensive Exam (take
 with BA471)
 MK474 Marketing Management for
 Green Economy
 _____ Elective
 _____ Elective

**One or more additional electives may be needed to fulfill general education requirements. See General and Liberal Education (GLE) on p. 118.*

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: GLE110 and completion of, or simultaneous enrollment in GLE120.*

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.

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.

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 Public Relations and Advertising minors and 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 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 p. 118), the following are required of all Mass Communication majors:

I. Department Core

Mass Communication Major Core (13 credits):

MC100	Communication, Media and Society	MC301	Media Criticism
		MC304	Media Law
MC200	Rhetoric and Society	MC400	Senior Seminar

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	MC351	Television News Producing
MC311	Advanced Broadcast Journalism	MC352	Feature Writing
		MC353	Convergent Journalism

Media Production Core (15 credits):

MC230	Introduction to Media Production	MC/GC376	Animation I 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 I
MC282	Visual Communication	MC374	Audio Production

Media Studies Core (15 credits):

MC242	Intro to Media Studies	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, and 9 credit hours of Mass Communication electives.

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	MC301	Media Criticism
MC200	Rhetoric and Society	MC304	Media Law

II. Focus Areas

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

Journalism Focus Area (9 credits):

MC211	Journalism I
MC212	Broadcast Journalism
MC252	Journalism II

Media Studies Focus Area (9 credits):

MC242	Introduction to Media Studies
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**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 Elective

Spring Semester

GLE120	First Year Composition II
MC ____	Area of Concentration Core or Cognate ____ Elective
MT ____	General Education Mathematics or General Education 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.

Junior Year*Fall Semester*

MC301	Media Criticism
MC ____	Area of Concentration Core or Cognate

Spring Semester

MC304	Media Law
MC ____	Area of Concentration Core or Cognate

_____ General Education Elective
_____ Elective*
_____ Elective

_____ General Education Elective
_____ Elective*
MC_____ Area of Concentration
Elective

Senior Year

Fall Semester
MC_____ Area of Concentration Core
or Cognate
MC_____ Area of Concentration
Elective
_____ Elective*
_____ Elective
_____ Elective

Spring Semester
MC400 Senior Seminar
MC_____ Area of Concentration Core
or Cognate
_____ Elective
_____ Elective
_____ Elective

**One or more additional electives may be needed to fulfill general education requirements. See General and Liberal Education (GLE) on p. 118.*

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.

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 Learning Outcomes Social Sciences (SS), Civic Knowledge & Engagement (CE) and Technology Literacy (TL).*

MC225 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 Learning Outcomes Ethical Reasoning (ER), Technology Literacy (TL) and Teamwork (TW).*

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 student will also gain experience in digital photography, image editing, writing and producing digital slide shows. *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 Introduction to Media Studies

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. *Addresses GLE Learning Outcome for Social Sciences (SS), Oral Communication (OC) and Teamwork (TW).*

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.*

MC255 Science Reporting

3 credits

Scientists, health care specialists and environmentalists need to be able to communicate essential information to the general public. Science Reporting takes a hands-on approach to exploring how people in those fields can make writing for the public a regular part of what they do. Students will practice a variety of forms, paving the way for them to share their passion with the public in future years. Science Reporting introduces students to how to write about medicine, technology and the environment for the general public. In this hands-on course, students will explore how they can use the lessons of good journalism to write about their interests, creating life-long avenues for sharing their passions with non-scientists.

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. *Prerequisite: MC211.*

MC273 Writing for the Electronic Media

3 credits

Students learn how to write short-form messages for the broadcast media. Students write and critique radio and television news segments, public service announcements, and spot advertisements. Students also learn the basic script formats for longer form non-fiction and fiction programs. *Prerequisite: MC100.*

MC274 Broadcast Performance

3 credits

A course for students planning careers in front of the camera or microphone. Emphasis on pronunciation, analyzing commercial copy, and television and radio performance techniques. *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, and elements such as scriptwriting, story structure, character development, cinematography, editing, and sound. Students will examine how each of these elements contributes to influencing the viewing experience. Films screened are primarily classic American films, but current Hollywood, experimental, or international films may also be included. *Addresses GLE Learning Outcomes Arts and Design (AD), Oral Communication (OC), and Creative Thinking (CV). Prerequisite: GLE110.*

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 boundaries, 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 intercultural interactions affect diverse groups of people, their relationships, and their identities. *Addresses GLE Learning Outcomes Social Sciences (SS), Intercultural Knowledge (IK) and Teamwork (TW). 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. *Addresses GLE Learning Outcomes Social Sciences (SS), Civic Knowledge & Engagement (CE) and Teamwork (TW). 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/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.*

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 I **3 credits**

This course is designed to introduce students to the field of animation, using traditional methods and computer animation. Students can choose to create animated narratives, documentaries, experimental projects, music videos, production logos, movie titles, or animated lower third graphics. Course will provide an overview of animation history and techniques 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, scripting) to production (coloring and texturing, lighting, keyframing) and post-production (rendering, editing, sound design). *Prerequisites: MC230 or GC272, or permission of instructor.*

MC378 Animation II **3 credits**

A continuation of the study of animation, using traditional methods and computer animation. Students are given the freedom to create animation projects based on expressed personal vision and individual areas of interest. Students will experience all stages of the animation process from pre-production (storyboarding, scripting) to production (coloring and texturing, lighting, keyframing), and post-production (rendering, editing, sound design). *Prerequisite: GC/MC376 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, 399, 499 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, 394, 494 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, 391, 491 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: MC241.*

MC293,393, 493 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.*

MT130 Mathematics for Educators

3 Credits

This course is intended for students majoring in elementary education, special education, or early childhood education. This course is designed to help meet mathematics content standards from the New Hampshire Department of Education and to serve as a refresher in preparation for the Praxis Core Exams. This course is intended to satisfy the Mathematics K&U General Education requirement for Education students only. *Prerequisite: ED 105 or ED 112. Addresses GLE Learning Outcomes Mathematics K&U, Problem Solving (PS), and Quantitative Literacy (QL.)*

Mathematics (MT)

As of the spring semester 2014, the undergraduate program in Mathematics is no longer offering major or minor degrees. Courses that this program offers in the General and Liberal Education program will continue to be offered, along with a limited number of electives.

PROFESSOR: Carl T. Brezovec

The mission of the Mathematics Program is to develop clear thinking and an appreciation of the indispensable role of the discipline in understanding our data-driven modern world. The following goals permeate program coursework. Specifically, through the courses in our program, students will develop:

- the recognition that mathematics is a process, not a black box that merely presents the “correct” answer,
- skills for exploring and understanding various mathematical models, from a variety of academic fields,
- logical thinking skills,
- facility with the appropriate uses of technology and in reading mathematics, and, perhaps most importantly,
- the ability to share their work with the appropriate audience, both orally and in print.

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. *Addresses GLE Learning Outcomes Mathematics (MT), Quantitative Literacy (QL), and Problem Solving (PS). Prerequisite: varies, depending upon prior mathematical background.*

MT130 Mathematics for K-8 Educators

3 credits

This course is intended for students majoring in elementary education, special education, or early childhood education. This course is designed to help meet mathematics content standards from the New Hampshire Department of Education and to serve as a refresher in

preparation for the Praxis Core Exams. *Addresses GLE Learning Outcomes Mathematics (MT), Problem Solving (PS) and Quantitative Literacy (QL). Prerequisite: ED105 or ED112.*

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. *Algebra & Trigonometry I addresses GLE Learning Outcomes Mathematics (MT), Quantitative Literacy (QL), and Problem Solving (PS). Prerequisites: 2 years of high school algebra and 1 year of highschool 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. *Calculus I addresses GLE Learning Outcomes Mathematics (MT), Quantitative Literacy (QL), and Problem Solving (PS). 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. *Addresses GLE Learning Outcomes Mathematics (MT), Quantitative Literacy (QL), and Problem Solving (PS). Prerequisite: 3 years of high school mathematics or MT101 or MT151.*

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. *Addresses GLE Learning Outcomes Mathematics (MT), Quantitative Literacy (QL), and Problem Solving (PS). 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. *Addresses GLE Learning Outcomes Mathematics (MT), Quantitative Literacy (QL), and Problem Solving (PS). 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 **3 credits each**
Presentation of basic grammatical concepts. Introduction of basic vocabulary clusters including body parts, clothing, house words, foods, workplace. Emphasis will be placed on enhancing oral-aural skills. *Prerequisite for LS102: LS101 or permission of instructor.*

LS201–202 Intermediate Spanish **3 credits each**
Review of grammar. Emphasis on development of oral and written skills. Readings and discussions of current events and guided texts. *Prerequisite: LS102, minimum 2 years of high school Spanish or permission of instructor.*

LS301 Advanced Spanish Conversation and Composition **3 credits**
Review of grammar as necessary; intensive drills in conversation on a variety of topics; refinement of writing skills for multiple applications; selective readings for vocabulary acquisition and discussion. *Prerequisite: LS202 or permission of instructor.*
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: Louis Bunk , Paul E. Scharfenberger
LECTURERS: Robert Johnson, 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 in order to have the fee reversed.

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 required 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 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

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	MU103 Piano I
MU__ Private Instruction	MU__ Private Instruction
MU__ Ensemble	MU__ Ensemble
MU150 Fundamentals of Music (if needed)	MU151 Theory of Music I
MT__ General Education	MT__ General Education
Mathematics or ____General Education Elective	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
MU104 Piano II	____ General Education Elective
MU__ Ensemble	MU__ Ensemble
____ General Education Lab	____ General Education Lab
Science I	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.

Junior Year

<i>Fall Semester</i>	<i>Spring Semester</i>
MU252 Theory of Music IV	MU216 Ear Training
MU__ Private Instruction	MU__ Private Instruction
MU201 Music History I	MU202 Music History II
MU__ Ensemble	MU__ Ensemble
____ General Education Elective	____ General Education Elective
____ 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 General and Liberal Education (GLE) on p. 118.*

Recommended Curriculum Guide – Professional Concentration**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*Fall Semester*

MU152 Theory of Music II
 MU___ Private Instruction
 MU___ Ensemble
 _____ General Education Lab
 _____ Science I
 _____ General Education Elective

Spring Semester

MU251 Theory of Music III
 MU200 Sophomore Portfolio
 MU___ Private Instruction
 _____ General Education Lab
 _____ Science 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.

Junior Year*Fall Semester*

MU252 Theory of Music IV
 MU215 Computer Music I
 MU201 Music History I
 _____ General Education Elective
 _____ Elective*

Spring Semester

_____ Elective
 MU310 Computer Music II
 MU202 Music History II
 _____ General Education Elective
 _____ Elective*

Senior Year*Fall Semester*

MU103 Piano I
 MU___ Music Elective
 MU___ Ensemble
 _____ Elective*

Spring Semester

MU104 Piano II
 MU___ Music Elective
 MU___ Ensemble
 MU451 Senior Project

_____ Elective
_____ Elective

MU____ Music Elective
_____ Elective

**One or more additional electives may be needed to fulfill general education requirements. See General and Liberal Education (GLE) on p. 118.*

Recommended Curriculum Guide – Music Technology Concentration

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
MU120 Recording Techniques
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
MU____ Ensemble
MU215 Computer Music
_____ General Education Lab
_____ Science I
_____ General Education Elective

Spring Semester

MU251 Theory of Music III
MU200 Sophomore Portfolio
MU____ Private Instruction
MU310 Computer Music II
_____ 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.

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 General and Liberal Education (GLE) on p. 118.*

Music Curriculum

MU102 Special Topics in Music

3 credits

This course is designed for students interested in music, but not planning to make it a major/minor: no musical knowledge is presumed. Listening and music creation are a focus, while the elements of music are taught from a cultural and historical context. The content is broad in scope, covering folk, classical and popular styles from western and non-western approaches and perspectives. The student can choose from three distinct themes, each in its own course section, offered on a two year cycle. The three themes are: (1) The Song, from Bach to Hip-hop (2) Music and World Culture, (3) Music: The Composer's Voice. See campus web for details on which section will be offered. *Addresses GLE Learning Outcomes Arts and Design (AD), Creative Thinking (CV) and Oral Communication (OC).*

Music Theory Courses

MU150 Fundamentals of Music

3 credits

An introductory course in the elementary materials of music, including notation, meter, scales, intervals, triads, terminology and other rudiments of reading and writing music. *Addresses GLE Learning Outcomes Arts & Design (AD), Applied Learning (AL) and Problem Solving (PS).*

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*

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*

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*

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 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. *Addresses GLE Learning Outcomes Arts & Design (AD), Creative Thinking (CV) and Oral Communication (OC).*

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.*

MU219 Music and Film **3 credits**
This course explores how music has been used in film since the beginning of the film medium. The work of important film composers is studied and analyzed. Terminology for this process is also studied and students learn how to effectively judge film scores.

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. *Addresses GLE Learning Outcomes Arts & Design (AD), Applied Learning (AL) and Creative Thinking (CV).*

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 and software-based synthesis. 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. 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. *Addresses GLE Learning Outcomes Arts & Design (AD), Applied Learning (AL) and Creative Thinking (CV). 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. *Addresses GLE Learning Outcomes Arts & Design (AD), Applied Learning (AL) and Creative Thinking (CV). 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.*

Note: 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. *Addresses GLE Learning Outcomes Humanities (HM), Critical Reading (CR) 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 what 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 Learning Outcomes Humanities (HM), Applied Learning (AL), Critical Thinking (CT) and Teamwork (TW).*

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 include punishment, violence, justice, and the environment. *Prerequisite: GLE120 or permission of instructor.*

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. *Addresses GLE Learning Outcomes Humanities (HM), Critical Reading (CR) and Ethical Reasoning (ER).*

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)

LECTURER: Paul Niemi

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. *General Physics I* addresses GLE Learning Outcomes Natural Sciences (NS), Critical Thinking (CT) and Inquiry & Analysis (IA); *General Physics II* addresses Natural Sciences (NS), Problem Solving (PS) and Technology Literacy (TL).

PH141 Astronomy I: The Cosmic Perspective (laboratory)

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 Learning Outcomes Natural Sciences (NS), Critical Thinking (CT) and Inquiry & Analysis (IA).*

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 Learning Outcomes Natural Sciences (NS), Problem Solving (PS) and Technology Literacy (TL). Prerequisite: permission of instructor.*

Political Science (PO)

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 survey courses:

PO201 U.S. Government	PO206 Comparative Politics
PO205 Contemporary World Affairs	PA210 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 survey course not applied to the “Required Courses” above*.

HS313 U.S. Labor History	PO352 Constitutional Law I
HS326 The Soviet Union and the Successor States	PO353 Constitutional Law II
HS371 Twentieth Century U.S. Foreign Policy	PO360 American Foreign Policy Process
PA209 Ethical Reasoning	PO361 Politics of Military Force
PO110 Political Violence	PO362 Weapons of Mass Destruction
PO111 Politics and Popular Culture	PS270 Psychology of Terrorism
PO311 Topics in Comparative Politics	PS318 Psychology of Intelligence Analysis
PO312 American Political Thought	PS319 Case Studies in Espionage
PO314 Democracy and Dictatorships	SO320 U.S. Social Policy
PO344 Environmental Politics	SO350 Law and Society
PO351 American Presidency	*PO201, PO205, PO 206, PA210

Minor Requirements

Required Courses

Two of the following survey courses:

PO201 U.S. Government	PO206 Comparative Politics
PO205 Contemporary World Affairs	PA210 Political Theory

Electives

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 to two survey courses not applied to the “Required Courses” above. *

PO110 Political Violence	PO314 Democracy and Dictatorships
PO111 Politics and Popular Culture	PS318 Psychology of Intelligence Analysis
PO200 Political Science Research Methods	PS319 Case Studies in Espionage
PS270 Psychology of Terrorism	PO344 Environmental Politics
PO311 Topics in Comparative Politics	PO351 American Presidency
PO312 American Political Thought	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
 *PO201, PO 206, PA210

Required for graduation

120 semester hours, including the General and Liberal Education Curriculum. 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

First Year

Fall Semester

GLE101 First Year Inquiry Seminar
 GLE110 First Year Composition I
 _____ PO100-level or survey course
 MT_____ General Education
 Mathematics *or* _____
 General Education
 _____ Elective

Spring Semester

GLE120 First Year Composition II
 _____ survey course
 _____ Elective
 MT_____ General Education
 Mathematics *or* _____ General
 Education Elective
 _____ General Education Elective

Sophomore Year

Fall Semester

_____ survey course
 _____ General Education Lab
 Science I
 _____ General Education Elective
 _____ General Education Elective
 _____ Elective

Spring Semester

_____ survey 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.

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

Senior Year

Fall Semester

PO410 Senior Research Seminar
 PO001 Political Science Competency
 Exam
 PO_____ 300-level course

Spring Semester

PO_____ 300-level course
 _____ Elective
 _____ Elective
 _____ Elective

PO__	300-level course	_____	Elective
_____	Elective*		
_____	Elective		

*One or more additional electives may be needed to fulfill general education requirements. See General and Liberal Education (GLE) on p. 118.

Political Science Curriculum

PO001 Political Science Competency Exam **0 credits**
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? *Addresses GLE Learning Outcomes Humanities (HM), Critical Thinking (CT) and Written Communication (WC).*

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. *Addresses GLE Learning Outcomes Humanities (HM), Ethical Reasoning (ER) and Intercultural Knowledge (IK).*

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. *This course meets the Social Science (SS) K & U area as well as the Civic Knowledge & Engagement LO (CK), Inquiry & Analysis (IA), and Information Literacy (IL).*

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. *This course meets the Social Science (SS) K & U as well as Critical Thinking (CT) and Critical Reading (CR).*

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. *This course meets the Social Science (SS) K & U, Inquiry & Analysis (IA) and Critical Thinking (CT).*

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. *Addresses GLE Learning Outcomes Humanities (HM), Critical Reading (CR) and Ethical Reasoning (ER).*

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. *Addresses GLE Learning Outcomes Social Sciences (SS), Critical Thinking (CT), and Information Literacy (IL).* *Prerequisite: any social science course, i.e., AN, ET, PO, PS, or SO*

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 PO class or GLE120.*

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 PO class or GLE120.*

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 PO class or GLE120.*

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 social science course, i.e., AN, ET, PO, PS, or SO*

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: junior status and any social science course, i.e., AN, ET, PO, PS, or SO.*

PO344 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 PO class or GLE120.*

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 PO class or GLE120.*

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 PO class or GLE120.*

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 PO class or GLE120.*

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 PO class or GLE120.*

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 PO class or GLE120.*

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

LECTURERS: Robert Koch, George Ruppel

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 Franklin Pierce University psychology program is to prepare undergraduates for a wide range of careers in which the understanding of behavior and mental processes is beneficial, or for further study in graduate and professional schools. The program adheres to a scientist/practitioner model and is compliant with American Psychological Association (APA) guidelines for undergraduate education in psychology. The program's curriculum is designed to help students achieve mastery in each of the five goal areas delineated by those APA guidelines: (1) knowledge base in psychology, (2) scientific inquiry and critical thinking, (3) ethical and social responsibility in a diverse world, (4) communication, and (5) professional development. 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 p. 86 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, excluding MT260).

Major Requirements (40 credit hours minimum)

(In addition to the General and Liberal Education Curriculum, General and Liberal Education (GLE) on p. 118)

- PS101 Introduction to Psychology
- PS230 Child and Adolescent Development *or* PS231 Adult Development and Aging
- PS260 Statistics for the Behavioral Sciences
- PS261 Research Methods
- PS303 Psychology of Learning *or* PS306 Cognitive Psychology
- PS304 Introduction to Neuroscience *or* PS308 Evolutionary Psychology
- PS322 Social Psychology *or* PS320 Theories of Personality
- PS489 Senior Thesis *or* PS490–491 Senior Thesis *or* PS495 Senior Internship
- PS494 Senior Seminar: Systems and Theories in Psychology

Additional 9 elective credit hours in Psychology or other Psychology-related courses approved by the major advisor.

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

- PS260 Statistics 2nd semester freshman year or 1st semester sophomore year
- PS261 Research Methods 1st or 2nd semester sophomore year
- Two laboratory courses (PS303, 304, 306, or 308) 1st and 2nd semester junior year

Minor Requirements

PS101	Introduction to Psychology	PS261	Research Methods
PS260	Statistics for Behavioral Sciences		

One of the following four laboratory courses:

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

and nine additional credit hours of psychology electives

Recommended Curriculum Guide

First Year

<i>Fall Semester</i>	<i>Spring Semester</i>
BI101 Biology I or other GLE Natural Science	BI102 Biology II or other GLE Natural Science
GLE101 First Year Inquiry Seminar	GLE102 First Year Composition II
GLE110 First Year Composition I	PS230 Child and Adolescent Development or Psychology Elective
PS101 Introduction to Psychology	_____ Elective or Math Elective+
_____ Elective	_____ Elective

Sophomore Year

<i>Fall Semester</i>	<i>Spring Semester</i>
PS231 Adult Development or Psychology Elective	PS____ Psychology Elective
PS260 Behavioral Statistics	PS261 Research Methods
_____ 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.

Junior Year

<i>Fall Semester</i>	<i>Spring Semester</i>
PS____ 300-level Psychology Lab Elective	PS____ 300-level Psychology Lab Elective
PS322 Social Psychology or Psychology Elective	PS320 Theories of Personality or Psychology Elective

_____ General Education Elective
 _____ Elective**
 _____ Elective**

_____ General Education Elective
 _____ Elective**
 _____ Elective**

Senior Year

Fall Semester

PS___ Psychology Elective
 PS___ Psychology Elective
 PS494 Psychology Senior Seminar
 PS489/PS490/PS495 Thesis or
 Internship*
 _____ 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 General and Liberal Education (GLE) on p. 118.

+Mathematics elective at the MT151 level or higher (excluding MT260) required for those students pursuing the B.S. degree in Psychology.

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. *Addresses GLE Learning Outcomes Social Sciences (SS), Inquiry & Analysis (IA), and Written Communication (WC).*

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. *Addresses GLE Learning Outcomes Social Sciences (SS), Critical Thinking (CT), Inquiry & Analysis (IA), and Information Literacy (IL).* *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. *Addresses GLE Learning Outcomes Social Sciences (SS), Inquiry & Analysis (IA) and Written Communication (WC).* *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: PS101.*

BI231 Animal Behavior (acceptable as a Psychology course) (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

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: GLE110 and GLE120.*

PS251 Abnormal Psychology

3 credits

An understanding of abnormal behavior from both an historical and contemporary perspective. Emphasis will be placed on the causes and diagnoses of anxiety, mood, personality, and psychotic disorders, including treatment interventions. *Prerequisite: PS101 and sophomore standing.*

PS260 Statistics for the Behavioral Sciences (laboratory)

4 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. If you are a Psychology major/minor, then you must earn a C- in both the lecture/lab and project portions of the course to take PS30X lab courses. If a student receives lower than a C- for either portion of the course, then the lower of the two grades are assigned to both portions of the course. *Addresses GLE Learning Outcomes Mathematics K&U, Problem Solving (PS), and Quantitative Literacy (QL). Prerequisite: AN101, or PS101, or SO101.*

PS261 Research Methods in Psychology (laboratory)

3+1 credits

The strategy and techniques of research design, applied statistical techniques, research report writing, and laboratory with field experience. *Addresses GLE Learning Outcomes Social Sciences (SS), Critical Thinking (CT), and Information Literacy (IL). Prerequisite: minimum C- in PS260.*

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. *Addresses GLE Learning Outcomes Social Sciences (SS), Critical Thinking (CT), Inquiry & Analysis (IA) and Information Literacy (IL). Prerequisite: any social science course, i.e., AN, CJ, ED, ET, PO, PS, or SO.*

PS285 Sports Psychology

3 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.*

PS303 Psychology of Learning (laboratory)

3+1 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)**3+1 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)**3+1 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)**3+1 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; Kinship; 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.*

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 social science course, i.e., AN, CJ, ED, ET, PO, PS, or SO.*

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: junior status and any social science course, i.e., AN, CJ, ED, ET, PO, PS, or SO.*

PS320 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. *Addresses GLE Learning Outcomes Social Sciences (SS), Critical Reading (CR), Inquiry & Analysis (IA) and Information Literacy (IL).* *Prerequisite: 12 credit hours in psychology.*

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. *Addresses GLE Learning Outcomes Social Sciences (SS), Critical Thinking (CT) and Inquiry & Analysis (IA).* *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.*

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.*

PS405 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.*

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. *Addresses GLE Learning Outcomes Social Sciences (SS), Critical Reading (CR), Inquiry & Analysis (IA), and Information Literacy (IL).* *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: Systems and Theories in Psychology **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 subsequent to or concurrently with 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.

Public Relations

PROFESSORS: Jason Little, Phyllis Scrocco Zrzavy

ASSOCIATE PROFESSORS: Paul Bush, Allan Rachlin

ASSISTANT PROFESSOR: Andrea Bergstrom

AFFILIATED FACULTY: Kenneth Clarke, Kristen Nevous

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

BA213	Business Law I <i>or</i>	MC100	Communication, Media, and Society <i>or</i>
	MC304 Media Law		MC211 Journalism I
MK201	Principles of Marketing <i>or</i>	MK333	Marketing Research
	MC242 Principles of Media Literacy	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

As of the spring semester 2014, the undergraduate program in Social Work and Counseling is no longer offering major or minor degrees. Courses that this program offers in the General and Liberal Education program will continue to be offered, along with a limited number of electives.

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, or for entry into 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 the 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	PS261	Research Methods in Psychology <i>or</i>
SO101	Introduction to Sociology	SO218	Quantitative Research Methods <i>or</i>
SO103	Introduction to Social Work	SO219	Qualitative Research Methods
SO203	Community Organization	PS495	Senior Internship in Psychology <i>or</i>
PS230	Child and Adolescent Development	SO495	Senior Internship in Sociology
PS322	Social Psychology <i>or</i>	SO220	The Family
PS420	Theories of Personality	SO470	Integrating Theory and Practice
PS260	Statistics for the Behavioral Sciences		
PS340	Techniques of Counseling I		
SO335	Introduction to Sociological Theory <i>or</i>		
SO336	Topics in Social Theory		

Five of the following:

CJ203	Juvenile Justice	PS214	Child Abuse and Neglect
	Creative Arts Therapy	PS345	Crisis Intervention
PS220	Group Dynamics	PS451	Techniques of Counseling II
PS231	Adult Development and Aging	SO205	Race and Ethnic Relations
PS235	Psychology and the Law	SO209/PA209	Ethical Reasoning
PS251	Abnormal Psychology	SO210	Deviance and Social Control
PS300	Theories of Intimate Violence	SO320	U.S. Social Policy

SO340 Religion and Society
 SO350 Law and Society
 SO400 Reading in Sociology
 SO410 Criminology

SO421 Poverty and Wealth
 SO460 Corrections
 SO/MC344 American Political Culture
 and Media

Note: Some of these courses have prerequisites or need permission of the instructor. Check course descriptions.

Minor Requirements

PS101 Introduction to Psychology
 PS230 Child and Adolescent
 Development
 PS340 Techniques of Counseling I

SO101 Introduction to Sociology
 SO103 Introduction to Social Work
 SO203 Community Organization
 SO220 The Family

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

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 the Behavioral
 Sciences
 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
 _____ 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.

Junior Year

Fall Semester

PS340 Techniques of Counseling I
 SO335 Introduction to Sociological
 Theory *or*
 SO336 Topics in Social Theory
 PS322 Social Psychology*

Spring Semester

PS420 Theories of Personality*
 SO____ Elective
 _____ Elective
 _____ General Education 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 (following) and Psychology (p. 193) for course descriptions.

Sociology (SO)

PROFESSORS: Douglas F. Challenger, J Forbes Farmer
ASSOCIATE PROFESSORS: Jean Dawson, Jerome D. Levine, Allan Rachlin

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 p. 86 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. *Addresses GLE Learning Outcomes Social Sciences (SS), Critical Thinking (CT), and Information Literacy (IL).*

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. *Addresses GLE Learning Outcomes Social Sciences (SS), Critical Thinking (CT) and Information Literacy (IL).* *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 deviant. Included is an investigation into why socially prohibited behavior occurs and why/what society does to control or prevent it. Various sociological theories (i.e., structural functionalism, culture conflict, cultural transmission, anomie, radical-conflict, control, interactionism) are studied. Also examined are the qualitative and quantitative approaches used to study deviance. *Prerequisite: SO101.*

SO218 Quantitative Research Methods**3 credits**

An introduction to the social science research procedures that collect data which are easily subject to statistical handling. It is designed to provide instruction and practice in methodological skills that include research design, techniques of data gathering, procedures for data analysis, and strategies for writing up research findings. *Addresses GLE Learning Outcomes Social Sciences (SS), Inquiry & Analysis (IA), and Information Literacy (IL).* *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. *Addresses GLE Learning Outcomes Social Sciences (SS), Inquiry & Analysis (IA) and Information Literacy (IL).* *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.*

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).*

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 Introduction to Sociological Theory

3 credits

An introduction to the major theorists whose writings and conceptual frameworks inform sociological thinking. This course will enable you to appreciate the plurality of perspectives within sociological theory and to apply these ideas to many sociological topics and to think analytically about the many occurrences in daily life beyond the classroom. *Prerequisite: SO101.*

SO336 Topics in Social Theory

3 credits

A seminar that examines a selected topic of sociological interest through alternative (and often competing) theoretical perspectives. Possible topics include: "The Arts and Social Change," "The Meanings of Democracy," or "Utopian Societies." *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

VISITING ASSISTANT PROFESSOR: Thayer Raines

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 (p. 118) and Divisional core course requirements (p. 69), the following courses must be completed successfully with a grade point average of at least 2.00 to fulfill the major requirements:

THE COLLEGE AT RINDGE

- SR201 Principles of Sports and Recreation Management
- SR243 Programming in Sports and Recreation Management
- SR320 Organization and Administration of Sports and Recreation Management
- SR368 Sports and Recreation Facilities Management
- SR419 Law and Liability in Sports and Recreation
- SR420 Trends and Issues in Sports and Recreation Management
- SR001 Comprehensive Exam (take with BA471)
- SR390 Internship in Sports and Recreation Management *or* SR395 Advanced Internship *or* SR495 Senior Independent Project *

** 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:

BA214 Business Law II	SR238 Introduction to Training and Treatment in Athletics
MK304 Advertising	SR210 The Role & Influence of Leisure on the Culture and Commerce of Ireland
MN314 Human Resource Management	SR310 Sports Marketing
MN321 Organizational Behavior	SR338 Fitness Management
MN371 Small Business Management	
PS285 Sports Psychology	
- Recommended: Biology I and II instead of Integrated Science I and II.

Recreation Management Track

Choose three from the courses listed below:

MK214 Consumer Behavior	SR357 Recreation Therapy
MK304 Advertising	SR439 Ski Area Management
MN314 Human Resource Management	SR210 The Role & Influence of Leisure on the Culture and Commerce of Ireland
MN348 Public Administration	SR238 Introduction to Training and Treatment in Athletics
MN321 Organizational Behavior	SR338 Fitness Management
PS220 Group Dynamics	SR346 Park and Natural Resource Management
PS230 Child and Adolescent Development	
PS231 Adult Development and Aging	

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 General and Liberal Education Curriculum. The Divisional Business Administration core and the 21 major core credits will be added to the required 9 credits within each track for a total of 105 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, 27 semester hours must be taken beyond the Divisional Core requirements:

- MK201 Principles of Marketing
- MN201 Principles of Management
- SR201 Principles of Sports and Recreation Management
- SR243 Programming in Sports and Recreation Management
- SR320 Organization and Administration of Sports and Recreation Management
- SR368 Sports and Recreation Facilities Management
- SR390 Internship in Sports and Recreation Management
- SR419 Law and Liability in Sports and Recreation
- SR420 Trends and Issues in Sports and Recreation Management

Recommended Curriculum Guide

First Year

Fall Semester

- AC101 Principles of Accounting I
- GLE101 First Year Inquiry Seminar
- GLE110 First Year Composition I
- MT260 Statistics *or*
- _____ General Education
- _____ Elective
- _____ Elective

Spring Semester

- BA213 Business Law I
- ET101 Principles of Macroeconomics
- GLE120 First Year Composition II
- MT260 Statistics *or*
- _____ General Education
- _____ Elective
- _____ General Education Elective

Sophomore Year

Fall Semester

- MN201 Principles of Management
- MK201 Principles of Marketing
- SR201 Principles of Sports and Recreation Management
- _____ General Education Lab
- _____ Science I
- _____ General Education Elective

Spring Semester

- SR243 Programming in Sports and Recreation Management
- _____ 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.

Junior Year

Fall Semester

- FM224 Principles of Financial Management
- SR320 Organization and Administration of Sports and Recreation Management
- SR368 Sports & Recreation Facilities Management
- _____ General Education Elective
- _____ Track Elective

Spring Semester

- IB364 International Business
- _____ Elective*
- _____ Elective
- _____ Track Elective

Senior Year

Fall Semester

SR390	Internship in Sports and Recreation Management <i>or</i> SR395 Advanced Internship <i>or</i> SR495 Senior Independent Project
SR419	Law & Liability in Sports & Recreation
_____	Elective*
_____	Elective
_____	Elective

Spring Semester

BA001	Comprehensive Exam (take with BA471)
BA471	Business Strategy and Ethics
SR001	Comprehensive Exam (take with BA471)
SR420	Trends and Issues in Sports and Recreation Management
_____	Track Elective
_____	Elective
_____	Elective

**One or more additional electives may be needed to fulfill general education requirements. See General and Liberal Education (GLE) on p. 118.*

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

SR210 The Role and Influence of Leisure on the Culture and Commerce of Ireland 3 credits

Participation in leisure, recreation, and sporting activities is examined in the context of Irish culture, history and ethnic origins, major industries, trade policy, social stratification, political life, and economic and commercial activities. In addition, this course includes extensive preparation and a 2-week trip to Ireland to study the relationships between leisure, recreation, and sports and economic and cultural development.

Spring/Summer odd years

SR238 Training and Treatment of Injuries in Athletics 3 credits

Identifies the role of an athletic trainer, including the responsibilities, liabilities and proper sequencing of emergency procedures for the treatment of athletic injuries. Proper techniques for strapping, wrapping and taping various body parts for treatment of injury or for preventative reasons will also be practiced. *Prerequisite: SR201*

Spring

SR243 Programming in Sports and Recreation Management 3 credits

Program design and leadership techniques employed through hands-on activities. The realistic, ethical, and technical skills that a recreation manager should have in order to be successful in programming for various populations and in facilitating a variety of activities. *Prerequisite: SR201 or may be taken in conjunction with SR201.*

Fall and Spring

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

SR310 Sports Marketing

3 credits

This course will direct students to a better understanding of the theoretical backbone that makes sport marketing such a distinctive and vibrant component of the sports and recreation profession. Through the examination of real-world examples and practical application exercises, students will learn how to understand the tools and skills involved in sports marketing, evaluate sports marketing efforts, and use the strategies necessary for successful sport marketing campaigns.

Spring, odd years, or as needed.

SR320 Organization and Administration of Sports and Recreation Management

3 credits

The business of sports is interdisciplinary, and as such, this course will provide instruction and opportunity for hands-on learning of several business principles that are active in, and relevant to, topics pertinent within the sports industry. Accordingly, the topics to be examined throughout this course include, but are not limited to, professional sports teams, leagues, and ownership, revenue sharing, stadium and arena operation, media and sports, labor unions and athlete compensation, sports franchise valuation, Olympic sports, college sports, gender equity, ethical dilemma analysis, amateurism, and sports reform.

Fall, even years, or as needed.

SR338 Fitness Management

3 credits

A hands-on course studying and experiencing the relationships between chronological and 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, 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.*

Fall and Spring

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*
Fall and Spring

SR420 Trends and Issues in Sports and Recreation Management **3 credits**

This course is an examination of a broad array of the global trends and the varied impacts that these trends will have on sports, recreation, and leisure services. The processes of change, reinvention, re-conceptualization, and adjustment will also be examined in light of categorical changes in the environment, technology, transportation, values, demography, economy, health, work and free time, and governance.

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 small team of 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. The Committee will not accept an application without the attachment of this letter.

The Student-Designed Major or Minor proposal should be carefully constructed. The major should consist of no fewer than thirty and no more than fifty-four credits. 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 Center for Academic Excellence 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 cross-cultural 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 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 2015, 2017, 2019, and so on). 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 returning 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.

Maymester 2015

BA410 World Business and Finance: Special Topic Spain,

3 credits

Maymester 2015 Course

This course will offer a discussion of specific topics dealing with culture and world finance issues. Spain is an interesting country to focus on due to its continued high unemployment and large debt. Including a trip to the country allows students to experience first-hand the culture and explore the potential reasons behind the slow recovery by Spain in contrast to the other EU countries. Students will experience the culture of Spain to see if and how it influences the economic landscape compared to the US. The program combines classroom lectures with a 14-day trip abroad to Spain. *Prerequisites: permission of the instructor. Program fee plus tuition and room and board as appropriate.*

PS215 Health Psychology, Maymester 2015 Course

3 credits

The course will focus on comparing healthcare, delivery systems and treatment interventions in the US vs. Grenada and the Caribbean. This course will offer students an international learning experience dealing with health issues in an emerging country as well as an opportunity to experience the advantages of studying at St. George's undergraduate School of Arts and Sciences and on a university medical school campus. The focus of the course will be to examine the relative incidence of healthcare conditions such as cancer, heart disease, diabetes and obesity as well as anxiety, depression, and substance abuse in both countries. Emphasis will be placed on primary prevention and the cause of disease, as well as the management and treatment of patients with health conditions. Students will have the opportunity to explore the customs, culture, and lifestyle of the people of the West Indies. *Addresses GLE Learning Outcomes Social Sciences (SS), Critical Thinking (CT), Inquiry & Analysis (IA), and Information Literacy (IL). Prerequisite: PS101. Program fee plus tuition and room and board as appropriate.*

GLE 210 Ancient and Medieval Worlds, Maymester 2015 Course

3 credits

This course will look at how one civilization serves as a model for subsequent civilizations. Thus Homer's "accidental" epic (accidental in the sense of what historical accidents led to this work of oral tradition becoming one of the founding texts of Western civilization) will

be compared with Virgil's very intentional one (which seeks to justify the new Augustinian constitution of the Roman Empire). Dante's synthesis of mythological understandings of the "underworld" with a completely Christian version of hell will demonstrate the continuity between the two "worlds" – Ancient and Medieval. These texts will be supplemented with historical artifacts, such as maps, images, original texts from the periods under discussion, and class notes provided by the instructor, all of which will be available online. Course content will also be "brought to life" by visits to relevant historical sites in and around Rome. *Addresses GLE Learning Outcomes Humanities (HM), Critical Thinking (CT) and Intercultural Knowledge (IK). Prerequisites: GLE101, GLE110, and GLE120. Program fee plus tuition and room and board as appropriate.*

Sustainability Certificate

Steering Committee: Jess Gerrior (Sustainability Coordinator), Catherine Owen Koning (Environmental Science), John Harris (American Studies), Rhine Singleton (Environmental Science) Affiliated Faculty: Davina Brown (Psychology), Gerald Burns (English), Paul Bush (Mass Communication), Douglas Challenger (Sociology), 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 in Sustainability.

The Sustainability Certificate Program enables students from any major and with any career goal to gain practical experience in sustainability. Beginning with an introduction to the principles and practices of sustainability, students complete "Green Earth" courses (see list) that include concepts, skills, or projects identified by their instructors as sustainability-oriented. Then, independently and/or in collaboration with community stakeholders (staff, faculty, students, professionals in their field), students weave these "green threads" into a comprehensive project that applies and extends their learning to a real-life sustainability challenge. The students research, create, and implement their project with the guidance of the Sustainability Coordinator, and in the process, become leaders in advancing a sustainable society – one that is ecologically sound, economically viable, and socially just. The Sustainability Certificate gives students a chance to develop a pre-professional portfolio while developing the communication, management, and technical skills needed to solve sustainability problems on any scale.

To earn the Sustainability Certificate, students complete the following sequence:

1. Complete ONE of the following courses:

- ES202 Sustainability Seminar *or*
- ES240 Creating Sustainable Communities

Learn about concepts and practices, the three facets of sustainability (planet/ecology, profit/economy, and people/equity), and identify first steps toward sustainable solutions.

2. Take 3 approved Green Earth courses. These courses may satisfy a requirement for the student's general education, major or minor program as well as the Sustainability Certificate.
3. Complete ES302 Sustainability Project. In this course, students carry out a culminating project which weaves "green threads" from other courses taken in the Sustainability Certificate program. Examples of projects can include conducting a semester-long campaign, completing a greenhouse gas inventory, developing a garden management plan, implementing a new procedure to reduce solid waste, creating a documentary

video, etc. Guided by the Sustainability Coordinator, the goal of ES302 is to apply the knowledge and skills students have gained through their coursework to solve a real-world sustainability challenge.

Green Earth Courses: 3 of any of the following:

AN210	Contemporary Native America	GL205	Environmental Geology
AN220	Global Problems	HP211	Introduction to Public History
BA265	Law and the Environment	HS240	Environmental History
BI217	Tropical Forest Ecology	IC110	Integrated Science Global Change: Oceans
BI342	Wildlife Conservation and Management	IC111	Integrated Science Global Change: Climate
BI430	Forest Ecology	MC211	Journalism I
CH221	Environmental Chemistry	MC252	Journalism IIMC352 Feature Writing
CIT222	Introduction to Geographic Information Systems	MC346	Media and the Environment
ED314	Challenges in Math and Science	MK201	Principles of Marketing
ES101	Introduction to Environmental Science I	MK314	Consumer Behavior
ES102	Introduction to Environmental Science II	MK333	Marketing Research
ES106	Environment & Society	MK350	Electronic Commerce
ES203	The CSA Farm and Sustainable Food Systems	MK/AD304	Advertising
ES204	The Campus Garden and Community Resilience	MK335	Public Relations
ES210	Evolution of Environmental Thought	MK474	Marketing Management for a Green Economy
ES214	Coastal Ecology	PA/ES306	Philosophy of Science and Nature
ES245	Alternate Energy	PO344	Environmental Politics
ES265	Law and the Environment	PS261	Research Methods for Psychology
ES301	Place, Community and American Culture	PS322	Social Psychology
ES310	Environmental Impact Assessment	SO101	Introduction to Sociology
ES320	Wetland Ecology	SO203	Community Organization
FA235	Printmaking	SO450	Seminar in Sociological Perspectives
FA322-323-324	Ceramics II, III, IV	SR115	Adventure Recreation
		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 collaborative activities, about concepts and actions related to sustainability at multiple scales. Each student will identify an individual sustainability project to work on at Franklin Pierce or in local communities.

ES302 Sustainability Project **3 credits**
Sustainability Project gives students the opportunity to apply the knowledge and skills from the Green Earth courses to a real-life sustainability challenge. The Sustainability Coordinator supports students by connecting them with the people and resources needed to complete the project successfully, guiding the work and ensuring that students demonstrate the knowledge and skills they have gained through their Sustainability Certificate coursework. *Prerequisite: Students need to take either ES202 or ES240 prior to taking ES302.*

Theater and Dance (TH)

As of the spring semester 2014, the undergraduate program in Theater and Dance is no longer offering major or minor degrees. Courses that this program offers in the General and Liberal Education program will continue to be offered, along with a limited number of electives.

PROFESSORS: Robert C. Lawson

LECTURERS: Sally Bomer, Sarah Franklin, Peggy Rae Johnson, Reagan Messer

The mission of the Department of Theater and Dance is to recalibrate the student's capacity for imaginative and creative thought and action. Wide varieties of approaches to making, conceiving, and realizing work are explored with our diverse faculty and guest artists.

Theater Arts Curriculum

TH101 Introduction to Theater Arts

3 credits

An introduction and exploration of the various principles and elements which comprise the art of theater. *Addresses GLE Learning Outcomes Arts & Design (AD), Creative Thinking (CV) and Problem Solving (PS).*

TH111 Stagecraft I

3 credits

Fundamentals of technical theater, 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 theater, 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. *Addresses GLE Learning Outcomes Arts & Design (AD), Creative Thinking (CV) and Problem Solving (PS).*

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 Theater 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 theater dance repertory.

TH137-140 Ballet Technique I-IV

3 credits each

Classical ballet approached as a fundamental basis for training in many dance forms. Special emphasis is placed on correct body alignment and development of flexibility, articulation, and strength.

TH141-148 Production/Dance Performance I-VIII

1 credit each

Participation in annual student dance concert either by performing as a dancer on the stage or by choreographing and staging a dance for other dancers. *Prerequisite: audition.*

TH151 Costume Design and Construction

3 credits

An introduction to skills used in a costume shop will be presented including subjects such as researching, designing, draping, pattern-making, fitting and sewing.

TH161-168 Production/Performance I-VIII

1 credit each

Students enrolled in these courses will participate in the performance of a full-length faculty-directed major production. *Prerequisite: audition.*

TH171–178 Production/Design and Technical Theater 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. *Addresses GLE Learning Outcomes Arts & Design (AD), Oral Communication (OC) and Problem Solving (PS).*

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. *Addresses GLE Learning Outcomes Arts & Design (AD), Applied Learning (AL) and Creative Thinking (CV).*

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 Theater

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 Theater History Survey

3 credits

The theater as an institution. The methods, conventions, and physical conditions of the theater as a dramatic medium from earliest times to the present. The characteristic types of theater building, theater 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 theater, the plays representative of the '40s and '50s, the American involvement during the '60s and '70s in the Absurdist tradition, to present trends. *Addresses GLE Learning Outcomes Arts & Design (AD), Creative Thinking (CV) and Problem Solving (PS).* *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. *Addresses GLE Learning Outcomes Arts & Design (AD), Creative Thinking (CV) and Oral Communication (OC).*

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 Theater/Dance

3 credits

Prepares students for the Senior Theater Project while providing practical skills necessary to begin the transition from student work to the work of the theater 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 theater. *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 Theater 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 Theater 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 Theater 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, Jean Dawson, Zan Walker-Goncalves, Melinda Jetté, Mary C. Kelly, Trish Moore, Kristen Nevious, Rosemary Nichols, Martha Ritter, Patricia Vorfeld

AFFILIATED FACULTY: Davina Brown, 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. *Addresses GLE Learning Outcomes Arts & Design (AD), Creative Thinking (CV) and Oral Communication (OC).*

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. *Addresses DLE Learning Outcomes Humanities (HM), Critical Reading (CR), and Critical Thinking (CT).*

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.*

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 University 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), and 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 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, Leader Athletes, 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 (55+ 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 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 Anime Club, Anthropology Club, B.R.O. (Brothers Reaching Out), C4 (College Campus Crisis Confronted), College Democrats, Criminal Justice Club, Ecology Club, Education Club, Gamers, Glass Blowing, GSA (Gay/Straight Alliance), LOTUS (Love of the Universal Spirit), Medical Club, Psychology Club, Raven Thunder Dance Club, Sistuhs, Sports & Recreation Club, and Underground Society. 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 p.m. 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

With the passing of the Affordable Care Act (ACA), All Individuals are mandated to have a certain level of Health Care Insurance. As a result, Students are required to provide Health Services with their insurance information prior to enrolling in course work.

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, polio, 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 2006 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, cross country, sprint football, and tennis. The women's intercollegiate athletic program consists of basketball, soccer, softball, tennis, bowling, golf, ice hockey, 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, men's and women's track and field, 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

Our goals are to provide the campus community positive co-curricular events and activities designed to enrich lives, develop talents, and build healthy lifestyles. Our programming components include Informal Recreation, Adventure Recreation, Intramurals, Sport Clubs, and fitness/wellness programs.

- **Informal Recreation:** this aspect highlights opportunities available in any of our on-campus venues. Join friends at Northfields Activity Center to use the turf, basketball, volleyball, and tennis courts. Walk some laps on the track or run some miles on the cardio equipment. In our Adventure Rec. Lounge you can challenge your rock climbing skills or master paddling strokes while using a kayak rented from the Boathouse.
- **Adventure Recreation:** being based in southwestern New Hampshire affords us many outdoor locales to learn new skills such as rock climbing, ice climbing, sailing, skiing, kayaking, caving, horseback riding, and more. We offer over 20 off-campus trips each semester to our students and have a large cache of outdoor equipment for our students to use. Check out our snowshoes for use on the campus trails in winter, and use our mountain bikes, kayaks, stand-up paddle boards, and sailboats in spring and fall.
- **Intramurals:** comprised of 40 different competitive events each year, Intramurals draws much of the student population to join. Active leagues include flag football, volleyball (indoor beach and mud), softball, soccer, wiffleball, tennis, handball, and floor hockey. Intramural leagues are typically co-ed and offered Monday through Thursday. Many are competitive and all are welcome to participate.
- **Sport Clubs:** men's and women's rugby, ultimate Frisbee, and the Raven Cheer program are examples of our sport clubs. Students need to maintain a 2.0 to participate and a 2.5 to be part of the executive board. These clubs participate against other regional colleges and universities and fundraise all necessary resources to compete.

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 four-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, sophomore, and junior years residence halls, and students in the 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>. The housing deposit will guarantee housing for the upcoming year. See Financial Information, p. 244 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

The 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 required and may be brought from home or are available for purchase at the University Bookstore. If you plan to bring a television to campus, you need to be sure that it has QAM tuning capability. Most HD or digital TVs sold after 2006 have an internal digital QAM tuner. Check your owner's manual under the section about antennas and tuners.

Please note that you are not allowed to install your own satellite dishes in on-campus residences nor mount televisions on the walls.

Telecommunications

Cell Phone Service

U.S. Cellular has 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. Being in a mountainous area, cell phone service may be spotty. The best way to determine whether your cell phone works on campus is to bring it with you when you visit the campus.

Telephone Service

Upon request, Franklin Pierce provides local dial tone to each dorm room. Residents of these rooms need to provide one analog telephone to make or receive 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

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 for a nominal fee twenty-four hours a day at the Campus Safety building. 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 Manor

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, Institutional Advancement Office, Institutional Research, and International Studies.

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 the permit store. 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 and includes all student cell phone numbers that have been provided to the University. 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 Company and EMS Squad

Students at Franklin Pierce have the opportunity to become involved in the College at Rindge's in-house Fire Company. The Company 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 the unlimited with points meal plan for the entire year. 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 to 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 was established in 1998 to honor the achievements of the late Robert Alvin, a Franklin Pierce University Professor of Theater Arts. Recipients of this scholarship are freshman students entering Franklin Pierce University who have an interest in participating in the Performing Arts. 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, 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. 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 Dennise 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 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. 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/Theater 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.

Special Departmental Honors

For more information on Special Departmental Honors, consult the appropriate Department.

Alvin Award For Outstanding Contribution to Theater 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)
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
Marrer 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
Psychology Award for Exceptional Sophomore
Publius Award (Political Science)
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, p. 232)

The Office of Student Financial Services, located on the first floor of Coles 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) Code of Conduct for Financial Aid Professionals, 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.

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 \$5,730 per year (2014/15) 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 (FWS) is awarded to many students who demonstrate financial need. As part of a financial aid package, a student may be awarded a specific dollar amount in FWS. 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 FWS award begins looking for a job by consulting the on-line jobs listing, or applying directly to the on-campus employer. Hourly wage is based on position and length of employment. Students are paid every two weeks by direct deposit into the student's bank account.

There are a limited number of jobs available on campus to students who have not been awarded 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.

Family Scholarship Program

When two immediate family members (spouses, parents and children) are enrolled fulltime in the same semester and paying tuition 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. No new Family Scholarships will be awarded after Fall 2013.

Federal Stafford Student Loan — Subsidized and Unsubsidized

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

Stafford Loans will be processed using a serialized Master Promissory Note (MPN). 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. To receive the loan, the parent borrower must pass a credit check. If a parent is denied the PLUS Loan on the basis of credit, they have the option to obtain a cosigner, or the student may borrow additional funds through the Unsubsidized Stafford Loan (up to \$4,000 per year for freshman and sophomore status and \$5,000 per year for junior and senior status). The loan is generally disbursed in two installments, one per semester. Repayment of a PLUS Loan may be deferred until after a student graduates. Franklin Pierce 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.

The following scholarships are for incoming freshman for the Fall 2014 term:

- 1. Presidential Scholarship**

\$19,000 per year is awarded on the basis of high academic achievement. Franklin Pierce CGPA of 3.0 required to retain.

- 2. Provost's Scholarship**

\$18,000 per year is awarded on the basis of high academic achievement. Franklin Pierce CGPA of 2.8 required to retain.

- 3. Trustee Scholarship**

\$17,000 per year is awarded on the basis of academic achievement.

- 4. Dean's Grant**

\$15,000 per year is awarded to students who show academic ability.

- 5. Success Grant**

\$12,000 per year is awarded to students who show promise of success at Franklin Pierce.

- 6. Incentive Grant**

\$8,000 per year is awarded to students who show promise of success at Franklin Pierce.

7. Franklin Pierce Grant

Each year, grants ranging from \$1,000 to \$10,000 are awarded to students who demonstrate financial need.

8. Franklin Pierce Athletic Scholarship

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

9. International Scholarships

International students are eligible for \$10,000 per year at the time of admission.

Franklin Pierce Athletic Scholarships

As an NCAA Division II institution, Franklin Pierce University awards funds to eligible 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 beginning in the fall, 2012. The 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 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 2014 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 2014-15 academic year, her sophomore year. At the close of the Spring 2015 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 2015-16 academic year, her junior year. At the close of the Spring 2016 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 2016-17 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.

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 prorated, and possibly eliminated, depending upon the amount the student is deemed eligible for in assistance from the VA. Refunds of financial assistance will only be for eligible Federal Pell Grant recipients.

Private Scholarships

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

Tuition Exchange Programs

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

First Semester Freshman Science Scholarship

The curriculum for the College at Rindge for 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.

Senior Citizen Discount

\$100 per credit: only applies to the enrolled student, may not be combined with other discounts nor applied to matriculated students.

Pierce Health Scholarship

All incoming students that are offered the Pierce Health Scholarship for \$3,000 must declare one of the specified majors by the close of the Fall 2014 term. *These majors include: Health Sciences; Biology; Psychology.* SFS will not apply Pierce Health Scholarships until Spring 2015, retroactively disbursing \$1,500 for the Fall 2014 semester for eligible students. Eligible students are those who have successfully completed the Fall 2014 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 2014 semester or for Spring 2015 registration. Students that do not complete a declaration of major by Spring 2015 will be notified and counseled by SFS, accordingly. At the close of the Spring 2015 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 beginning 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 time frame of 150% of the program’s length, measured in attempted credits. Full-time undergraduate students must complete their program within six years (see table below for minimum completion requirements). The academic credit for semesters is earned with a passing grade (D or better). Satisfactory progress is defined as a minimum of a 2.00 CGPA and a rate of progress of at least 67%.

Year	Number of Credits that must be earned
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, take a leave of absence, or are administratively withdrawn from the University and who seek readmission to Franklin Pierce will lose 100% of their previously awarded Franklin Pierce sources of financial assistance. The 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 1 for the fall semester and December 1 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 1 for the fall semester and December 1 for the spring semester, any student account that is not financially clear may be assessed a \$300 late payment fee per month, through add/drop. 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 2014.

Full-time College at Rindge Tuition (year):	\$29,682
Full-time College at Rindge Tuition (semester):	\$14,841
Standard Double Room (year):	\$7,040
Standard Board (year):	\$5,020
Summer Sessions 2014: per 3 credit class or \$345/credit	\$1,035

Deposits

Acceptance Deposit \$400

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

Institutional Fee \$2,000

All student accounts are assessed an institutional fee (\$1,000 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.

Technology Fee \$100

A technology fee of \$100 is assessed in full in the student's first semester each year and must be paid in advance of enrollment.

Refund Policy

A student may withdraw from the University in accordance with the policies stated on p. 36. 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 \$400.00 acceptance deposit required of new and readmitted students is refundable until May 1; after that date it will be forfeited. (Acceptance deposits for any term other than the September semester are non-refundable.)

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.

Veteran Students Receiving Department of Defense Funding

Refund policies for withdrawn veterans mirror the percentage of financial aid earned on p. 245. See Student Financial Services for additional details.

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 p. 29 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 disburseable aid for that period that the student earned. A student who remains enrolled beyond the 61% point earns all aid for the period. Return of Federal (Title IV) funds calculation is performed independently of institutional costs incurred for the period of enrollment.

The date of withdrawal used to calculate the last date of attendance will be the effective date of withdrawal noted on the official withdrawal form. Students who leave without completing an official withdrawal form or for whom an official withdrawal form is not completed will have their last date of attendance be the date of the last documented academically-related activity.

The student may be entitled to a post-withdrawal disbursement of Federal financial aid if the return of funds calculation indicates that the student earned more aid than was disbursed prior to withdrawal. Additional information may be obtained from the 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 if requested, unless the parent specifies, in writing, that the refund be released to the student.

Students receiving federal financial aid do not need to complete a Refund Request Form unless there are special circumstances (i.e.: mailing instructions; parent instructions; hold instructions), which must be communicated to the Student Financial Services Office. Students not receiving federal financial aid must request in writing that credit balances be released to them.

Non-PLUS loan borrowers have no jurisdiction over the student's account with the University. All activity and releasing of funds will be addressed to the student, unless otherwise specified by the student.

Changes to Room and Meal Plans

All freshman residential students are required to be on a meal plan for the entire year. Upper-class students living in traditional halls (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)	\$990
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	\$100/\$180 doctoral
Late Registration, after close of add/drop	\$100/\$180 doctoral
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	\$25
Study Abroad Fee	TBD
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 1
Spring semester	Full semester balance paid by December 1

Books and Supplies

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

Admissions Information

The College at Rindge admits those secondary school graduates who have a sincere desire for higher education, have demonstrated ability to acquire this education, and have evidenced good citizenship. Admission is open to all qualified applicants without regard to race, religion, 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 \$400 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. College recommendation (advisor, faculty, or employer) is required for transfer students.
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 (Test of English as a Foreign Language) score in addition to the above items and must demonstrate college-level English language ability. This ability is normally ascertained through the 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 Office of Admissions 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

Students may earn credit through the **Advanced Placement (AP)** and **International Baccalaureate Program (IB)**. The University recognizes secondary school accomplishment by means of advanced placement and credit for those who have taken especially enriched or accelerated courses before entering college. Applicants 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.

Students may also 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. Previously taken CLEP testing will be reviewed on a case-by-case basis.

Homeschool Policy

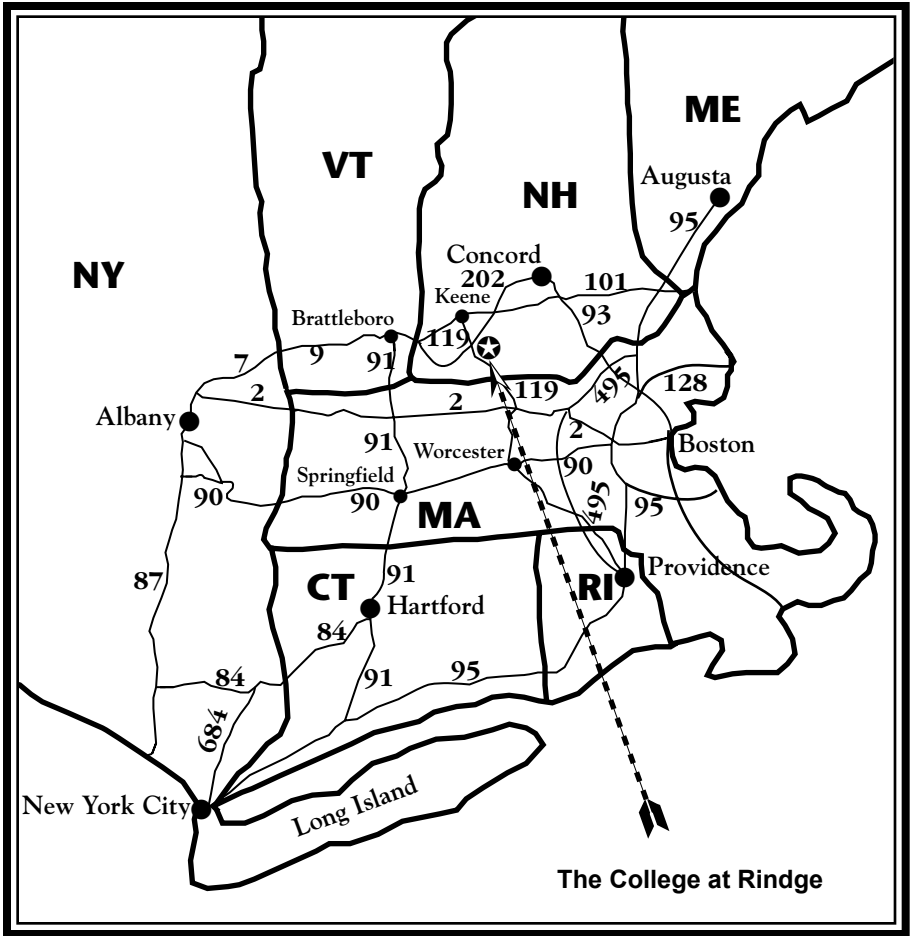
The College at Rindge welcomes applications from home-educated students who satisfy similar qualifications required of traditional secondary school graduates (see Admission Criteria). The homeschool shall comply with the regulations of the state in which the student was schooled. All applicants must present proof of graduation from their respective secondary school/homeschool or a GED. Please contact the Office of Admissions 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.

Geographic Distribution — Fall 2013

State	Number of Students Enrolled	Percent of Rindge Campus
Alaska	1	.01%
Arizona	2	0.1%
California	9	0.6%
Colorado	4	0.3%
Connecticut	176	12.7%
Delaware	1	0.1%
Florida	3	0.2%
Georgia	1	0.1%
Idaho	1	0.1%
Illinois	1	0.1%
Indiana	1	0.1%
Kansas	1	0.1%
Massachusetts	549	39.5%
Maryland	3	0.2%
Maine	48	3.5%
Michigan	2	0.1%
North Carolina	3	0.2%
North Dakota	1	0.1%
New Hampshire	303	21.8%
New Jersey	30	2.2%
New York	112	8.1%
Ohio	1	0.1%
Oregon	1	0.1%
Pennsylvania	10	0.7%
Rhode Island	60	4.3%
Texas	7	0.5%
Utah	1	0.1%
Vermont	35	2.5%
Washington	1	0.1%
International Students		
Bermuda	2	0.1%
Brazil	4	0.3%
Canada	1	0.1%
China	5	0.4%
Germany	2	0.1%
Great Britain	1	0.1%
Greece	2	0.1%
Korea, Republic of	1	0.1%
Norway	2	0.1%
Russian Federation	1	0.1%
Sweden	1	0.1%
United Kingdom	2	0.1%
Rindge UG Total	1,390	100%



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.

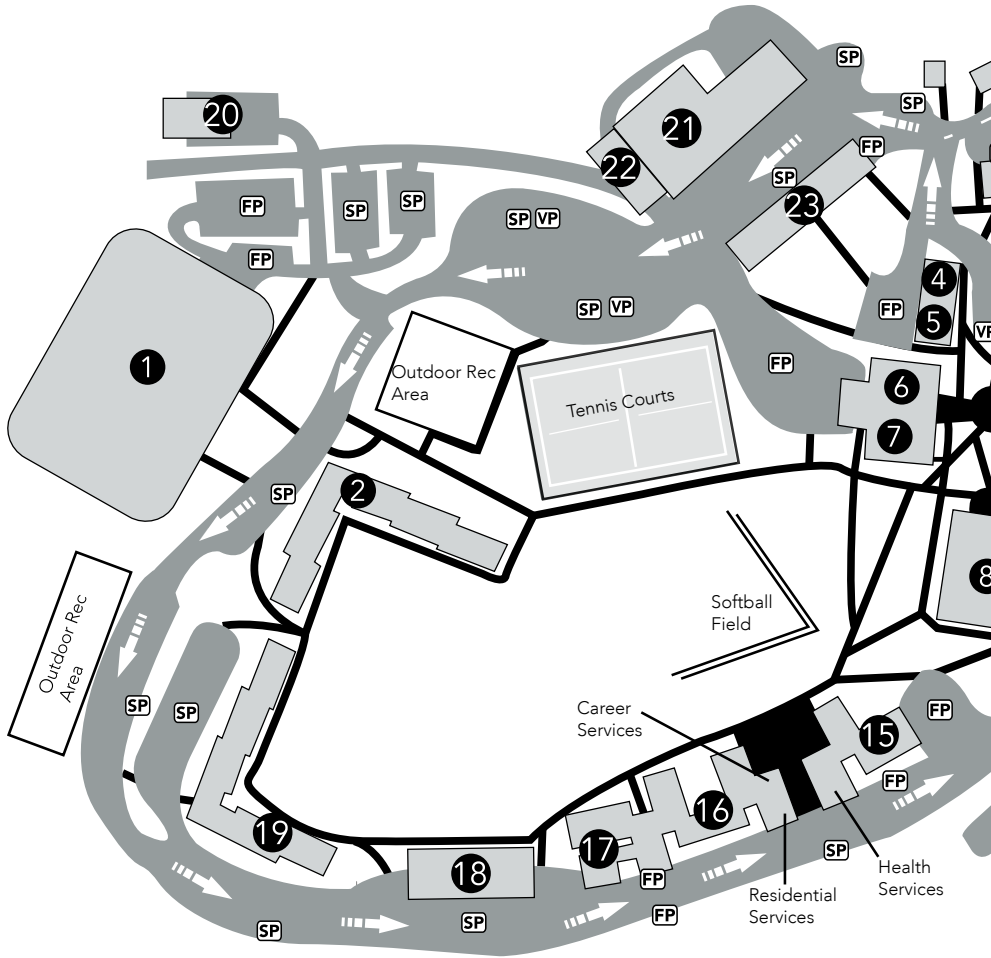
From I-495, take Route 2 West, Route 140 North, Route 12 North, Route 202 and Route 119 West to the College at Rindge.

Driving time from New York City is 4½ hours; from Boston, 1½; and from Keene, New Hampshire, 25 minutes.

Map Key

	Roadways / Parking Lots
	Student Walkways
	Faculty/Staff Parking
	Student Parking
	Visitor Parking
One Way Roads 	
Two Way Roads 	

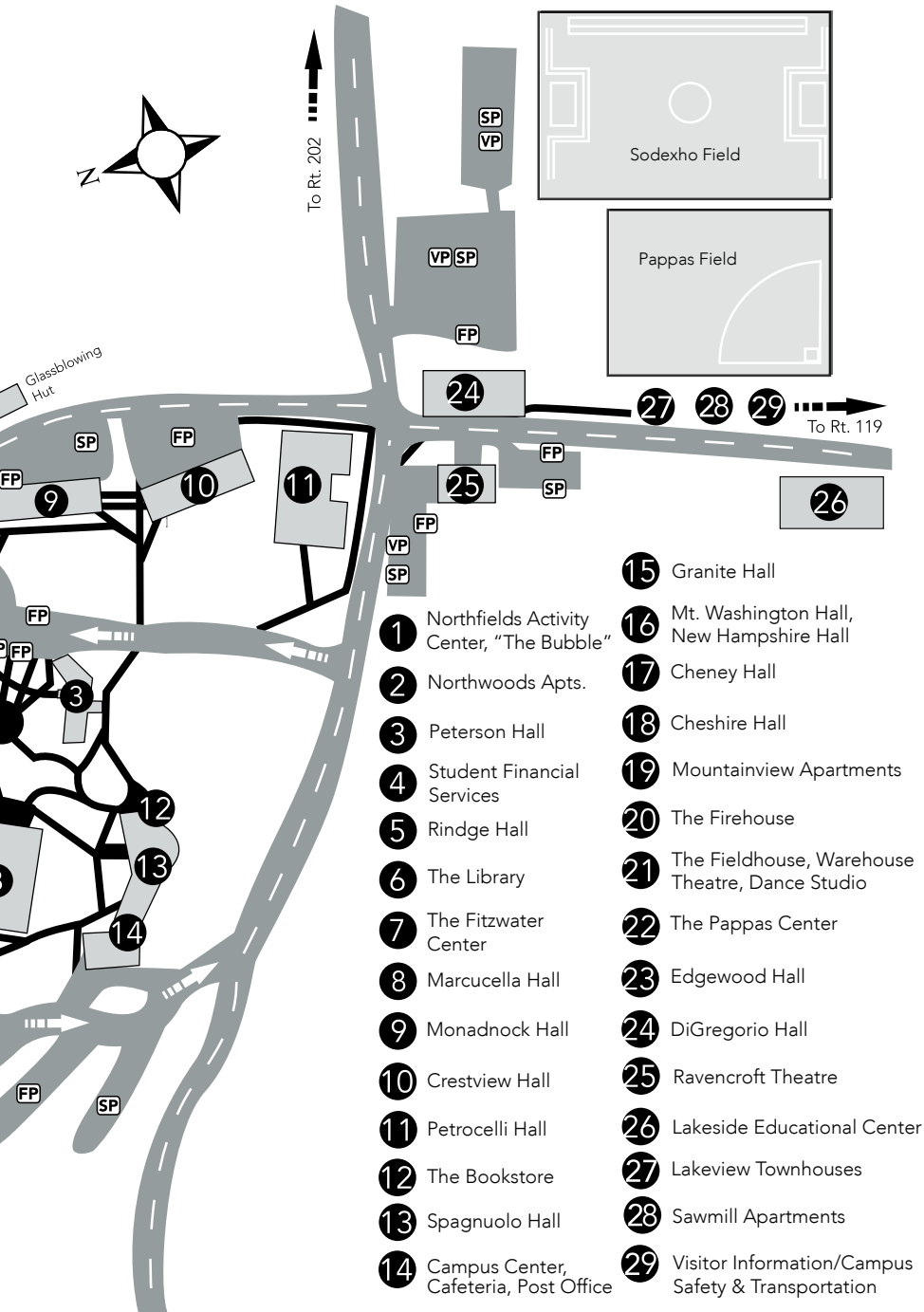
CAUTION
Campus
roadways
are
One Way



Campus Map

The College at Rindge

www.franklinpierce.edu • 40 University Drive, Rindge NH, 03461 • (603)



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UNIVERSITY

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U N I V E R S I T Y

The College of Graduate & Professional Studies

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Academic Calendar 2014-2015 —
Undergraduate Studies

2014

Term 1 Begins	Mon.	Sept. 15
Add/Drop Ends - Term 1	Mon.	Sept. 22
Fall Break Days - CGPS Campuses Open - Floating Holidays	Mon.-Tues.	Oct. 13-14
Term 1 Ends	Sat.	Nov. 8
Term 2 Begins	Mon.	Nov. 10
Franklin Pierce Founders Day	Fri.	Nov. 14
Add/Drop Ends - Term 2	Mon.	Nov. 17
Thanksgiving Break - No CGPS Classes.....	Mon.-Sun.	Nov. 24-30
Thanksgiving Break - CGPS Campuses Closed.....	Weds.-Fri.	Nov. 26-28
Winter Break - No CGPS Classes	Mon.-Sun.	Dec.-22-Jan. 4
Winter Holiday - CGPS Campuses Closed	Mon.-Sun.	Dec.-22-Jan. 4

2015

Martin Luther King Jr. Day - CGPS Campuses Open - Floating Holiday....	Mon.	Jan. 19
Term 2 Ends	Sat.	Jan. 24
Term 3 Begins	Mon.	Jan. 26
Add/Drop Ends - Term 3.....	Mon.	Feb. 2
President's Day - CGPS Campuses Open - Floating Holiday	Mon.	Feb. 16
Spring Break Day - CGPS Campuses Open - Floating Holiday	Fri.	Mar. 20
Term 3 Ends	Sat.	Mar. 21
Term 4 Begins	Mon.	Mar. 23
Add/Drop Ends - Term 4	Mon.	Mar. 30
Term 4 Ends	Sat.	May 16
May Commencement	Sat.	May 16
Undergraduate Summer 1 Begins	Mon.	May 18
Memorial Day - CGPS Campuses Closed	Mon.	May 25
Add/Drop Ends - Undergraduate Summer 1	Tues.	May 26
Undergraduate Summer 1 Ends	Thurs.	July 2
Independence Day - CGPS Campuses Closed	Fri.	July 3
Undergraduate Summer 2 Starts	Mon.	July 6
Add/Drop Ends - Undergraduate Summer 2	Mon.	July 13
Undergraduate Summer 2 Ends	Sat.	Aug. 22

Academic Calendar 2014-2015 — Graduate Studies

2014

Grad. Term 1	Mon.	Aug. 25
Add/Drop Ends	Mon.	Sept. 1
Fall Break Days - CGPS Campuses Open - Floating Holidays	Mon.-Tues.	Oct. 13-14
Franklin Pierce Founders Day	Fri.	Nov. 14
Grad. Term 1 Ends	Sat.	Nov. 15
Grad. Term 2 Begins	Mon.	Nov. 17
Add/Drop Ends - Grad. Term 2	Mon.	Nov. 24
Thanksgiving Break - No CGPS Classes	Mon.-Sun.	Nov. 24-30
Thanksgiving Break - CGPS Campuses Closed	Weds.-Fri.	Nov. 26-28
Winter Break - No CGPS Classes	Mon.-Sun.	Dec.-22-Jan. 4
Winter Holiday - CGPS Campuses Closed	Mon.-Sun.	Dec.-22-Jan. 4

2015

Martin Luther King Jr. Day - CGPS Campuses Open - Floating Holiday....	Mon.	Jan. 19
President's Day - CGPS Campuses Open - Floating Holiday	Mon.	Feb. 16
Grad. Term 2 Ends.....	Sat.	Feb. 28
Spring Break - No CGPS Graduate Classes	Mon.-Fri.	Mar. 2-6
Grad. Term 3 Begins	Mon.	Mar. 9
Add/Drop Ends - Grad. Term 3	Mon.	Mar. 16
Spring Break Day - CGPS Campuses Open - Floating Holiday	Fri.	Mar. 20
May Commencement	Sat.	May 16
Memorial Day - CGPS Campuses Closed	Mon.	May 25
Grad. Term 3 Ends	Sat.	May 30
Grad Term 4 Begins	Mon.	June 1
Add/Drop Ends - Grad. Term 4	Mon.	June 8
Summer Break - No CGPS Graduate Classes	Tues.-Sun.	June 30-July 5
Independence Day - CGPS Campuses Closed	Fri.	July 3
Grad. Term 4 Ends	Sat.	Aug. 29

Message from the Dean

Greetings to All in our Academic Community:

It is my pleasure to welcome you to the College of Graduate & Professional Studies where we truly believe in seeking knowledge that matters. The College offers a broad range of coursework and learning experiences designed to promote personal and professional growth within a scholarly environment. Our educational offerings stem from an appreciation of the tremendous challenges that confront us every day as students, workers, parents, and leaders. It is our intent to create learning opportunities that recognize that:

- the globalization of the human community brings many opportunities for advancement, as well as increased competition for jobs and resources,
- collaboration and teamwork are key to success in a competitive world,
- diversity of perspective is highly valued, but there must also be a search for common ground,
- we must focus on solving problems, not merely making the symptoms go away, and
- the most important outcome of our work is to help you enhance your knowledge and skills in ways that make a difference.

I look forward to our time together.

Douglas Southard, Ph.D.

Dean of the College of Graduate & Professional Studies

Academic Policies – General

Student Categories

- **Matriculated Student:** A matriculated student is one admitted to a University program, registered for degree or certificate credit, whose official transcripts have been received and verified by the Registrar's office and is working toward a degree/certificate.
- **Non-Matriculated:** A non-degree, non-matriculated special student is one who is not working toward a degree/certificate. A non-degree student may become a degree/certificate candidate by applying and being accepted to a degree or certificate program through the Admissions process.

Course Delivery Methods

- **Face-to-Face:** Courses taught in full classroom presence format. A web-based component may supplement classroom assignments.
- **Hybrid:** Courses taught partially in the classroom and partially online. For example, a course could meet in the classroom once a week and complete many requirements online.
- **Online:** Courses taught totally online.
- **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/hybrid students are required to actively engage the instructor on the date the course begins.

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 attend at least one session but do not officially drop or withdraw within the established time frames will receive a grade as assigned by the instructor and are financially responsible for outstanding tuition.

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. Requests to drop or add courses will not be accepted after the add/drop period.

Administrative Course Drop Policy

Students enrolled in a course will be expected to attend class during the add/drop period. If the course includes face-to-face sessions, attendance will be expected in person. If the course is conducted completely online, attendance is demonstrated by login into the course. If the student is unable to attend for the term, s/he should minimally contact the staff.

Instructors are required to provide attendance information at the end of the first week of the term. If the student has not attended the class, logged into the course, or made contact with the University, the staff will administratively drop the student from the non-attended class(es) for that term. Courses will be dropped the day after the last day of the add/drop period.

Grade Report

Active students have access to their grades through CampusWeb.

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	Very Good	3.00
B-		2.67
C+	<i>(This is not satisfactory for graduate students)</i>	2.33
C	Satisfactory	2.00
	<i>(This is not satisfactory for graduate students)</i>	
C-	Marginal Grade	1.67
	<i>(This is not satisfactory for graduate students and is considered an F)</i>	
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*	Withdrawal	
AW*	Administrative withdrawal	

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

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

Grade Review

If a student questions the grade received for a course, all grade appeals must be filed before the end of the following term in which the course was taken. If the student is not satisfied with the result of the conversation, the student must put a 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 W grade on the transcript for each course in which the student is enrolled. The W will not affect the student's grade point average. All withdrawn courses count as attempted credits. This will be the case for the first 60% of a term.

Any student who withdraws from the University during the final 40% of a term will receive grades as assigned by his/her instructors for all courses in which he/she is currently enrolled. These grades will be recorded on the student's official academic record and will be

included in the student's grade point average. 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.

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

Academic Programs

Professional Studies

Bachelor of Arts

Criminal Justice*
Human Services*

Bachelor of Science

Accounting/Finance*
Health Care Administration*
Integrated Studies*
Management*
Marketing*
Nursing (R.N. to B.S.)*

Associate of Arts

Business*
Criminal Justice*
General Studies*
Human Services*

Undergraduate Certificates

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 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:
General Special Education (K-12) M.Ed. + Elementary M.Ed (K-6) (K-8) + Middle/Secondary Social Studies (5-12) and Secondary Life Sciences (7-12) + Middle/Secondary English (5-12) + Curriculum and Instruction +
Master of Science in Nursing (M.S.N.), Leadership or Education*
Master of Physician Assistant Studies (M.P.A.S.)

** offered 100% online*

+ coursework offered online; student teaching or field work required

Check our Web site schedules for available class formats.

Franklin Pierce University College of Graduate & Professional Studies Center locations

Lebanon Center: 24 Airport Rd., Suite 19, West Lebanon, NH 03784 • (603) 298-5549

Manchester Center: 670 North Commercial St., Suite 301, Manchester, NH 03101
• (603) 647-3500

Portsmouth Center: 119 International Drive, Portsmouth, NH 03801 • (603) 433-2000

Goodyear Campus: 14455 W. Van Buren Street, Suite 100, Goodyear, AZ 85338
• (623) 518-2386

General and Liberal Education 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

General and Liberal Education Curriculum

Major Requirements

Demonstrated Writing Skills (6 Semester hours)	
GLE110 First Year Composition I	3
GLE120 First Year Composition 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)	
*GLE103 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 First Year Composition I and II or must be retaken.

**This course must be taken at Franklin Pierce University.*

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 semester hours (100 level and above). In addition, in order to complete 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. Normal time to completion is 2.5 years.

Residency Requirements

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

Residency Requirements for Bachelor's Degree

A minimum of 30 semester hours must be completed at Franklin Pierce University. Within the 30 hours, a minimum of 12 hours must be 300/400 level courses in each declared major (maximum of two majors allowed) and a minimum of 6 hours must be in the General and Liberal Education curriculum including GLE103 and the major capstone course.

Residency Requirements for Associate's Degree

A minimum of 15 semester hours must be completed at Franklin Pierce University. Within the 15 hours, a minimum of 6 hours must be completed in each declared major (maximum of two majors allowed) and a minimum of 6 hours in the General and Liberal Education curriculum including GLE103.

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 commencement ceremony, nor will students receive an Associate's degree following the awarding of a Bachelor's degree at Franklin Pierce University. Students who wish to return for a second degree after graduation will begin with Admissions.

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 re-enroll at Franklin Pierce. 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 they re-enroll. 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 a second 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 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. Electronic transcripts are welcome.

**The high school transcript (or GED) requirement is waived for students who have attended a regionally accredited institution of higher education. In this case, the student must submit the transcript from the institution most recently attended.*

Transfer Credit Policy Residency Requirements

Transfer students will be required to meet the minimum residency requirements for the degree they wish to pursue (see Residency Requirements, p. 265).

Advanced Standing

Transfer from Other Regionally 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 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 students 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 Prior Learning 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 non-traditional credit is 75 semester hours. Furthermore, the maximum within each category is as follows:

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

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

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 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.

Prior Learning Assessment Process (PLA)

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

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

Prior Learning Assessment (PLA) students must be accepted into a matriculated program prior to submitting a PLA portfolio and are required to complete a PLA workshop that outlines the assessment process and the preparation of a portfolio.

Students who wish to submit a PLA portfolio for review must complete the mandatory PLA portfolio workshop prior to preparing their PLA portfolio.

The interdisciplinary Learning Assessment Process Review Board of Franklin Pierce University evaluates a portfolio with notification of credit normally awarded within 60 days. The fee or 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 PLA Student Handbook. The portfolio must be submitted within the first 18 months of a student's enrollment at the University.

Students may investigate the PLA process by participating in the PLA portfolio workshop. They should not proceed to compiling a PLA 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 PLA credit.

Class Level

Class level is determined as follows:

Freshman: 0-25 semester credits earned

Sophomore: 26-55 semester credits earned

Junior: 56-87 semester credits earned, completion of GLE110 and GLE120, 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 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.

Course Withdrawal Policy

Students have the option of withdrawing from a course from the end of the add/drop period through the end of the 5th week of classes in a term. Students are required to complete a Student Initiated Course Withdrawal Form when withdrawing from a course.

In order to understand the full impact of withdrawing from the course, students must communicate with and obtain signatures from the course instructor, their academic advisor(s) and Student Financial Services prior to submitting the form to the Center. Athletes are required to obtain a signature from their coach/compliance officer.*

A grade of W will be recorded on the student's permanent record as a result of this action. The W will not affect the student's grade point average. All withdrawn courses count as attempted credits.

After the 5th week, students will receive a letter grade for the course as assigned by the course instructor. This grade will be recorded on the student's official academic record and will be included in the student's grade point average.

Faculty may withdraw a student from a course at any time after add/drop if the student's presence or absence is detrimental to the learning environment; if this withdrawal is after week 5, then the instructor must issue a letter grade, not a W. Students who are withdrawn by faculty will be notified in writing and will have the opportunity to appeal. Appeal guidelines will be communicated to the student at the time of withdrawal. All withdrawn courses count as attempted credits.

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

**Students taking online courses may secure instructor, SFS and Athletic Department signatures via Franklin Pierce University email.*

Internships

Learning through a supervised work experience for credit is an available option for qualified* upper-class students in several academic departments. Internships must be

registered for and all paperwork **completed, approved and submitted** by the last day of the add/drop period of the term for which the internship is registered. Students who fail to submit a final/approved Internship Contract to their Academic Advisor by the last day of the add/drop period will be dropped from the internship.

Internships may extend beyond the period of time for which the internship is registered. Students may receive an IP grade and be allowed to complete the internship in a later term (not to exceed four terms). For example, students who begin an internship in Term 1 will have until the end of Term 4 to complete the internship.

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

Incomplete Grades

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

On the Incomplete Grade Contract, the instructor will include a default letter grade to accompany the Incomplete grade. This default grade reflects what the student would earn as a final grade if no more work is submitted. The student will have until the end of the following term (an earlier date may be specified by the instructor) to complete the course. The instructor has ten calendar days after receiving the student's work to submit the grade. If the work has not been completed or a grade has not been submitted by this time, the default grade will replace the Incomplete. 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 predetermined courses which, by their nature, take more than one term to complete. Completion of the course must be arranged between the instructor and the student. An IP is not figured into the student's grade average at the time it is given.

The instructor will post a default letter grade to accompany the IP (IPA, IPB, IPC, IPD or IPF). The student will have up to two full terms (an earlier date may be specified by the instructor) to complete the course. If the work has not been completed or a grade has not been submitted by this time, the default letter grade will replace the IP. A student who receives this grade at the end of a semester may become eligible for Dean's List honors when the coursework has been completed and the final grade is posted.

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. Courses with an earned grade of D, D- or F may be repeated twice; withdrawn courses may be repeated without limit*. However, since course repeats may impact financial aid eligibility, students are highly encouraged to contact Student Financial Services (SFS) prior to repeating a course.

Students who do not meet required grade point minimums for prerequisite courses in certain majors or minors may request special permission from the Dean or designee to repeat the course. Such courses may be repeated only once.

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

**All withdrawn courses count as attempted credits.*

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. (hybrid or 100% online courses may not be audited.) No audit condition of course registration may be changed after the end of the established add/drop period. Audited courses are posted on the academic record with the grade notation of “AU” with no academic credit awarded. Audited Franklin Pierce University courses may not count as PLA credit.

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 evaluation periods on probation before being suspended from the university. A copy of the notification placing the student on academic probation will be sent to the student's advisor, to the 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:

- Submit a Learning Contract to the Center Director of the student's home center that addresses the reason(s) the student desires to return to Franklin Pierce University, a reflection on why the student did not do well in the past, and the strategies the student plans to employ to bolster future academic success;
- Work with the 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. Reinstatement to the University with a cumulative grade point average less than 2.00 will result in the placement of the student on Academic Probation.

Academic Dismissal: Academic Dismissal is permanent separation from the University. The student may not apply for reinstatement or readmission. An 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.

Non-academic 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 or fewer months 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 six 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 in good academic and financial standing who have a break of more than 24 consecutive months must complete an Admissions application and must meet the requirements of the catalog in effect at the time they re-enroll at Franklin Pierce. 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 they re-enroll. This catalog includes program curriculum for the degree as well as college administrative, academic and financial policies.

Students with Academic Sanctions: see academic standing policy above.

Disciplinary Suspension or Dismissal

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

Satisfactory Academic Progress

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 time frame of 150% of the program’s length, measured in attempted credits. Full-time undergraduate students must complete their program within six years (see table below for minimum completion requirements). The academic credit for semesters is earned with a passing grade (D or better). Satisfactory progress is defined as a minimum of a 2.00 CGPA and a rate of progress of at least 67%. Please see the Student Financial Services p. 244 for greater detail.

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

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 Accounting/Finance Learning Outcomes are:

1. Students will demonstrate knowledge of core tax, accounting or finance concepts.
2. Students will be able to apply quantitative tools and strategies to support organizational decision making in the domains of accounting or finance.
3. Students will be able to communicate clearly and effectively both verbally and in writing.
4. Students will demonstrate an awareness of the need for ethical leadership within an organization and ethical behavior in the greater global context.

The following are required of all Accounting/Finance majors:

Business Core (39 semester hours)

- AC101 Principles of Accounting I
- AC102 Principles of Accounting II

BA213	Business Law I
BA471	Business Strategy and Ethics
ET101	Principles of Macroeconomics
ET102	Principles of Microeconomics
FM224	Principles of Financial Management
IB364	International Business
MK201	Principles of Marketing
MN201	Principles of Management
MN321	Organizational Behavior
MT260	Statistics

Choose one of the following:

CIT101	Microcomputer Applications or
CIT130	Database Applications or
CIT140	Electronic Spreadsheets

Major Requirements (Accounting Track) (24 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
FM423	Investment Analysis

General Electives (18 semester hours)

Major Requirements (Finance Track) (15 semester hours)

ET223	Money and Banking
FM257	Real Estate Investment
FM311	Managerial Finance
FM423	Investment Analysis
FM454	Problems in Finance

General Electives (27 semester 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 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)

Healthcare Administration (HCA)

Bachelor of Science (120 semester hours)

Mission and Learning Outcomes of the Health Care Administration Program

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

1. Students will describe the U.S. healthcare system and understand the social, cultural, political, strategic, and economic issues that impact the system.
2. Students will demonstrate an understanding of micro and management and leadership principles and practices, focusing on healthcare organizational systems in the United States
3. Students will articulate the concepts of quality and the process of quality improvement across the health care continuum
4. Students will identify the role, functions, and applications of strategic planning in health care organizations; applying qualitative and quantitative research principles to a capstone project
5. Students will explain how policymaking interacts with legal and ethical issues in the healthcare environment

In addition to the CGPS General and Liberal Education Curriculum (p. 118), HCA majors will complete the following courses:

Business Core (39 semester hours)

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

Choose one of the following:

CIT101	Microcomputer Applications or
CIT130	Database Applications or
CIT140	Electronic Spreadsheets

Major Requirements (21 semester hours)

HCA201	Introduction to Healthcare Services
HCA315	Epidemiology
HCA350	Healthcare Systems Management and Quality Improvement
HCA360	Healthcare Ethics, Policy, and Law
HCA430	Healthcare Finance
HCA450	Leadership and Management in Healthcare Organizations
HCA390	Internship

General Electives (21 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
PS441	Abnormal Psychology
SO350	Law and Society
SO421	Poverty and Wealth

General Electives (30 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)

GLE110 First Year Composition I	3
GLE120 First Year Composition 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)

GLE103 Career Image and Management 3

GLE403 Integrated Seminar 3

Total 39 semester hours

Notes: 1. All major requirements may be transferred except for GLE103 and GLE403

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)

Human Services Concentration

Prerequisite requirements

PS101 Introduction to Psychology

SO101 Introduction to Sociology *or*

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.)

Management Concentration

Prerequisite requirements

AC101 Principles of Accounting I

ET101 Principles of Macroeconomics

MN201 Principles of Management

Concentration options

(Any five 300-400 level Management courses.)

Marketing Concentration

Prerequisite requirements

ET101 Principles of Macroeconomics

MN201 Principles of Management

MK201 Principles of Marketing

Concentration options

(Any five 300-400 level Marketing 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 Management Learning Outcomes are:

1. Students will be able to describe the essential functions of an effective business operation and analyze business opportunities.
2. Students will demonstrate an understanding of the relationship between businesses and market/nonmarket stakeholders as it pertains to local, societal, and global needs.
3. Students will be able to use quantitative and qualitative tools and strategies to support organizational decision making.
4. Students will demonstrate an awareness of the need for ethical leadership within an organization and ethical behavior in the greater global context.
5. Students will be able to communicate clearly and effectively.

Business Core (39 semester hours)

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

Choose one of the following:

CIT101	Microcomputer Applications or
CIT130	Database Applications or
CIT140	Electronic Spreadsheets

Major Requirements (24 semester hours)

FM311	Managerial Finance
MN314	Human Resource Management
MN371	Small Business Management
MN348	Public Administration <i>or</i> MN426 Government and Business
MN360	Communication Skills for Managers
MN365	Production and Operations Management

Students must choose two electives from the 300 or 400 level courses with any of the following business prefixes: AC, AD, BA, ET, FM, HCA, MK, and MN.

General Electives (18 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 Marketing Learning Outcomes are:

1. Students will analyze the internal and external environment, including global and ethical perspectives, 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.

Business Core (39 semester hours)

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

Choose one of the following:

CIT101	Microcomputer Applications or
CIT130	Database Applications or
CIT140	Electronic Spreadsheets

Major Requirements (18 semester hours)

MK214	Consumer Behavior
MK333	Marketing Research
MK350	Electronic Commerce
MK474	Marketing Management in a Green Economy
Marketing Electives (from MK304, MK317, MK335, MK365, or AD370)	

General Electives (24 semester hours)

Nursing

RN to BS in Nursing Mission

The RN to BS in Nursing program is committed to preparing registered nurses as ethical leaders in the 21st century delivering innovative, evidence based patient-centered care. Graduates are competent and caring nurses who make sound clinical judgments, communicate effectively, and assume leadership and advocacy roles. We prepare graduates to promote the health and well-being of diverse individuals, families, communities, populations, and systems.

Department of Nursing Education Philosophy

The nursing faculty believes the development of a caring, and holistic awareness of one's self and patients is integral to the experience of nursing and a fundamental quality of a leader. Adult learning involves the creation of understanding and appreciation for knowing within a context of value and meaning. The Department of Nursing Education provides a supportive and respectful learning environment, which fosters life-long learning, discovery, reflective practice, and enables each student to fulfill his or her own potential.

Student Learning Outcomes

Graduates of the RN to BS in Nursing program will:

1. Apply patient centered principles of holistic nursing care to individuals and populations across cultures and the lifespan.
2. Integrate knowledge from the sciences, humanities, and nursing to guide decisions on best practices in healthcare.
3. Function effectively within interprofessional healthcare teams fostering shared decision making to deliver high quality, safe, patient care with positive patient outcomes.
4. Utilize quality improvement processes in the delivery and implementation of patient safety and quality initiatives.
5. Apply leadership skills within various healthcare systems to promote a culture of safety.
6. Integrate knowledge of nursing informatics and emerging technologies for contemporary nursing practice.
7. Practice as accountable leaders of conscience demonstrating ethical and professional principles in the care of all individuals, families, and populations at risk in a variety of settings.
8. Communicate effectively within a caring framework among healthcare professionals and clients to improve patient satisfaction and health outcomes.
9. Analyze healthcare policy, financial, and regulatory processes, which directly influence healthcare systems globally.
10. Plan individualized care on best current evidence, patient values, and clinical expertise.

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 program (R.N. to B.S.) is accredited by the Accreditation Commission for Education in Nursing, Inc. (ACEN), 3343 Peachtree Road, NE, Suite 850, Atlanta, GA 30326. Phone: (404) 975-5000.

The RN student must earn a minimum of 120 credits to graduate. 30 nursing credits are awarded for prior nursing course work completed at the associate degree or diploma level. When applicable, additional nursing course work may be transferred as additional credits. The following courses are required of nursing majors:

Nursing Major Requirements (33 semester hours)

CIT101	Microcomputer Applications	3
PA250	World Religions	3
NR300	Transition to Baccalaureate Nursing	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
NR445	Community Health Nursing: Individual & Family Client	3
NR446	Community Health Nursing: Groups and Populations	3
NR490	Leadership in Professional Nursing Practice, Seminar and Project	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)

GLE103 Career Image, Planning and Management	3
GLE110 First Year Composition I	3
GLE120 First Year Composition II	3
Social Science*	6
Natural Sciences*	6
Humanities	6
Mathematics	3
MT260 Statistics	3
Art Appreciation	3

**Satisfied in part or in full by Foundation Courses*

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

GLE103 Career Image, Planning and Management
 GLE110 First Year Composition I
 GLE120 First Year Composition II

Two 100-200 level Natural Science
 One 100-200 level Mathematics

One course from two of the following areas:

100-200 level Social Science
 100-200 level Humanities
 100-200 level Art Appreciation

Total Semester Hours Required: 24

Business

Associate of Arts Degree (60 semester hours)

General and Liberal Education Curriculum (24 semester hours)

Core Courses (27 semester hours)

AC101 Principles of Accounting I
AC102 Principles of Accounting II
ET101 Principles of Microeconomics
ET102 Principles of Macroeconomics
FM224 Principles of Financial Management
MN201 Principles of Management
MK201 Principles of Marketing
CIT101 Microcomputer Applications
BA213 Business Law I

General Electives (9 semester hours)

Associate of Arts in Business students are required to take MT260-Statistics as a Mathematics core elective, as part of the general education requirements, or as a general elective.

Criminal Justice

Associate of Arts Degree (60 semester hours)

CJ101 Introduction to Criminal Justice
CJ201 Police Work
CJ203 Juvenile Justice
GLE103 Career Image, Planning and Management
GLE110 First Year Composition I
GLE120 First Year Composition 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

One course from two of the following areas:

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 Macroeconomics *or*
- IB364 International Business
- GLE103 Career Image, Planning and Management
- GLE110 First Year Composition I
- GLE120 First Year Composition II
- MT260 Statistics
- _____ Mathematics Core Elective (not MT 260)
- _____ Natural Science Core Elective I
- _____ Natural Science Core Elective II

One course from two of the following areas:

- One 100-200 level Social Science
- One 100-200 level Humanities
- One 100-200 level Art Appreciation

General Electives (24 semester hours)

Human Services

Associate of Arts Degree (60 semester hours)

- GLE103 Career Image, Planning and Management
- GLE110 First Year Composition I
- GLE120 First Year Composition 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

One course from two of the following areas:

- 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)

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.

The Certificate program in Human Services has been designed to give a maximum amount of specialized training with a limited amount of time and course work. Four of the

courses required for the certificate must be taken with Franklin Pierce University. Normal time to completion is 1.5 years.

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

The Paralegal Program is offered exclusively on-line. This program includes ten courses and is completed in one year. Students take nine substantive paralegal courses and Microcomputer Applications. The program prepares qualified students to sit for the prestigious National Certification Exam, sponsored by the National Association for Legal Assistants.

Note: In order to be qualified for this examination, a Bachelor's degree is required.

The paralegal program culminates in a certificate and is open to anyone possessing a high school diploma, or its equivalent. All paralegal course credits are transferable to an Associate's or Bachelor's degree at the University. Prospective students must interview with an advisor to determine if any other classes are needed before entering the program.

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 Application

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. An overall survey of the accounting cycle is 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 are examined. *Prerequisite: AC213.*

AC314 Cost Accounting I**3 credits**

Addresses the problem of cost control in a manufacturing environment by studying common cost accounting techniques, job order, process, and standard cost accounting methods. *Prerequisite: AC102.*

AC315 Cost Accounting II (offered only as a Directed Study)**3 credits**

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

AC323 Auditing**3 credits**

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 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.*

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.

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.

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.*

BA471 Business Strategy and Ethics 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 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 Macroeconomics

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.

ET102 Principles of Microeconomics

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.

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.*

English Curriculum

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.*

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.*

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.*

Financial Management Curriculum

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**

This course covers the 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.*

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?

General and Liberal Education Curriculum

GLE103 Career Image, Planning and Management (IC103 is now GLE103)**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. *Addresses GLE Learning Outcomes Career Exploration (CX), Applied Learning (AL), Inquiry & Analysis (IA), Written Communication (WC), Information Literacy (IL), and Experiential Learning (EL). Course fee.*

GLE110 First Year Composition (FYC) I (GLE 110 replaces IC105)**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. Grading for this course is A,B,C or F. *Addresses GLE Learning Outcomes Critical Reading (CR) and Written Communication (WC).*

GLE120 First Year Composition (FYC) II (GLE 120 replaces IC106)**3 credits**

First-Year Composition II is the second in a series of two courses for those who must excel in presenting error-free writing at the college-level. Building on the central question for FYC I, "How well does the writing respond to the needs of audience(s)?" students will further

develop their ability to attend to the context and purpose for the writing and select credible, relevant sources and evidence. Students will also learn disciplinary conventions and refine proofreading skills. In addition, students will master the basics of presentations: the central message and organization and use of supporting materials. Grading for this course is A,B,C or F. *Addresses GLE Learning Outcomes Written Communication (WC) and Oral Communication (OC). Prerequisite: GLE110.*

GLE112, GLE113 Integrated Science I & II

3 credits

(IC 112 is now GLE 112, IC 113 is now GLE 113)

A multi-disciplinary introduction to the sciences from an environmental perspective, presenting basic concepts and controversies with discussions on biology, chemistry, energy, geology, natural resources, and current environmental issues. Students will study how the foundations of natural sciences interconnect with the environment. This course is designed to improve the scientific and technical literacy of students not majoring in a scientific discipline. Students become familiar with some of today's primary scientific concepts, how these concepts have developed, and how they evolve. *Addresses GLE Learning Outcomes Natural Inquiry & Analysis (IA), Critical Thinking (CT), Technology Literacy (TL), Problem Solving (PS), Civic Knowledge & Engagement (CE), and Ethical Reasoning (ER).*

GLE200 The Twentieth Century: A Global Approach (IC260 is now GLE200)

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 and gain understanding of the period and its change. The goals of the course include: a fundamental understanding of the major events that shaped the century; a sense of the sources of contemporary problems; exposure to artistic and cultural developments and their historical context; the development of a chronological sense of the century; and an extension of the world view beyond ethnocentric limitations. *Addresses GLE Learning Outcomes Humanities (HM), Critical Thinking (CT) and Intercultural Knowledge (IK).*

GLE210 Ancient and Medieval Worlds (IC310 is now GLE210)

3 credits

Ancient and Medieval Worlds is a General and Liberal Education course which addresses three Learning Outcomes of a Franklin Pierce Education: Humanities Knowledge and Understanding, Critical Thinking, and Intercultural Knowledge. This course is structured as a Pilgrimage in which participants journey, chronologically, through time, in order to experience significant historical and cultural aspects of the ancient Greek, Roman, and medieval European societies. If you enjoy learning about the past and are curious to discover how historical events have influenced the ways we interact, think, and seek happiness in the modern world, then this is the course for you. *Addresses GLE Learning Outcomes Humanities (HM), Critical Thinking (CT) and Intercultural Knowledge (IK). Prerequisites: GLE101, GLE110, and GLE120.*

GLE215 Rebirth to Revolution (GLE215 replaces IC360)

3 credits

This course provides an interdisciplinary understanding of the human condition through investigation, appreciation and evaluation of the aesthetic, historical, philosophical, and literary dimensions of human experience. Study will involve the time period between 1400 1850. *Addresses GLE Learning Outcomes Humanities (HM), Critical Thinking (CT) and Inquiry & Analysis (IA).*

GLE220 America's Themes and Dreams (GLE220 replaces IC210)

3 credits

This course explores America's Themes & Dreams in the unfolding of the culture, history, politics, heritage and progress that generate the modern U.S. Lately, traditional assumptions demand new testing as we face new questions about American values and struggles. This course will focus on three themes or dreams in three distinct time frames. Texts chosen for input on these aspects of American society operate alongside film and music to highlight

important milestones along the way. *Addresses GLE Learning Outcomes Humanities (HM) and Critical Thinking (CT).*

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.*

GLE403 Integration Seminar (IC403 is now GLE403)

3 credits

The Integration Seminar is a capstone course designed to validate learning outcomes defined in GLE103. This is a reflective course intended to examine the learner's journey to degree completion and set the stage for work, profession and continued learning. Prerequisite: GLE103 and senior standing. *Addresses GLE Learning Outcomes Career Exploration (CX), Inquiry & Analysis (IA), Information Literacy (IL), Technology Literacy (TL) and Ethical Reasoning (ER). Course fee.*

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

HCA201 Introduction to Healthcare Administration

3 credits

Engaging students in critical thinking, this course introduces the contemporary and historical nature, organization, functions, policies, processes, structures, tasks, roles, and personnel within the complex inter-related healthcare systems in the United States. Global healthcare systems and perspectives will also be explored. It includes a general overview of fundamental management principles and practices within the healthcare environment, as well as the ever-changing infrastructure of the health-services industry. Current political, economic, ethical, professional, legal, financial, patient, and technological topics will be explored.

HCA315 Epidemiology

3 credits

Epidemiology is one of the pillars of public health. Epidemiologists study the distribution and determinants of disease in human populations; they also develop and test ways to prevent and control disease. The discipline covers the full range of disease occurrence, including genetic and environmental causes for both infectious and noninfectious diseases. Increasingly, epidemiologists view causation in the broadest sense, as extending from molecular factors at the one extreme, to social and cultural determinants at the other. This course introduces students to the theory, methods, and body of knowledge of epidemiology. Principles of Epidemiology are designed for students in all fields of public health. The primary objective of the course is to teach the basic principles and applications of epidemiology.

HCA 350 Healthcare Systems Management and Quality Improvement 3 credits

Engaging students in critical thinking, this course explores issues related to organized delivery systems and the role of healthcare organizations within them. The course blends practice with theory, introducing issues common to the success or failure of health care systems. Additionally, this course introduces the concept of quality and the process of quality improvement across the health care continuum. This course focuses on the history and evolution of quality; its terms, principles, theories, and practices. The student is introduced to a diverse collection of methods of improving quality; including but not limited to: continuous quality improvement, total quality management, and to the guidelines for implementing these quality improvement processes. *Prerequisite: HCA201*

HCA 360 Healthcare Ethics, Policy, and Law 3 credits

Engaging students in critical thinking, this class combines an overview of how policymaking interacts with legal and ethical issues in the healthcare environment. This course provides a framework for exploring how the interrelationship of policy making in the United States embedded in our legal system has ethical implications for all stakeholders. Students will develop an understanding of approaches and methods in policy making and how policy affects and is affected by our legal system. There will be an emphasis on analyzing healthcare ethical issues that arise in the enactment of policy and law. *Prerequisites: HCA201 and BA213*

HCA430 Healthcare Finance 3 credits

This course offers a systemic overview of the financial operations common of healthcare organizations, both in the private and public sector. Upon completion students will have gained an understanding of various day-to-day financial components enabling healthcare service delivery. Student will acquire a foundational understanding of healthcare financial tools and how to apply these tools. *Prerequisites: HCA201 and FM224.*

HCA450 Leadership and Management in Healthcare Organizations 3 credits

This course provides a micro and macro overview of management and leadership principles and practices focusing on healthcare organizational systems in the United States. Global perspectives will be introduced as well. Students will develop an appreciation and awareness for the complexities of healthcare institutions and their roles as leaders interacting with a myriad of constituencies embedded within complex systems. Combining theory, an examination of their own behavior, and individual and group experiential exercises, students will learn to apply their knowledge to address organizational, systemic and leadership challenges inherent within the healthcare arena. *Prerequisites: HCA201 and MN201.*

HCA390 Internship 3 credits

This course provides an opportunity to gain exposure to and experience in the administration of healthcare 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 assigned internship advisor and/or the Academic Program Director- Business Division/CGPS. An agreement is drawn up and approved by the student, the proposed employer, the major internship advisor and Academic Program Director. Internships require a minimum of 165 hours of on-the-job work. Evaluation is made by the assigned internship advisor in consultation with the employer. *Prerequisites: junior class standing, and permission of Academic Program Director- Business Division/CGPS.*

History Curriculum

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.

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.*

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 PS340 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.*

International Business Curriculum

IB364 International Business 3 credits

Essential elements of international business will be covered from the manager's viewpoint. Discussion will include the human and cultural environment of the multinational organization, foreign exchange, finance, trade barriers, etc. *Prerequisites: ET101 and FM224.*

Management Curriculum

MN201 Principles of Management 3 credits

The process of coordinating all the resources of an organization toward the realization of its goals.

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, and 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 and 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 and MN201.*

MN371 Small Business Management**3 credits**

Organizational structure, financing, accounting and budgeting, advertising, purchasing, risk management, and personnel administration. *Prerequisite: AC101 and MN201.*

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 and 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.

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.*

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.*

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.

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.*

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, and 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.*

Mathematics Curriculum

MT101 Contemporary Mathematics (MT101 replaces IC201)

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 Learning Outcomes Mathematics (MT), Quantitative Literacy (QL), and Problem Solving (PS). Prerequisite: varies, depending upon prior mathematical background.*

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.*

Music Curriculum

MU102 Special Topics in Music

3 credits

This course is designed for students interested in music, but not planning to make it a major/minor: no musical knowledge is presumed. Listening and music creation are a focus, while the elements of music are taught from a cultural and historical context. The content is broad in scope, covering folk, classical and popular styles from western and non-western approaches and perspectives. The student can choose from three distinct themes, each in its own course section, offered on a two year cycle. The three themes are: (1) The Song, from Bach to Hip-hop (2) Music and World Culture, (3) Music: The Composer's Voice. See campus web for details on which section will be offered. *Addresses GLE Learning Outcomes Arts and Design (AD), Creative Thinking (CV) and Oral Communication (OC).*

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 basis 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.

NR445 Community Health Nursing: Individual & Family Client

3 credits

This course introduces the concept of community-based nursing practice, and nursing roles focusing on individuals and families. Students learn to locate and use relevant data and apply common tools of prevention, and health promotion and disease prevention strategies. Nursing as a caring and evidence based science is applied to disease prevention and community health.

NR446 Community Health Nursing: Groups and Populations

3 credits

This course introduces the concept of community or group as client. Methods of assessing a population will be explored. Analysis of a community, its trends, relationships, health related needs, and resources affecting its health will result in a health promotion/disease

prevention plan. Nursing as a caring and evidence based science is applied to disease prevention and population health.

NR490 Leadership in Professional Nursing Practice, Seminar and Project 6 credits

This course examines leadership concepts within the discipline of nursing, and provides a forum for the student to develop and enhance leadership skills while exploring leadership in the context of a caring nursing environment. In this capstone course of the RN-BS nursing program, learning is synthesized from the humanities, natural sciences, behavioral sciences, and the nursing domain, through seminar discussions and project development. *Prerequisite: NR300, NR320, NR330, NR400, NR420, NR445, NR446, or senior status with permission from the Academic 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.*

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.

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.

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.

Political Science Curriculum

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.

Prior Learning Assessment Curriculum (PLA)

CAEL100 Prior Learning Assessment Theory and Practice

3 credits

Prior Learning Assessment Theory and Practice will help students identify areas of learning they may want to have evaluated for college-level equivalency. The course will also guide students through the preparation and compilation of all components required for the evaluation of a portfolio or prior learning through LearningCounts. Students will use critical reflection skills to rethink the value of their learning and its implications for future learning. Adult learning theory, models, and concepts will be discussed and applied to case studies. CAEL100 is facilitated by an instructor who provides guidance for the student in preparing his or her portfolio-based request for credit. Successful completion of CAEL100 will result in a credit recommendation of three lower-level credits for the course itself.

CAEL105 Do It Yourself

0 credits

Do-It-Yourself (DIY) is a non-credit course that guides students step-by-step through the preparation and compilation of components required for prior learning assessment portfolio evaluation through LearningCounts. After completing the course and their portfolio, students can submit their portfolio for assessment by CAEL-trained faculty assessors with the appropriate subject matter expertise (additional cost for portfolio assessment).

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.

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. *Prerequisite: PS101.*

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. *Addresses GLE Learning Outcomes Mathematics K&U, Problem Solving (PS), and Quantitative Literacy (QL).* *Prerequisite: AN101, or PS101, or SO101.*

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

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

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.*

Theater 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.

Graduate Studies

Programs of Study

Doctoral Degree

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:

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

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

Middle/Secondary Social Studies (5-12) and Secondary Life Sciences (7-12)

Middle/Secondary English (5-12)

Master of Education (M.Ed.) in Curriculum and Instruction

Master of Science in Nursing (M.S.N.), 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.

The Master of Science in Nursing program is a candidate for accreditation by the Accreditation Commission for Education in Nursing, Inc.

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 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, work-site 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; have no more than two (2) grades below (B-); and fulfill the degree requirements.

Time Limits

Students are expected to complete all requirements for graduation within six years of enrolling in the graduate program. Students in good academic and financial standing who have a break of more than 12 consecutive months must complete an Admissions application and meet the requirements of the catalog in effect at the time they re-enroll. This catalog includes program curriculum for the degree as well as college administrative, academic and financial policies.

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. Electronic transcripts are welcome.

Course Load and Registration Overload

The customary graduate level full-time course load is two courses per term. Requests to take more than two courses per term must be made in writing to the Academic Director for approval. The Master in Physician Assistant Studies, the Doctor of Physical Therapy, and the Accelerated/Business & programs require variable course loads and do not need additional approval.

Course Withdrawal Policy

Students have the option of withdrawing from a course from the end of the add/drop period through 60% of the term. Students are required to complete a Student Initiated Course Withdrawal form when withdrawing from a course.

In order to understand the full impact of withdrawing from the course, students must communicate with and obtain signatures from the course instructor, their academic advisor(s) and Student Financial Services prior to submitting the form to the Center. Athletes are required to obtain a signature from their coach/compliance officer.*

Course withdrawals from 60% of course completion up until one week prior to the end of the term can only be initiated by the course instructor.

For courses withdrawn through 60% of the term, grade of W will be recorded on the student’s permanent record as a result of this action. The W will not affect the student’s grade point average. All withdrawn courses count as attempted credits.

For course withdraws during the final 40% of a term, the student will receive grades as assigned by his/her instructors for all courses in which he/she is currently enrolled. These grades will be recorded on the student’s official academic record and will be included in the student’s grade point average.

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

**Students taking online courses may secure instructor, SFS and athletic department signatures via Franklin Pierce University email.*

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 standings are eligible to request a leave, which must be recommended by their Academic Director and approved by the Dean of the College of Graduate & 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 extend the time limit to complete the graduate degree by one year.

Incomplete Grades

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

On the Incomplete Grade Contract, the instructor will include a default letter grade to accompany the Incomplete grade. This default grade reflects what the student would earn as a final grade if no more work is submitted. The student will have until the end of the following term (an earlier date may be specified by the instructor) to complete the course. The instructor has ten calendar days after receiving the student's work to submit the grade. If the work has not been completed or a grade has not been submitted by this time, the default grade will replace the Incomplete.

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

The instructor will post a default letter grade to accompany the IP (IPA, IPB, IPC, IPD or IPF). The student will have up to the end of the next full term (an earlier date may be specified by the instructor) to complete the course. If the work has not been completed or a grade has not been submitted by this time, the default letter grade will replace the IP.

Repeating Courses

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

**All withdrawn courses count as attempted credits.*

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. 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. Graduate students may have no more than two grades lower than a B- on the academic record at the time of graduation. Only grades of C+ or lower may be repeated. A course may only be repeated one time.

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 he/she has reasonable prospects of completing the degree requirements. At the close of each term, academic records will be reviewed by the Academic Director in conjunction with the Dean and if necessary, appropriate sanctions will be applied.

**In addition to academic expectations regarding Academic Standing, recipients of all forms of financial assistance are expected to meet Satisfactory Academic Progress (p. 272).*

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 his/her 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 be academically dismissed when that student has been academically suspended from Franklin Pierce University on two or more separate occasions.

Reinstatement Policy

Students in Good Academic and Financial Standing: students (GPA above 3.00) who have a break of more than 12 consecutive months must complete an Admissions application and meet the requirements of the catalog in effect at the time they re-enroll at Franklin Pierce. This catalog includes program curriculum for the degree as well as college administrative, academic and financial policies.

Students with Academic Sanctions: students who wish to be reinstated but are not in good academic standing (CGPA below 3.00) must receive the permission of the Academic Director and the Dean or designee and must develop a satisfactory Learning Contract. Reinstated students with a cumulative grade point average less than 3.00 will be on Academic Probation at the minimum.

Disciplinary Suspension or Dismissal

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

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 systemwide perspective, addressing human, organizational, and community issues.

The Master of Business Administration degree program requires students to develop a Leadership Portfolio. The portfolio enables students to articulate leadership strategies. The

portfolio begins with a “foundation paper,” using an organizational strategic management process to guide students in their progress through the program. Each course requires a module paper to be added to the portfolio, allowing students to track their progress and reflect on their learning, continuously linking learning to their strategic plan. Normal time to completion is 21 months.

Graduate Business Programs Mission Statement

The Franklin Pierce University graduate business degree programs 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 Certificates

Certificates can be completed in as little as 9 months; normal time to completion is 12 - 15 months.

Energy and Sustainability Studies

- GM510 Seminar in Leadership
- 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 for Adults
- GM625 Labor Relations and Employment Law

Sports Management

- GM510 Seminar in Leadership
- GM562 Marketing Management
- SF502 Media Relations and Technology in the Sports Industry
- SF506 Change Management in Sports Organizations
- SF508 Facilities Management

Emerging Network Technologies Certificate

- GM510 Seminar in Leadership
- GI551 Data Communications and Network Technologies
- GI580 Data Security Management
- GI571 Emerging Network Technologies
- GI590 Rethinking Privacy in the Digital Age*
- GI570 Operating Systems for Information Managers*

*Student selects one of two courses

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

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

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 and GM564 Operations Management.

Information Technology Literacy

Information technology literacy includes basic productivity tools: word processing, spreadsheets, presentations, Internet, and email. This competency is required before enrolling in the graduate business programs. Demonstration of competency in these areas is intended to assure the student's success in the program. Students may demonstrate this competency through academic coursework, or by completing a short non-credit workshop administered by the business faculty.

Programming Competency

Programming Competency includes an understanding of the fundamentals of object oriented programming. While students will not be required to write and interpret code, they are expected to understand basic computing concepts including data structures, classes, encapsulation, inheritance, interfaces, return values, and state. This competency is required for GI551 Data Communications and Network Technologies. Students may demonstrate this competency through academic coursework. Equivalent work experience may be accepted with approval from the business faculty.

Course Sequence

Students normally begin their studies with GM510, 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. Generally, a student will not 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.

Independent Study

Independent study offers an opportunity to explore an area of study not included in the catalog listing of approved courses. The topic of an Independent Study should be selected and carefully designed by the student and faculty sponsor, and must meet with the approval of the Program Director and Dean no later than the end of the add/drop period of the term in which the Independent Study is to occur. Normally, the student will be expected to have a cumulative grade point average of 3.50 and possess the appropriate background and interest to pursue the proposed area of study. A "Proposal for Independent Study" form may be obtained from the Office of the Registrar.

M.B.A. in Leadership

The M.B.A. in Leadership track is the flagship degree of the graduate business program. Students pursuing this degree will be exposed to a broad range of business disciplines and will learn both quantitative and qualitative tools and techniques which can be implemented immediately in their workplace to analyze and solve business problems. The degree consists of 13 courses and awards a total of 39 credits.

M.B.A. in Leadership Student Learning Outcomes

1. Students will gain the ability 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 apply effective communication skills, including both oral and written skills, among all stakeholders of the business.
4. Students will be able to analyze business situations using quantitative and qualitative tools and techniques in order to make well-reasoned and effective decisions.

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
GM538	Organizational Development*	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.*

Energy and Sustainability Studies Track

The M.B.A. in Energy and Sustainability Studies track is designed for individuals who wish to focus on issues of sustainability, corporate social responsibility, and energy concerns in their organizations and in society in general. Students enrolling in this track will develop a master’s level understanding of business leadership and the triple bottom line – planet, people and profits - approach to business through a combination of theory and practice. This program prepares graduates to work in the energy industries or to take charge of energy and sustainability portfolios in their organizations and their communities.

This degree consists of 13 courses and awards 39 credits. Course work involves the study of new business models, the social and environmental responsibilities of business, sustainability, and natural resource issues through the lens of energy production and consumption. Energy efficiency, renewable energy, and traditional energy sources are studied in detail. This approach permits application of energy and sustainability concepts in concrete, quantitative, and practical terms thus providing students with the tools to apply this knowledge in their businesses, communities, and private lives.

M.B.A. in Energy and Sustainability Studies Student Learning Outcomes

- 1. Students will gain the ability 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 apply effective communication skills, including both oral and written skills, among all stakeholders of the business.
- 4. Students will be able to analyze business situations using quantitative and qualitative tools and techniques in order to make well-reasoned and effective decisions.
- 5. Students will develop a broad knowledge in the areas of energy resources and usage, sustainability and corporate social responsibility.

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
GM538	Organizational Development*	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. in 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.

M.B.A. in Health Administration Student Learning Outcomes

1. Students will gain the ability 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 apply effective communication skills, including both oral and written skills, among all stakeholders of the business.
4. Students will be able to analyze business situations using quantitative and qualitative tools and techniques in order to make well-reasoned and effective decisions.
5. Students will develop a broad knowledge of the health industry within both a regional and national context.

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. in Human Resource Management track is designed for current or future managers who want the knowledge and skills needed to leverage the human capital within an organization. A company's human resources are critical to ensuring success. It is important to understand and manage those resources within an organization in order to both maximize output and control costs.

This degree consists of 13 courses and awards 39 credits. Course work focuses on both the knowledge and skills needed to be a strategic partner in achieving your organization's goals and objectives. The M.B.A. in Human Resource Management program has been recognized by the Society of Human Resource Management as meeting the curricular guidelines critical for human resource professionals.



The M.B.A. in Human Resource Management program is enhanced by four 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. M.B.A./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. Franklin Pierce University 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.
- 4. Approved Provider by HR Certification Institute (HRCI) – Participants who have obtained PHR/SPHR professional qualifications by the Society for Human Resource Management will receive 36 Strategic or General CE credits for EACH course taken.



M.B.A. in Human Resource Management Student Learning Outcomes

- 1. Students will gain the ability 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 apply effective communication skills, including both oral and written skills, among all stakeholders of the business.
- 4. Students will be able to analyze business situations using quantitative and qualitative tools and techniques in order to make well-reasoned and effective decisions.
- 5. Students will develop an ability to assess human resource needs within an organization and create strategic recommendations for improvement.

Human Resource Management Track Requirements

GM510	Seminar In Leadership	3
GM520	Legal and Ethical Issues in Organizations	3
GM535	Managerial Communications*	3
GM538	Organizational Development*	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
GM625	Labor Relations and Employment Law	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.

M.B.A. in Information Technology Student Learning Outcomes

1. Students will gain the ability 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 apply effective communication skills, including both oral and written skills, among all stakeholders of the business.
4. Students will be able to analyze business situations using quantitative and qualitative tools and techniques in order to make well-reasoned and effective decisions.
5. Students will develop the ability to assess information, networks, and security systems and to apply the quantitative and qualitative skills necessary to evaluate the business impact of information technology change.

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
GM538	Organizational Development*	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 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.

M.B.A. in Sports Management Student Learning Outcomes

- 1. Students will gain the ability 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 apply effective communication skills, including both oral and written skills, among all stakeholders of the business.
- 4. Students will be able to analyze business situations using quantitative and qualitative tools and techniques in order to make well-reasoned and effective decisions.
- 5. Student will develop a broad knowledge of issues, systems, and interrelationships as they relate to the sports industry. Using this knowledge, they will be able to develop effective short and long term strategies that will lead to their management of successful sports organizations.

Program Advisory Board

The Sports Management Program is supported by an 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

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.

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: Competency in Programming

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: Competency in Programming

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: Competency in Programming

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

GI590 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.

GM538 Organizational Development

This course focuses on essential aspects of Organizational Development (OD) by examining organizations as systems. Students will examine the major components of OD; the evolution of organization development, the nature of change, a systems view of change, and how change agents can effectively analyze, manage, and implement change in organizations. Students will then apply OD topics to their own organization.

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: Competency in statistics*

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 for Adults

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. *Prerequisite: 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.

GM599 Independent Study

Independent study offers an opportunity to explore an area of study not included in the catalog listing of approved courses. The topic of an Independent Study should be selected and carefully designed by the student and faculty sponsor, and must meet with the approval of the Program Director and Dean no later than the end of the add/drop period of the term in which the Independent Study is to occur. Normally, the student will be expected to have a cumulative grade point average of 3.50 and possess the appropriate background and interest to pursue the proposed area of study. A "Proposal for Independent Study" form may be obtained from the Office of the Registrar.

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 the course. *Prerequisites: GM510, 520, 563, 565, 570, and CGPA of 3.50 or better.*

GM625 Labor Relations and Employment Law

This course focuses on essential aspects of employment law at the international, federal, and state levels throughout the employment life cycle, from hiring through termination. Students will have the opportunity to apply topics through applied learning assignments in order to develop a solid understanding on how to implement appropriate and effective HR policies and procedures for an organization.

GM630 Energy Economics

This course provides the student with an overview of energy production, transportation and usage and how economics, technology, and sustainability issues interact. Students examine traditional non-renewable energy sources and renewable sources. The course studies worldwide markets for energy and the need for conservation, and considers further exploitation and improved technology. *Prerequisites: GM543, 561 and 575*

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. GM691 should be taken as one of the final courses in the M.B.A. curriculum.*

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/or 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. Normal time to completion is 2 years.

The very nature of a commitment to a theory to practice model in 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/or 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.

Through a professional education sequence that emphasizes instructional strategies, including technology, that are effective and relevant to teaching and learning in today's schools, Franklin Pierce seeks to prepare educators who:

1. Work collaboratively within professional communities to build inclusive learning environments where all learners thrive;
2. Continually deepen their own understanding of specific disciplines and high impact pedagogical practices, including the integration of technology, to support learners' understanding of central concepts and engage learners in inquiry on authentic issues;

- 3. Support student learning by using multiple methods of assessment to guide instruction and facilitate meaningful learning based on a continual cycle of evidence-based assessment; and
- 4. Demonstrate ethical responsibility to children, parents, local, national, and global communities in their professional lives as leaders of conscience.

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

Degree and Certification	41 credits
M.Ed.-only	35 credits
Certification-only	38 credits

** An area of concentration and an additional content area exam is required for K-8 certification*

Middle/Secondary Social Studies (5-12) and Secondary Life Sciences (7-12)

M.Ed. Degree and Certification	41 credits
M.Ed.-only	35 credits
Certification-only	32 credits

Middle/Secondary English (5-12)

M.Ed. Degree and Certification	41 credits
M.Ed.-only	35 credits
Certification-only	29 credits

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

M.Ed. and Certification	47 credits
M.Ed.-only	41 credits
Certification only	44 credits

Curriculum and Instruction

M.Ed.-only	38 credits

Double Certification

Students interested in combining Elementary (or Secondary) Certification with General Special Education may do so by indicating that in the application process. Students must also specify whether the M.Ed. degree will be in the area of Elementary, Secondary or Special Education. Once accepted, students will need to complete an e-Portfolio in each certification area as they progress through their coursework, take all applicable coursework in each area and take ED565 in order to student teach/intern in each area. Questions should be forwarded to the Director of Graduate Teacher Education Programs.

Student Teaching

The Franklin Pierce Education Program will host a student teaching workshop in February of each academic year. These workshops will provide support and guidance to all candidates intending to apply for student teaching in the subsequent academic year. Students who are unable to attend in person will attend electronically or be offered individual advisement.

Pre-requisites for student teaching include:

- Completion of all required certification courses with a CGPA of 3.0 or higher and no more than 2 course grades of C+
- Positive feedback (generally average rubric scores of 3 or above) from all host teachers

- Good standing academically (NOT on academic probation or suspension)
- Completion of all content major requirements outlined on the Transcript Review document
- Meeting or surpassing NH passing scores for all appropriate certification exams listed on the NHDOE website

Admissions and Acceptance

1. Criteria for initial application to the University can be found in the Catalog on p. 367.
 - Students applying to a Franklin Pierce Graduate Education Program should provide transcripts to demonstrate a CGPA of 2.8 or higher.
 - Students applying to a Franklin Pierce Graduate education program who provide transcripts to demonstrating a CGPA of 2.79 or lower must work with an advisor to explore potential solutions and/or alternative pathways to acceptance.
2. Full acceptance into the programs carries the following requirements:
 - Complete ED501, 505, and 506 with a grade of C+ or higher
 - Pass a fingerprinting criminal records check through the State of New Hampshire and Federal agency with a clean record
 - Demonstrate basic reading, writing, and mathematic competencies through Praxis Core exams or with SAT, ACT, or GRE scores above the national 50th percentile
 - Complete and submit an Education Application form

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 Coordinator approval). Students must take 26-27 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.

M.Ed. Degree

Concentration in Curriculum and Instruction

		Field Hours	Credits
ED501	e-Portfolio Seminar		2
ED112/505	Teaching, Learning and Technology in a Democratic Society		3
ED105/506	Educational Psychology		3
ED350/516	Teaching Literacy across the Curriculum	15	3
ED316/517	Methods in Teaching Social Studies		3
ED314/519	Scientific Inquiry and Teaching Methods		3
ED360/526	Best Practices: Middle/Secondary Contexts	30	3
ED578	Action Research in the Classroom		3
Total Graduate Credits		26	
Plus four electives		<u>12</u>	
		38	

Possible Electives

Select 3 out of the following:

	Field Hours	Credits
ED308/508 Introduction to Assessment		3
ED312/509 Understanding and Teaching Exceptional Learners	30	3
ED224/510 Design and Management of the Learning Environment	30	3
ED231/515 Primary Literacy	15	3
ED205/512 Special Education Law		3
ED545 Effective Consultation and Communication		3

Select 1 out of the following:

	Field Hours	Credits
ED604 Advanced Behavior Management for School Aged Children and Youth		3
ED612 Strategies for Teaching Students with Specific Learning Disabilities (with field assignments)		3
ED616 Programming for Teaching Students with Specific Learning Disabilities (with field assignments)		3
ED617 Programming for Teaching Students with Emotional/Behavioral Disorders (with field assignments)		3

All students will develop an e-Portfolio using the State of NHED 610 Professional Standards.

M.Ed./Teacher Certification in Elementary Education (K-6) (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. Students lacking an appropriate major or general education requirements may be required to take courses in addition to the program's education courses.

M.Ed. with Teacher Certification

	Field Hours	Credits
ED501 e-Portfolio Seminar		2
ED112/505 Teaching and Learning in a Democratic Society	*choice	3
ED105/506 Educational Psychology		3
ED308/508 Introduction to Assessment		3
ED312/509 Understanding and Teaching Exceptional Learners	30	3
ED224/510 Design and Management of the Learning Environment	30	3
ED231/515 Primary Literacy	15	3
ED350/516 Teaching Literacy across the Curriculum	15	3
ED316/517 Methods in Teaching Social Studies		3
ED263/518 Methods in Teaching Mathematics	15	3
ED314/519 Scientific Inquiry and Teaching Methods		3
Total field hours prior to student teaching	105	
ED531 Student Teaching/Seminary for Elementary (8 weeks K-3; 8 weeks 4-8)		6
ED578 Action Research in the Classroom		3
Total Graduate Credits		41

Other Requirements for Certification

- Certification e-Portfolio
- Praxis Core and Elementary Education: Multiple Subjects Test for Certification in K-6
- Praxis Core and Elementary Education: Multiple Subjects Test , and Praxis II in a Content Area for Certification in K-8
- Beginning July 2015, elementary educators will be required to take the Foundations of Reading in addition to the above
- Official copies of scores should be sent to the NH Department of Education and Franklin Pierce University

Note: Students with scores above the national 50th percentile in SAT tests taken in or after 2005 that include the "new" writing portion, GRE or ACT Scores above the 50th percentile, may apply for a Praxis Core waiver from the NHDOE.

Certification Only

Students pursuing Teacher Certification-only will not take ED578. However, they must develop a Certification e-Portfolio.

Total Graduate Credits **38**

M.Ed.-Only

Students accepted into M.Ed.-only will not need to take Student Teaching and Seminar. However, they must develop a Concentration e-Portfolio.

Total Graduate Credits **35**

M.Ed./Teacher Certification in Middle/Secondary Social Studies Education (Grades 5-12)

Students applying to this program should have a Social Studies major. Social Studies Certification encompasses the disciplines of history, civics, geography and economics. Students lacking an appropriate major or general education requirements may be required to take courses in addition to the program's education courses.

M.Ed. with Teacher Certification

		Field Hours	Credits
ED501	e-Portfolio Seminar		2
ED112/505	Teaching and Learning a Democratic Society	*choice	3
ED105/506	Educational Psychology		3
ED308/508	Introduction to Assessment		3
ED312/509	Understanding and Teaching Exceptional Learners	30	3
ED224/510	Design and Management of the Learning Environment	30	3
ED350/516	Teaching Literacy across the Curriculum	15	3
ED316/517	Methods in Teaching Social Studies	15	3
ED360/526	Best Practices in Secondary Contexts	30	3
Total field hours prior to student teaching		120	
ED578	Action Research in the Classroom (not required for certification only)		3
ED532	Student Teaching/Seminar (16 weeks: 8 weeks 5-8 and 8 weeks 9-12)		6

Plus 2 Electives for M.Ed.-only:

Possible Electives

Select 2 out of the following:

	Field Hours	Credits
ED231/515 Primary Literacy	15	3
ED205/512 Special Education Law		3
ED545 Effective Consultation and Communication		3
ED612 Strategies for Teaching Students with Specific Learning Disabilities (with field assignments)		3

Other Requirements

- Certification/Concentration e-Portfolio
- Praxis Core and Praxis II in Social Studies
- Official copies of scores should be sent to the NH Department of Education and Franklin Pierce University

Note: Students with scores above the national 50th percentile in SAT tests taken in or after 2005 that include the “new” writing portion, GRE or ACT Scores above the 50th percentile, may apply for a Praxis Core waiver from the NHDOE.

Certification Only

Students pursuing Teacher Certification-only will not take ED578. However, they must develop a Certification e-Portfolio.

Total Graduate Credits **32**

M.Ed.-Only

Students accepted into M.Ed.-only will not need to take Student Teaching and Seminar. They will need to develop a Concentration e-Portfolio.

Total Graduate Credits **35**

M.Ed. in Secondary Life Sciences Education (Grades 7-12)

Students applying to this program should have a major in Life Sciences. Students lacking an appropriate major or general education requirements may be required to take courses in addition to the program’s education courses.

M.Ed. with Teacher Certification

	Field Hours	Credits
ED501 e-Portfolio Seminar		2
ED112/505 Teaching and Learning a Democratic Society	*choice	3
ED105/506 Educational Psychology		3
ED308/508 Introduction to Assessment		3
ED312/509 Understanding and Teaching Exceptional Learners	30	3
ED224/510 Design and Management of the Learning Environment	30	3
ED350/516 Teaching Literacy across the Curriculum	15	3
ED314/519 Scientific Inquiry and Teaching Methods	15	3
ED360/526 Best Practices in Secondary Contexts	30	3
Total field hours prior to student teaching	120	
ED578 Action Research in the Classroom (not required for certification only)		3
ED532 Student Teaching/Seminar (16 weeks: 8 weeks 5-8 and 8 weeks 9-12)		6

Plus 2 Electives for M.Ed.-only:

Possible Electives

Select 2 out of the following:

	Field Hours	Credits
ED263/518 Methods in Teaching Mathematics	15	3
ED205/512 Special Education Law		3
ED545 Effective Consultation and Communication		3
ED612 Strategies for Teaching Students with Specific Learning Disabilities (with field assignments)		3

Other Requirements

- Certification/Concentration e-Portfolio
- Praxis Core and Praxis II in Social Sciences
- Official copies of scores should be sent to the NH Department of Education and Franklin Pierce University

Note: Students with scores above the national 50th percentile in SAT tests taken in or after 2005 that include the “new” writing portion, GRE or ACT Scores above the 50th percentile, may apply for a Praxis Core waiver from the NHDOE.

Certification Only

Students pursuing Teacher Certification-only will not take ED578. 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 **33**

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

	Field Hours	Credits
ED501 e-Portfolio Seminar		2
ED112/505 Teaching and Learning a Democratic Society	*choice	3
ED105/506 Educational Psychology		3
ED308/508 Introduction to Assessment		3
ED312/509 Understanding and Teaching Exceptional Learners	30	3
ED224/510 Design and Management of the Learning Environment	30	3
ED350/516 Teaching Literacy across the Curriculum	15	3
ED360/526 Best Practices in Secondary Contexts	30	3
Total field hours prior to student teaching	120	
ED578 Action Research in the Classroom (not required for certification only)		3

ED532	Student Teaching/Seminar	6
	(16 weeks: 8 weeks 5-8 and 8 weeks 9-12)	

Plus 3 Electives for M.Ed.-only:

Possible Electives

Select 3 out of the following:

		Field Hours	Credits
ED231/515	Primary Literacy	15	3
ED316/517	Methods in Teaching Social Studies	15	3
ED545	Effective Consultation and Communication		3
ED612	Strategies for Teaching Students with Specific Learning Disabilities (with field assignments)		3
ED205/512	Special Education Law		3

Other Requirements

- Certification/Concentration e-Portfolio
- Praxis Core and Praxis II in Social Studies
- Official copies of scores should be sent to the NH Department of Education and Franklin Pierce University

Note: Students with scores above the national 50th percentile in SAT tests taken in or after 2005 that include the “new” writing portion, GRE or ACT Scores above the 50th percentile, may apply for a Praxis Core waiver from the NHDOE.

Certification Only

Students pursuing Teacher Certification only will not take ED578. However, they must develop Certification e-Portfolio.

Total Graduate Credits	36

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	33

M.Ed. in General Special Education

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 A degree in General Special Education in order to work in other types of education related setting which do not require it, may be accepted in the M.Ed.-only program (with program director approval). All students interested in obtaining certification should apply to the M.Ed. with Certification Program.

Note: Students may substitute up to 12 credits from another university for any of the below requirements, except the Internship seminar. Students who are working in a school system, with permission of their superintendent and principal, may begin to acquire hours toward their internship requirement once their early Field Experiences are complete.

M.Ed. Degree & Certification in General Special Education

		Field Hours	Credits
ED501	e-Portfolio Seminar		2
ED112/505	Teaching and Learning a Democratic Society	*choice	3
ED105/506	Educational Psychology		3
ED205/512	Special Education Law		3
ED308/508	Introduction to Assessment		3

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ED312/509	Understanding and Teaching Exceptional Learners	15	3
ED224/510	Design and Management of the Learning Environment	30	3
ED231/515	Primary Literacy	15	3
ED350/516	Teaching Literacy across the Curriculum	15	3
ED263/518	Methods in Teaching Mathematics	15	3
ED540	Assessment/Identification of the Exceptional Learner	15	3
ED541	Best Practices and Teaching Methods I: The Exceptional Learner (new courses exist) (with field experiences)	15	3
ED545	Effective Consultation and Communication		3
ED578	Action Research in the Classroom		3
ED562	Internship Seminar: General Special Education		6
			44

Electives for students seeking Special Education as a second certification

ED600	Law and Ethics: EBD/LD		3
ED601	Eligibility & Characteristics of Students with Disabilities (with field experience)		3
ED604	Advanced Behavior Management for School Aged Children and Youth		3
ED612	Strategies for Teaching Students with Specific Learning Disabilities (with field experience)		3
ED616	Programming for Teaching Students with Specific Learning Disabilities (with field experience)		3
ED617	Programming for Teaching Students with Emotional/ Behavioral Disorders (with field experience)		3
Total Graduate Credits			50

Other Requirements

- Certification Portfolio
- Praxis Core
- Official copies of scores should be sent to the NH Department of Education and Franklin Pierce University

Note: Students with scores above the national 50th percentile in SAT tests taken in or after 2005 that include the "new" writing portion, GRE or ACT Scores above the 50th percentile, may apply for a Praxis Core waiver from the NHDOE.

Certification Only

Student pursuing Certification only will complete all of the above except will not take ED578 and will choose 1 out of 3 electives – **44 Credits**

M.Ed.-Only

Students accepted into the M.Ed.-only program will not need to take Internship Seminar, however will meet all other requirements including 1 out of 3 electives – **41 Credits**

Course Descriptions

All courses are three (3) semester hours unless otherwise noted.

If classes are taken at the 500 level, they are graduate courses and expectations for student performance are at an advanced level. Course requirements and/or evaluation of course requirements are more vigorous than at the lower division section of the course.

General Prerequisites

All students will take ED501 and ED505 concurrently (unless otherwise approved by the Division Chair). In addition, Provisional or Full Program Acceptance and a Bachelor's Degree are pre-requisites, as well as any others identified in the course descriptions below (unless otherwise approved by the Division Chair).

Continuing Education Courses

All courses are available for continuing education, as well as there are selected courses specific for these purposes. Students do not need to be enrolled in a M.Ed. and/or Certification program to enroll in continuing education courses. Registration for continuing education courses will begin through the enrollment office.

Field Work

Field Experiences (FE)

In courses with a Field Experience listed, all students will engage in 15-30 hours in a classroom setting (see course description and syllabus for more details) in the students' areas of certification/concentration, will teach complete activities as required in course syllabi, and will reflect upon their experience in that setting as they relate to the topics covered in the course.

Student Teaching or Internship with Seminar

ED531 Elementary Certification and **ED532 Middle/Secondary Certification** are culminating Student Teaching experiences and **ED562 General Special Education Certification** 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 Division Chair/ 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. *Prerequisites: See requirements as identified in the current Student Teaching/Internship Handbook.*

ED501 e-Portfolio Seminar (Taskstream Portfolio Fee)

2 credits

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 and must have minimum of a Bachelor's Degree.*

ED112/505 Teaching, Learning and Technology in a Democratic Society

3 credits

This course examines conceptions of 'democratic ways of life' and how communities and schools work to sustain democracy in a diverse society. Current issues in education are investigated from social, historical and philosophical points of view in local and global

contexts. Topics include Equal Educational Opportunity and No Child Left Behind legislation; implementation of the Common Core State Standards; 21st Century skills with a focus on technology. Qualities and skills of teachers as leaders for equity and excellence in education are explored. If this class is taken at the 500 level, it is a graduate course and expectations for student performance are at an advanced level. Course requirements and/or evaluation of requirements are more rigorous than at the lower division section of this course.

ED105/506 Education Psychology

3 credits

This course is designed to provide the student with an in-depth background in the patterns of normal human growth and development among children and adolescents and its implications for learning and education. A general understanding of exceptionalities among children and youth to age 21 will be explored. Topics include human development, learning, cognition, motivation, individual differences, and group processes. *Undergraduate: Addresses GLE Learning Outcomes Social Sciences (SS) and Critical Thinking (CT) If this class is taken at the 500 level, it is a graduate course and expectations for student performance are at an advanced level. Course requirements and/or evaluation of requirements are more rigorous than at the lower division section of this course.*

ED308/508 Introduction to Assessment

3 credits

Students will be introduced to forms of assessment used in classroom teaching, as well as how to make evidence-based decisions as part of a collaborative team of educators. Students evaluate the effectiveness different kinds of assessments and examine the benefits and challenges of assessments in a variety of contexts. Students will understand the process of assessment from asking good questions through “closing the loop” and will discuss test creation, reliability and validity as it relates to assessment work.

ED312/509 Understanding and Teaching Exceptional Learners with Field Experience

3 credits

This course focuses on characteristics of disabilities, human development and variations. The impact on students’ learning, social, and familial environment is explored. The course is designed to assist teacher candidates in facilitating learning, utilizing accommodations, writing lesson plans that include all learners with techniques from Universal Design for Learning, Differentiated Instruction and Educational & Assistive Technology. *Undergraduate Prerequisite: ED105 and Sophomore standing. If this class is taken at the 500 level, it is a graduate course and expectations for student performance are at an advanced level. Course requirements and/or evaluation of requirements are more rigorous than at the lower division section of this course.*

Field Experience is required.

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. *Prerequisite: Students must have passed the Praxis Core or the state approved equivalent.*

ED512 Special Education Law

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

ED231/515 Primary Literacy

This course focuses on the developmental characteristics of children as they learn language and literacy. Students learn to plan theory-informed instruction in the Language Arts for grades K-3 aligned with the Common Core State Standards. Topics include reading foundations

(print concepts, phonological awareness, phonics and word recognition, and fluency); balanced instruction in reading literature and informational text, writing for different purposes, and assessment. The importance of school/family partnerships is explored.

15 hours of Field Experience is required.

ED350/516 Teaching Literacy across the Curriculum

Focus is on strategies for developing literacy in the Language Arts classroom and across the curriculum for grades 4-8. Students design an interdisciplinary thematic unit, using: narrative and expository literature, content frameworks, Common Core Curriculum State Standards, and best research-based practices. Study of quantitative assessment includes discussion of state and national accountability initiatives, as well as the use of assessment results to improve instruction. *Undergraduate Prerequisite: ED224 or Instructor Permission. If this class is taken at the 500 level, it is a graduate course and expectations for student performance are at an advanced level. Course requirements and/or evaluation of requirements are more rigorous than at the lower division section of this course.*

Fifteen hours Field Experience is required.

ED316/517 Methods in Teaching 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. *Undergraduate Prerequisite: ED224 or Instructor Permission. If this class is taken at the 500 level, it is a graduate course and expectations for student performance are at an advanced level. Course requirements and/or evaluation of requirements are more rigorous than at the lower division section of this course.*

ED263/518 Methods in Teaching Mathematics

This course covers detailed content on mathematical concepts, as well as pedagogical implications for math instruction in K-8 educational settings. Participants will evaluate, plan, and assess mathematics lessons, paying particular attention to problem solving, differentiation, and developmental theory. *Undergraduate Prerequisite: ED105 or ED112. Graduate Prerequisite: Ed 501 or Academic Director Approval.*

15 hours of Field Experience is required.

ED314/519 Scientific Inquiry and Teaching Methods

Student will utilize an inquiry-based approach to teaching science topics explored in grades K-8. Lesson plan assignments will execute inquiry-based lessons aligned to Next Generation State Standards (NGSS) that incorporate math and literacy skills as described in the Common Core State Standards (CCSS) both in class and in the field. *Undergraduate Prerequisite: ED263, ED224 or Instructor Permission. If this class is taken at the 500 level, it is a graduate course and expectations for student performance are at an advanced level. Course requirements and/or evaluation of requirements are more rigorous than at the lower division section of this course.*

15 hours of Field Experience is required.

ED526 Best Practices in Secondary Contexts

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 Prerequisites: This is a capstone methods course; all other course work must be successfully passed before enrolling in this course; students wishing to take it out of sequence must have written permission from the Academic Director.*

ED531 Student Teaching/Seminar for Elementary Certification**6 credits**

This culminating experience for Elementary Education candidates involves 8 weeks in an approved lower elementary setting (K-3), and 8 weeks in an approved self-contained 4-8 setting. Includes Seminar.

ED532 Student Teaching/Seminar for Middle/Secondary Certification**6 credits**

This culminating experience for Middle/Secondary Education candidates involves 8 weeks in an approved middle school setting (5-8) and 8 weeks in an approved high school setting (9-12) (except Biology which can be in one 16 week 9-12 setting. Includes Seminar.

ED540 Best Practices and Assessment/Identification: The Exceptional Learner with Field Experience

This introductory course in assessment and the identification of disabilities will provide the student with a general understanding of disabilities assessment, formal and informal, including 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. *All students will engage in a 15 hour Field Experience. Prerequisite: ED509.*

ED541 Best Practices and Teaching Methods I: The Exceptional Learner with Field Experience

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.

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.

ED562 Internship Seminar: General Special Education**6 credits**

This culminating experience for students in General Special Education involves 16 weeks in 3 different settings (high school, elementary, and middle school) specific to working with students with special needs.

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, 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.

ED578 Action Research in the Classroom**3 credits**

This course is required for all M.Ed. programs. Students develop an action research plan having an instructional focus in their area of program concentration with an emphasis on research design. Attention is given to Human Subjects Protection and completion of IRB protocols.

ED600 Law and Ethics: Emotional & Behavioral Disabilities and Specific Learning Disabilities**3 credits**

This course covers law, ethics, and educational decisions needed as a professional educator, as well as legal and educational systems, demands of IDEA versus NCLB, role of transitioning and technology to improve student outcomes. The perspective is on inclusion and common core standards based curriculum and professional collaboration.

ED601 Eligibility & Characteristics of Students with Disabilities with Field Experience**3 credits**

This course emphasizes the history, prevalence, etiology and characteristics of students with specific learning disabilities, emotional behavioral disorders, intellectual disabilities and other

developmental disabilities with an emphasis on autism. Procedures for determining eligibility are covered including the complexity of overlapping and comorbid disabilities/conditions.

ED604 Advanced Behavior

3 credits

Students will gain an increased understanding of cognitive and behavioral strategies used to improve access to the general education curriculum for students with complex social, emotional, and behavioral difficulties. Applying concepts and procedures, students will identify and measure challenging behaviors, conduct behavior assessments through observations, interviewing, analyzing data and developing a behavior intervention plan.

ED612 Strategies for Teaching Students with Specific

3 credits

Learning Disabilities

Teaching students with specific learning disabilities requires knowledge of the learner, comprehension of how students acquire knowledge/skills and knowledge of effective, research based strategies and methods. This course focuses on methods and strategies to promote metacognitive skills that encourage the use of one's inner voice and mind's eye/visualization to facilitate engagement, understanding and learning.

Prerequisites: Ed 508, 509, 512, 540, 541, 545 or permission of Coordinator.

Field Assignments required.

ED616 Programming for Teaching Students with Specific

3 credits

Learning Disabilities

While the continuum of services continues to exist, research supports that the majority of students with Learning Disabilities benefit from "inclusion". This course addresses the challenging role for the teacher of students with learning disabilities: developing programs that integrate common core standards and address the Individual Education Plan goals for each student within the general education curriculum.

Prerequisites: Ed 508, 509, 512, 540, 541, 545 or permission of Coordinator.

Field Assignments required.

**ED617 Programming for Teaching Students with Emotional/
Behavioral Disorders**

3 credits

This course will focus on elements of programming for students with emotional/behavioral disorders (EBD). Teacher candidates will learn methods used in effective academic and social programs. They will evaluate methodologies and construct a successful program for students with EBD. Implications of cultures, parent-teacher communication, and challenges identified within the EBD category will be studied.

Prerequisites: Ed 508, 509, 512, 540, 541, 545 or permission of Coordinator.

Field Assignments required.

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

M.S.N. Program Philosophy and Mission Statement

Consistent with the mission and philosophy of Graduate Studies, the Master of Science in Nursing (M.S.N.) program is committed to preparing ethical "leaders of conscience" who demonstrate high level critical thinking, professional 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. The curriculum is rooted in the generation, evaluation, and utilization of evidence to support best practices in nursing education and nursing leadership. Graduates are prepared to utilize scholarly inquiry to provide evidence-based health care.

The Master of Science in Nursing program is accredited by the Accreditation Commission for Education in Nursing, Inc. (ACEN), 3343 Peachtree Road NE, Suite 850, 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 Portsmouth, Manchester, and Lebanon, NH centers. The program can 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 3 M.S.N. tracks or entry points for nurses.

Student Learner Outcomes

Upon successful completion of the Master of Science in Nursing program, a graduate will be able to:

1. Develop a commitment for lifelong learning and scholarly activities related to professional nursing.
2. Integrate knowledge from the domains of nursing science, education, and leadership in the development and implementation of nursing leader and educator roles.
3. Apply knowledge of scholarly inquiry and investigation in nursing education and nursing leadership in order to improve outcomes.
4. Integrate theories and principles of leadership in order to improve health care outcomes in a variety of settings.
5. Assume leadership roles to influence and participate in health care policy in order to improve the quality and delivery of health care.
6. Apply leadership roles in the design of cost effective, continuous improvement in clinical and education microsystems.
7. Synthesize conscientious ethical leadership principles to guide and direct clinical decision making.

The Nurse Educator concentration 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. Design and implement change projects in nursing education and evaluate their impact.
4. Utilize knowledge of continuous quality improvement methodology to evaluate all components of instructional design and delivery.

The Nurse Leader concentration prepares the graduate to:

1. Assume leadership roles in health care organizations.
2. Integrate leadership skills that facilitate collaborative relationships while functioning as a member of the team.
3. Incorporate interdisciplinary knowledge of evidence in clinical and organizational management to improve client outcomes.
4. Apply knowledge of health care payment systems 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 M.S.N. program requires successful completion of general core courses and specialty **concentration** 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 undergraduate cumulative grade point average (CGPA) of 2.8 or higher on a 4.0 scale and successful completion of an undergraduate statistics course with a C or higher.
- Nursing Education Certificate – 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.

Application Requirements for Tracks 1, 2, or 3

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 a registered nurse issued by New Hampshire or another jurisdiction.

Application for Nursing Education Certificate

- Complete the application form.
- Current professional resume.
- One professional reference.
- Receipt of all official transcripts from colleges or universities previously attended.

M.S.N. 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 credits

Program Tracks

Track 1: For the 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 Concentration Courses (Leadership or Education)	9 credits
NR690	Capstone, Practicum, Project & Seminar	6 credits

Track 2: For the nurse with a non-nursing baccalaureate degree (39 credits)

NR501	RN to M.S.N. 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 Concentration Courses (Leadership or Education)	9 credits
NR690	Capstone, Practicum, Project & Seminar	6 credits

Track 3: For the nurse without a baccalaureate degree (150 credits)

Track 3 students are required to complete a combination of core, baccalaureate, and graduate courses. All baccalaureate course requirements must be completed before registering for graduate courses

Core Courses-Track 3

CIT101	Microcomputer Applications*	3 credits
GLE103	Career Image, Planning & Management	3 credits
GLE110	First Year Composition I	3 credits
GLE120	First Year Composition 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
_____	(3 credits must be in an arts humanities course)	
_____	Math*	3 credits
_____	Nutrition*	3 credits
_____	Psychology (fulfills one social science requirement)*	3 credits
_____	Social Sciences *	3-6 credits
_____	General Elective	3 credits

* Credit for these courses may be transferred in from your associate degree or diploma program and applied to your degree.

Baccalaureate Nursing Courses-Track 3

NR300	Transition to Baccalaureate Practice	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
NR420	Health Promotion across the Lifespan	3 credits
NR445	Community Health Nursing: Individual and Family Client	3 credits

NR446	Community Health Nursing: Groups & Populations	3 credits
NR490	Leadership in Professional Nursing Practice, Seminar and Project	6 credits

M.S.N. 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 Concentration Courses (Leadership or Education)	9 credits
NR690	Nursing Capstone, Seminar and Project	6 credits

**6 credits of Nursing Elective courses (NR510, NR520 or NR550) can be applied to the baccalaureate degree.

Concentrations

All M.S.N. students will complete the following courses based on their chosen concentration:

Nursing Education

NR545	Clinical and Classroom Teaching Strategies in Nursing	3 credits
NR547	Evidence-Based Curriculum Design in Nursing	3 credits
NR549	Evaluating Learning and Assessing Competencies in Nursing	3 credits

or

Nursing Leadership

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

Nursing Education Certificate (15 credits)

The Certificate in Nursing Education is intended for Master’s degree prepared nurses who desire more education in the process of nursing education. Normal time to completion is 1 year. See Admission Prerequisites section.

NR545	Clinical and Classroom Teaching Strategies in Nursing	3 credits
NR547	Evidence-Based Curriculum Design in Nursing	3 credits
NR549	Evaluating Learning and Assessing Competencies in Nursing	3 credits
NR690	Capstone, Practicum, Project & Seminar	6 credits

Course Descriptions

NR501 RN-M.S.N. 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 M.S.N. 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**

This course 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 Nursing Capstone Seminar and Project**6 credits**

This capstone course focuses on the integration and application of major concepts covered throughout the graduate nursing program. The course integrates learning approaches of seminar discussions and completion of a project. Seminar time focuses on the analysis of theoretical and practical components of the advanced nursing role in nursing education, leadership, and practice. *Prerequisites: Completion of all M.S.N. core and specialty courses or permission of the Academic Director*

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

Physician Assistants (P.A.s) 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, P.A.s conduct physical exams, diagnose and treat illnesses, order and interpret tests, counsel on preventive health care, assist in surgery, and write prescriptions. Within the physician-P.A. relationship, physician assistants exercise autonomy in medical decision making and provide a broad range of diagnostic and therapeutic services. A P.A.'s practice may also include education, research, and managerial/administrative services. Physician Assistants, while trained in general medicine, often specialize in emergency medicine, surgery, orthopedics, obstetrics, pediatrics and other specialties.

Students in the Franklin Pierce University 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.
2. To educate Physician Assistants to practice patient-centered 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.

Learning Objectives

Students will be able to:

1. Elicit a focused or comprehensive history,
2. Conduct a focused or comprehensive physical examination,
3. Apply basic science concepts,
4. Order and interpret screening and diagnostic testing,
5. Develop a differential diagnosis and assessment,
6. Implement health maintenance and disease prevention screening and counseling,
7. Determine an appropriate treatment and follow-up plan to include referral, and
8. Conduct themselves in a professional and ethical manner with both patients and colleagues.

Accreditation

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted **Accreditation-Continued** to the **Master of Physician Assistant Studies Program** sponsored by **Franklin Pierce University**. Continued Accreditation is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA *Standards*.

Continued Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the *Standards*. The approximate date for the next validation review of the program by the ARC-PA will be **September 2017**.

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 strongly 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.

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 below a B- will be documented and referred to the students' academic advisor and/or the P.A. 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 P.A. 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	6 credits
ME516	Clinical Medicine I	4 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
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
ME532	Introduction to Epidemiology and Public Health	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

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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
ME528	Patient Communication and Education		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, reflective practice to enhance practitioner self-awareness and self-care, and current theories of personality and normal psychology. Students demonstrate competence through class participation, reflective assignments, and the creation of a life map.

ME512 Clinical Application of Basic Sciences I

6 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

4 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 organ 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, 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, pediatric 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.

ME631-638 Core Clinical Experiences 1 - 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 Manchester 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 therapy 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 Doctor of Physical Therapy program is to graduate competent practitioners who are prepared to enhance the physical health and functional abilities of the members of the public. Our graduates render independent judgment in collaboration with others to advocate for and meet the needs of the patient/client and to ensure equal access for all individuals. They critically analyze, appropriately utilize, and contribute to evidence-based practice. Our graduates embrace life-long learning and consciously apply ethical values. They contribute to society and the profession in practice, teaching, administration, community service, and the discovery and application of new knowledge related to physical therapy.

The Program

Franklin Pierce University offers its Doctor of Physical Therapy (D.P.T.) program at its Manchester, New Hampshire and its Goodyear, Arizona campuses. Students require a Bachelor's degree from an accredited college and completion of all prerequisite courses prior to acceptance into the program. Normal time to completion is 2.5 years.

The D.P.T. 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 28% Verbal and 25% Quantitative.
- Completion of 40 hours of observation or work. In order to assure understanding of the breadth of PT practice, it is recommended that each applicant's PT observation hours include both inpatient and outpatient settings.
- Completion of all prerequisite coursework with a minimum CGPA of 3.00.
- Science prerequisites must be at the science major level and include the following:
 - Anatomy & Physiology (8 credits including labs)
 - Biology (8 credits) *Note: Botany and Zoology courses are NOT acceptable.*
 - Chemistry (8 credits including labs)
 - Physics (8 credits including labs)
- Completion of a Statistics course
- Completion of a Psychology course (3 credits) *Note: Must be a course offered through the Psychology Department.*

Application Process

Franklin Pierce offers the professional Doctor of Physical Therapy (D.P.T.) Program in two locations, Manchester, NH and Goodyear, AZ. Both locations have a start date on the first day of Graduate Term 1 annually.

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 2014-2015 – Class of 2017****Professional Year I****Term I**

PTH506	Introduction to Professional Development & Patient Education	2 credits
PTH523	Anatomy	6 credits
PTH528	Kinesiology	6 credits
PTH531	Foundations of Physical Therapy Practice I	2 credits
Term I = 16 credits		

Term II

PTH504	Physiology in Health and Disease	3 credits
PTH507	Physical Therapy Intervention-Physical Agents & Therapeutic Exercise	4 credits
PTH518	Research Methods in Physical Therapy	2 credits
PTH532	Foundations of Physical Therapy Practice II	2 credits
PTH537	Musculoskeletal System I – Upper Extremity	4 credits
Term II = 15 credits		

Term III

PTH508	Neuroanatomy	3 credits
PTH517	Integrated Clinical Experience I (Part-time)	1 credit
PTH524	Clinical Pharmacology	2 credits
PTH529	Health Promotion & Wellness I	2 credits
PTH534	Cardiovascular and Pulmonary Physical Therapy	3 credits
PTH538	Musculoskeletal System II – Lower Extremity	4 credits
Term III = 15 credits		

Term IV

PTH512	Life Span Motor Development& Control	4 credits
PTH519	Critical Inquiry	1 credit
PTH530	Health Promotion & Wellness II	1 credit
PTH539	Musculoskeletal System III – Spine	5 credits
PTH540	Fundamentals of Neurological Rehabilitation	3 credits
PTH620	Imaging & Diagnostics	2 credits
Term IV = 16 credits		

Professional Year II**Term V**

PTH516	Psychosocial Issues in Health Care (<i>Intensive</i>)	3 credits
PTH544	Integumentary System	2 credits
PTH608	Integrated Clinical Experience II (Full-time - 8 weeks)	4 credits
PTH630	Sports Injury Management & Prevention (<i>Intensive</i>)	2 credits- <i>*elective</i>
Term V = 9 credits + electives		

(*must take two - 2 credit electives across Terms V, VI, and VII)

Term VI

PTH511	Management of the Pediatric & Adolescent Patient	5 credits
PTH527	Integrated Clinical Experience III (Part-time)	1 credit-^required elective
PTH541	Neurological Clinical Management I	3 credits
PTH623	Management of Patients with Multisystem Involvement I	3 credits
PTH628	Special Topics - Selected	2 credits-*elective
PTH720	Evidence-Based Practice I	2 credits
LS465/565	Spanish for Healthcare Professionals	2 credits-*elective

Term VI = 17 credits (includes 2 credits required elective) + electives

(^must take *PTH527* in Term VI or VII)

(*must take two - 2 credit electives across Terms V, VI, and VII)

Term VII

PTH514	Health Practice Management	3 credits
PTH527	Integrated Clinical Experience III (Part-time)	1 credit-^required elective
PTH542	Neurological Clinical Management II	3 credits
PTH610	Professional Seminar	1 credit
PTH624	Management of Patients with Multisystem Involvement II	4 credits
PTH628	Special Topics* Other Electives - TBD	2 credits-*elective
PTH630	Sports Injury Management & Prevention	2 credits-*elective
PTH646	Orthotics and Prosthetics	2 credits
PTH730	Evidence-Based Practice II	2 credits

Term VII = 17 credits (includes 2 credits required elective) + electives

(^must take *PTH527* in Term VI or VII)

(*must take two - 2 credit electives across Terms V, VI, and VII)

Professional Year III

Term VIII

PTH701	Clinical Internship I (Full-time)	5 credits

Term VIII = 5 credits

Term IX

PTH702	Clinical Internship II (Full-time)	5 credits

Term IX = 5 credits

Term X

PTH703	Clinical Internship III (Full-time)	5 credits

Term X = 5 credits

Total credits=119 (includes 4 credits required electives, + one credit required elective) plus other electives as desired

Students are required to take at least two of the didactic elective courses (offered in Professional Year II, Terms V-VII), and one clinical elective credit (offered in Professional Year II, Terms VI and VII) in order to graduate with the necessary 119 credits or more.

Course Descriptions

Professional Year I

TERM I

PTH506 Introduction to Professional Development & Patient Education 2 credits

This course provides an introduction to the history of physical therapy, the principles of ethics, professional behavior, legal issues and cultural competency. In preparation for clinical experiences, the student is introduced to the roles and responsibilities of the physical therapist in practice, the profession, the community, including the principles of teaching and learning, patient education, and documentation. *Prerequisite: Enrollment in the Doctor of Physical Therapy Program.*

PTH523 Anatomy 6 credits

This course provides the foundation for understanding gross anatomy as it relates to the practice of physical therapy. Using a regional approach, this course emphasizes the musculoskeletal structures of the appendicular and axial skeleton and includes visceral anatomy. Active learning and problem solving are the primary teaching methods used in the laboratory component, which may include plastinated dissections of human cadavers, interactive computer programs or models. *Prerequisite: Enrollment in the Doctor of Physical Therapy Program.*

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 also be included. The format will be lecture, case-based application, demonstration, and laboratory practice. *Prerequisite: Enrollment in the Doctor of Physical Therapy Program.*

PTH531 Foundations of Physical Therapy Practice I 2 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: vital signs, documentation, body mechanics, and goniometry, and utilizes the Guide to Physical Therapist Practice. This course serves as a foundation to all Physical Therapy Practice courses in the curriculum. *Prerequisite: Successful completion of prior coursework.*

TERM II

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.*

PTH507 Physical Therapy Intervention-Physical Agents & Therapeutic Exercise 4 credits

This course develops students' basic physical therapy 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.*

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. *Prerequisite: Successful completion of prior coursework.*

PTH532 Foundations of Physical Therapy Practice II **2 credits**

This course further develops students' basic physical therapy clinical competencies. Principles of examination and evidence-based interventions are taught through lectures, laboratory sessions, and online discussions. Course content includes goniometry, bed mobility, transfers, use of assistive devices, functional testing, bariatrics and architectural barriers. This course serves as a foundation to all Physical Therapy Practice courses in the curriculum. *Prerequisite: Successful completion of prior coursework.*

PTH537 Musculoskeletal System I – Upper Extremity **4 credits**

This course is a primary course in the physical therapy management of patient/client with musculoskeletal conditions. The course of study includes the processes of examination, evaluation, diagnosis, prognosis, intervention, and outcomes as they relate to patients/clients with musculoskeletal conditions relating to the upper extremity. *Prerequisite: Successful completion of all prior Physical Therapy courses.*

TERM III

PTH508 Neuroanatomy **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 prior coursework.*

PTH517 Integrated Clinical Experience I (Part-time) (P/F) **1 credit**

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. *Prerequisite: Successful completion of prior coursework.*

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 of medications used to treat conditions encountered in the most typical physical therapy populations. A foundation is provided for further study regarding specialty practice and the evolution of new drug therapies. *Prerequisite: Successful completion of prior coursework.*

PTH529 Health Promotion & Wellness I **2 credits**

This course introduces students to the fundamental concepts of prevention, health promotion, wellness, and fitness incorporating the Guide to Physical Therapist Practice, Healthy People 2020, and the Precede-Proceed Model of Health Program Planning. Students will synthesize knowledge gained to develop a framework for a community action project (in health and wellness education), and to submit a completed IRB proposal. *Prerequisite: Successful completion of prior coursework.*

PTH534 Cardiovascular and Pulmonary Physical Therapy **3 credits**

This course is designed to build on the knowledge attained in Anatomy and Pathophysiology and apply this to physical therapy assessments and interventions for cardiac, pulmonary, and vascular disorders. This will include primary and secondary medical dysfunctions as well as post-surgical evaluations and treatments. Critical care, acute, subacute, outpatient and community settings will be addressed, as well as health promotion and primary prevention. Exercise testing, exercise prescription, cardiopulmonary tests and interventions and their evidence will also be covered. *Prerequisite: Successful completion of prior coursework.*

PTH538 Musculoskeletal System II – Lower Extremity**4 credits**

This course is a primary course in the physical therapy management of patient/client with musculoskeletal conditions. The course of study includes the processes of examination, evaluation, diagnosis, prognosis, intervention, and outcomes as they relate to patients/clients with musculoskeletal conditions relating to the lower extremity. *Prerequisite: Successful completion of all prior Physical Therapy courses.*

Term IV**PTH512 Life Span Motor Development& Control****4 credits**

This is a fundamental course introducing students to the understanding and clinical application of the theories of motor learning and motor control as they relate to the life span of human development. Exploration of the influence on motor control development on body systems and motor function with respect to aging is facilitated through readings and research of current evidence. *Prerequisite: Successful completion of prior coursework.*

PTH519 Critical Inquiry**1 credit**

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. *Prerequisite: Successful completion of prior coursework.*

PTH 530 Health Promotion & Wellness II**1 credit**

This course implements the fundamental concepts of prevention, health promotion, wellness, and fitness incorporating the Guide to Physical Therapist Practice, Healthy People 2020, and the Precede-Proceed Model of Health Program Planning (or a similar model). Students will synthesize knowledge gained in Community Health I to implement and evaluate a project in community wellness education. *Prerequisite: Successful completion of prior coursework.*

PTH539 Musculoskeletal System III – Spine**5 credits**

This course is a primary course in the physical therapy management of patient/client with musculoskeletal conditions. The course of study includes the processes of examination, evaluation, diagnosis, prognosis, intervention, and outcomes as they relate to patients/clients with musculoskeletal conditions relating to the spine. Students apply the principles and techniques of therapeutic exercise to various orthopedic disorders. *Prerequisite: Successful completion of all prior Physical Therapy courses.*

PTH 540 Fundamentals of Neurological Rehabilitation**3 credits**

This course focuses on plasticity of the nervous system as a basis for development, learning, and recovery of function. Changes in the nervous system and their interaction with pathology are examined. Current evidence-based research in neurological rehabilitation will be presented. Students will be provided with a foundation for examining and evaluating individuals with neurological deficits (acquired/progressive/developmental). *Prerequisite: Successful completion of prior coursework.*

PTH620 Imaging & Diagnostics**2 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. *Prerequisite: Successful completion of prior coursework.*

Professional Year II

Term V

PTH516 Psychosocial Issues in Health Care (*Intensive*) **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. *Prerequisite: Successful completion of prior coursework.*

PTH544 Integumentary System **2 credits**

This course provides a comprehensive exploration of the integumentary system, normal and abnormal physiology, recognition of dermatological conditions requiring referral to other healthcare providers, patient's individual contributing factors in the causes of wounds, and the clinical management of wounds in the context of current physical therapy practice. *Prerequisite: Successful completion of prior coursework.*

PTH608 Integrated Clinical Experience II (Full-time - 8 weeks) (P/F) **4 credits**

This is the first full-time clinical experience (8 weeks) under the supervision and guidance of licensed physical therapists in facilities throughout the U.S. Students practice skills and knowledge acquired during the first year of the curriculum in a wide variety of clinical settings and begin to develop entry-level competence in essential physical therapy practice skills. *Prerequisite: Successful completion of prior coursework.*

PTH630 Sports Injury Management & Prevention **2 credits-elective**

This course provides students information and knowledge concerning prevention, mechanisms, treatment, and rehabilitation of sports injury. Emphasis will be on sports evaluations, treatments and prevention of injury by incorporating principles related to cardiovascular endurance, flexibility, strength training, muscular endurance, plyometrics, speed, and agility training. Topics include neurology, orthopedics, sports physical therapy, and alternative medicine/complimentary therapies. *Prerequisite: Successful completion of prior coursework.*

Term VI

PTH511 Management of the Pediatric & Adolescent Patient **5 credits**

This course explores the management of the pediatric/adolescent patient. Content includes examination, evaluation, diagnosis, prognosis, intervention, and measurement of outcomes as they relate to the 0-21 year population. Topics of normal/abnormal development, standardized testing, and use of a team approach are investigated. Evidence based practice, clinical cases, and The Guide to Physical Therapist Practice are implicit aspects of the course. *Prerequisite: Successful completion of prior coursework.*

PTH527 Integrated Clinical Experience III (Part-time) (P/F) **1 credit-^required elective**

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 prior coursework.*

PTH541 Neurological Clinical Management I **3 credits**

This is the first of two (2) courses specific to PT management of patients with neurological deficits. The students will develop skills in examination, evaluation, and interventions for individuals with movement dysfunction due to neurological deficits (acquired/ progressive/ developmental). Emphasis will be placed on choosing and developing appropriate evaluation and intervention skills using an evidence-based practice format, including assessing effectiveness of plans. *Prerequisite: Successful completion of prior coursework.*

PTH623 Management of Patients with Multisystem Involvement I **3 credits**

This course is designed to prepare students to manage dysfunctions that involve more than one system and patients with multiple dysfunctions. Applying evidence-based principles, physical therapy diagnoses, prognoses, interventions, and expected outcomes will be determined based on pathology, etiology, and disease progression, and modified as appropriate to accommodate changes in patient condition or to adjust for age, race, or gender. *Prerequisite: Successful completion of prior coursework*

PTH628 Special Topics* Selected **2 credits-elective**

This course is designed to introduce the students to a variety of special interest topics within the field of physical therapy practice. Topics may vary, and can include: McKenzie approach, aquatic therapy, yoga, canine physical therapy, dry needling, as well as soft tissue techniques including Graston and Mulligan. The course will include lectures and hands on lab experience. *Prerequisite: Successful completion of prior coursework.*

PTH720 Evidence-Based Practice I **2 credits-online**

The purpose of this class is to apply the principles of evidence based practice regarding the selection of suitable examination techniques, determining a specific prognosis and identifying appropriate physical therapy treatments. This course will consist of identifying relevant research articles to each student's clinical interest, critically analyzing the identified articles and completion of a systematic review of the literature that is to be submitted to a peer review journal for possible publication. Students will sequentially develop sections of the systematic review in each module throughout the course. *Prerequisite: Successful completion of prior coursework.*

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. *Prerequisite: Successful completion of prior coursework.*

(^must take PTH527 in Term VI or VII)

Term VII**PTH514 Health Practice Management** **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. *Prerequisite: Successful completion of prior coursework.*

PTH527 Integrated Clinical Experience III (Part-time) (P/F) **1 credit-^required elective**

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 prior coursework.*

PTH542 Neurological Clinical Management II **3 credits**

This is the second of two (2) courses specific to PT management of patients with neurological deficits. The students will further develop skills in examination, evaluation, and interventions for individuals with movement dysfunction due to neurological deficits (acquired/ progressive/ developmental). Emphasis will be placed on further development of appropriate evaluation and

intervention skills, including assessing the effectiveness of plans and modifying accordingly.

Prerequisite: Successful completion of prior coursework.

PTH610 Professional Seminar

1 credit

This intensive seminar focuses on issues relevant to students about to enter the profession of physical therapy 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. *Prerequisite: Successful completion of prior coursework.*

PTH624 Management of Patients with Multisystem Involvement II

4 credits

This is a case-based, capstone practice course designed to integrate information learned in all previous physical therapy courses and apply this knowledge to management of increasingly complex clinical problems involving multi-systems impairments (cardiovascular/pulmonary, integumentary, musculoskeletal, neuromuscular, as well as gastrointestinal/genitourinary). Evidence-based principles will be applied to evaluation methods and interventions. Critical thinking skills and clinical decision making will be emphasized. *Prerequisite: Successful completion of prior coursework.*

PTH628 Special Topics* Other Electives - TBD

2 credits-elective

This course is designed to explore more in depth a variety of special interest topics within the field of physical therapy practice. Topics may vary based upon student interest and will provide modules of advanced treatment techniques. The course will include lectures and hands on lab experience. *Prerequisite: Successful completion of prior coursework.*

PTH630 Sports Injury Management & Prevention

2 credits-elective

This course provides students information and knowledge concerning prevention, mechanisms, treatment, and rehabilitation of sports injury. Emphasis will be on sports evaluations, treatments and prevention of injury by incorporating principles related to cardiovascular endurance, flexibility, strength training, muscular endurance, plyometrics, speed, and agility training. Topics include neurology, orthopedics, sports physical therapy, and alternative medicine/complimentary therapies. *Prerequisite: Successful completion of prior coursework.*

PTH646 Orthotics and Prosthetics

2 credits

This course provides a study of orthotic/prosthetic utilization in physical therapy practice. The course will introduce concepts of materials, design, fabrication and technology of orthotic/prosthetic devices. The course will emphasize the principles of gait analysis, types of amputation, wearing/fitting of orthotics/prosthetics and the psychological considerations of the patient with an orthotic/prosthetic device. *Prerequisite: Successful completion of prior coursework.*

PTH730 Evidence-Based Practice II

2 credits-online

The purpose of this class is to apply the principles of evidence based practice regarding the selection of suitable examination techniques, determining a specific prognosis and identifying appropriate physical therapy treatments. This course will consist of identifying relevant research articles to each student's clinical interest, critically analyzing the identified articles and completion of a systematic review of the literature that is to be submitted to a peer review journal for possible publication. Students will sequentially develop sections of the systematic review in each module throughout the course. *Prerequisite: Successful completion of prior coursework.*

Professional Year III

Term VIII

PTH701 Clinical Internship I – (Full-time) (P/F)

5 credits

This is the second full-time clinical experience (10 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. *Prerequisite: Successful completion of prior coursework including PTH608.*

Term IX

PTH702 Clinical Internship II (Full-time) (P/F)

5 credits

This is the third full-time clinical experience (10 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. *Prerequisite: Successful completion of prior coursework including PTH608 & PTH701.*

Term X

PTH703 Clinical Internship III (Full-time) (P/F)

5 credits

This is the final full-time clinical experience (10 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. *Prerequisite: Successful completion of prior coursework including PTH608, PTH701, & 702.*

Doctor of Physical Therapy Promotion Policy 2014-2015

In addition to the University's College of Graduate and Professional Studies (CGPS) - Graduate Academic Standing Policy, as listed in the current catalog, the Doctor of Physical Therapy program implements the following Promotion Policy that is more stringent.

Good Academic Standing

The course sequence in the curriculum is designed to provide incremental knowledge and skills necessary for PT practice. In general, the sequence must be followed to achieve this goal. A student in good academic standing will progress through the curriculum as designed. Since courses are arranged in a specific sequence, repeating a course will result in deceleration of the student's progress through the curriculum, and require a longer period of time to successfully complete the entire curriculum. Good academic standing is obtained by achieving a term grade point average (GPA) of 3.00 or greater, maintaining a cumulative GPA (CGPA) of 3.00 or greater, passing all Pass/Fail courses and maintaining appropriate standards of professional behavior.

Disciplinary Sanctions

Academic Probation

- Any student whose term GPA is below 3.00 for a single term *or*,
- Any student whose CGPA is below 3.00 for a single term *or*,
- Any student who receives a final course grade of C or below in any course *or*,
- Any student who receives a Fail grade in a Pass/Fail course

Program Dismissal

- Any student whose term GPA is below 3.00 for two terms *or*,
- Any students whose CGPA is below 3.00 for two terms *or*,
- Any student who receives a final course grade of C or below in two courses *or*,
- Any student who receives a Fail grade in any two Pass/Fail courses *or*,
- Any student who receives a final course grade of C or below in one course and a Fail grade in any Pass/Fail course *or*,
- Any student who fails to earn a Pass or a final course grade of B or better in any repeated course *or*,
- Any student who fails to adhere to the professional standards of the program.

Academic Status Letter

At the completion of each term, if academic performance is consistent with the criteria set forth for academic probation or program dismissal, then the Dean will issue a letter notifying the student of their academic status.

Learning Contract

A student who is placed on academic probation will be required to proceed under a Learning Contract. The Learning Contract will identify the academic criteria necessary to return to academic good standing. Students on academic probation will be limited to enrolling in only courses for which he/she has met the prerequisites. In addition to other specific actions, the following stipulations will be included in a Learning Contract:

- Any student who receives a final course grade of C or below in any course or a Fail grade in a Pass/Fail course must repeat the course.

Promotion

- Students must satisfactorily complete all courses maintaining a 3.00 term GPA and CGPA and must have successfully completed a learning contract before proceeding to the full-time clinical experiences.
- Students must pass all individual sections of the comprehensive practical examination in PTH 624 Management of Patients with Multisystem Involvement II in order to participate in the full-time terminal clinical experiences.
- Students must pass 4 full-time clinical experiences in order to graduate. Only one repeat of a full-time clinical experience is allowed.

Appeals

A student has the right to appeal a faculty decision regarding progression in the program. If a student wishes to appeal, the student must contact his/her advisor within the term when receiving formal notice of unsatisfactory performance to begin the appeals process. The advisor will assist the student in developing an appeal describing the unusual circumstances leading to the unsatisfactory performance and actions the student has undertaken/or plans to undertake to strengthen his academic performance

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 the 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 paid online or 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 disburseable 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. 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 and are paying tuition, 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, paying tuition, 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. No new family discount awards will be made beginning Fall 2013.

Senior Citizen Discount: \$100 per credit

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

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 D.P.T., and M.P.A.S. students

Period of Withdrawal. Percent of Credit

Within 14 days of the first date of the term. 100%

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

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

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

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

Veteran Students Receiving Department of Defense Funding:

Refund policies for withdrawn veterans mirror the percentage of financial aid earned found on p. 360. See Student Financial Services for more details.

Tuition and General Fees 2014-2015

The following Tuition and General Fees will be in effect beginning with the Fall 2013 Terms.

Undergraduate Tuition

Continuing, Returning, Reactivated	\$365 per credit
Per Credit Hour New	TBD
Audit	\$195 per credit
LEAP	\$100 per credit
GRAD Fee	\$150 per credit

Graduate Tuition

In-Class/hybrid M.B.A./M.S. in I.T.M./M.Ed./M.S.S.F.M.	\$620 per credit
100% On-line M.B.A./M.S. in I.T.M./M.Ed./M.S.S.F.M.	\$620 per credit
Audit M.B.A./M.S. in I.T.M./M.Ed./M.S.S.F.M.	\$293 per credit*
M.S. in Nursing (M.S.N.)	\$620 per credit
Master of Physician Assistant Studies program (M.P.A.S.)	\$9,858 per term
Doctor of Arts (D.A.) Tuition	\$810 per credit
Doctor of Arts (D.A.) per term fee, post coursework	\$515
D.P.T. Term-Based Tuition:**	\$9,618 per term;
D.P.T./M.P.A.S. Commitment Deposit (non-refundable)	\$500

**hybrid 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 Manchester 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)
PLA Credit	\$100 per credit
Technology Fee	\$100 each year

Financial Aid

Application (FAFSA)

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.

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 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. Repayment begins within 60 days of when the loan is disbursed, but deferment options are available.

Graduate-PLUS Loan

Graduate students may borrow under the graduate PLUS Loan Program. PLUS loan limits equal the student's cost of education minus other financial aid with no aggregate limit. Repayment begins within 60 days of when the loan is disbursed, but deferment options are available.

Satisfactory Academic Progress

College of Graduate & 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 time frame of 150% of the program length, measured in attempted credits. The academic credit for term is earned with a passing grade (B- or better). Satisfactory progress is defined as a minimum of a 3.00 CGPA and a rate of progress of at least 67%.

To successfully complete a program the student must achieve 100% of the program credits within 150% of the program length, as defined by attempted credits.

SAP Status Review

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.

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.

Scholarships and Grants

Undergraduate Grants

Federal Pell Grants

For eligible students, Federal Pell Grants provide gift assistance up to a maximum of \$5,730 per year (2014-2015). Awards are determined by formulas and federal appropriations approved annually by Congress. Application can be made for the Pell Grant Program by completing the Free Application for Federal Student Aid (FAFSA). A copy of the family's federal tax forms may also be required to determine Pell Grant eligibility. 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 was 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 was 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 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 was 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 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 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 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

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. Students who have attended one or more regionally accredited institutions of higher education must submit the transcript from their most recently attended regionally accredited institution.

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
- Two 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 or designee 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.

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 Manchester Center at (603) 647-3500.

Housing Referrals

University housing is not available in CGPS centers.

Textbooks/Bookstore

For your convenience, all textbooks may be ordered through the online bookstore. Simply go to www.efollett.com and follow the prompts on the screen. 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 (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 PLA: Franklin Pierce University evaluates company sponsored in-house training programs for University credit. Any employee who fully participates in an approved training program can receive appropriate credit toward a degree at the University. The Community and Corporate Relations office is located at the Manchester Center. Please call (603) 647-3500 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.

Geographic Distribution Fall 2013

State	Number Enrolled	Percent of GRAD Enrollment
Arizona	71	13.2%
California	3	0.6%
Colorado	1	0.2%
Connecticut	5	0.9%
Florida	2	0.4%
Georgia	3	0.6%
Hawaii	2	0.4%
Iowa	1	0.2%
Illinois	3	0.6%
Kansas	1	0.2%
Louisiana	1	0.2%
Massachusetts	48	9.0%
Maryland	3	0.6%
Maine	15	2.8%
Michigan	3	0.6%
Minnesota	1	0.2%
Mississippi	1	0.2%
North Carolina	5	0.9%
Nebraska	1	0.2%
New Hampshire	279	52.1%
New Jersey	4	0.7%
New York	13	2.4%
Ohio	3	0.6%
Oklahoma	1	0.2%
Pennsylvania	5	0.9%
Rhode Island	7	1.3%
Utah	2	0.4%
Virginia	3	0.6%
Vermont	36	6.7%
Washington	4	0.7%
Wisconsin	4	0.7%
West Virginia	1	0.2%
INTERNATIONAL STUDENTS		
Canada	1	0.2%
Germany	1	0.2%
Great Britain	1	0.2%
Japan	1	0.2%
GRAD TOTAL	536	100.0%

State	Number Enrolled	Percent of PS UG Enrollment
California	1	0.3%
Connecticut	3	1.0%
Florida	3	1.0%
Massachusetts	17	5.7%
Maine	9	3.0%
North Carolina	1	0.3%
New Hampshire	234	78.3%
New Jersey	1	0.3%
New York	1	0.3%
Ohio	2	0.7%
Vermont	19	6.4%
Washington	1	0.3%
Missouri	1	0.3%
Wyoming	1	0.3%
Virginia	1	0.3%
INTERNATIONAL STUDENTS		
Canda	3	1.0%
Germany	1	0.3%
UG TOTAL	299	100%

University 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

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, *Associate Dean for Student Success and Advising*, B.A., Clark University, M.B.A., Franklin Pierce College, D.A., Franklin Pierce University

Joleen I. Little, *Administrative Assistant, Academic Affairs*, A.A., Commercial Extension, Omaha, Nebraska

Academic Divisions, The College at Rindge

Business Administration

Mary Ann Gaal, *Division Chair, Assistant Professor - Management*, B.S., Texas A & M University, M.B.A., University of New Hampshire, Ph.D., Walden University

Karen Gauthier, *Administrative Assistant*, A.A., Mt. Wachusett Community College

Education

Alana Mosley, *Interim Division Chair*, B.A., M.Ed., University of New Hampshire, Ed.D., Boston University

Nancy J. Gagnon, *Administrative Assistant*

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, M.B.A., Franklin Pierce University

Natural Sciences

Jacques P. Veilleux, *Division Chair, Professor – Biology and Environmental Sciences*, B.S., Fitchburg State College, Ph.D., Indiana State University

Kelley Wickman, *Administrative Assistant*

Social & Behavioral Sciences

Jean Dawson, *Division Chair, Associate Professor – Criminal Justice*, B.A., M.S., University of Massachusetts at Lowell, Ph.D., University of New Hampshire

Sharon L. MacCartney, *Administrative Assistant*, B.A., Middlebury College, B.A., Franklin Pierce College, Ed.M., Harvard University

Visual Arts and Performing Arts

Susan S. Silverman, *Division Chair, Associate Professor - Fine Arts*, B.S., Smith College, M.F.A., University of Massachusetts at Amherst

Sandy Pyer, *Administrative Assistant*

The College of Graduate & Professional Studies

Douglas Southard, *Dean*, B.S., The John Hopkins University, School of Health Services, M.P.H., The John Hopkins University, School of Hygiene and Public Health, M.S., The John Hopkins University, M.S., Virginia Polytechnic Institute & State University, Ph.D., Virginia Polytechnic Institute & State University

Maria R. Altobello, *Associate Dean*, B.S., Universidad Metropolitana, Caracas, Venezuela, M.B.A., Ed.D., Nova Southeastern University, A.L.M., Harvard University

Deborah Dimitriadis, *Assistant to the Dean*, B.A., Wells College, B.A., King's College-University of London

Academic Centers and Directors, The College of Graduate & Professional Studies**Goodyear, Arizona Campus**

Vickey Fox, *Program Coordinator II*, Doctor of Physical Therapy, B.S., University of Phoenix, Special Event Management Certificate, ASU West

Lebanon Center

Christopher Audino, *Center Director*, B.A., Southeastern College at Wake Forest, M.A. Trinity Graduate School

Pamela O'Brien, *Program Coordinator of Physician Assistant Studies*

Julia Pedro, *Program Coordinator of Physician Assistant Studies*, A.A., Vincennes University, B.A., Central Baptist College

Manchester Center and Online Programs

Eric Braun, *Director of Student Success*, B.A., DePauw University, M.A., Tufts University, M.A., University of Denver, Ed.D., University of Denver

Cathy Underwood, *Director of Online Education and Training*, A.S., Mt. Wachusett Community College, B.S., Franklin Pierce College, M.Ed., Franklin Pierce University

Christine Zerillo, *Program Coordinator I, Doctor of Physical Therapy*, A.A., B.S., University of System of New Hampshire, Granite State College; M.F.A., Goddard College

Lynda Kraics, *Administrative Assistant, Online Programs*

Jeannie Perry, *Administrative Assistant*, B.A., University of New Hampshire

Portsmouth Center

Kim Collins, *Center Director*, B.S., Boston College, M.B.A., Bryant College

Amanda Adams, *Administrative Assistant*, A.A.S., University of New Hampshire

Center for Academic Excellence

Tracy Mendham, *Coordinator of Learning Assistance*, A.B., Smith College, M.F.A., Vermont College, M.Ed., Franklin Pierce University

Patricia Vorfeld, *Director of International Study Initiatives and CAE Operations*, 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

Jeff Ogden, *Coordinator of Student Accessibility Services*, B.S., St. Lawrence University, M.S.Ed., Bucknell University

Victoria A. Rank, *Administrative Assistant*, A.A., B.S., Franklin Pierce College, M.B.A., Franklin Pierce University

Athletics

Bruce M. Kirsh, *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

Jayson King, *Assistant Athletics Director/Head 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 Carignan, *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)

Cynthia G. Martin, *Manager*

Campus Safety (Security)

Maureen Sturgis, *Director of Campus Safety*, A.S., Massasoit Community College

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

Sarah Dorsey, *Director*, A.A., Franklin Pierce University

Enrollment Management and Marketing

Linda P. Quimby, *Director of Admissions*, B.S., University of Massachusetts

Brian Ego, *Director of Enrollment Management*, CGPS, B.A., Southern New Hampshire University, M.B.A., Franklin Pierce University

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, M.Ed., Franklin Pierce University

Melissa Conway, *Assistant Director of Admissions*, B.A., Franklin Pierce College, M.B.A., Franklin Pierce University

Marybeth May, *Assistant Director of Admissions*, B.S., M.S., Fitchburg State University

Amanda Kauffman, *Assistant Director of Admissions*, B.A., M.B.A., Franklin Pierce University

Stephen C. Hennessey Jr., *Assistant Director of Admissions*, B.S., Western New England College

Brittany Newton, *Enrollment Counselor*, A.B.A., Mt. Wachusett Community College

Michelle Barbeau, *Assistant Director of Enrollment* CGPS, B.A., M.B.A., Franklin Pierce University

Cheryl Flood, *Records Specialist*

Carole Brasili, *Records Specialist*

Facilities and Transportation

Doug Lear, *Director of Facilities*, A.A.S., New Hampshire Vocational Technical College, B.S., Eastern Nazarene College

John Weir, *Maintenance Manager*

Joanne Cote, *Administrative Assistant*

Grounds: General Maintenance:

Frank A. Angier, *Grounds Coordinator*

Derek Bouley, *General Maintenance*

Bob Budd, *Groundskeeper*

Fred Joyce, *Groundskeeper*

Chris Moore, *Mechanic*

Eric Nelson, *Locksmith*

Ron Hagstrom, *General Maintenance*

Rob Hannings, *Electrician*

Bob Jones, *Groundskeeper*

Jean St. Pierre, *Airframe Technician*

Roland Pillsbury, *General Maintenance*

Mike Ryan, *Groundskeeper*

Environmental Services

Barbara Peloquin, *Manager of EVS Technicians*

Eric Cone

John Giandalone

Dwaine Haerinck

Dennis Pederson

Nancy Ringland

Stephen Smith

Leigh Hickman

Lisa McGee

Darlene Nelson

Kevin Wheeler

Jacob Wiktorski

Financial Services

Sandra Quaye, *Director of Finance and Accounting*, B.S., Fitchburg State University

Kerry Bergeron, *Payroll Specialist*

Tauna Calise, *Accounts Receivable Specialist*

FRANKLIN PIERCE UNIVERSITY

Kathleen Mahoney, *Senior Accountant/Payroll Supervisor*, A.S., Mount Wachusett Community College

Tara Demeyer, *Staff Accountant*, B.A., Franklin Pierce University

Liz Coll, *Accounts Payable Specialist*

Food Services (Sodexo)

Matthew Vaillette, *General Manager*

Charles Salmond, III, *Executive Chef*

Amanda Sein, *Catering Manager*

Health Services

Lee Potter, *Director*, RN., Mount Wachusett Community College, B.S.N., University of New Hampshire, ANCC Certification in College Health, Certified Phlebotomy Technician

Ellen Ostreicher, *Medical Director*, APRN, B.S.N., St. Anselm College, M.S.N., University of Massachusetts Lowell

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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, 2014.

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.

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