



2017 | 2018
ACADEMIC CATALOG

This catalog reflects current academic policies, procedures, degree offerings, course descriptions, and other information pertinent for both undergraduate and graduate study at Franklin Pierce University. This digital version of the catalog is the official catalog of the University. A printed version of the catalog is no longer available. In addition, due to recent organizational changes at Franklin Pierce University, we will be releasing a revised catalog during the 2017-2018 academic year.

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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):

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

Office for Civil Rights
U.S. Department of Education
8th Floor
5 Post Office Square
Boston, MA 02109-3921
Tel: (617) 289-0111
Fax: (617) 289-0150
TDD: (800) 877-8339
Email: OCR.Boston@ed.gov

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

On behalf of the faculty, administration, and staff, it is my pleasure to welcome you to Franklin Pierce University!

It is our privilege to provide you with an environment that fosters intellectual curiosity and encourages experiential and applied learning as you work to fulfill your potential. Students choose Franklin Pierce University because of our wide array of academic programs and because we are committed to your success throughout your academic career and beyond.

Our programs are grounded in the liberal arts with a concentrated focus on professional programs. Our curriculum is designed to develop intellectual capacities and practical skills having application across all academic disciplines. We recognize that our diverse student population requires different delivery models and offer a variety of educational experiences, from the traditional residential campus and courses to fully online degree programs at one of our graduate and professional studies centers.

Franklin Pierce also provides you with an abundant range of co-curricular and athletic activities and experiential learning opportunities. These learning options will support your capacity as a graduate to adapt to evolving career paths, to pursue advanced education, and to succeed in a fast changing, global community. Enhancing your knowledge and skills in meaningful ways is the primary outcome of our collective work. Whether you are a first-time student or pursuing your doctoral degree, our faculty and staff are dedicated to providing you with a caring and supportive community where you can achieve success and realize your potential.

This catalog is designed to help you explore and navigate with confidence, the rich curriculum and exceptional support services at Franklin Pierce University.

All good wishes for an exciting and successful educational journey.

Kim Mooney '83, Ph.D.
President

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 provides educational opportunities that intentionally connect academic majors and programs to career options through the integration of our liberal arts heritage, our enriching faculty and student relationships, and through 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 graduates 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 home to the traditional undergraduate residential community of Franklin Pierce. The physical facilities include modern classroom buildings, 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, an athletic clubhouse, 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 offers the degrees of Bachelor of Arts and Bachelor of Science. Students may major in any of the following subject areas: Accounting-Finance, Anthropology, Biology, Communication, Criminal Justice, Education, Emergency Medical Services, English, Environmental Science, Environmental Studies, Healthcare Administration, Health Sciences, History, Management, Marketing, Music, Political Science, Psychology, Public Health, Social Media and Emergent Technologies, Sports and Recreation Management, and Sports Media. Students also have the option of creating a Student-Designed (interdisciplinary) major with the help of faculty advisors. Major requirements generally range from 30 to 54 credits.

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 the following minor programs: Accounting, Advertising, Anthropology, Biology, Business Administration, Chemistry, Communication, Criminal Justice, English, Environmental Studies, Finance, Forensic Psychology, History, Intelligence and Security Studies, Management, Marketing, 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.

Certificates

The College at Rindge also offers four interdisciplinary certificate programs in Documentary Studies, Global Citizenship, Paralegal, 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 this Catalog.

Teacher Certification

The College at Rindge offers undergraduate teacher certification programs in Elementary Education (K-6 or K-8), English Education (5-8 or 5-12), Life Sciences Education (7-12), Social Studies Education (5-8 or 5-12), and General Special Education (K-12). 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. Program requirements (admission, testing, coursework, credit/field hours) may change if there are changes in New Hampshire legislation regarding the preparation of educators.

The College of Graduate & Professional Studies

The College of Graduate & Professional Studies (CGPS) is comprised of four university centers located in Lebanon, Manchester, and Portsmouth, New Hampshire, and Goodyear, Arizona, offering programs designed for the adult student. CGPS 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

The College of Graduate & Professional Studies undergraduate offerings include a Bachelor of Arts degree with majors in Criminal Justice, Emergency Medical Services, and Human Services. Bachelor of Science degrees are offered in Accounting-Finance, Emergency Medical Services, 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

The College of Graduate & Professional Studies offers graduate coursework including 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 two specialty options and three tracks available, the M.S.N./M.B.A. Dual Degree, the Master in Education (M.Ed.) 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

Certificate Programs

The College of Graduate & Professional Studies offers certificate programs 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

The College of Graduate & Professional Studies offers graduate education programs including a Master of Education degree and/or graduate certification programs for students who possess a Bachelor's degree. M.Ed. and certification programs include Elementary Education (K-6 or K-8), English (grades 5-8 or 5-12), Social Studies (grades 5-8 or 5-12), Life Sciences (grades 7-12), and General Special Education (grades K-12). M.Ed. only programs are offered in all the above areas and in Curriculum and Instruction. Certification is not synonymous with "highly qualified." For this reason, the program works closely 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 (admission, testing, coursework, credit/field hours) may change if there are changes in New Hampshire legislation regarding the preparation of educators.

Continuing education courses are offered 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.

Accelerated Degree Programs

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 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 University offers motivated students the opportunity to complete their undergraduate business degrees in just three years and graduate degree in one year. Students completing their undergraduate degrees through the Business Plus  Program 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 Franklin Pierce.

Several Business 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 the University has to offer. The following options are available:

3-year Accelerated Business Degree Program

Complete your undergraduate program in three years.

3 + 1 Program

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

4 + 1 Program

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

+ 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.

Health Sciences/Doctor of Physical Therapy 4+2.5 Program

Franklin Pierce University's pathway program enables students to earn a bachelor's degree in Health Sciences and a Doctor of Physical Therapy (D.P.T.) in just six-and-a-half years. Pathway program students complete their four-year Health Sciences degree and enter the two-and-a-half-year D.P.T. program. Conditional acceptance into the D.P.T. program is granted to qualified students in their Senior year of high school with guaranteed acceptance pending the successful completion of all program requirements.

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., (NEASC) a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction. Accreditation of an institution by NEASC 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 NEASC is not partial; it applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to the students who attend the institution. Inquiries regarding the status of an institution's accreditation by the New England Association of Schools and Colleges should be directed to the administrative staff of the institution. Individuals may also contact the 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 Master of Physical Therapy Program on April 24, 2002 with permission to advance the curriculum to the Doctor of Physical Therapy Program as soon as all state and regional college accrediting agencies approved the move. This accreditation occurred in April 2005. 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. The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) granted Accreditation 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., and 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. The undergraduate and graduate Business programs are accredited by the International Assembly for Collegiate Business Education (IACBE), 11374 Strang Line Road, Lenexa, KS, 66215, phone: (913) 631-3009.

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 267,000 volumes includes books, periodicals, DVDs, CDs, eBooks, and other multimedia. Over 60 licensed web-based databases, including EBSCOhost, JSTOR, ProQuest, McGraw-Hill's Access Medicine and Westlaw Campus Research, provide full-text access to over 65,000 electronic journal titles. Our online Catalog and other library resources and services are available on the web at libguides.franklinpierce.edu/dipietro.

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 assigned.

Staff in the Center for Academic Excellence are available to assist students with special academic decisions and concerns. Students may meet with Center Staff 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 First Year Inquiry 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.

Academic Accommodations for Students with Disabilities

Academic accommodations are available for students with documented disabilities. Disabilities can include learning disabilities, autism spectrum disorders, psychological disorders, medical disorders, ADHD, and even injuries.

The Coordinator of Student Accessibility Services is responsible for determining eligibility for reasonable accommodations to meet the needs of students with such conditions. Requests for accommodations, and whether or not accommodations requested are considered reasonable, will be based upon documentation provided, student feedback regarding his/her condition, as well as the nuances of a given curriculum.

Documentation requirements vary depending upon the condition. Please see franklinpierce.edu/academics/cae/disability.htm for more information, or, contact the Coordinator of Student Accessibility Services at: (603) 899-4126, or, ogdenj@franklinpierce.edu.

Grievances not satisfied by contact with the Coordinator of Student Accessibility Services should be handled by the ADA/504 Compliance Coordinator (see p. 1 for more information).

Marlin Fitzwater Center for Communication

To prepare students for the responsibilities of inspired leadership and service in the vibrant public discourse that is essential to the health of our nation's democracy, the Marlin Fitzwater Center for Communication has for 15 years provided students with unparalleled experiential and programmatic opportunities.

Since last year, the Fitzwater Center has partnered with the *Boston Herald* to cover the road to the White House that starts in the Granite State, home of the First-in-the-Nation Primary. Students and faculty from multiple disciplines across campus worked in classes and in the field with Franklin Pierce Polling and Herald staff—covering the Iowa Caucuses, the NH Primary, the national political conventions, the November vote and the 2017 Presidential Inauguration--to inform voters on the dynamics of the 2016 Presidential Race.

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. It offers a vibrant slate of programming, including national Fitzwater Forums, the Fry Lecture Series, Constitution Day events, The Fitzwater Center Honors, The Medallion Lecture, political debates and events, and IndieLens Pop-Up, a national civic engagement initiative sponsored by PBS and ITV.

The 12,000-square-foot comprehensive communications facility allows students in the departments of Communication, Sports Media, and Social Media and Emergent Technologies to master their craft, preparing them for a broad range of communications jobs. The Fitzwater Center includes virtual reality and augmented reality technology; robotics technology; 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 Adobe Premiere on a Macintosh platform; new media backpack journalism kits; and an interactive journalism lab.

The Fitzwater Center is home also to the integrated student-run media outlets of the Pierce Media Group: WFPC-LP 105.3 FM (broadcast and Internet radio), FPTV-25 (on-campus television stations), *The Pierce Arrow* (print and online), PMG Digital (social media), PMG Innovation (emergent technologies), PoliticsFitzU (political reporting), the Raven SportsNetwork (broadcast and Internet radio), and Four Corners Marketing (a promotion/marketing agency).

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. For further information regarding the Monadnock Institute of Nature, Place & Culture, contact Dr. Verna DeLauer, Assistant Professor, Natural Sciences, (603) 899-4384 or delauerv@franklinpierce.edu.

New England Center for Civic Life

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

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

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

For further information regarding the New England Center for Civic Life, contact Dr. Jed Donelan, Associate Dean of the College at Rindge, (603) 899-1019 or donelanj@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.™ For further information regarding the Career Services office, please call (603) 899-4045.

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, 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, University 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, Institutional Advancement, 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. Release forms expire upon departure from the University.

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 voice mail (upon request) and is required to check them frequently.

Information Requested

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

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

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

Veterans or dependents of veterans eligible for the various programs of educational assistance must indicate their status and submit certain documents to the 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

Franklin Pierce University has contracted with the National Student Clearinghouse to provide online ordering, payment and processing of official transcripts. An official transcript is one bearing the seal of the University and the signature of the Registrar. Official transcripts are often mailed directly to institutions or persons considering the applicant for admission or employment. However, the National Student Clearinghouse offers electronic PDF transcripts as an option for students who were in attendance after 1995. PDF transcripts provided by the Clearinghouse are considered official, but it is up to the receiver to determine whether or not to accept a PDF transcript as official. Each request for an official transcript must be accompanied by a signed request from the student. For more information or to order an official transcript, please visit franklinpierce.edu/transcripts.

An unofficial transcript is on plain paper without the University seal. Active students have access to unofficial transcripts via CampusWeb.

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

Commencement and Graduation

There is a distinction between Applying to Graduate and participating in the Commencement Ceremony. The student is graduated only after the Registrar's office has certified successful completion all of degree and graduation requirements. Participating in the Commencement Ceremony is simply the act of honoring and celebrating academic achievement.

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.

Commencement Participation Policy

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

1. Submit a completed Notice of Candidacy (NoC) form to the Office of the Registrar by the deadline (Rindge students: October 1; CGPS students: by March 1). The Registrar's Office must approve all submitted NoCs. Late NoCs will be accepted, but one's ceremony eligibility will not be guaranteed.
2. Not have participated in any previous Franklin Pierce University Commencement ceremony for this degree.
3. Fall under any of the following:
 - a) Have already graduated between the previous summer and April prior to commencement.
 - b) Complete all requirements in Rindge Spring, Grad Student Teach 4, CGPS Undergraduate Term 4 or CGPS Graduate Term 3 in order to graduate in May.
 - c) Be pre-registered for, or have submitted a plan with the NoC to complete all necessary courses in Undergraduate Summer 1 or 2, CGPS Graduate Term 4 or transfer in outstanding credits in order to graduate by August, and have nine or fewer credits remaining, as listed on the approved NoC.
- *Exceptions:* Undergraduate Education majors who have completed all curricular requirements other than student teaching, who will be student teaching during the subsequent Fall semester, are eligible to participate in the May ceremony. Students in the M.Ed. program who meet all other conditions of requirement 3c), above, who will be student teaching during the subsequent CGPS Graduate Student Teach Term 1 and/or have credits totaling 12 or fewer remaining, are eligible to participate in the May ceremony.

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

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.

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 programs. Students who are eligible for Veterans benefits as determined by the Veterans Administration 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.

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.

THE COLLEGE AT RINDGE

THE COLLEGE AT RINDGE:
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ACADEMIC CALENDAR 2017-2018

Fall Semester 2017

Add/Drop Begins	Mon.	Aug. 21
Residence Halls Open/New Students Arrive	Sat.	Aug. 26
Orientation for New Students	Sat.-Mon.	Aug. 26-28
Returning Students Arrive	Sun.	Aug. 27
Registration for All Students	Mon.	Aug. 28
Classes Begin	Tues.	Aug. 29
Add/Drop Ends	Mon.	Sept. 4
Presidential Installation	Sat.	Sept. 23
Family Day & Homecoming	Sat.	Sept. 23
Fall Break - Administrative Offices Closed - No Classes	Mon.-Tues.	Oct. 9-10
October Open House	Sat.	Oct. 14
November Open House	Sun.	Nov. 12
Last Day of Classes Before Thanksgiving Break	Tues.	Nov. 21
(Residence Halls Close at 8 p.m.)		
Thanksgiving Break - Rindge Campus Closed	Weds.-Fri.	Nov. 22-24
Residence Halls Re-open at 12 p.m.	Sun.	Nov. 26
Classes Resume	Mon.	Nov. 27
Last Day of Classes	Fri.	Dec. 8
Reading Days	Sat.-Sun.	Dec. 9-10
Final Examinations - 4 Day Period	Mon.-Thurs.	Dec. 11-14
Winter Break Begins (Residence Halls Close at 8 p.m.)	Thurs.	Dec. 14
Winter Break - Rindge Campus Closed	Mon.-Sun.	Dec. 25-Jan. 7

Spring Semester 2018

Martin Luther King Jr. Day - Rindge Campus Closed	Mon.	Jan. 15
Orientation - Residence Halls Open & Registration	Tues.	Jan. 16
Classes Begin	Weds.	Jan. 17
Add/Drop Ends	Tues.	Jan. 23
Winter Open House	Sun.	Feb. 11
President's Holiday - Rindge Campus Closed	Mon.	Feb. 19
Last Day of Classes Before Spring Break	Fri.	Mar. 16
(Residence Halls Close at 8 p.m.)		
Spring Break Day - Rindge Campus Closed	Fri.	Mar. 23
Residence Halls Re-open at 12 p.m.	Sun.	Mar. 25
Classes Resume	Mon.	Mar. 26
Spring Open House	Sat.	Apr. 14
Last Day of Classes & Honors Convocation	Fri.	May 4
Reading Days	Sat.-Sun.	May 5-6
Final Examinations - 4 Day Period	Mon.-Thurs.	May 7-10
Residence Halls Close for Under-class Students at 8 p.m.	Thurs.	May 10
Baccalaureate	Fri.	May 11
Commencement	Sat.	May 12

ACADEMIC CALENDAR 2017-2018

Summer 2018

Memorial Day - Rindge Campus Closed	Mon.	May 28
Alumni Reunion Weekend	Fri.-Sun.	June 22-24
June STEP Day	Fri.	June 22
Independence Day - Rindge Campus Closed	Wed.	July 4
July STEP Day	Fri.	July 13

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

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.

It is the student's responsibility to monitor and complete all degree requirements. Your advisor can help shape your academic career, but the student must ensure the classes taken fulfill degree 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- or 400-level courses in each declared major (maximum of two majors allowed). 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.

Catalog Year

Students are subject to graduation/curriculum requirements in the Catalog which was in effect at the time of their matriculation (typically one's entry year). Occasionally, a student may elect to fulfill the requirements out of a subsequent Catalog, provided they were enrolled at the time the Catalog was published. The graduation/curriculum requirements of the Catalog are to be considered in their entirety; students may not fulfill part of their requirements from one Catalog and another part from another Catalog, nor may a student fulfill major requirements from one Catalog and minor/certificate requirements from another Catalog.

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.

Courses taken at Franklin Pierce University take precedence over transfer courses. In the event that the student has an over-abundance of transfer credits, credits that apply to one's degree

requirements will be posted first while nonessential credits will be held separately. When the student changes programs (declares/adds/drops a major, minor and/or certificate), his/her transfer credits may be adjusted to reflect the new program(s). When the student has a break of more than 24 consecutive months, his/her transfer credits will be reevaluated based upon current program requirements and policies.

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. 24).

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.

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 Prior Learning Assessment, the College Level Examination Program and coursework validated by the American Council on Education, 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. Previously taken CLEP testing will be reviewed on a case-by-case basis.

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

Prior Learning Assessment

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

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.

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 Prior Learning Assessment 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. 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 Credit/Tuition Overload

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

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 the CGPS terms as follows: Fall semester – undergraduate term 1, undergraduate term 2, graduate term 1, or graduate term 2; Spring semester – and undergraduate term 3, undergraduate term 4, or graduate term 3. Examples, two in undergraduate term 1; one in each of undergraduate term 1 and undergraduate term 2; one in graduate term 1 and one in undergraduate term 2. Similar combinations exist for the spring semester. Tuition for courses in CGPS undergraduate terms 1-4 and graduate terms 1-3 will be included in Rindge tuition and will be charged Rindge overload rates if applicable.

Add/Drop Policy

For Fall and Spring semesters, please check the calendar for the scheduled add/drop period; for summer sessions, the add/drop period is the first two days of the session. 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 Course Withdrawal Policy on the following page 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 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 by the end of the add/drop period, 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.

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

Note: All withdrawn courses count as attempted credits.

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 minimum 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 a Directed Study, the student and professor meet on a regular basis, normally once a week. The details of the Directed Study must be agreed upon by the faculty sponsor and the student. Directed Studies must be approved by the 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.

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

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

**All withdrawn courses count as attempted credits.*

Auditing Courses

Students wishing to take a course for no credit may do so by indicating “Audit” on the Registration Status Change (Add/Drop) form. Auditors are students who enroll in a course for which they will not receive a letter grade or credit. Auditors will be admitted to courses only when there are spaces available and the extent of their participation will be agreed upon between the students and their instructors. (Studio art courses, music lessons, hybrid or 100% online courses may not be audited.) No audit condition of course registration may be changed after the end of the established add-drop period. Audited courses are posted on the academic record with the grade notation of “AU” with no academic credit awarded. Audited Franklin Pierce University courses may not count as PLA credit.

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 change form to the Registrar's Office. If the work has not been completed or a grade change form 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 and a grade change form has not been submitted by this time, the default letter grade will replace the IP. A student who receives this grade at the end of 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 only under very specific circumstances. Grades may not be changed for the purpose of improving academic standing. Once grades have been submitted, late or additional work cannot be used to justify a grade change, except in the circumstances described below:

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

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		3.00
B-		2.67
C+	Very Good	2.33
C		2.00
C-		1.67
D+		1.33
D		1.00
D-	Unsatisfactory but passing	0.67
F		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 (Count as attempted credits)	
AW*	Administrative withdrawal (Count as attempted credits)	
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 attempted	Greater than 1.75 but less than 2.00	Less than or equal to 1.75	
26-55 credits attempted		Greater than 1.75 but less than 2.00	Less than or equal to 1.75
56-87 credits attempted		Greater than 1.85 but less than 2.00	Less than or equal to 1.85
88+ credits attempted		Greater than 1.90 but less than 2.00	Less than or equal to 1.90
Students with 100+ credits earned toward graduation	Students who have 100+ earned 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. 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 - Satisfactory Academic Progress (p. 261) 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.

Student Initiated Grade Appeal Process and Academic Grievance

1. The student should go to the faculty member to ask for a grade change or to present the grievance to the faculty member.
2. If the student is dissatisfied with the faculty member's decision, he/she may petition the Division Chair to intervene no later than 30 days into the following semester after which the grade was submitted. The Division Chair will seek a mutually acceptable resolution.
3. If the student is still dissatisfied, he/she may then petition the Academic Standards Committee (ASC) by completing a Student Petition, which will list the course, instructor, and a description of the grievance or reason for the grade appeal. The petition should

be submitted to the Office of the Dean at Rindge who will forward it to the Chair of the ASC. This form must be submitted no later than 8 weeks into the following semester after which the grade was submitted or the unresolved situation occurred.

4. The Chair of ASC will contact the faculty member and ask for a one page letter explaining the grade or the event that caused the grievance.
5. Supporting material may be submitted with the above letter and petition.
6. ASC will recommend a decision to the Dean at Rindge, who will notify the student of the final decision.

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, but before the end of the 10th week of the semester, 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. 264.)
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. 264).
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.).

**All withdrawn courses count as attempted credits.*

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. 264.)

2. Withdrawing after the add/drop period but before the end of the 10th week of the semester, 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. 264.)
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. 264.)
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 AW 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.

**All withdrawn courses count as attempted credits.*

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

At Franklin Pierce, the General Education curriculum, working in harmony with the majors, minors, and certificates, readies students for careers and life in a complex and challenging 21st century world. A vision of liberal education lies at the heart of Franklin Pierce University's Promise to offer "an education that matters." This vision is guided by a carefully formulated set of learning outcomes. These learning outcomes are adapted from the nationally prominent LEAP (Liberal Education and America's Promise) initiative, endorsed by employers, educators, and policy makers, and reflect a growing consensus on what college graduates ought to know and be able to do. LEAP proclaims four crucial categories of student engagement:

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

When teaching general education courses, the faculty focus their efforts on delivering the course content, while also structuring assignments around training the students in the aligned skills. The learning outcomes are measured and assessed in terms of actual learning achieved.

The Pierce Promise focuses attention on the educational process, inviting faculty to be more innovative and student-centered in their methods, and students to be more active and engaged in their academic development.

At Franklin Pierce, liberal education is understood to be the charge of the whole curriculum, with the major and minor programs working in partnership with general education to promote achievement of the General and Liberal Education Learning Outcomes. General Education requirements (see p. 136) offer a breadth of encounters with the identified learning outcomes not possible in any single field, while establishing a secure academic grounding for the higher accomplishments of the disciplines, and creating a secure foundation for a rewarding professional life.

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

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(s) chosen, whether or not a minor(s) is added, and whether or not one has transfer credits the student may need more or less than the usual four academic years to complete requirements for graduation. Some 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. 4 for a complete list of majors and p. 43-252 for descriptions of them). Students also have the option of designing their own interdisciplinary major (see p. 239). All majors must be completed in conjunction with general education requirements. (See the following page and p. 136.)

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 upper-class students in several academic departments. Internships are available in the fall, spring or summer. 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 (LO). Students will successfully encounter an LO by passing the course in which it is addressed. There are several general education courses required in the first year. There are also a range of more exploratory offerings, based in the disciplines, which are chosen on an elective basis. For a full list of courses, and more detailed information, see the General and Liberal Education section (p. 136-145).

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. Robert Goodby at (603)-899-4362 or goodbyr@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.

Affiliated International Programs

Franklin Pierce University has partners with two organizations, Education First (EF) and the Council on International Educational Exchange (CIEE). Each organization provides unique opportunities for students to study abroad while earning Franklin Pierce credits. EF provides Language Study abroad experiences that fit into school breaks and summer vacations. Students can choose to study Spanish, French, Italian, German, Japanese, or Mandarin. CIEE offers students the opportunity to study within their degree program for an entire semester. Students can select programs of study from more than 40 countries and 60 cities around the world.

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, that will challenge you, yet one in which you can excel. The American Bar Association indicates that the three most important factors for students intending to go to law school are:

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 Associate Dean for Academic Affairs who will provide access to Pre-Law advising handbooks and law school information.

Developmental Courses

GS003 Math Skills

3 credits

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

Math Skills is 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.

English as a Second Language (ESOL)

The following courses were designed for non-native speakers of English who need extra support. 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.

ESOL Curriculum

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. International students are encouraged to take the GLE101 course to meet other graduation requirements.*

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) is staffed by trained, experienced peer writing assistants who are available to help students of all abilities develop their writing skills by offering individual support on a wide variety of writing assignments at any stage in the process, from conception to final draft. The Writing Center is open day and evening hours in the Tower, and offers convenient online appointment scheduling. Visit eraven.franklinpierce.edu/writing-center or stop by for more information.

NHCUC Student Exchange

Franklin Pierce University is one of 11 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. Because courses count as part of one's Franklin Pierce University enrollment, students must have all NHCUC registration paperwork finalized before the end of the Franklin Pierce University semester's add/drop period. NHCUC courses will be identified as such on the Franklin Pierce University transcript.

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

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.

Network Services

All students are provided with a Franklin Pierce account to access email, printing, file storage, and the Internet as well as course registration, schedules, content, grades, and other resources on the eRaven portal. Student accounts are accessible from any Internet-connected computer or smart device. Anti-virus software is required on Windows computers and highly recommended on Macintosh computers. Wireless connectivity is available in classrooms, the Library, labs, residence halls, and other public spaces on the Rindge Campus. Students will need to register their computer when they initially connect to the Franklin Pierce network. Students may also connect tablets, smart devices, and most gaming consoles to the network.

Franklin Pierce email is the University's official method of communications and students are strongly encouraged to access their email account on a regular basis for up-to-date university-related information.

Computer Labs

Computers are available for general use in five lab locations and in the Library on the Rindge campus with network and Internet access. These computers have Microsoft Office software and printing capability and some have course specific software.

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.

These scheduling guidelines can be found at: <http://eraven.franklinpierce.edu/s/dept/academicaffairs/committees/academicstandards/docs/AttendanceConflictGuidelines.pdf>

COURSES OF INSTRUCTION

Accounting–Finance (AC–FM)

ASSOCIATE PROFESSOR: Mack Bean
ASSISTANT PROFESSOR: Tiffany Lane
INSTRUCTOR: Christine Betts
LECTURERS: Tara Demeyer, James Barry, Robert Barry

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.

Learning Outcomes in Accounting/Finance

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.

Major Requirements

In addition to the General and Liberal Education Curriculum (p. 136) and the Division of Business Administration Core Requirements (p. 74), 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

AC/FM001	Comprehensive Exam (take with BA471)
AC213	Intermediate Accounting I
AC214	Intermediate Accounting II
AC314	Cost Accounting I
AC323	Auditing
AC354	Individual Income Taxes

AC474	Advanced Accounting I
AC390	Internship in Accounting <i>or</i>
AC395	Advanced Internship <i>or</i>
AC495	Senior Independent Research Project
FM423	Investment Analysis

Finance Track

ET102	Principles of Microeconomics
ET223	Money and Banking
FM/AC001	Comprehensive Exam (take with BA471)
FM257	Real Estate Investments
FM311	Managerial Finance
FM423	Investment Analysis
FM454	Problems in Finance
FM390	Internship in Financial Management <i>or</i>
FM395	Advanced Internship <i>or</i>
FM495	Senior Independent Research Project

Forensic Accounting Track

AC213	Intermediate Accounting I
AC214	Intermediate Accounting II
AC312	Forensic Accounting
AC323	Auditing
AC345	Analysis of Financial Statements
AC390	Internship in Accounting <i>or</i>
AC395	Advanced Internship <i>or</i>
AC495	Senior Independent Research Project
CIT140	Electronic Spreadsheets
CIT274	Computer Forensic and Security
CJ301	Criminal Investigation and Evidence
CJ420	White Collar Crime
PA209	Ethical Reasoning

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
AC102	Principles of Accounting II
AC213	Intermediate Accounting I
AC214	Intermediate Accounting II
AC323	Auditing
AC354	Individual Income Taxes

Minor Requirements—Finance

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

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 Requirements on p. 24.

Recommended Curriculum Guide - Accounting and Forensic Accounting Tracks

First Year

Fall Semester

AC101	Principles of Accounting I
GLE101	First Year Inquiry Seminar
GLE110	First Year Composition I
ET101	Principles of Macroeconomics
_____	General Education Elective

Spring Semester

AC102	Principles of Accounting II
GLE120	First Year Composition II
ET102	Principles of Microeconomics
MT260	Statistics
_____	General Education Elective

Sophomore Year

Fall Semester

AC213	Intermediate Accounting I
CIT140	Spreadsheets
MN201	Principles of Management
_____	General Education Lab Science I
_____	General Education Elective

Spring Semester

AC214	Intermediate Accounting II
BA213	Business Law I
MK201	Principles of Marketing
_____	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 - Accounting Track

AC314	Cost Accounting I

FM224	Principles of Financial Management
MN321	Organizational Behavior
_____	General Education Elective
_____	Elective*

Spring Semester - Accounting Track

AC323	Auditing
AC354	Individual Income Taxes
IB364	International Business
_____	General Education Elective
_____	Elective

Fall Semester - Forensic Track

AC312	Forensic Accounting
CJ301	Criminal Investigation and Evidence
FM224	Principles of Financial Management
MN321	Organizational Behavior
_____	General Education Elective

Spring Semester - Forensic Track

AC323	Auditing
AC345	Analysis of Financial Statements
IB364	International Business
PA209	Ethical Reasoning
_____	General Education Elective

Senior Year

Fall Semester - Accounting Track

AC474	Advanced Accounting I
AC/FM390	Internship in Accounting/Financial Management or
AC/FM395	Advanced Internship or
AC/FM495	Senior Independent Research Project
FM423	Investment Analysis
_____	Elective
_____	Elective

Spring Semester - Accounting Track

AC/FM001	Comprehensive Exam
BA001	Comprehensive Exam
BA471	Business Strategy and Ethics
_____	Elective
_____	Elective
_____	Elective
_____	Elective

Fall Semester - Forensic Track

AC/FM001	Comprehensive Exam
BA001	Comprehensive Exam
AC/FM390	Internship in Accounting/Financial Management or
AC/FM395	Advanced Internship or
AC/FM495	Senior Independent Research Project
CIT274	Computer Forensics and Security
_____	Elective

Spring Semester - Forensic Track

CJ420	White Collar Crime
_____	Elective
_____	Elective
_____	Elective
_____	Elective

Recommended Curriculum Guide - Finance Tracks

First Year

Fall Semester

AC101	Principles of Accounting I
GLE101	First Year Inquiry Seminar
GLE110	First Year Composition I
ET101	Principles of Macroeconomics
_____	General Education Elective

Spring Semester

AC102	Principles of Accounting II
GLE120	First Year Composition II
ET102	Principles of Microeconomics
MT260	Statistics
_____	General Education Elective

Sophomore Year

Fall Semester

CIT140	Spreadsheets
ET223	Money and Banking
MN201	Principles of Management
_____	General Education Lab Science I
_____	General Education Elective

Spring Semester

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

Junior Year

Fall Semester

BA213	Business Law I
MN321	Organizational Behavior
_____	General Education Elective
_____	General Education Elective
_____	Elective

Spring Semester

FM311	Managerial Finance
IB364	International Business
_____	General Education Elective

_____ Elective
_____ Elective

Senior Year

Fall Semester

AC/FM390 Internship in Accounting/Financial Management **or**
AC/FM395 Advanced Internship **or**
AC/FM495 Senior Independent Research Project
FM423 Investment Analysis
_____ Elective
_____ Elective
_____ Elective

Spring Semester

AC/FM001 Comprehensive Exam
BA001 Comprehensive Exam
BA471 Business Strategy and Ethics
FM454 Problems in Finance
_____ Elective
_____ Elective
_____ Elective

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)*

AC135 Introduction to QuickBooks **1 credit**

Students will gain a basic understanding of QuickBooks, a popular accounting software for small businesses. This introductory, hands-on course will provide students with the ability to use the software to work through the accounting cycle, from setting up a new company to preparing financial reports. *Prerequisites: Accounting I or permission of instructor*

AC213 Intermediate Accounting I **3 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, 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.*

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.

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.*

AC345 Analysis of Financial Statements

3 credit

This course will examine financial reporting, the quality of accounting information, US GAAP and IFRS. Students will use ratio analysis to compare Financial Statements to uncover anomalies in financial reporting.

AC354 Individual Income Taxes

3 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

3 credits

(offered only as a directed study)

Examines the Code as it applies to business entities. The student will apply this knowledge in the preparation of income tax returns and related schedules and forms for corporations and informational returns prepared for partnerships. *Prerequisite: AC354 or permission of instructor.*

AC390 Internship in Accounting

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.*

AC/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 (*offered only as a directed study*) **3 credits**

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

AC/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, websites, 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.

CJ420 White Collar Crime **3 credits**

This course is a study of the violent and non-violent crimes perpetrated by white collar criminals and corporations that have significant physical, fiscal, and social costs. Various forms of white-collar crime will be examined and illustrated through case studies. Legal issues, including question of corporate liability, will be reviewed. The course will also review and analyze problems associated with the investigation, prosecution, and sentencing of white-collar offenders.

FM214 Managing Your Money **3 credits**

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

FM224 Principles of Financial Management

3 credits

Provides an overview of the three major financial areas: the financial system, investments, and business finance. Students gain an integrated perspective of the interrelationships between financial markets, institutions and management.

FM257 Real Estate Investments

3 credits

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

FM311 Managerial Finance

3 credits

This course covers financial policies and problems of modern business enterprise including new business promotion, expansion financing, failure and reorganization, mergers, types of securities, and government regulations. *Prerequisites: AC101, ET101.*

FM423 Investment Analysis

3 credits

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.*

Advertising (AD)

PROFESSOR: Jason Little

AFFILIATED FACULTY: Richard Roth (Communication), Heather Tullio (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

MK304	Advertising
COMM120	Introduction to Media Production
GC201	Graphic Design I
MK201	Principles of Marketing
MK214	Consumer Behavior

Choose one of the following.

AD370	Advertising in America: A Cultural and Historical Perspective
MK350	Electronic Commerce
SMET100	Introduction to Social Media

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.

COMM120 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.

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.*

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 actual advertising campaign. *Prerequisite:* MK201.

Spring

Anthropology (AN)

PROFESSORS: Robert G. Goodby, Debra S. Picchi

ASSOCIATE PROFESSOR: Robert L. Welsch

A Bachelor of Arts degree is offered in Anthropology.

A major and a minor are offered in Anthropology.

The mission of the Anthropology Department is to provide students with holistic, comparative knowledge about human history and human behavior through the integrated study of cultural and biological anthropology, archaeology, and linguistics; to give students the opportunity to engage in independent scholarship and field research; and to prepare students for a broad range of careers or for graduate study. 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. 102 for information on the Secondary Teacher Certification program.

Major Requirements

In addition to the General and Liberal Education Curriculum (p. 136), students must complete sections I through III listed on the following page.

I. Basic Course Work

AN101	Introduction to Cultural Anthropology
AN102	Human Origins (laboratory)
AN113	Introduction to Archaeology (laboratory)
AN201	Introduction to Applied Anthropology and Ethnographic Methods
AN482	Anthropology Theory and Ethics
AN485	Anthropology Portfolio Review

II. A Practicum (practical experience - one of three)

Taken during the academic year, January or the summer between the sophomore/junior or junior/senior years.

AN213	Field Archaeology I (laboratory) or
AN232	Field Experience in Anthropology or
AN495	Senior Internship in Anthropology or
Cultural/Archaeological field experience from another college.	

III. Elective Course Work: six of the courses listed below - three from the 100-200 list and three 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
AN226	Magick and Witchcraft
AN245	Living & Working Abroad
AN252	World Archaeology
BI260	Anatomy & Physiology I

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 Laboratory
AN490	Senior Thesis in Anthropology
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 Requirements on p. 24.

Recommended Curriculum Guide

First Year

Fall Semester

AN101	Introduction to Cultural Anthropology or
AN113	Introduction to Archaeology (laboratory)
BI101	Biology I (laboratory)
GLE101	First Year Inquiry Seminar
GLE110	First Year Composition I
_____	General Education Elective

Spring Semester

AN102	Human Origins (laboratory)
AN201	Introduction to Applied Anthropology and Ethnographic Methods
AN____	Anthropology Elective 1 (100-200 level)
GLE120	First Year Composition II
_____	Elective

Sophomore Year

Fall Semester

AN101	Introduction to Cultural Anthropology or
AN113	Introduction to Archaeology (laboratory)
MT____	General Education Mathematics or
_____	General Education Elective
_____	General Education Elective
_____	General Education Elective

Spring Semester

AN____	Anthropology Elective 2 (100-200 level)
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 and Ethics
_____	Elective*
_____	Elective
_____	Elective

Spring Semester

AN485	Anthropology Portfolio Review
AN490	Senior Thesis in Anthropology (if Honors student)
_____	Elective
_____	Elective
_____	Elective

**One or more additional electives may be needed to fulfill general education requirements. See General and Liberal Education (GLE) on p. 136.*

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 the differences in manufacturing in the U.S. and non-Western countries, especially China. Students will consider the role of finance and the different ways factories are organized in other countries. *Addresses GLE Learning Outcomes Social Science (SS), Critical Reading (CR), Critical Thinking (CT), and Teamwork (TW).*

AN137 Art, Culture, and the Museum

3 credits

Examines the relationships between art and culture, and particularly how museums have become a key medium for displaying and exploring this relationship. Students will learn to understand less than obvious dimensions of objects (beyond the three physical dimensions of height, width, and depth) and will explore these through the design of a digital museum exhibit. *Addresses GLE Learning Outcomes Art/Design (AD), Critical Thinking (CT), Applied Learning (AL), and Creative Thinking (CV).*

AN201 Introduction to Applied Anthropology and Ethnographic Methods

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.

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.

AN226 Magick & Witchcraft

3 Credits

This course introduces students to magick from an anthropological perspective. It examines the history of the study of magick, the inter-cultural definition of magick, and various types of magick before going on to concentrate on magick as a positive, Earth-centered religion that has much in keeping with pre-Christian and Wiccan belief systems. Topics covered in the course include: magick as an alternative way of curing disease and staying healthy in non-traditional societies; the importance of Nature to magickal beliefs; magickal tools and rituals; and a guide to using herbs, plants, crystals, Tarot cards, and runes. Because anthropologists stress the participant-observation methodology, students will participate in exercises for skill development for magickal rituals, including meditation, focus and concentration, and visualization. *Addresses GLE Learning Outcomes Social Sciences (SS), Information Literacy (IL), and Inquiry & Analysis (IA).*

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.*

AN240 Contagion, Epidemics, and the Anthropology of Public Health

3 credits

This course examines the return of contagious diseases that we have long thought were conquered and the emergence of new epidemics around the world. We will focus on how public health workers, epidemiologists, and anthropologists understand and attempt to control a wide range of public health problems in contemporary societies around the world with a mix of biomedical, public health, and social science approaches. *Addresses GLE Learning Outcomes Social Sciences (SS), Critical Thinking (CT), and Critical Reading (CR).*

AN245 Living & 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.*

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.

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).* *Prerequisite: 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

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 healthcare. 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 résumés, 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. *Addresses GLE Institutional Learning Outcome Career Exploration (CX). Addresses GLE Learning Outcomes Social Sciences (SS), Oral Communication (OC), and Teamwork (TW). Prerequisite: Anthropology major of senior standing.*

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.*

BI260 Human 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. *Addresses GLE Learning Outcomes Natural Sciences (NS), Inquiry & Analysis (IA), and Critical Thinking (CT). Prerequisite: BI102 or permission of the instructor.*

Fall

BI261 Human 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. *Addresses GLE Learning Outcomes Natural Sciences (NS), Inquiry & Analysis (IA), and Problem Solving (PS). Prerequisite: BI260 with a grade of C or above*

Spring

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.*

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.*

Biology (BI)

PROFESSORS: Paul M. Kotila, Rhine Singleton, Jacques Veilleux

ASSOCIATE PROFESSOR: Susan E. Arruda

ASSISTANT PROFESSORS: Robert Anzalone, 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. 102 for information on the Secondary Teacher Certification program.

Major Requirements

In addition to the General and Liberal Education Curriculum (p. 136), 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 (29-30 credits)

BI101-102	Biology I and II (laboratory) (counts toward core).....	8 credits
BI211	Genetics (laboratory).....	4 credits
BI212	Cellular Biology (laboratory) or	4 credits
BI325	Microbiology (laboratory)	4 credits
BI215	Biology and Health Sciences Seminar	3 credits
BI218	Ecology or	4 credits
BI241	Evolutionary Biology (laboratory)	4 credits
CH101	General Chemistry I (laboratory)	4 credits
CH102	General Chemistry II (laboratory).....	4 credits
	Two semesters of Math at the MT151 level or above	6-8 credits

(First semester counts as core requirement, second semester counts towards major)

BI460	Internship in Biology	3 credits
BI480	Senior Seminar in Biology/Health Sciences or	
BI481	Invited Senior Research or	

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

CH211-212	Organic Chemistry I and II (laboratory)	8 credits
PH101-102	General Physics I and II (laboratory)	8 credits

Note: Students wishing to complete the Secondary Teacher Certification should consult with a faculty advisor in the Education Department. These students may substitute ED487 Secondary Student Teaching Seminar (1 credit), and ED492 Secondary Student Teaching (14 credits), for Biology Seminar and Biology Thesis.

Biology Electives

In addition to the major requirements, students must choose Biology Electives from the Advising Guide on the next page. 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 on p. 378. 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. 378.

We recommend students who are 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 for D.P.T. admission. Students should take MT152 or MT221 and MT260 for the math requirement, and complete PH101-102 (General Physics I and II), two semesters of Psychology (at least one psychology course must be at the 200-level or above), CH101-102 (General Chemistry I and II), and BI260-261 (Human Anatomy & Physiology I & II).

Minor in Biology — Requirements

- BI101-102 Biology I and II (laboratory)..... 8 credits
- Two elective courses in Biology at the 200-level or above 6-8 credits (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 Requirements on p. 24.

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 and Nutrition	x		x	x
BI241 Evolutionary Biology	x	x	x	x
BI250 Introduction to Plant Biology	x	x		
BI260 Human Anatomy & Physiology I	x		x	x
BI261 Human Anatomy & Physiology II	x		x	x
BI310 Research Methods	x	x	x	x

BI312 Vertebrate Zoology	x	x		
BI325 Microbiology	x*	x*	x*	x*
BI326 Parasitology	x	x	x	x
BI327 Principles of Immunology	x		x	
BI351 Endocrinology	x		x	x
BI355 Ecophysiology	x	x	x	
BI375 Mammalogy	x	x		
BI401 Strength and Conditioning Science	x		x	x
BI410 Physiology of Exercise	x		x	x
BI411 Assessment and Prescription of Fitness	x		x	x
BI415 Kinesiology/Biomechanics	x		x	x
BI430 Forest Ecology	x	x		
ES320 Wetland Ecology and Protection	x	x		
ES342 Wildlife Conservation and Management	x	x		
PS304 Introduction to Neuroscience	x		x	
PS430 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. 378).

Recommended Curriculum Guide – Bachelor of Arts

First Year

Fall Semester

BI101	Biology I (laboratory)
CH101	General Chemistry I (laboratory)
GLE101	First Year Inquiry Seminar
GLE110	First Year Composition I
MT151	Algebra and Trigonometry I <i>or</i>
MT221	Calculus I

Spring Semester

BI102	Biology II (laboratory)
CH102	General Chemistry II (laboratory)
GLE120	First Year Composition II

MT___ Major Mathematics Requirement

Sophomore Year

Fall Semester

BI218 Ecology **or**
 BI211 Genetics (laboratory)
 BI215 Biology and Health Sciences Seminar **or**
 BI___ Biology Elective
 _____ General Education Elective
 _____ General Education Elective

Spring Semester

BI211 Genetics (laboratory) **or**
 BI241 Evolutionary Biology (laboratory)
 BI215 Biology and Health Sciences Seminar **or**
 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

BI212 Cellular Biology (laboratory) **or**
 BI___ Biology Elective
 _____ Elective
 _____ Elective
 _____ General Education Elective
 _____ General Education Elective

Spring Semester

BI325 Microbiology (laboratory) **or**
 BI___ Biology Elective
 _____ General Education Elective
 _____ General Education Elective
 _____ Elective*

Senior Year

Fall Semester

BI___ Biology Elective
 BI___ Biology Elective **or**
 BI460 Internship **or**
 BI480 Senior Seminar in Biology/Health Sciences **or**
 BI481 Invited Senior Research
 BI___ Biology Elective*
 _____ Elective*
 _____ Elective

Spring Semester

BI460 Internship in Biology/Health Sciences **or**

BI480	Senior Seminar in Biology/Health Sciences or
BI481	Invited Senior Research
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. 136.*

Recommended Curriculum Guide – Bachelor of Science

First Year

Fall Semester

BI101	Biology I (laboratory)
CH101	General Chemistry I (laboratory)
GLE101	First Year Inquiry Seminar
GLE110	First Year Composition I
MT151	Algebra and Trigonometry I or
MT221	Calculus I

Spring Semester

BI102	Biology II (laboratory)
CH102	General Chemistry II (laboratory)
GLE120	First Year Composition II
MT____	Major Mathematics Requirement

Sophomore Year

Fall Semester

BI218	Ecology or
BI211	Genetics (laboratory)
BI215	Biology and Health Sciences Seminar or
BI____	Biology Elective
CH211	Organic Chemistry I (laboratory)
_____	General Education Elective

Spring Semester

BI211	Genetics (laboratory) or
BI241	Evolutionary Biology (laboratory)
BI215	Biology and Health Sciences Seminar or
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

BI212	Cellular Biology (laboratory) or
BI____	Biology Elective
PH101	General Physics I (laboratory)
_____	General Education Elective

_____ General Education Elective
 _____ Elective

Spring Semester

BI325 Microbiology (laboratory) **or**
 BI_____ Biology Elective
 PH102 General Physics II (laboratory)
 _____ General Education Elective
 _____ General Education Elective

Senior Year

Fall Semester

BI_____ Biology Elective **or**
 BI460 Internship **or**
 BI480 Senior Seminar in Biology/Health Sciences **or**
 BI481 Invited Senior Research
 _____ General Education Elective
 _____ Elective*
 _____ Elective

Spring Semester

BI460 Internship in Biology/Health Sciences **or**
 BI480 Senior Seminar in Biology/Health Sciences **or**
 BI481 Invited Senior Research
 BI_____ Biology Elective
 _____ Elective*
 _____ Elective

**One or more additional electives may be needed to fulfill general education requirements. See General and Liberal Education (GLE) on p. 136.*

Biology Curriculum

BI101 and 102 Biology I and II (laboratory)

4 credits each

This year-long course examines the human species, the basic mechanisms of life, and the delicate balance in the biosphere. Biology I investigates the diversity of living things, ecological relationships and the evolutionary process. In Biology II, students learn about the chemical basis of life, the structure and function of cells, gene expression and Mendelian genetics. *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

BI121 Introduction to Health Sciences

3 credits

Introduction to Health Sciences is a three hour lecture course that provides an overview of various health science majors and careers, as well as the aptitudes and abilities needed for each career. It presents information regarding current health concerns, topics affecting the current and future state of health care, historical developments and basic information about the health care system.

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, and physiology. Eukaryotic cells are considered with the objective of developing a conceptual model of the cell adequate to explain its operation. *Prerequisite: BI211.*
Fall

BI214 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 ES103 or IC110/GL115 or permission of instructor.*

BI215 Biology and Health Sciences Seminar

3 credits

This course is designed to give the student important guidance which might not otherwise be received in their formal undergraduate education. In particular this course will focus on helping the student decide which path to take after completion of the undergraduate degree, determining the topic and details of Senior Thesis or Internship, creating a professional cover letter and résumé and refining skills in researching the primary literature and presenting scientific information. *Sophomore standing or permission of instructor.*

BI217 Tropical Forest Ecology

4 credits

This course introduces the fundamental characteristics of the rainforest and adjacent ecosystems. Students will learn, through direct observation, lectures, seminars, field exercises and interpretation, about the physical and biological forces that shape the tropical forest and its plant and animal inhabitants. The course begins with a series of seminars in the spring semester on campus, followed by an extended field trip to Costa Rica in June. *Prerequisite: BI102 or ES104. Preference will be given to juniors and seniors majoring in Biology or Environmental Science. In addition, attendance at an information session prior to course registration is required for enrollment.*

Spring-June, alternate years

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. Most lab sessions take place outdoors in the field, regardless of weather. *Prerequisite: BI102, ES104 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.

BI231 Animal Behavior (laboratory)

4 credits

The integration of traditional ethology and comparative psychology by using the major biological paradigm of evolution. Readings and lectures discriminate the levels of behavioral analysis, from physiological to ecological, and the method of investigation used at each level. Laboratory focuses on actual field observations and analyses of animal behavior.

Spring, alternate years

BI233 Biophotography (laboratory)

4 credits

The techniques involved in photographing biological specimens of all types. Students learn about the physical properties of light, the principles of photomicrography and macrophotography, nature photography, medical portrait photography, and slide production techniques.

Spring, alternate years

BI235 Human Health and Nutrition

3 credits

A survey of human nutrition that is accurate, up-to-date, and consistent with scientific principles. The course is designed in such a way that the information presented may be easily understood, enjoyed, and found applicable to important concerns in the daily lives of students with little scientific background.

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 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 ES104.*

Spring, alternate years

BI260 Human Anatomy & Physiology I (laboratory)

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 Human Anatomy & Physiology II provide students with a general introduction to the biology of the human body. It is required that the two courses be taken in sequence with BI260 coming first. *Addresses GLE Learning Outcomes Natural Sciences (NS), Inquiry & Analysis (IA), and Critical Thinking (CT).* *Prerequisite: BI102 or permission of the instructor.*

Fall

BI261 Human Anatomy & Physiology II (laboratory)

4 credits

This course continues the study of the human body begun in BI260, Anatomy, and Physiology I. The course examines the relationships between endocrine, cardiovascular, lymphatic, respiratory, digestive, reproductive, and urinary body systems along with the regulatory mechanisms that integrate them. The course also includes considerations of nutrient absorption and delivery, metabolism and excretory function. This course has both a lecture and laboratory component. This course and BI 260 Anatomy and Physiology I provide students with a general introduction to the biology of the human body. It is required that the two courses be taken in sequence with BI260 coming first. *Addresses GLE Learning Outcomes Natural Sciences (NS), Inquiry & Analysis (IA), and Problem Solving (PS).* *Prerequisite: BI260 or course instructor's approval.*

BI302 Food Production

3 credits

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

Spring or Fall

BI310 Research Methods

3 credits

The course is designed to provide an understanding of basic research methods and techniques used in medical science but also applicable to almost any area of investigation and scholarship. Students will be exposed to the basic analytical, graphical and statistical methods used to generate and interpret data, and will demonstrate their knowledge of the course materials by analyzing and interpreting research from professional journals, from analyzing and graphing raw data provided in class and by planning an independent research study over the course of the semester. Students will learn to effectively use EXCEL software for data manipulation, graphics and statistical analysis. They will also develop literature searching tools using a variety of available library databases and free bibliographic software for preparation of scholarly documents.

Spring

BI312 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

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; recommended: CH102.*

Spring

BI326 Parasitology

3 credits

This course will emphasize the specific organisms known as a human parasite, diseases caused, vectors involved, treatment, and any epidemiology. When dealing with Insecta there will be emphasis of both those taxa which are parasitic and those which are known vectors of other organisms. *Prerequisite: BI102*

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; recommended: CH101/102.*

BI335 Advanced Nutrition

3 credits

Nutritional insights and recommendations for: pregnancy; the use of probiotics and nutritional supplements; vegetarianism, veganism, and macrobiotic diets; eating disorders; patients with food allergies; patients with cancer; preventing adult and childhood obesity, insulin resistance, and type II diabetes; preventing heart disease and hypertension; elder care; and providing guidelines for peak physical activity and professional training diets. *Prerequisite: BI102 and BI235.*

Fall and Spring semester.

BI351 Endocrinology

3 credits

Endocrinology is the study of the endocrine system. The endocrine system is responsible for the synthesis and secretion of hormones that enable the maintenance of homeostasis. This course will address the normal anatomy and physiology of the organs of the endocrine system. Further, understanding of endocrine pathophysiology will be pursued through appropriate background information and the current original literature. An inquiry based approach will engaged in for discussions of each unit. *Prerequisite: BI102.*

BI355 Ecophysiology (laboratory)

4 credits

Introduces students to some of the different evolutionary adaptations that allow animals and plants to function in their natural environments. It will examine physiological diversity across taxonomic groups, as well as a range of environments. *Prerequisite: BI102.*

Fall, alternate years

BI370 Medical Terminology and Health Systems

4 credits

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

Spring, alternate years

BI375 Mammalogy (laboratory)

4 credits

The investigation of mammal biology, including the evolution, radiation, reproductive biology, behavior and natural history of mammals. Laboratory work stresses the identification of New Hampshire mammals, field studies, and proper museum preparation of mammal study specimens. *Prerequisite: BI102 or ES104.*

Fall, alternate years

BI401 Strength and Conditioning Science

3 credits

The purpose of this course is to introduce students to the science and physiology of strength training and conditioning. Students will acquire a theoretical knowledge of the neuromuscular, biomechanical and metabolic aspects of muscular strength and conditioning programs. Course content includes a review of resistance training based upon the scientific literature and is intended to promote the use of a structured scientific approach in the prescription of progressive resistance training and metabolic conditioning. *Prerequisites: BI260 and BI261.*

Spring

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.*

BI411 Assessment and Prescription of Fitness

3 credits

This is a lecture and laboratory course designed to provide the student with a basic understanding of laboratory and field assessment techniques used in exercise physiology, fitness/wellness facilities, and--to a minor extent--clinical situations. This course will emphasize fitness assessment and exercise program design principles for cardiovascular fitness, muscular strength and endurance, body composition, balance and flexibility. *Prerequisite: BI260*

Spring

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. *Prerequisite: BI 260 Human Anatomy and Physiology I.*

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.*

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 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/Health Sciences

2-6 credits each

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

BI480 Senior Seminar in Biology/Health Sciences

3 credits

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

BI481 Invited Senior Research

3 credits

A student is invited to participate in an ongoing research project being conducted by a faculty member in the Division of Natural Sciences. The student and sponsoring faculty member will establish a contract of expectations and outcomes. The student will be required to offer either a presentation or research paper at the end of their research experience. Senior Capstone option. *Prerequisites: Senior standing, permission of instructor.*

BI229, 329, 429 Special Topics in Biology

1-3 credits

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

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: ES103 or BI218.*

Fall, even years

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. *Prerequisite: BI102 or ES104.*

Spring, alternate years

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.*

Business Program

PROFESSOR: Jason Little

ASSOCIATE PROFESSORS: Mack Bean, Mary Ann Gaal, Minghua Li

ASSISTANT PROFESSORS: Tiffany Lane, Andrea McGill-O'Rourke, Thayer Raines

INSTRUCTOR: Christine Betts

SENIOR LECTURER: William Costa

LECTURERS: James Barry, Ken Clarke, Kent Whitman, Robert Barry

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, Healthcare 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. 239), and design an appropriate program tailored to their goals through electives, independent studies and internships.

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

Note: 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. 136), the core course requirements of the Division of Business Administration (p. 74), 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. 43, Advertising – p. 51,

Healthcare Administration – p. 145, International Business – p. 168,

Management – p. 169, Marketing – p. 176, Public Relations – p. 218, and

Sports and Recreation Management – p. 229.

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
AC102	Principles of Accounting II
BA001	Comprehensive Exam in Business (take with BA471)
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
XX001	Major Comprehensive Exam (take with BA471)

Choose one of the following three:

CIT101	Microcomputer Applications or
CIT130	Database Applications or
CIT140	Electronic Spreadsheets

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

3-year Accelerated Business Degree Program

Complete your undergraduate program in three years.

3 + 1 Program

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

4 + 1 Program

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

+ 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.

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

- GM510 Seminar in Leadership
- GM520 Legal and Ethical Issues
- GM538 Organizational Development

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 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
- BA213 Business Law I
- ET101 Principles of Macroeconomics
- FM224 Principles of Financial Management
- IB364 International Business
- MK201 Principles of Marketing
- MN201 Principles of 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.

BA301 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, websites, 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.

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: ES103, BI101, and BI102 or by permission of the instructor.*

Chemistry (CH)

PROFESSOR: Frank Hubacz, Jr.

ASSISTANT PROFESSORS: Shallee Page, Shannon Strobe

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. 25).

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

In order to fulfill graduation requirements, students must maintain a minimum cumulative grade point average of 2.00, a minimum grade point average of 2.00 in an academic major, and complete 120 credits. In addition, in order to complete minor or certificate programs, students must maintain a minimum grade point average of 2.00 in those programs.

Minor Requirements

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

CH101–102 General Chemistry I and II (laboratory)

CH211–212 Organic Chemistry I and II (laboratory)

CH312 Quantitative Analysis

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 GPA ≥ 3 or sophomore standing. *Prerequisite for CH102:* CH101.

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.

CH221 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

CH230L Forensic Chemistry

4 credits

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

Spring of Alternate Years

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. *Prerequisite:* CH212.

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.

Communication (COMM)

PROFESSOR: Phyllis Scrocco Zrzavy

ASSOCIATE PROFESSORS: Paul Bush, Richard Roth, Heather Tullio

AFFILIATED FACULTY: Kristen Nevious

A Bachelor of Arts degree is offered in Communication.

The Department offers a major and a minor in Communication.

In conjunction with other departments, it also provides coursework leading to interdisciplinary Public Relations and Advertising minors and the Women in Leadership Certificate.

The mission of the Communication Department is to develop students' professional competence in various aspects of modern professional communication, including journalism and digital media production. The curriculum also serves those who, upon graduation, want to pursue graduate-level study in the fields of communication, media studies, and related areas of academic inquiry.

The department core emphasizes coursework in writing (journalism), and digital media production, while also providing an understanding of how communication and media function in society. It also provides instruction in legal and ethical issues affecting information and the media, and culminates in a Capstone in Communication that provides preparation for transition to a career or graduate study, and focuses on a culminating project.

Two areas of concentration afford students the opportunity to receive specialized training:

- **The Journalism and Media Production** concentration uses best professional practices to provide authentic learning experiences that prepare students for success in the working world. Working collaboratively on a variety of projects, from numerous genres, students create media messages for print, online, and broadcast media outlets.
- The **Media Studies** concentration is designed to increase understanding of the relationship between media and culture. It focuses on the close reading of media texts, on culturally informed critiques of media content, processes and contexts, and on raising societal awareness of the growing impact of media on individuals, diverse communities and the world.

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 42 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 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

Communication Major Core (33 credits)

COMM110 Journalism I

COMM120 Introduction to Media Production

COMM130 Introduction to Media Studies

COMM210 Journalism II

COMM220 Visual Design

COMM221	Multi-Camera Production
COMM230	Interpersonal Communication
COMM310	Convergent Journalism
COMM330	Media Criticism
COMM400	Capstone in Communication
COMM____	Elective

Choose an Area of Concentration (AoC) (9 credits):

A. Journalism & Media Production

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

COMM211	Broadcast Journalism I
COMM214	Science Reporting
COMM215	Sports Reporting
COMM222	Animation I
COMM223	Writing for the Electronic Media
COMM311	Broadcast Journalism II
COMM315	Television News Producing
COMM316	Feature Writing
COMM321	Single-Camera Production
COMM322	Animation II
COMM324	Audio Production
COMM410	Advanced Journalism
COMM420	Advanced Media Production
COMM202/302/402	Internship in Communication

B. Media Studies

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

COMM231	Diversity and Media
COMM234	Film Genres
COMM235	Intercultural Communication
COMM333	Media and Culture
COMM334	Media Theory
COMM345	American Political Culture and Media
COMM336	Gender and Media Representation
COMM337	Children and the Media
COMM430	Advanced Media Studies Seminar
COMM202/302/402	Internship in Communication

Minor Requirements

The Department offers the following program of study to all students seeking a minor in Communication:

I. Communication Minor Core (9 credits)

COMM110	Journalism I
COMM120	Introduction to Media Production
COMM130	Introduction to Media Studies

II. Electives (9 credits)

Students minoring in Communication must also complete at least two additional

Communication courses at the 200-level or above, and at least one additional course at the 300-level or above.

Recommended Curriculum Guide

First Year

Fall Semester

- COMM120 Introduction to Media Production
- COMM130 Introduction to Media Studies
- GLE101 First Year Inquiry Seminar
- GLE110 First Year Composition I
- _____ General Education Elective

Spring Semester

- COMM110 Journalism I
- GLE120 First Year Composition II
- _____ General Education Mathematics
- _____ General Education Elective
- _____ General Education Elective

Sophomore Year

Fall Semester

- COMM210 Journalism II
- COMM220 Visual Design
- COMM221 Multi-Camera Production *or*
- COMM230 Interpersonal Communication
- _____ General Education Lab Science I
- _____ General Education Elective

Spring Semester

- COMM210 Journalism II
- COMM220 Visual Design
- COMM221 Multi-Camera Production *or*
- COMM230 Interpersonal Communication
- _____ 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

- COMM310 Convergent Journalism *or*
- COMM330 Media Criticism
- _____ Area of Concentration Elective
- _____ General Education Elective
- _____ Elective
- _____ Elective

Spring Semester

- COMM310 Convergent Journalism *or*
- COMM330 Media Criticism

_____	Area of Concentration Elective
_____	Elective*
_____	Elective
_____	Elective

Senior Year

<i>Fall Semester</i>	
COMM400	Capstone in Communication
_____	Elective*
_____	Elective
_____	Elective
_____	Elective

<i>Spring Semester</i>	
_____	Area of Concentration Elective
_____	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. 136.*

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.

COMM100 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.

COMM110 Journalism 1 **3 credits**
Students learn and practice basic skills essential to effective news writing. Ethics and current issues in journalism are discussed in depth.

COMM120 Introduction to Media Production **3 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 softwares). Each student will gain experience in the pre-production (planning, writing, scheduling, casting), production (shooting, recording), and post-production (editing, audio sweetening) of various single-camera genres.
Fall, Spring

COMM130 Introduction to Media Studies **3 credits**
Focuses on media literacy as a perspective from which we view media messages. It proceeds from the basic awareness that all media consumption is fundamentally an exercise in interpretation and leads up to the abilities to critically appreciate diverse media messages and to accept social responsibility for engagement with media producers. *Addresses GLE Learning Outcome for Social Sciences (SS), Critical Thinking (CT), and Information Literacy (IL).*

COMM210 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: COMM110.*

COMM211 Broadcast Journalism I

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. *Prerequisites: COMM110 and COMM120, or permission of instructor.*

COMM214 Science Reporting

3 credits

Scientists, healthcare 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..

COMM215 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: COMM110.*

COMM220 Visual Design

3 credits

Designed to introduce students to visual design principles through photography, layout, and time-based works of video and animation. Explores the theory and practice of visual communication by studying the principle components of modern visual media – language, pictures, and sound. Course will provide an overview of effective visual design strategies, including working with clients and addressing the intended target audience. *Prerequisite: COMM120.*

COMM221 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: COMM120.*

COMM222 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: COMM120, or FA271, or GC230, or CG272, or permission of instructor.*

COMM223 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.
Prerequisites: COMM110 and COMM120, or permission of instructor.

COMM230 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), Critical Reading (CR), Critical Thinking (CT), and Teamwork (TW).*

COMM231 Diversity and Media **3 credits**

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

COMM232 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.*

COMM233 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. *Prerequisites: GLE120. Note: Admission to this course will be by approval of the instructor.*

COMM234 Film Genres **3 credits**

This course examines the development and significance of the concept of genre as it informs film. Fundamental aspects of film theory, such as narrative, auteurism, reception, frames of recognition, pleasures, and the Gaze will be discussed. *Prerequisite: COMM130.*

COMM235 Intercultural Communication **3 credits**

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

COMM310 Convergent Journalism **3 credits**

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

COMM311 Broadcast Journalism II **3 credits**

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

COMM315 Television News Producing **3 credits**

Focuses on producing multiple complete 15-minute newscasts simulating a newsroom atmosphere that incorporates producing, reporting and anchoring skills and introduces live reporting. *Prerequisite: COMM221.*

COMM316 Feature Writing

3 credits

Students will learn and practice all steps involved in becoming a successful feature writer. In addition, students will learn how to market freelance features to a variety of publications. *Prerequisite: COMM210.*

COMM321 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. *Prerequisites: COMM220 and COMM221, or permission of instructor.*

Every other Spring Semester.

COMM322 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: COMM222 or permission of instructor.*

COMM324 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 lm/video and new electronic media through a series of production exercises and assignments designed as concept building blocks. *Prerequisite: COMM221 or permission of instructor.*

Every other Fall Semester

COMM330 Media Criticism

3 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 communication. *Prerequisite: COMM130.*

COMM333 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: COMM130.*

COMM334 Media 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: COMM130.*

COMM336 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: COMM130 or permission of instructor.*

COMM337 Children and the Media

3 credits

This course will explore the use of media in the U.S. by young audiences and will discuss the impact on children and teens. Students will examine research studies about media impact and how

it relates to concerns of parents, teacher, and non-profit organizations. *Prerequisite: COMM130 or permission of instructor.*

COMM345 American Political Culture 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: COMM100 or SO101, or permission of instructor.*

COMM400 Capstone in Communication

1 credit

Each student will spend a complete semester proposing, researching and creating a capstone project. Project may be a creative work (screenplay, film, animation, website), scholarly work (critical analysis paper, research paper), or other communication piece (series of online articles, other). Students may choose to create a project for a non-profit client. This capstone project will be presented publicly on campus. Additionally, the course provides the tools and skills needed for securing employment, such as résumé and cover letter writing, job searching, and interviewing skills. Seniors will also learn how to research, choose, and prepare for graduate school. Seniors will systematically examine, review, and finalize a portfolio of academic work. *Prerequisite: senior standing*

Every Fall.

COMM410 Advanced Journalism

3 credits

Culmination of study and practice for students who wish to focus on journalism. Students will prepare for entry into the professional world while addressing current topics, particularly ethical ones, that are facing working journalists. *Prerequisite: COMM210 and senior standing or permission of instructor.*

COMM420 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: COMM321.*

COMM430 Advanced Media Studies Seminar

3 credits

Focuses on the complex diversity of modern communication forms, their multiple levels of personal engagement, and resulting multi-dimensionality in self-conceptions that they demand of the individual. *Prerequisite: COMM130.*

COMM201/301/401 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. *Prerequisites: Sophomore standing and permission of instructor.*

COMM202, 302, 402 Internship in Communication

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 Communication faculty internship advisor. An agreement is drawn up and approved by the student, the supervisor, the 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 Communication faculty internship advisor in consultation with the supervisor. Credits are based upon the work hours completed (minimum of 40 hours per credit); a maximum of 6 credits may be earned per term. A student may take up to 15 credits towards graduation credit. *Prerequisites: completion of COMM210, COMM220, COMM221, and COMM230, or permission of faculty advisor.*

Computer Information Technology (CIT)

PROFESSOR: Sudarshan Erramilli

ASSOCIATE PROFESSOR: Gary A. Heald

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.

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.

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: CIT222.*

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 website. 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 websites.

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, websites appropriately designed, formatted, and written with precision tools of a technical writer for the target audience to achieve clear communication. *Prerequisite: GLE120.*

CIT274 Computer Forensics and Security

3 credits

This course introduces students to many of the tools and techniques used in both attacking and defending our devices. Beginning with how data is structured and transferred, and what physically makes up our computers students will explore the vulnerabilities of the technology we use and depend on. We will investigate how these vulnerabilities can be exploited, detected and avoided. We will look at tools used for forensic purposes as well as some common tools used by hackers.

Criminal Justice (CJ)

PROFESSORS: Douglas Challenger, J. Forbes Farmer

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. 136)

CJ101	Introduction to Criminal Justice
CJ201	Police Work
CJ210	Courts and Criminal Procedure
CJ221	Corrections
CJ345	Criminology
CJ470	Senior Criminal Justice Seminar
SO101	Introduction to Sociology
SO205	Race and Ethnic Relations
SO318	Social Science Research Methods
SO321	Social Science Computer Skills

Four of the following Criminal Justice electives.

CJ203	Juvenile Justice
CJ301	Criminal Investigation and Evidence
CJ310	Community Corrections
CJ330	Special Topics in Criminal Justice
CJ340	Gender, Race, and Crime
CJ400	Rehabilitation of the Offender
CJ410	Criminal Law
CJ420	White Collar Crime
CJ430	Victimology

CJ495	Internship in Criminal Justice
CJ499	Independent Study in Criminal Justice
SO350	Law and Society

***Alternate elective courses in Anthropology, Political Science or Psychology may be substituted by permission of the department.*

Minor Requirements *(the following seven courses)*

CJ101	Introduction to Criminal Justice
CJ201	Police Work
CJ210	Courts and Criminal Procedures
CJ221	Corrections
CJ345	Criminology
SO101	Introduction to Sociology
	CJ Elective course at the 300-or 400-level

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 Requirements on p. 24.

Recommended Curriculum Guide

First Year

Fall Semester

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

Spring Semester

CJ201	Police Work or
CJ221	Corrections
GLE120	First Year Composition II
MT___	General Education Mathematics or
_____	General Education
SO205	Race and Ethnic Relations
_____	General Education Elective

Sophomore Year

Fall Semester

CJ201	Police Work or
CJ221	Corrections
CJ210	Courts and Criminal Procedure
_____	General Education Lab Science I
_____	General Education Elective
_____	General Education Elective

Spring Semester

CJ____	Criminal Justice Elective or
SO318	Social Science Research Methods
SO321	Social Science Computer Skills
_____	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

CJ____	Criminal Justice Elective or
SO318	Social Science Research Methods
_____	General Education Elective
_____	Elective*
_____	Elective
_____	Elective

Spring Semester

CJ345	Criminology
CJ____	Criminal Justice Elective
_____	General Education Elective
_____	Elective*
_____	Elective

Senior Year

Fall Semester

CJ____	Criminal Justice Elective
_____	Elective*
_____	Elective
_____	Elective
_____	Elective

Spring Semester

CJ470	Senior Criminal Justice Seminar
_____	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. 136.*

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. *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).*

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).*

CJ210 Courts and Criminal Procedure

3 credits

This course examines major aspects of the U.S. criminal court system such as jurisdiction, policies, and procedures of state and federal trial and appellate courts in the administration of criminal justice. The course includes 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 will also be discussed. Extensive consideration of past and current constitutional issues through review of relevant U.S. Supreme Court decisions.

CJ221 Corrections

3 credits

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

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.*

CJ310 Community Corrections

3 credits

This course is designed to present students with an introduction to the field of community corrections. Topic areas include sentencing, probation, parole, fines, community service, and intermediate sanctions (intensive supervision, house arrest/electronic monitoring, boot camps). We focus on such issues as the punishment vs. control argument, community justice models, special offender populations (drug offenders, sex offenders, mentally ill offenders, offenders with AIDS), and the cost effectiveness of community corrections. *Prerequisite: CJ221 or permission of the instructor.*

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, SO101, 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 and CJ101 or CJ203, or permission of the instructor.*

CJ345 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: SO318 and CJ321.*

CJ400 Rehabilitation of the Offender**3 credits**

This course integrates theoretical knowledge from biological, psychological and sociological perspectives with a deeper understanding of the lives of criminal offenders to attain a greater appreciation of the complexity of crime and criminal behavior. The course includes examinations of the causes and effects of crime on the biological, psychological and social levels, as well as the interactions among those levels. Students learn, among other things, biological, psychological, family, neighborhood, and societal risk factors of offending; how criminals think; and how the tendency to commit delinquent and criminal acts develops in the individual. *Prerequisite: CJ221 and CJ345 or permission of the instructor.*

CJ410 Criminal Law**3 credits**

This course examines the structure, function, and principles of criminal law, including the acts, mental state, and the attendant circumstances that are necessary elements of the crime. Topics include principles of criminal law, principles of criminal liability, complicity, inchoate crimes, defenses, justifications, excuses, crimes against persons, crimes against property, and crimes against public order. *Prerequisites: CJ210.*

CJ420 White Collar Crime**3 credits**

This course is a study of the violent and non-violent crimes perpetrated by white collar criminals and corporations that have significant physical, fiscal, and social costs. Various forms of white-collar crime will be examined and illustrated through case studies. Legal issues, including question of corporate liability, will be reviewed. The course will also review and analyze problems associated with the investigation, prosecution, and sentencing of white-collar offenders. *Prerequisites: GLE120.*

CJ430 Victimology**3 credits**

This course is designed to introduce students to the topic of victimology and the scientific study of victims. The course will focus on criminal victimization, and the physical, emotional, psychological, and the financial harm suffered by victims. The course includes an examination of victim-offender relationships, interactions among victims, the criminal justice system and other social institutions and groups that victims encounter. *Prerequisites: SO318 or PS261 or permission of the instructor.*

CJ470 Senior Criminal Justice Seminar**3 credits**

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

CJ495 Internship in Criminal Justice

1-15 credits

Criminal Justice majors can obtain knowledge gained from working in a criminal justice agency with professionals working in the field. Students gain an appreciation of criminal justice and enhance their understanding of the field while preparing for a possible career in criminal justice. *Prerequisites: CJ201 or approval from a full-time Criminal Justice faculty member, the student and the faculty member must 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. Students are permitted to take this course one time only, and the course will count as an elective in the Criminal Justice major. *Prerequisites: Junior standing and cumulative GPA of 3.0.*

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), Inquiry and Analysis (IA), and Information Literacy (IL).*

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.*

SO318 Social Science Research Methods

3 credits

An introduction to the social science research procedures that collect data which are easily subject to statistical handling. It is designed to provide instruction and practice in methodological skills that include research design, techniques of data gathering, procedures for data analysis, and strategies for writing up of research findings. *Prerequisite: Either SO101 or AN101.*

Note: Extensive statistical analysis and writing course.

SO321 Social Science Computer Skills

1 credit

An introduction to the computer programs and resources that support research and writing in the social sciences. Students will practice data file management, data graphing and charting, citation and reference management, and techniques of procuring social science research and data.

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: CJ210.*

Documentary Studies Certificate (DS)

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

CORE FACULTY: Douglas Challenger

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:

DS491 Documentary Studies Project Seminar I (3 credits)

DS492 Documentary Studies Project Seminar II (3 credits)

HP310 Oral History *or*

SO219 Qualitative Research Methods

In addition, two courses are required in either:

Audio Production:

MU120 Recording Techniques

MU220 Advanced Recording Techniques

or

Video Production:

COMM120 Introduction to Media Production

COMM321 Single-Camera Production

Though not required, students might consider taking other courses to supplement their skills as a documentarian such as:

MK304 Advertising

AN105 Culture Through Film

COMM324 Audio Production

COMM420 Advanced Media Production

EN209 Introduction to Creative Nonfiction

FA217 Introduction to Photographic Processes

GC201 Graphic Design I

TH180 Public Speaking

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 COMM120 and COMM321.*

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 DS491 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. *Prerequisite: DS491.*

Economics (ET)

ASSOCIATE PROFESSORS Mack Bean, Minghua Li

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

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), Critical Thinking (CT), Inquiry & Analysis (IA).*

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 PROFESSOR: John Villemaire

ASSISTANT PROFESSOR: Jacqueline Kelleher

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 Education in the following areas:

Elementary Education - Majors are offered 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 Education - Secondary certification programs must be completed as a double major.

Majors are offered in:

Life Sciences Education (grades 7-12),

English Education (grades 5-8 or 5-12),

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

General Special Education- A dual major is offered in K-6 Elementary and K-12 General Special Education

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, Secondary, or General Special Education Major must have at least 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 at least a 3.00 cumulative grade point average and a 3.33 grade point average in Education. A High Honors designation is awarded to students who have at least a 3.00 cumulative grade point average and a 3.67 grade point average in Education.

All programs (degree and/or certification) 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 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, students should meet with an Education faculty member during their first semester 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 certification programs requires a semester-long, full-time immersion 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 (or an equivalent), 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), and (6) successfully complete a NH teacher performance capstone assessment.

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 or K-8) and Education 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 experiences and specified courses in other University departments. An Elementary Education K-6 or K-8 major leads to recommendation for New Hampshire State Educator Certification. 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, students must complete a concentration of at least 15 credits in English, History, Mathematics, or Science courses. General and Liberal Education requirements and Education major requirements may be counted toward meeting the concentration. Students are also 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

Course number and name		Field hours	Credits
ED105	Educational Psychology		3
ED112	Teaching and Learning in a Democratic Society	*choice	3
ED224	Design and Management of the Learning Environment	30 hours	3
ED231	Primary Literacy	15 hours	3
ED263	Methods in Teaching Mathematics	15 hours	3
ED308	Introduction to Assessment		3
ED312	Understanding and Teaching Exceptional Learners	30 hours	3
ED314	Scientific Inquiry and Teaching Methods		3
ED316	Methods in Teaching Social Studies		3
ED350	Teaching Literacy across the Curriculum	15 hours	3
Total field hours prior to student teaching		105 hours	
ED483	Elementary Student Teaching Seminar		1
ED490	Student Teaching/Seminar for Elementary Certification	16 weeks	14

**Choice between paper or field hours*

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

EN204	Introduction to American Literature	3
EN410	The Teaching of Writing	3
HS308	From Sea to Shining Sea: the Geography of the United States	3
HS319	History of New England	3
MT130	Mathematics for K-8 Educators	3

Required Education Courses for Education Studies (without certification)

Course number and name		Field hours	Credits
ED105	Educational Psychology		3
ED112	Teaching and Learning in a Democratic Society	*choice	3
ED224	Design and Management of the Learning Environment	30 hours	3
ED231	Primary Literacy	15 hours	3
ED263	Methods in Teaching Mathematics		3
ED308	Introduction to Assessment		3
ED312	Understanding and Teaching Exceptional Learners	30 hours	3
ED314	Scientific Inquiry and Teaching Methods		3
ED316	Methods in Teaching Social Studies		3
ED350	Teaching Literacy across the Curriculum		3
<i>*Choice between paper or field hours</i>			
<i>Select two electives:</i>			6
ED260	Child and Adolescent Literature		
ED300	Historical Perspectives on American Education		
ED310	Current Topics in American Education		
	Research Seminar		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, as well as for the Praxis exams and the Foundations of Reading Test required for teaching certification.

First Year Experience, Composition I, and Composition II		9
Mathematics		3
MT151	Algebra and Trigonometry I	
Humanities (Select 3 courses)		9
EN110	Many Voices: Multicultural Literature	
EN270	Women Writers	
GLE210	Ancient and Medieval Worlds	
HS202	American History in the Age of Slavery and the Civil War	
HS204	U.S. History Since 1945	
Arts and Design		6
Open Choice		
Natural Sciences (Select 2 courses)		8
ES103	Introduction to Ecosystem and Wildlife Conservation	
GL101	General Geology I (laboratory) <i>or</i>	
GL102	General Geology II (laboratory)	
GL115	Global Change: The Oceans	
GL120	Global Change: The Atmosphere (laboratory)	

Social Sciences

6

ED112	Teaching and Learning in a Democratic Society <i>or</i>
ED105	Educational Psychology will double-count for the major and GLE
PO201	U.S. Government

Secondary Education Majors

The College at Rindge offers certification programs at the middle school and/or secondary level in English, life sciences, and social studies. In addition to completing the General and Liberal Education (p. 136), students in this program must complete a major in their field and the required education courses listed on the following page. Detailed program guides for the certification programs in middle and/or secondary education are available from an appropriate Education advisor and from faculty members in the liberal arts disciplines conducting such programs.

English Language Arts Education

Certification in English Education is for grades 5-8 or 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. In order to satisfy certification requirements, students in this certification program may have requirements that non-certification students do not have.

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

Course number and name		Field hours
ED105	Educational Psychology	
ED112	Teaching and Learning in a Democratic Society	*choice
ED224	Design and Management of the Learning Environment	30 hours
ED308	Introduction to Assessment	
ED312	Understanding and Teaching Exceptional Learners	30 hours
ED350	Teaching Literacy across the Curriculum	15 hours
ED360	Best Practices in a Secondary Context	30 hours
Total field hours prior to student teaching		105 hours
ED487	Secondary Student Teaching Seminar (Undergrad only)	
ED492	Student Teaching/Seminar	16 weeks

**Choice between paper or field hours*

Life Sciences Education

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 listed on the following page. Students in this certification program may have requirements that non-certification students do not have. Program completion could require overloads, summer school, or a fifth year because of the total number of credits.

In addition to the required education courses listed below, students must meet with both the

education advisor and their science major advisor to select courses. This dual advising system is critical to ensuring that they are meeting all of the relevant content certification standards within the content major.

Course number and name		Field hours
ED105	Educational Psychology	
ED112	Teaching and Learning in a Democratic Society	#choice
ED224	Design and Management of the Learning Environment	30 hours
ED308	Introduction to Assessment	
ED312	Understanding and Teaching Exceptional Learners	**30 hours
ED314	Scientific Inquiry and Teaching Methods	15 hours
ED350	Teaching Literacy across the Curriculum	15 hours
ED360	Best Practices in a Secondary Context	30 hours
Total field hours prior to student teaching		120 hours
ED487	Secondary Student Teaching Seminar (Undergrad only)	
ED492	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 in Social Studies Education is for grades 5-8 or 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 require overloads, summer school, or a fifth year because of the total number of credits required.

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

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

Total field hours prior to student teaching		105 hours
ED487	Secondary Student Teaching Seminar (Undergrad only)	
ED492	Student Teaching/Seminar	16 weeks

**Choice between paper or field hours*

General Special Education

Certification in K-12 General Special Education must be combined with the K-6 Elementary Education Certification

Course number and name		Field hours	Credits
ED105	Educational Psychology		3
ED112	Teaching and Learning in a Democratic Society	*choice	
ED224	Design and Management of the Learning Environment	30 hours	3
ED231	Primary Literacy	15 hours	3
ED263	Methods in Teaching Mathematics	15 hours	3
ED308	Introduction to Assessment		3
ED312	Understanding and Teaching Exceptional Learners	15** hours	3
ED314	Scientific Inquiry and Teaching Methods		3
ED316	Methods in Teaching Social Studies		3
ED210	Special Education Law		3
ED340	Assessment/Identification of the Exceptional Learner Exceptional Learner)	15 hours	3
ED341	IEPs and Instructional Considerations	15 hours	3
ED345	Effective Communication and Consultation		3
ED350	Teaching Literacy across the Curriculum	15 hours	3
Total field hours prior to student teaching		105 hours	
ED483	Elementary Student Teaching Seminar		1
ED490	Student Teaching for Elementary Certification	16 weeks	14
ED462	GSE Student Teaching	8 weeks	7
ED463	GSE Student Teaching Seminar		1

**Choice between paper or field hours*

***For GSE only*

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.

ED105 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. Addresses GLE Learning Outcomes Social Sciences (SS) and Critical Thinking (CT).

ED112 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. *Addresses GLE Learning Outcomes Critical Reading (CR), Critical Thinking (CT), and Social Sciences (SS).*

ED195 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.*

ED224 Design and Management of the Learning Environment

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 (or a State approved equivalent) as a requirement of this course.

30 hours of field experience is required.

ED231 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. *Prerequisite: ED105 or ED112.*

15 hours of field experience is required.

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.

ED263 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. *Prerequisite: ED105 or ED112.*

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.

ED308 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. *Prerequisite: ED 224.*

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.

ED312 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. *Prerequisite: ED105, ED224, and sophomore standing.*

30 hours of field experience is required. (GSE candidates complete 15 hours)

ED314 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. *Prerequisite: ED224 or instructor permission.*

ED316 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. *Prerequisite: ED224 or instructor permission.*

ED328 Special Education Law**3 credits**

This course emphasizes laws pertaining to students with disabilities. It is mandatory for education majors. Laws covered are IDEA 2004, NH Rules for the Education of Children with Disabilities, Assistive Technology Act, ADA, Section 504, and NCLB. Students work in teams for selected assignments. Course is appropriate for regular and special educators. *Prerequisite: ED312 or instructor permission.*

ED340 Assessment/Identification of the Exceptional Learner**3 credits**

This course in assessment and the identification of educational disabilities will provide students with an understanding of the importance of formal and informal assessment in the identification of educational disabilities. Students will learn how to administer assessments, interpret results, and write evaluations complete with recommendations for learners. *Prerequisites: ED308 and ED312, or instructor permission.*

15 hours of field experience is required.

ED341 IEPs and Instructional Considerations**3 credits**

This course focuses on providing the teacher candidate with the knowledge and skills to develop Individual Education Programs with appropriate instructional accommodations. Teacher

candidates will learn evidence based strategies to assist the K-12 student access the general education curriculum. The impact of disabilities & cultural and linguistic diversity on college and career readiness is explored. *Prerequisites: ED308, ED312, and ED340.*

15 hours of field experience is required.

ED345 Effective Consultation and Communication

3 credits

Teacher candidates in this course will learn the concepts and practices of collaboration, consultation, interpersonal communication skills, teamwork, and problem solving. Teacher candidates will discover how students with disabilities are impacted by interpersonal and communications gaps and issues between and among team members. Lastly, teacher candidates will create a resource that includes methods to facilitate effective collaboration and consultation skills. *Prerequisite: ED224, ED312, or instructor permission.*

15 hours of field experience is required.

ED350 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. *Prerequisite: ED224 or instructor permission.*

ED360 Best Practices in Secondary Contexts

3 credits

This course is designed as the capstone course for all prospective middle/secondary education teachers and must be taken prior to student teaching. Candidates will focus on high school best practices in their area of certification/concentration. Topics will be differentiated by certification to include: literacy, media, classroom management, safety, assessment. *Prerequisite: Senior or junior standing with approval of Education Advisor and Division Chair.*

30 hours of field experience is required

ED462 General Special Education Student Teaching

7 credits

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

ED463 General Special Education Student Teaching Seminar

1 credit

To be taken concurrently with ED462 General Special Education Student Teaching. It is comprised of weekly, in-person or through technology, student teaching debriefing sessions focusing on ongoing issues during the 8-week student teaching experience. Students complete the Education Portfolio focused on Teacher Education Standards (ED610s). Job search strategies and interview skills will be developed.

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. Students are expected to take Praxis II test(s) and the Foundations of Reading Test prior to the start of student teaching.

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. Students are expected to take Praxis II tests prior to the start of student teaching.

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. 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 Placement Coordinator and the Division Chair; satisfactory completion of all required Education courses, cumulative GPA of at least 2.50, and a passing score on all sections of the Praxis Core exams.*

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 Placement Coordinator and the Division Chair; satisfactory completion of all required Education courses, cumulative GPA of at least 2.50, and a passing score on all sections of the Praxis Core exams.*

Emergency Medical Services (EMS)

A Bachelor of Arts degree is offered in Emergency Medical Services.

A major is offered in Emergency Medical Services.

Mission and Learning Outcomes of the Emergency Medical Services Program

This interdisciplinary program is designed for emergency medical services personnel interested in following a path to degree completion or for other undergraduate students who have obtained EMT certification or who plan to earn this certification while matriculating at Franklin Pierce University. It is recommended that students obtain EMT certification before graduation as an enhancement to this degree program.

This program is a hybrid program in which four courses are offered in online format only.

Students are advised to develop a long-range plan with their advisors which insures that online courses are scheduled for the online terms when each course is offered.

Bachelor of Arts (120 semester hours)

The Bachelor of Arts offers a social science pathway to a degree with a healthcare focus.

Expected Learning Outcomes

Upon completion of the Bachelor of Arts in Emergency Medical Services, students will be able to:

- a. Evaluate their clients' needs through application of social science principles and practices.
- b. Interpret implications fortheir role as emergency medical responders within the changing service models of the U.S. healthcare system.
- c. Apply ethical principles and conform to legal requirements applicable to their role as practitioners and members of an emergency medical services organization.

Program Requirements

There are three categories of degree requirements:

- 1. General and Liberal Education (GLE) (see p. p. 294). Students are required to complete a minimum of 39-42 credit hours of analytical coursework distributed across a range of disciplines. Courses taken to fulfill GLE components can also be counted toward the major.
- 2. Emergency Medical Services Bachelor of Arts Core Requirements. In addition, students are required to complete HCA201 Introduction to Healthcare Management, PS101 Introduction to Psychology, and SO205 Race and Ethic Relations as prerequisite courses.
- 3. General Electives

Prerequisites for Core Requirements

HCA201	Introduction to Healthcare Management
PS101	Introduction to Psychology
SO205	Race and Ethic Relations

Bachelor of Arts Core Requirements

CJ340	Gender, Race, and Crime	3
EMSP304	Public Health Emergencies	3
EMSP320	Emergency Communications	3
HCA315	Edipemiology.....	3
HCA360	Health Care Ethics, Policy and Law	3
HU305	Science of Society	3
EMSP403	Integrated Seminar.....	3

Choose one of the following major elective courses:

CJ430	Victimology.....	3
PS300	Theories of Intimate Violence.....	3
PS323	Seminar on Addiction	3
PS330	Child Abuse and Neglect.....	3
PS345	Crisis Intervention	3

Emergency Medical Services Curriculum

The courses below are specific to EMS. For course descriptions in this interdisciplinary major

offered by other programs, please consult the curriculum for those programs.

EMSP304 Public Health Emergencies

3 credits

Health care leaders and first responders must prepare for any situation that threatens public health, as well as the impact of disasters on personnel. This course highlights some the primary types of emergencies health care leaders and first responders are likely to encounter. Legal, political and regulatory perspectives are explored in the context of effective systems development, operational planning and engagement of multi-professional teams.

EMSP320 Emergency Communications

3 credits

This course examines communication responsibilities, essential components of public safety communications, communications centers in organizations, mobile communications and the role of leadership in public communications in disaster or emergency related situations.

EMSP403 Integrated Seminar

3 credits

This capstone course will incorporate key elements of system design for Emergency Medical Services following evidence-based practices. Students will complete a proposed project plan that emphasized design influenced by research and elements of earlier coursework. *Prerequisites: Senior standing and completion of core requirements.*

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. 102 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. 136), 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: Creative Writing, Education, and Literature.

English Core — 18 credits

EN203	Introduction to British Literature	3 credits
EN204	Introduction to American Literature.....	3 credits
EN210	Introduction to Literary Studies.....	3 credits
EN220	Introduction to Creative Writing.....	3 credits
EN225	Sophomore Assessment Seminar.....	1 credit
EN485	Senior Assessment Seminar.....	2 credits
EN492	The Senior Seminar.....	3 credits
EN010	English Competency Oral Exam – Literature Track	Spring Semester
EN020	English Competency Exam - Creative Writing Track	Spring Semester

Creative Writing Track — 25 credits

At least six courses from the following list are required. In addition, two literature electives are required.

EN209	Introduction to Creative Nonfiction.....	3 credits
EN232	The Teaching of Writing	3 credits
EN235	Fiction Workshop.....	3 credits
EN237	Poetry Workshop.....	3 credits
EN241	Editing and Publishing (Laboratory).....	4 credits
EN417	Advanced Fiction Workshop	3 credits
EN421	Advanced Poetry Workshop	3 credits
EN422	Writing for Publication.....	3 credits

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

The following courses are required.

EN117	Buddies, Bullies, and Bodies: Young Adult Literature	3 credits
EN232	The Teaching of Writing	3 credits

Choose two of the three courses listed.

EN110	Many Voices: Multicultural Literature	3 credits
EN215	New Worlds of Literature: Writing from Emerging Societies	3 credits
EN270	Women Writers	3 credits

At least five electives (15 credits), no more than one at the 100-level; at least two British Literature and two American Literature, varied in historical period, including at least one course each from British Literature before the 18th century and British Literature from the 18th century or later. In the courses selected there must be at least one that covers each of the following genres: Fiction and Poetry.

Literature Track — 24 credits

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

EN110	Many Voices: Multicultural Literature	3 credits
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 English	3 credits
EN215	New Worlds of Literature: Writing from Emerging Societies	3 credits
EN251	Us vs. Them: Introduction to Law and Literature	3 credits
EN270	Women Writers	3 credits
EN303	Epic and Romance.....	3 credits
EN304	Chaucer.....	3 credits
EN313	Shakespeare.....	3 credits
EN321	English Romanticism and Its Legacy.....	3 credits
EN335	Modern and Contemporary British Literature.....	3 credits
EN342	American Novel to 1900.....	3 credits
EN343	American Short Story	3 credits
EN347	Rise of the Novel.....	3 credits
EN354	American Poetry	3 credits
EN355	Modern and Contemporary American Fiction.....	3 Credits
EN489	Thesis	3 credits
EN291/391/491	Internship in English	1-6 credits
EN492	The Senior Seminar.....	3 credits

Minor Requirements

Minor in English — 18 credits

EN203	Introduction to British Literature	3 credits
EN204	Introduction to American Literature	3 credits
EN210	Introduction to Literary Studies	3 credits
At least three electives in English (creative writing or literature courses), two at the 300-level or above, no more than one at the 100-level		9 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 Requirements on p. 24.

Recommended Curriculum Guide

First Year

Fall Semester

GLE101	First Year Inquiry Seminar
GLE110	First Year Composition I
EN__	English
MT__	General Education Mathematics or
_____	General Education Elective
_____	Elective

Spring Semester

EN204	Introduction to American Literature
GLE120	First Year Composition II
MT__	General Education Mathematics or
_____	General Education Elective
_____	General Education Elective
_____	Elective

Sophomore Year

Fall Semester

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

Spring Semester

EN__	English Elective
EN__	English Elective
_____	General Education Lab Science II
_____	General Education Elective
_____	Elective

Note: By University policy, students must make a minimum standard of progress toward the completion of general education requirements by the end of the sophomore year, in order to achieve junior standing for course registration purposes.

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

EN485	Senior Assessment Seminar
EN492	The Senior Seminar
EN___	English Elective
_____	Elective*
_____	Elective

Spring Semester

EN010	English Competency Oral Exam – Literary Studies Track or
EN020	English Competency Exam - Creative Writing 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. 136.*

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 Many Voices: Multicultural Literature

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), Written Communication (WC), 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.

EN204 Introduction to American Literature 3 credits

A survey course that examines the historical development and diversity of American literature.

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 New Worlds of Literature: Writing from Emerging Societies 3 credits

Selected literary works from areas as Africa, the Caribbean, and Asia, read with attention to cultural and political themes stemming from the struggle with the heritage of colonialism. *Addresses GLE Learning Outcomes Humanities (HM), Critical Reading (CR), and Intercultural Knowledge (IK).*

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: EN210 and EN203 or EN204.*

EN231 Tutor Development in Writing 1 credit

Tutor Development in Writing offers a one course credit classroom component to accompany the existing practical experience Writing Tutor Trainees receive during their semester-long observation period in the Writing Center. The course content includes analysis of literature and contemporary theory on best tutoring practices, using a discussion based model that provides practical application. Student candidates must complete a thorough application process for admission, as well as successful completion of GLE110 and GLE120 with a “B” or better average in each section.

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

EN270 Women Writers 3 credits

A study of selected works by significant women writers, including at least one work outside the British and American tradition. *Addresses GLE Learning Outcomes Humanities (HM), Critical Reading (CR), and Critical Thinking (CT).*

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. *Prerequisite: 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.*
- EN313 Shakespeare** **3 credits**
 A study of selected major works of the bard from among tragedies, histories, comedies, poems and sonnets. *Prerequisites: EN203 or EN210.*
- EN321 English Romanticism and Its Legacy** **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.*
- EN335 Modern and Contemporary British 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.
- 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.*
- EN347 Rise of the Novel** **3 credits**
 The origins and development of the novel in 18th and 19th C British literature, including but not limited to works by Austen, the Brontes, Defoe, Dickens, Eliot, Fielding, Hardy, Shelley, Sterne and Wollstonecraft. *Prerequisite: EN203 or EN204 or EN210.*
- EN354 American Poetry** **3 credits**
 An overview of American poetry with attention to such periods and movements as Romanticism, Modernism, Harlem Renaissance, Beat, Feminist, Language, and Spoken Word, and in-depth reading of such poets as Longfellow, Whitman, Dickinson, Frost, Stevens, Millay, Hughes, Plath, Ashbery, and Dove. *Prerequisite: EN204.*
- EN355 Modern and Contemporary American Fiction** **3 credits**
 This course will examine modern and contemporary works from such authors as Wharton, Dreiser, Lewis, Hemingway, Faulkner, Baldwin, Morrison, Adiche, and Walker. *Prerequisites: EN204 and EN210.*
- EN150, 250, 350, 450 Special Topics in English** **3 credits each**
 A seminar on a subject either in literature or creative writing 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 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.

EN232 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. *Prerequisite: GLE110.*

EN235 Fiction Workshop

3 credits

A course in the basic techniques of fiction writing. Readings from major works selected for their relevance.

EN237 Poetry Workshop

3 credits

A course in the basic techniques of writing poetry. Readings from major works selected for their relevance. *Prerequisites: GLE110, GLE120, and EN220.*

EN241 Editing and Publishing (laboratory)

4 credits

A workshop in preparing, editing, publishing, and distributing a literary magazine. Students produce and circulate an issue of *Northern New England Review*. *Prerequisites: GLE110 and GLE120.*

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. *Prerequisite: 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, GLE120, 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, GLE120, 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, Frederick S. Rogers, Rhine Singleton, Jacques Veilleux (Biology)

ASSISTANT PROFESSOR: Verna DeLauer

AFFILIATED FACULTY: Frank Cohen (Political Science), James Donelan (Philosophy), John Harris (Sustainability), Gary Heald (CIT), Frank Hubacz, Jr. (Chemistry),

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. 241).

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. 102 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.

BI218	Ecology (laboratory)
CIT222	Introduction to Geographic Information Systems: ArcView
ES103	Introduction to Ecosystem and Wildlife Conservation
ES104	Introduction to Natural Resource Conservation
ES108	Nature and Culture
ES210	Evolution of Environmental Thought
ES480	Junior Seminar in Environmental Science
ES490	Environmental Issues: Senior Capstone Project
GL205	Environmental Geology (laboratory)
Math 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 and 102 General Chemistry I and II (laboratory) **or**

GL101 and 102 General Geology I and II (laboratory)

MT221 Calculus I **or**

MT222 Calculus II (in addition to earlier math course) **or**

MT260 Statistics

Choose one of the following.

ES320 Wetland Ecology and Protection (laboratory) **or**

ES367 Water Resources (laboratory) **or**

BI430 Forest Ecology (laboratory)

Human Society Electives

AN220 Global Problems

CIT230 Intermediate Geographic Information Systems: Arc/Info

ES108 Nature and Culture

ES204 Campus Garden and Community Resilience

ES210 Evolution of Environmental Thought

ES235 Alternate Energy

ES236 Environmental Education and Citizen Engagement

ES240 Creating Sustainable Communities

ES265 Natural Resources Law and Policy

ES301 Place, Community, and Regional Studies

ED305 Health, Human Rights, and Environmental Justice

HS240 American Environmental History

PA306 Philosophy of Science and Nature

SR346 Park and Natural Resource Management

Natural Science Electives

BI101 Biology (laboratory)

BI214 Coastal Ecology

BI217 Tropical Forest Ecology

BI218 Ecology (laboratory)

BI223 Local Flora

BI241 Evolutionary Biology

BI231 Animal Behavior

BI250 Introduction to Plant Biology (laboratory)

BI312 Vertebrate Biology (laboratory)

BI375 Mammalogy (laboratory)

BI430 Forest Ecology (laboratory)

CH221 Environmental Chemistry

CIT222 Introduction to Geographic Information Systems: ArcView

CIT230	Intermediate Geographic Information Systems: Arc/Info
GL115	Global Change: The Oceans
GL120	Global Change: The Atmosphere (laboratory)
ES203	The CSA Farm and Sustainable Food Systems
ES235	Alternative Energy
ES320	Wetland Ecology and Protection (laboratory)
ES342	Wildlife Conservation
ES367	Water Resources (laboratory)
ES460-462	Internship in Environmental Science
ES481	Senior Thesis
GL101	General Geology I (laboratory)
GL102	General Geology II (laboratory)
GL205	Environmental Geology (laboratory)
PH101	General Physics I (laboratory)
PH102	General Physics II (laboratory)

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 Human Society Electives and two courses from the Natural Science Electives on pp. 119 and 120.

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 Requirements on p. 24.

Recommended Curriculum Guide for B.S. in Environmental Science

First Year

Fall Semester

ES103	Introduction to Ecosystems and Wildlife Conservation
ES108	Nature and Culture
GLE101	First Year Inquiry Seminar
GLE110	First Year Composition I
_____	Elective

Spring Semester

ES104	Introduction to Natural Resource Conservation
ES210	Evolution of Environmental Thought
GLE110	First Year Composition II
MT151 or higher	Mathematics Requirement I
_____	General Education Elective

Sophomore Year

Fall Semester

BI218 Ecology (laboratory)
CH101 General Chemistry I (laboratory) **or**
GL101 General Geology I (laboratory)
MT151 or higher - Mathematics Requirement II
General Education Elective
_____ Elective

Spring Semester

ES Human Society Electives I
CH102 General Chemistry II (laboratory) **or**
GL102 General Geology II (laboratory)
CIT222 Introduction to Geographic Information Systems: ArcView
General Education Elective
General Education Elective

Junior Year

Fall Semester

GL205 Environmental Geology (laboratory)
BI430 Forest Ecology (laboratory) **or**
ES320 Wetland Ecology and Protection (laboratory) **or**
ES367 Water Resources (laboratory)
General Education Elective
_____ Elective
_____ Elective

Spring Semester

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

Senior Year

Fall Semester

ES Natural Science Elective II
ES490 Environmental Issues: Senior Capstone Project
General Education Elective
_____ Elective
_____ Elective

Spring Semester

ES Natural Science Elective III
General Education Elective
_____ Elective
_____ Elective
_____ Elective

Recommended Curriculum Guide for B.A. in Environmental Studies

First Year

Fall Semester

- ES103 Introduction to Ecosystems and Wildlife Conservation
- ES108 Nature and Culture
- GLE101 First Year Inquiry Seminar
- GLE110 First Year Composition I
- _____ Elective

Spring Semester

- ES104 Introduction to Natural Resource Conservation
- ES210 Evolution of Environmental Thought
- GLE111 First Year Composition I
- MT151 or higher - Mathematics Requirement I
- General Education Elective

Sophomore Year

Fall Semester

- BI218 Ecology (laboratory)
- ES Human Society Electives I
- General Education Financial Literacy course
- General Education Social Science I
- _____ Elective

Spring Semester

- CIT222 Introduction to Geographic Information Systems: ArcView
- ES Human Society Electives II
- General Education Elective
- _____ Elective
- _____ Elective

Junior Year

Fall Semester

- GL205 Environmental Geology (laboratory)
- ES Human Society Electives III
- General Education Elective
- _____ Elective
- _____ Elective

Spring Semester

- ES480 Junior Seminar in Environmental Issues
- General Education Social Science II
- General Education Elective
- _____ Elective
- _____ Elective

Senior Year

Fall Semester

- ES Natural Science Elective I
- ES490 Environmental Issues: Senior Capstone Project
- _____ Elective
- _____ Elective
- _____ Elective

Spring Semester

General Education Education

_____ 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 Environmental Science or Environmental 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).

Conservation Officer/Park Ranger: BI430 Forest Ecology; CJ101 Introduction to Criminal Justice; CJ201 Police Work; ES265 Law and the Environment; ES310 Environmental Impact Assessment; ES320 Wetland Ecology and Protection; ES344 Environmental Politics; GM550 The Future of Energy, Business, and Society; SR346 Park and Natural Resource Management. *Consider a minor in Criminal Justice.*

Climate Change/Energy Scientist*: CIT230 Intermediate Geographic Information Systems: Arc/Info; ES235 Alternate Energy; ES310 Environmental Impact Assessment; GL115 Global Change: The Oceans; GL120 Global Change: The Atmosphere; PH101/102 General Physics I and II.

Ecologist*: BI211 Genetics; BI214 Coastal Ecology; BI217 Tropical Forest Ecology; BI223 Local Flora; BI231 Animal Behavior; BI241 Evolutionary Biology; BI250 Introduction to Plant Biology; BI312 Vertebrate Zoology; BI375 Mammalogy; BI430 Forest Ecology; ES320 Wetland Ecology and Protection; ES342 Wildlife Conservation and Management; ES367 Water Resources.

Environmental Advocate/Lawyer*/Community Organizer: AN220 Global Problems; ES108 Nature and Culture; ES240 Creating Sustainable Communities; ES265 Law and the Environment; ES301 Place, Community, and Regional Studies; ES310 Environmental Impact Assessment; PA306 Philosophy of Science and Nature; PO201 U.S. Government; PS322 Social Psychology; SO203 Community Organization.

Environmental Scientist/Land Protection Specialist*: CIT230 Intermediate Information Systems: Arc/Info; ES265 Law and the Environment; ES310 Environmental Impact Assessment; ES320 Wetland Ecology and Protection; ES367 Water Resources; GL101/102 General Geology I and II.

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. *Consider a minor in business.*

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.

Naturalist/Educator: BI214 Coastal Ecology; BI223 Local Flora; BI430 Forest Ecology; ED105 Educational Psychology; ED112 Teaching and Learning in a Democratic Society; ED263 Methods in Teaching Mathematics; ED363 Challenges in Math and Science; ES236 Environmental Education and Citizen Engagement; ES240 Creating Sustainable Communities; ES301 Place, Community, and Regional Studies; ES342 Wildlife Conservation and Management.

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

Outdoor/Adventure Recreation Specialist: ES236 Environmental Education and Citizen Engagement SR100 Foundations of Sports and Recreation; SR115 Foundations in Adventure Recreation; SR243 Programming in Sports and Recreation Management; SR346 Park and Natural Resource Management; courses under Naturalist/Educator above.

Sustainable Agriculture Practitioner: ES203 The CSA Farm and Sustainable Food Systems; ES204 Campus Garden and Community Resilience; ES240 Creating Sustainable Communities; GL101/102 General Geology I and II.

Water Resources Manager/Pollution Prevention Specialist*: CH101/102 General Chemistry I and II; CH211/212 Organic Chemistry I and II; CH221 Environmental Chemistry; CIT230 Intermediate Geographic Information Systems: Arc/Info; ES108 Nature and Culture; GL115 Global Change: The Oceans; ES320 Wetland Ecology and Protection; ES367 Water Resources.

Wildlife Biologist*: BI101 General Biology I; BI211 Genetics; BI231 Animal Behavior; BI312 Vertebrate Zoology; BI375 Mammalogy; ES342 Wildlife Conservation and Management. *Consider a double major in ES/Biology, or a minor in Biology.*

**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.*

Environmental Science Curriculum

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 ES103 or IC110/GL115 or permission of instructor.*

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 spring semester on campus, followed by an extended field trip to Costa Rica in June. *Prerequisite: BI102 or ES104. Preference will be given to Juniors and Seniors majoring in Biology or Environmental Science. In addition, attendance at an information session prior to course registration is required for enrollment.*

Spring - June, alternate years

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 ES104.*

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.*

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*

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.

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: CIT222*

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).*

ES108 Nature and Culture**3 credits**

This introductory course seeks to answer the question: what are the current types of relationships between nature and culture and what might these relationship look like to better protect natural resources, such as land, water and soil? The course draws from several disciplines that are traditionally designated as humanities. We critique a variety of literature to understand the diverse ways humans value the natural environment; we examine the ethical dilemmas inherent in environmental problems; we investigate traditional and current understanding of nature among different cultures; and, we review the political discourse of different environmental issues and their policy implications. *Addresses GLE Learning Outcomes Humanities (HM), Critical Thinking (CT) and Intercultural Knowledge (IK).*

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).*

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).*

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).

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.*

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. *Prerequisite: ES104 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.

ES265 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: ES103 or BI101 or BI102 or by permission of the instructor.*

ES301 Place, Community, and Regional Studies

3 credits

This course is 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: GLE110.*

ES305 Health, Human Rights and Environmental Justice

3 credits

Public health has important political and moral implications. This course addresses central issues in the philosophy of health care from an environmental and human rights perspective. Students will consider what is health? What is health care? Does health enjoy a special moral importance? What is it? Who requires and/or deserves health care? Is access to health care a fundamental human right? Students will examine how geography and environmental justice influences the answers to these questions. Students will learn about the disproportionate burdens of environmental contamination and about the health disparities affecting communities of color across the US and internationally. We will review programs that have been organized to address childhood asthma reduction, lead poisoning prevention, waste recycling, clean-up and restoration of contaminated sites, sustainable/organic agriculture, clean energy programs and cancer and health disparities research. Students will be asked to critically examine these efforts and also explore unresolved, chronic problems with environmental injustices and health impacts. *Prerequisite: ES240 Creating Sustainable Communities is helpful but not required.*

ES310 Environmental Impact Assessment

3 credits

Demonstrates how biological, social, economic and legal issues interact as humans alter their environment. Students will learn the basic methods used to assess the impacts of a development project on social, economic and natural environments. *Prerequisite: ES101 or BI218.*

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: ES103 or BI218.*

ES342 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. *Prerequisite: BI102 or ES101 or ES103 or BI218.*

ES367 Water Resources (laboratory)

4 credits

This course addresses the science and policy of maintaining a healthy and adequate water supply in the U.S. 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. *Prerequisite: ES104 or BI218 or permission of the instructor.*

ES460–462 Internship in Environmental Science

2–6 credits

An on-site, field experience with a public or private environmental agency or institution. Internships normally require a minimum of 55 hours of on-the-job work per semester hour of credit, a grade point average of 3.00 or higher, and demonstrated ability to complete the work expected. Internships are developed in consultation with a faculty internship advisor and require the approval of the advisor, prospective intern supervisor and the Division Chair. Evaluation is made by the internship advisor in consultation with the employer. *Prerequisites: Environmental Science major; junior or senior standing; permission of instructor.*

ES480 Junior Seminar in Environmental Science

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.

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.*

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).

Fine Arts (FA)

ASSOCIATE PROFESSOR: Susan Silverman, Nathan Sullivan

LECTURERS: Eva Goodman, Rosemary Hastings, Terry Silverman, Nanda Soderberg, Elsa Voelcker

A minor is offered in Visual Arts.

The Visual Arts minor is designed to introduce students to the concepts and practices in studio arts. A minor in visual arts will enhance student's creative thinking and visual literacy. This minor will complement a variety of degrees in which creative thinking skill are valued. A minimum of six courses from the following sequence is required to complete the minor.

Courses may be taken from any of the sections below in whatever order students wish to take them other than sequential levels for each medium (ie, Glassblowing I, II, III, IV).

Visual Arts Minor Requirements:

A minimum of 6 courses, maximum of 8.

Required:

FA180	Foundations of Art or
FA183	History of Art*
FA201	Drawing I

One of the following:

FA101	2 Dimensional Design* or
FA102	3 Dimensional Design

2-4 additional electives in studios:

FA221	Ceramics I
FA231	Painting I
FA235	Printmaking I
FA251	Glassblowing I
FA302	Drawing II

1-3 electives in studio:

FA303-304	Drawing III-IV
FA322-324	Ceramics II-IV
FA332-334	Painting II-IV
FA335-338	Printmaking II-IV
FA352-354	Glassblowing II-IV

**helpful for articulating transfer students or AP credits*

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 that apply regardless of the culture or period in which a work was produced. *Addresses GLE Learning Outcomes Arts and Design (AD), Applied Learning (AL), and Oral Communication (OC).*

Fall

FA183 History of Art

3 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. *East Asian Brush Painting I addresses GLE Learning Outcomes Arts & Design (AD), Applied Learning (AL), and Creative Thinking (CV).*

FA217 Introduction to Photographic Processes

3 credits

An introductory level course that explores the art of photography including film and basic digital image making with an emphasis on the creative process in the context of the history of photography. The elements of camera operation, film development and composition will be learned through a series of assignments and critiques that will result in a portfolio of images presented as a portfolio at the end of the course. Students must provide their own fully adjustable (f/stops and shutter speeds) digital camera or adjustable 35 mm film camera. *Addresses the GLE Learning Outcomes of Arts and Design (AD), Creative Thinking (CV) and Applied Learning (AL).*

FA221 Ceramics I

3 credits

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

FA231 Painting I

3 credits

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

FA235 Printmaking I

3 credits

An introduction to the methods and materials of printmaking techniques: the art of image making using a plate or substrate to transfer an image to paper. This will include relief, collograph, etching, 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. *Addresses GLE Learning Outcomes Arts & Design, Creative Thinking, (CT), and Applied Learning (AL).*

FA335 Printmaking II

3 credits

Printmaking II will focus more specifically on two or more methods of printmaking, and developing a cohesive series of prints. Both black and white and color techniques will be covered. *Prerequisite for level II: FA235 or permission of instructor.*

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.

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.*

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.*

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.*

FA353–354 Glassblowing III and IV **3 credits each**
Continuation of Glassblowing II with more emphasis on sophistication of design and technique. *Prerequisite: FA352 or permission of instructor.*

Forensic Psychology

PROFESSORS: Davina Brown, William Flynn, Craig Platt
ASSOCIATE PROFESSOR: Jennie R. 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).

24 Credits

Requirements (18 credits)

PS101	Introduction to Psychology	3 credits
PS235	Psychology and the Law	3 credits
PS260	Statistics for Behavioral Science	4 credits
PS261	Research Methods in Psychology (laboratory)	4 credits
One laboratory course in Psychology		4 credits

Two of the following courses (6 credits):

AN331	Violence and Aggression	3 credits
CJ345	Criminology.....	3 credits
PS270	Psychology of Terrorism	3 credits
PS319	Case Studies in Espionage	3 credits
PS323	Seminar on Addiction	3 credits
PS330	Child Abuse and Neglect	3 credits
PS345	Crisis Intervention	3 credits
PS405	Theories of Intimate Violence	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).*

CJ345 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: SO318 and SO321.*

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).*

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.*

PS260 Statistics for Behavioral Science (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 (MT), Problem Solving (PS), and Quantitative Literacy (QL). Prerequisite: AN101, or PS101, or SO101.*

PS261 Research Methods in Psychology (laboratory) 4 credits

The strategy and techniques of research design, applied statistical techniques, research report writing, and laboratory with field experience. *Prerequisite: minimum C- in PS260.*

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 and Analysis (IA), 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-).*

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.*

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.*

General and Liberal Education (GLE)

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

- **First Year Inquiry Seminar (FYI):** teaches Inquiry & Analysis, Information Literacy, and Career Exploration
- **First Year Composition I** improves Critical Reading, and Written Communication
- **First Year Composition II** addresses Written Communication and Oral Communication

Along with the freshman courses above, students take courses organized across five Knowledge and Understanding (K&U) areas. Embedded within all GLE courses are 12 learning outcomes that Franklin Pierce students will pursue. These learning outcomes offer students both the best of a traditional liberal arts education and the knowledge, capabilities and skill sets favored by employers.

- **Arts and Design** courses involve Applied Learning, Creative Thinking, Oral Communication, and Problem Solving.
- **Humanities** courses incorporate Critical Thinking, Critical Reading, Intercultural Knowledge, and Written Communication.
- **Mathematics** courses include Quantitative Literacy and Problem Solving.
- **Natural Science** courses embrace Inquiry and Analysis, Critical Thinking, Technology Literacy, and Problem Solving.
- **Social Sciences** courses contain Inquiry and Analysis, Critical Thinking, Critical Reading, and Information Literacy.

In addition to the 12 learning outcomes embedded in the Knowledge and Understanding areas, many courses, extracurricular activities, guest lectures, and workshops on campus offer students opportunities for:

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

General Education Requirements

General education requirements at Franklin Pierce are defined in terms of Franklin Pierce's Learning Outcomes (LO). Students will successfully encounter a LO by passing the course in which it is addressed. There are several general education courses required in the first year. There are also a range of more exploratory offerings, based in the disciplines, which are chosen on an elective basis. The following considerations are relevant to these basic requirements.

- Courses designated for general education will typically address 2-3 GLE LOs.
- 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.

GLE101 First Year Inquiry (FYI) Seminar

3 credits

First Year Inquiry is a required course for all first-year students at Franklin Pierce University. Students select one of approximately twenty academically-engaging, inquiry-based topics based on their interests. Each section, regardless of theme, works on improving students' academic skills, and addresses three goals of a Franklin Pierce Education—information literacy, inquiry and analysis, and career exploration. Readings, writing assignments, and activities are used to stimulate thinking about inquiry and decisions about students' possible career opportunities. Students may not withdraw from the course; they may repeat it in the spring of the freshmen year. Students must pass this course to demonstrate proficiency in the skills coded for this course. Students who do not pass the course a second time may take GLE103 as a substitute for GLE101. *Addresses GLE Learning Outcomes Career Exploration (CX), Inquiry & Analysis (IA), and Information Literacy (IL).*

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. *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. *Addresses GLE Learning Outcomes Written Communication (WC) and Oral Communication (OC). Prerequisite: C or better in 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).*

GLE203 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).*

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), Critical Thinking (CT), 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 Critical Reading (CR) and Critical Thinking (CT).*

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**Arts & Design (AD)**

AN137	Art, Culture, and the Museum (AD, AL, CT, CV)
COMM232	Understanding Film (OC, CV)
FA101	Two-Dimensional Design (CV, PS)
FA102	Three-Dimensional Design (CV, PS)
FA180	Foundations of Art (AL, OC)
FA201	Drawing I (CV)
FA205	East Asian Brush Painting I (AL, CV)
FA217	Introduction to Photographic Processes (CV, TL)
FA221	Ceramics I (CV)
FA235	Printmaking I (CT, AL)
GC201	Graphic Design I (CV, OC)
GC320	Book Design (CV, OC)
MU102	Special Topics in Music (CV, OC)
MU120	Recording Techniques (CV, AL)
MU150	Fundamentals of Music (AL, CV)
MU210	Women and Music (CV, OC)
MU218	History of Electronic Music (CV,AL)
MU219	Music and Film (AL, PS)
TH101	Introduction to Theater Arts (CV, PS)
TH131	Dance Movement I (CV, PS)
TH180	Public Speaking (OC, PS)
TH211	Techniques of Acting I (AL, CV)

Humanities (HM)

AS101	Introduction to American Studies (HM, CR, CT)
EN110	Many Voices: Multicultural Literature (CR, IK)
EN112	Villains, Vengeance, Violence (CR, WC)
EN115	Banned Books (TL, WC)
EN215	New Worlds of Literature: Writing from Emerging Societies (CR, IK)
EN251	Us vs. Them: Introduction to Law and Literature (CT, CR)
EN270	Women Writers (CT, CR)
ES108	Nature and Culture (CT, IK)
GLE200	The Twentieth Century: A Global Approach (CT, IK)
GLE203	America and 9/11 (CT, IK)
GLE205	American Soundscape (CT, IK)
GLE210	Ancient and Medieval Worlds (CT, IK)
GLE215	Rebirth to Revolution (CR, CT)
GLE220	America's Themes & Dreams (CT)
HS132	Reel History: American Stories on Film (IK)

HS201	U.S. History to the War of 1812 (CR, WC)
HS202	American History in the Age of Slavery and the Civil War (CR, WC)
HS204	U.S. History Since 1945 (CR, WC)
HS210	Sports Culture and American History (CR, WC, ER)
HS222	Ancient History (WC, IK)
HS224	Renaissance to Napoleon (WC, IK)
HS240	American Environmental History (IK, WC)
PA101	Introduction to Philosophy (CT, CR)
PA105	The Art of Thinking (CT, TW, AL)
PA209	Ethical Reasoning (CR, CT, ER)
PA210	Political Theory (CR, ER)
PA225	Deliberative Ethics: A Living Code (PS, CE, ER)
PO110	Political Violence (CT, WC)
PO111	Politics and Pop Culture (IK, ER)

Mathematics (MT)

MT101	Contemporary Mathematics (QL, PS)
MT130	Mathematics for K-8 Educators (QL, PS)
MT151	Algebra and Trigonometry I (QL, PS)
MT221	Calculus I (QL, PS)
MT260	Statistics (QL, PS)
PS260	Statistics for Behavioral Science (QL, PS)

Natural Science (NS)

AN102	Human Origins (IA, CT)
BI101	Biology I (IA, CT)
BI102	Biology II (TL, PS)
BI260	Anatomy and Physiology I (CT, IA)
BI261	Anatomy and Physiology II (PS, IA)
CH101	General Chemistry I (IA, TL)
CH102	General Chemistry II (CT, PS)
ES103	Introduction to Ecosystem and Wildlife Conservation (IA, CT)
ES104	Introduction to Natural Resource Conservation (TL, PS)
GL101	General Geology I (IA, TL)
GL102	General Geology II (CT, PS)
GL115	Global Change: The Oceans (IA, TL)
GL120	Global Change: The Atmosphere (CT, PS)
PH101	General Physics I (IA, CT)
PH102	General Physics II (TL, PS)
PH141	Astronomy I: The Cosmic Perspective (IA, CT)
PH142	Astronomy II: Life in the Universe (TL, PS)

Social Science (SS)

AN101	Introduction Cultural Anthropology (CT, IL, IK)
AN105	Culture Through Film (CT, IL)
AN120	Culture of International Business (CR, CT, TW)
AN205	Culture of Money (IA, CT)
AN226	Magick & Witchcraft (IL, IA)
AN240	Contagions, Epidemics, and the Anthropology of Public Health (CR, CT)
AN245	Living & Working Abroad (IL, CX)

AN325	Medical Anthropology (IA, CT)
AN331	Violence and Aggression (CT)
COMM130	Introduction to Media Studies (CT, IL)
COMM230	Interpersonal Communication (CR, CT, TW)
COMM231	Diversity and Media (CT, IL)
COMM235	Intercultural Communication (CR, CT, IK)
CJ101	Introduction to Criminal Justice (CT, IL)
CJ201	Police Work (CT, IL)
CJ203	Juvenile Justice (CT, IL)
ED105	Educational Psychology (CT)
ED112	Teaching and Learning in a Democratic Society (CR, CT)
ET101	Principles of Macroeconomics (IA, CT)
ET102	Principles of Microeconomics (IA, CT)
GLE130	Introduction to the Social Sciences (IA)
PO201	U.S. Government (CE, IA, IL)
PO205	Contemporary World Affairs (CT, CR)
PO206	Comparative Politics (IA, CT)
PS101	Introduction to Psychology (IA, WC)
PS270	Psychology of Terrorism (IA, CT, IL)
PUBH202	Introduction to Global Health (IL, IA)
SO101	Introduction to Sociology (IA, IL)
SO230	We're Number One! Sport and Society (CT, ER)

GLE Learning Outcome Codes

Knowledge & Understanding

Arts & Design **AD** (2 courses required)
Humanities **HM** (3 courses required)
Mathematics **MT** (1 course required)
Natural Science **NS** (2 four credit courses with lab required)
Social Sciences **SS** (2 courses required)

Embedded Learning Outcomes

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

Additional Learning Outcomes

Civic Knowledge & Engagement **CE**
Ethical Reasoning **ER**

Career Exploration **CX**
Experiential Learning **EL**
Financial Literacy **FL**
Teamwork **TW**

Recommended General Education Curriculum Guide

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

First Year

First Year Inquiry Seminar (Fall Semester)
First Year Composition I (Fall Semester) and II (Spring)
Mathematics (for students not majoring or minoring in the natural sciences) **or**
Lab science I (Fall Semester) and Lab science II (Spring Semester) (for students majoring or minoring in the natural sciences)
One other K&U-based GLE course in AD, HM, or SS; two if schedule allows

Sophomore Year

Lab science I (Fall Semester) and Lab science II (Spring Semester) (for students who did not take science in their first year) **or**
Mathematics (for students who did not take math in their first year)
Two to four GLE courses in AD, HM, and/or SS K&U areas

Note: By University policy (see p. 27), in order to achieve junior class level 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 passed. This policy does not affect student financial aid or housing preferences.

Junior Year

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

Senior Year

Completion of any outstanding GLE requirements

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).

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).*

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. For more information about the certificate, please contact Dr. Minghua Li at (603) 899-1086 or liming@franklinpierce.edu.

Requirements

Students intending to earn the Global Citizenship Certificate are required to complete 10 credits of course work and a practicum.

Required courses include:

AN220	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 a 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.

AN220 Global Problems	3 credits

Examines social, political, and economic issues within historical and cultural contexts. Focus will be on Asian, Latin American, and Islamic societies.

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 this Catalog.

AN101	Introduction to Cultural Anthropology
AN245	Living & Working Abroad
AN311	Museum Studies
AN323	Anthropology of Religion
AN423	Anthropology of Public Health
BA420	World Business and Finance
BI217	Tropical Forest Ecology (laboratory)
BI235	Human Health and Nutrition
COMM333	Media and Culture
EN215	New Worlds of Literature: Writing from Emerging Societies
EN270	Women Writers
ES103	Introduction to Ecosystem and Wildlife Conservation
ES240	Creating Sustainable Communities
HS229	Thrones and Drones: Modern European History

HS233	Modern Middle East
IB364	International Business
MK365	International Marketing
MU214	World Music
PO205	Contemporary World Affairs
PO206	Comparative Politics
PO362	Weapons of Mass Destruction
SO340	Religion and Society

Graphic Communications (GC)

LECTURERS: Al Karevy, Coni Porter

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).*

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.*

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).*

Healthcare Administration (HCA)

ASSISTANT PROFESSOR: Andrea McGill-O'Rourke

ASSOCIATE PROFESSOR: MINGHUA LI

VISITING ASSISTANT PROFESSOR: ANGELA EKWONYE

A Bachelor of Science degree is offered in Healthcare Administration

A major is offered in Healthcare Administration

Mission and Learning Outcomes of the Healthcare Administration Program

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

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 healthcare continuum
4. Students will identify the role, functions, and applications of strategic planning in healthcare 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. 136) and Division Core Requirements (p. 74), the following courses must be completed successfully with a grade point average of at least 2.00 to fulfill the major requirements.

HCA001	Comprehensive Exam (take with BA471)
HCA201	Introduction to Healthcare Management
HCA315	Epidemiology
HCA340	Healthcare Finance
HCA350	Healthcare Systems Management and Quality Improvement
HCA360	Healthcare Ethics, Policy, and Law
HCA390	Internship <i>or</i>
HCA495	Senior Independent Project
HCA450	Leadership and Management in Healthcare Organizations

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 the Residency Requirements on p. 24.

Recommended Curriculum Guide

First Year

Fall Semester

GLE101	First Year Inquiry Seminar
GLE110	First Year Composition I
GLE____	Natural Science
GLE____	Humanities
GLE____	Art & Design

Spring Semester

GLE120	First Year Composition II
GLE____	Humanities
GLE____	Natural Science
MN201	Principles of Marketing
MK201	Principles of Management

Sophomore Year

Fall Semester

AC101	Principles of Accounting I
GLE____	Humanities
GLE____	Social Science
HCA201	Introduction to Healthcare Management

Spring Semester

AC102	Principles of Accounting II
CIT101	Microcomputer Applications
ET101	Principles of Macroeconomics
GLE____	Art & Design
GLE____	Social Science

Junior Year

Fall Semester

BA213	Business Law
ET102	Principles of Microeconomics
HCA350	Healthcare Systems Management & Quality Improvement
_____	Elective
_____	Elective

Spring Semester

FM224	Principles of Financial Management
HCA360	Healthcare Ethics, Policy, and Law
HCA315	Epidemiology
MN321	Organizational Behavior
_____	Elective

Senior Year

Fall Semester

HCA390	Internship or
HCA495	Senior Independent Project
HCA450	Leadership and Management in Healthcare Organizations
IB364	International Business

_____ Elective
_____ Elective

Spring Semester

BA471 Business Strategy and Ethics
HCA001 Comprehensive Exam
HCA340 Healthcare Finance
_____ Elective
_____ Elective
_____ Elective

Healthcare Administration Curriculum

HCA0001 Comprehensive Exam **0 credits**
HCA001 is the comprehensive exam required following completion of BA471.

HCA201 Introduction to Healthcare Management **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.

HCA340 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.*

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 healthcare systems. Additionally, this course introduces the concept of quality and the process of quality improvement across the healthcare 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.*

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: HCA201 and BA213.*

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.*

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.*

HCA495 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.*

Health Sciences (HSC)

PROFESSOR: Jacques Veilleux (Biology)

ASSOCIATE PROFESSORS: Susan E. Arruda, Rodrigo Villar

ASSISTANT PROFESSORS: Rob Anzalone, Thomas Bennett, Leila S. Jabbour, Amy Piispanen

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 54 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 (42 credits)

BI101-102	Biology I and II (laboratory).....	8 credits
BI121	Introduction to Health Sciences	3 credits
BI215	Biology and Health Sciences Seminar	3 credits
BI235	Human Health and Nutrition.....	3 credits
BI260	Human Anatomy & Physiology I.....	4 credits
BI310	Research Methods	3 credits
BI370	Medical Terminology and Health Systems	3 credits
BI410	Physiology of Exercise (laboratory) or	4 credits
BI415	Kinesiology/Biomechanics (laboratory)	4 credits
BI460	Internship in Biology or	3 credits
BI480	Senior Seminar in Biology/Health Sciences or	
BI481	Invited Senior Research	3 credits
CH101-102	General Chemistry I & II (laboratory).....	8 credits

Health Sciences Electives

In addition to the major requirements, students must choose a minimum of 12 credits above the 300-level from the list below.

AN325	Medical Anthropology
BI310	Food Production
BI325	Microbiology (laboratory)
BI326	Parasitology
BI327	Principles of Immunology
BI351	Endocrinology
BI401	Strength and Conditioning Science
BI410	Physiology of Exercise (laboratory)
BI411	Assessment and Prescription of Fitness
BI415	Kinesiology/Biomechanics (laboratory)
CH321	Biochemistry (laboratory)
PS304	Introduction to Neuroscience (laboratory)
PS430	Introduction to Psychopharmacology

Requirements to be Considered for Admission into the Franklin Pierce University Doctor of Physical Therapy (D.P.T.) Program

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.

Health Sciences/Doctor of Physical Therapy 4+2.5 Program

Franklin Pierce University's pathway program enables students to earn a bachelor's degree in Health Sciences and a Doctor of Physical Therapy (D.P.T.) in just six-and-a-half years. Pathway program students complete their four-year Health Sciences degree and enter the two-and-a-half-year D.P.T. program. Conditional acceptance into the D.P.T. program is granted to qualified students in their Senior year of high school with guaranteed acceptance pending the successful completion of all program requirements.

I. Program Admission Requirements for High School Applicants

- A. Equivalent of four years of science with grades of B+ (87/100) and higher.
- B. Equivalent of four years of math with grades of B+ (87/100) and higher.
- C. SAT scores of 550 and higher on the math and critical reading sections, or ACT scores of 24 on English and math sections.
- D. Demonstrated leadership through community- and school- based activities. Related healthcare experience is highly desirable.
- E. Minimum 3.0/4.0 high school CGPA. Grade equivalent = 84/100.

II. Progression Qualifications

- A. To successfully progress from undergraduate studies into the D.P.T. program, students must meet the following qualifications. These qualifications will be evaluated at the end of Junior year.
 1. Minimum grade of "B" in the following courses:
 - Biology I
 - Biology II
 - Anatomy & Physiology I
 - Anatomy & Physiology II
 - Chemistry I
 - Chemistry II
 - Physics I
 - Physics II
 - Statistics (or Statistics for Behavioral Science)
 - One course in Psychology at the 100-level or above
- B. Completed the Graduate Record Exam (GRE) by July 1 following the Junior year with an average of 50th percentile ranking in all three areas of the GRE.
- C. Achieved a minimum 3.2 CGPA.

Special Consideration for Applicants to the 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
 - Anatomy & Physiology II
 - General Chemistry I
 - General Chemistry II
 - General Physics I
 - General Physics II
 - Statistics
 4. Successfully completed both Introduction to Psychology and one 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 prerequisite 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
 - Anatomy & Physiology II
 - General Chemistry I
 - General Chemistry II
 - General Physics I

- General Physics II
- Statistics
- 4. Successfully completed both Introduction to Psychology and one 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 Master of Physician Assistant Studies (M.P.A.S.) Program

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 and St. George's University Doctor of Medicine (MD) or Doctor of Veterinary Medicine (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 (MD) or Doctor of Veterinary Medicine (DVM) 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 U.S. 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)
- General 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 & 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 Requirements on p. 24 of this Catalog.

Recommended Curriculum Guide

First Year

Fall Semester

BI101	Biology I (laboratory)
BI121	Introduction to Health Sciences
CH101	General Chemistry I (laboratory) or
_____	GLE - Art & Design or Humanities
GLE101	First Year Inquiry Seminar
GLE110	First Year Composition I

Spring Semester

BI102	Biology II (laboratory)
CH102	General Chemistry II (laboratory) or
_____	GLE - Art & Design or Humanities
GLE120	First Year Composition II
_____	GLE-Mathematics

Sophomore Year

Fall Semester

BI235	Human Health and Nutrition
_____	GLE - Art & Design or Humanities or
CH101	General Chemistry I (laboratory)
BI260	Human Anatomy & Physiology I
_____	Elective
_____	Elective

Spring Semester

BI215	Biology and Health Sciences Seminar
_____	GLE - Art & Design or Humanities or
CH102	General Chemistry II (laboratory)
_____	GLE - Social Science
_____	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

BI370	Medical Terminology and Health Systems

_____	Health Sciences Elective (300-400 level)
_____	Elective
_____	Elective
_____	Elective

Spring Semester

BI310	Research Methods
_____	Health Sciences Elective (300-400 level)
_____	GLE - Humanities
_____	Elective
_____	Elective

Senior Year

Fall Semester

BI410	Physiology of Exercise (laboratory) or
BI415	Kinesiology/Biomechanics (laboratory)
_____	Health Sciences Elective (300-400 level)
_____	GLE - Humanities

Spring Semester

BI480	Senior Seminar in Biology/Health Sciences or
BI481	Invited Senior Research or
BI460	Internship in Biology
_____	Health Sciences Elective (300-400 level)
_____	Elective
_____	Elective
_____	Elective

History (HS)

PROFESSOR: Mary C. Kelly

ASSOCIATE PROFESSORS: Melinda Marie Jetté, Douglas A. Ley

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. 157.

The mission of the History program is to produce students with a knowledge of American, European and World History; a knowledge of historical perspectives, thinking, and methods, including an awareness of ethical issues and human values in the study of history; and the ability to plan and complete historical research projects. Students must demonstrate their knowledge and methods in written and oral forms of presentation.

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 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. 102 for information on the Secondary Teacher Certification program.

Major Requirements

In addition to the General and Liberal Education Curriculum, p. 136, minimum of 35 credits in History. History majors, especially those who contemplate graduate study, are encouraged to pursue the study of a foreign language.

Upon declaring the major, each student chooses a Public History, Social Studies, or Traditional Concentration. The student must take at least 9 credits in that Concentration, in addition to required History Core courses (26 credits). All History majors must pass HS411, History Competency Exam, including a comprehensive oral and written exam in the first semester of the Senior year, for which the lowest passing grade is a C.

Required Core Courses

HS211	Introduction to Public History
HS301	Historical Methods
HS410	Senior Research Seminar
HS411	History Competency Exam
HS450	History Senior Portfolio Assessment
Two 200-level HS courses	
Three 300-level HS course	

Choose one Concentration:

Public History Concentration – 9 credits

HS495	Internship in Public History
Two Public History electives	

Social Studies Concentration – 9 credits

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

Traditional Concentration – 9 credits

One additional 200-level HS course	
One additional 300-level HS course	
One HS Non-U.S. any level	

History Minor

Six courses (18 credits) are required for the History minor, including at least two 300-level courses.

Public History Minor

ASSOCIATE PROFESSOR AND PROGRAM COORDINATOR: Melinda Marie Jetté

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 of 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.

Course Requirements

The Public History minor requires six courses (18 credits). There are four required courses and two public history electives. A limit of three courses may be double counted between the History Minor and the Public History Minor.

HS211 Introduction to Public History

HS495 Internship in Public History

One 200-level HS course

One 300-level HS course

Choose two Public History electives.

HS310 Oral History

HS321 Salem to Gettysburg: Exploring Local and National History

HS346 History and the World Wide Web

HS377 Topics in Public History

HS496 Independent Study in Public History

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 Requirements on p. 24 of this Catalog.

Recommended Curriculum Guide

First Year

Fall Semester

GLE101 First Year Inquiry Seminar

GLE110 First Year Composition I

HS___ 200-level course

MT___ General Education Mathematics **or**

___ General Education

___ General Education

Spring Semester

GLE120 First Year Composition II

HS___ 200-level course

MT___ General Education Mathematics **or**

___ General Education Elective

___ Elective

___ Elective

Sophomore Year

Fall Semester

HS___	200-level course
_____	General Education Lab Science I
_____	General Education Elective
_____	General Education Elective
_____	Elective

Spring Semester

HS211	Introduction to Public History
HS___	200- or 300-level course
_____	General Education Lab Science II
_____	General Education Elective
_____	Elective

Note: By University policy, students must make a minimum standard of progress toward the completion of general education requirements by the end of the sophomore year, in order to achieve junior standing for course registration purposes.

Junior Year

Fall Semester

HS301	Historical Methods
HS___	300-level course
_____	General Education Elective
_____	Elective
_____	Elective

Spring Semester

HS___	300-level course
HS___	300-level course
HS___	History Elective
_____	General Education Elective
_____	Elective or remaining HS200-level course

Senior Year

Fall Semester

HS410	Senior Research Seminar
HS411	History Competency Exam
HS___	300-level course
HS___	History Elective
_____	History Elective
_____	Elective

Spring Semester

HS450	History Senior Portfolio Assessment
HS___	300-level course
_____	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. 136.

History Curriculum

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), and Intercultural Knowledge (IK).*

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

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 the growth of large cities, the rise of large corporations, immigration, Indian Wars, settlement of the American West, and 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 and presidential politics, the Cold War and its domestic impact, and 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).*

HS211 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.

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. *Addresses GLE Learning Outcomes Humanities (HM), Written Communication (WC), and Intercultural Knowledge (IK).*

HS223 Medieval History

3 credits

Covers the centuries from the fall of the Roman Empire to the dawn of the European Renaissance. 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. 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 on. *Outcomes Humanities (HM), Written Communication (WC), and Intercultural Knowledge (IK).*

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 World History

3 credits

Study of a historical topic in World 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), Written Communication (WC), and Intercultural Knowledge (IK).*

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.*

HS310 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. *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 American Immigrant History

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.*

HS321 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 HS200-level course.*

HS322 American and European Gender History Since 1650

3 credits

Gender identity plays a role in how women and men negotiate their everyday lives, and in how meanings of femininity and masculinity have changed over time. This course compares the gendered experiences of Americans and Europeans from the era of the North American colonies onward. Focuses on gender according to class, race, and sexual preference. From witchcraft to suffrage and royalty to revolution, this course explores gender identity 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.*

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.*

HS346 History and the World Wide Web

3 credits

This course acquaints students with the 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 website on a selected topic. *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.*

HS377 Topics in Public History

3 credits

This course introduces students to a specialized field in public history chosen by the professor. Students will explore the various challenges and opportunities in the specialized field, thereby preparing them for a public history internship. Possible topics include: Archival Methods, Historic Preservation, the National Parks, and Public History and Museums. *Prerequisite: one HS200-level 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. Prerequisite: 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.*

HS495 Internship in Public History

3-6 credits

A public history internship carrying variable credit depending on the length and the professional responsibilities of the experience. The credit value is determined at the time of registration and placement with completion of the standard internship contract. *Prerequisite: recommendation of History Faculty.*

HS496 Independent Study in Public History

3 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 395 or 495 depending on the level of the course.

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.

Public History Curriculum

HS211 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.

HS310 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* one HS200-level course.

HS321 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 HS200-level course.

HS346 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 website on a selected topic. *Prerequisite:* one HS200-level course.

HS377 Topics in Public History

3 credits

This course introduces students to a specialized field in public history chosen by the professor. Students will explore the various challenges and opportunities in the specialized field, thereby preparing them for a public history internship. Possible topics include: Archival Methods, Historic Preservation, the National Parks, and Public History and Museums. *Prerequisite:* one HS200-level course.

HS495 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.

HS395, 495 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.

Honors Program

DIRECTOR: Robert G. Goodby

PROFESSORS: Robert Anzalone, Thomas Bennett, Jennie Brown, Donna Decker, Robert Diercks, Jed Donelan Kristen Nevious, Alan Schulte, Robert Goodby, Melinda Jetté, Mary Kelly, Douglas Ley, Susan Silverman, Jacques Veilleux

The Honors Program students seek a challenging and enriching undergraduate college experience, are not satisfied with leaving learning to the classroom, and want to work with peers and faculty to establish a pattern of life-long learning and build a community founded on excellence and involvement.

The Honors Program courses, contracts, conferences, and sponsored activities deepen the Honors students' Franklin Pierce academic and social experience, and further prepares them for success in their chosen careers and life paths.

Honors Program students have access to many benefits, including:

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

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

A select number of freshman applicants are invited to join the Honors program when they are offered admission to the College. Selection is based on high school academic performance, 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 be invited to join the Honors program. Outstanding transfer students will be considered, and faculty members may nominate students for the Honors program.

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

Additional information about the Honors program can be obtained by contacting Dr. Robert G. Goodby, at (603) 899-4362 or goodbyr@franklinpierce.edu.

Affiliated Honors Societies at the College at Rindge:

Alpha Chi (National)
Chi Alpha Sigma (Athletics)
Lambda Alpha (Anthropology)
Lambda Pi Eta (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 Math)

Intelligence and Security Studies

ASSOCIATE PROFESSORS: Jennie R. Brown, Frank S. Cohen, Gary Heald

ASSISTANT PROFESSOR: Christina Cliff

A minor is offered in Intelligence and Security Studies

The Intelligence and Security Studies minor prepares students with diverse majors for careers in intelligence collection and analysis, homeland security and other related fields or for graduate programs that will increase their preparation for these fields. Students will develop an understanding of national and international intelligence issues including the various types of intelligence, US priorities, and analytical techniques with a focus on writing, critical thinking, research skills, and communication skills.

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).

Requirements (21 credits)

CIT274	Computer Forensics and Security.....	3 credits
PA209	Ethical Reasoning.....	3 credits
PO201	U.S. Government.....	3 credits
PO205	Contemporary World Affairs <i>or</i>	
PO206	Comparative Politics	3 credits
PS270	Psychology of Terrorism	3 credits

Two of the following:

PO330	Global Security and Diplomacy	3 credits
PS318	Psychology of Intelligence Analysis	3 credits
PS319	Case Studies in Espionage	3 credits

Intelligence and Security Studies Curriculum

CIT274 Computer Forensics and Security 3 credits

This course introduces students to many of the tools and techniques used in both attacking and defending our devices. Beginning with how data is structured and transferred, and what physically makes up our computers students will explore the vulnerabilities of the technology we use and depend on. We will investigate how these vulnerabilities can be exploited, detected and avoided. We will look at tools used for forensic purposes as well as some common tools used by hackers.

Spring

PA209 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. Addresses GLE Learning Outcomes Humanities (HM), Critical Reading (CR), Critical Thinking (CT), and Ethical Reasoning (ER).*

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. *Addresses GLE Learning Outcomes Social Science (SS), Civic Knowledge & Engagement (CE), 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. *Addresses GLE Learning Outcomes Social Science (SS) 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. *Addresses GLE Learning Outcomes Social Science (SS), 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), Inquiry and Analysis (IA), 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. 239, Student-Designed Major.

International Business (IB)

ASSOCIATE PROFESSORS: Mack Bean, Minghua Li

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 PROFESSORS: Mack Bean, Mary Ann Gaal

ASSISTANT PROFESSORS: Andrea McGill-O'Rourke, Thayer Raines

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. 136) and Division Core Requirements (p. 74), 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)
FM311	Managerial Finance
MN001	Comprehensive Exam (take with BA471)
MN314	Human Resource Management

MN348	Public Administration <i>or</i>
MN426	Government and Business
MN360	Communication Skills for Managers
MN365	Production and Operations Management
MN371	Small Business Management
MN390	Internship in Management <i>or</i>
MN395	Advanced Internship <i>or</i>
MN495	Senior Independent Project

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

Minor Requirements

The minor in Management requires completion of the following courses:

FM224	Principles of Financial Management
MK201	Principles of Marketing
MN201	Principles of Management
MN314	Human Resource Management
MN321	Organizational Behavior
MN360	Communication Skills for Managers

Project Management Track

The Project Management track prepares students for a career specializing in leading project effectively and efficiently. Students will learn skills in the process of planning, organizing, motivating, and controlling resources, procedures, and protocols to achieve specific goals. The curriculum also prepares students to take certification exams offered by the Project Management Institute (PMI). PMI is the largest professional organization in the field and is international.

Program Outcomes

1. Student will be knowledgeable of the fundamentals of Project Management.
2. Students will be able to create a comprehensive project plan, including monitoring project budget and schedule.
3. Student is acquainted with the principles of identifying, developing, and managing resources.
4. Students will be able to communicate clearly and effectively.

In addition to the General and Liberal Education Curriculum (p. 136) and Division Core Requirements (Residency Requirements on p. 24), the following courses must be completed successfully with a grade point average of at least 2.00 to fulfill the major requirements.

MN210	Foundations of Project Management
MN240	Procurement, Stakeholder, and Risk Management
MN312	Management Information Systems
MN360	Communication Skills for Managers
MN365	Production and Operations Management
MN420	Advanced Project Management
MN435	Leadership in Teams
MN429	Special Topics in Project Management
BA471	Business Strategy and Ethics with BA001 and MN001 Comprehensive exams
MN390	Internship in Management <i>or</i>
MN395	Management Internship <i>or</i>
MN495	Senior Independent Project

Divisional Honors

An Honors candidate for any major in the Business Division must have a 3.00 cumulative grade point average and a 3.25 grade point average in all major courses with no grade lower than a C-. A High Honors candidate for any major in the Business Division must have a 3.00 cumulative grade point average and a 3.50 grade point average in all major courses with no grade lower than a C-. Candidates for Honors/High Honors must have completed an Advanced Internship or a Senior Independent Project that includes either a thesis, business plan, or a significant research project in their major area.

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 Requirements on p. 24.

Recommended Curriculum Guide

First Year

Fall Semester

AC101	Principles of Accounting I
CIT101	Microcomputer Applications <i>or</i>
CIT130	Database Applications <i>or</i>
CIT140	Electronic Spreadsheets
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

IB364	International Business
MN321	Organizational Behavior

MN365	Production and Operations Management
_____	General Education Elective
_____	General Education Elective

Spring Semester

FM311	Managerial Finance
MN314	Human Resource Management
MN360	Communication Skills for Managers
_____	General Education Elective
_____	Elective

Senior Year

Fall Semester

MN348	Public Administration or
MN426	Government and 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

Recommended Curriculum Guide – Project Management

First Year

Fall Semester

AC101	Principles of Accounting I
CIT101	Microcomputer Applications or
CIT130	Database Applications or
CIT140	Electronic Spreadsheets
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
MN210	Foundations of Project Management
MT260	Statistics
_____	General Education Lab Science II
_____	General Education Elective

Junior Year

Fall Semester

IB364	International Business
MN240	Procurement, Stakeholder, and Risk Management
MN321	Organizational Behavior
_____	General Education Elective
_____	General Education Elective

Spring Semester

MN365	Production & Operations Management
MN312	Management Information Systems
MN360	Communication Skills for Managers
_____	General Education Elective
_____	Elective

Senior Year

Fall Semester

MN390	Management Internship or
MN395	Advanced Management Internship or
MN495	Senior Independent Project
MN420	Advanced Project Management
MN435	Leadership in Teams
_____	Elective
_____	Elective

Spring Semester

BA001	Comprehensive Exam (take with BA471)
BA471	Business Strategy and Ethics
MN001	Comprehensive Exam (take with BA471)
MN429	Special Topics in Project Management
_____	Elective
_____	Elective
_____	Elective

Management Curriculum

MN201 Principles of Management

3 credits

Principles of Management is a course designed to expose the student to the nature of the organizational environment and the major activities performed by its managers. Consideration

is given to planning, organizing, directing, and controlling, thus making it possible to use the techniques of management in a systematic way.

MN210 Foundations of Project Management

3 credits

This course introduces the tasks and challenges fundamental to project management, the vital function of managing complex projects across multiple functions. Successful project managers possess the skills necessary to manage their teams, schedules, risks, and resources to produce a desired outcome. Students learn the skills and tools of project management with a practical, hands-on approach. This course guides students through many of the fundamental project management tools and behavioral skills required in profit and nonprofit organizations.

MN240 Procurement, Stakeholder, and Risk Management

3 credits

This course focuses on the understanding and the application of the stakeholder interface with special emphasis on leadership to ensure customer satisfaction, and sustainability. Identify the processes necessary to purchase or acquire products, services or results needed from outside the project team. Identify people, groups or organizations that could impact or be impacted by the project. Develop appropriate management strategies for effectively engaging stakeholders in project decisions and execution.

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.

MN312 Management Information System

3 credits

The survival and success of a firm in a highly competitive global economy is increasingly dependent on the effective use of two critical business assets – information and information technology (IT). 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. This course exposes students to the various opportunities, challenges, and best practices associated with the IT value management life cycle. *Prerequisite: MN201 Principles of Management or MN210 Foundations of Project Management.*

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.

MN321 Organizational Behavior

3 credits

In this course students apply behavioral science concepts to understand and analyze their organizational experiences. Individual behavior, interpersonal relations, small groups and relations between groups are examined in the context of a larger organization. The class is treated as an organization.

MN348 Public Administration

3 credits

Public administration and its pragmatic applications in law, public service, the management of bureaucratic structures, and budget.

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.

MN366 International Management

3 credits

This course examines cross-cultural and international management issues, and analyzes the problems of managing in an international marketplace. It focuses on cultural and regional diversity and differences, political and economic influences, global market factors, and other contingencies with which managers of multinational enterprises must contend.

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.

MN371 Small Business Management

3 credits

Organizational structure, financing, accounting and budgeting, advertising, purchasing, risk management, and personnel administration.

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 in Management. 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.*

MN420 Advanced Project Management

3 credits

This course builds on the Foundations of Project Management by introducing coverage of advanced topics in project scheduling, risk and quality management, and cost control as well as providing comprehensive knowledge of scheduling and other project management tools. It also introduces the topic of delivering complex projects. *Prerequisites required: MN210, MN240.*

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.

MN429 Special Topics in Project Management

3 credits

This course focuses on emerging trends and reviews unique methodologies and approaches to project management. This course also provides an opportunity to teach and develop PM simulation and modeling tools. Students are exposed to advanced research methods and contribute to original research in the emerging PM areas. Students will choose an industry of interest to develop.
Prerequisite: Senior status.

MN435 Leadership in Teams

3 credits

Offers students an opportunity to lead teams through all stages of team development, learn and overcome team challenges, and determine the principles of building high-performing teams while nurturing the cohesion and bonding of team members. The team is the unit of an organization where most leaders begin to develop influence skills. Leading teams involves managing different personalities, cultures, and varying skill levels, while simultaneously securing resources and managing expectations of stakeholders. In this course, students also have an opportunity to learn effective techniques for working with virtual teams, managing conflict in teams, and facilitating team problem solving. *Prerequisite: MN321 Organizational Behavior.*

MN495 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, websites, 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

ASSOCIATE PROFESSOR: Mack Bean

ASSISTANT PROFESSOR: Andrea McGill-O’Rourke

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. 136) and Division Core Requirements (p. 74), 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)
MK214	Consumer Behavior
MK333	Marketing Research
MK350	Electronic Commerce
MK390	Internship in Marketing <i>or</i>
MK395	Advanced Internship <i>or</i>
MK495	Senior Independent Project
MK474	Marketing Management for a Green Economy
MK___	Marketing Elective*
MK___	Marketing Elective*

**From MK304, MK317, MK335, MK365, MK299/399/499, AD370*

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:

CIT130	Database Applications <i>or</i>
CIT140	Electronic Spreadsheets
MK201	Principles of Marketing

MK214	Consumer Behavior
MK474	Marketing Management for Green Economy
MK____	Marketing Elective*
MK____	Marketing Elective*

**From MK304, MK317, MK333, MK335, MK350, 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 Requirements on p. 24.

Recommended Curriculum Guide

First Year

Fall Semester

AC101	Principles of Accounting I
CIT101	Microcomputer Applications or
CIT130	Database Applications or
CIT140	Electronic Spreadsheets
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
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

MK350	Electronic Commerce
_____	Marketing Elective
_____	General Education Elective
_____	Elective
_____	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. 136.*

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 Distribution Logistics

3 credits

An introduction to concepts, practices, and current issues associated with distribution and logistics. Distribution channels, supply chain management, transportation systems, technological advances, global trends and opportunities are explored. *Prerequisites: MK201, MN201.*

Fall, odd years

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. *Prerequisite: Junior class standing or permission of instructor.*

Fall

MK350 Electronic Commerce

3 credits

Exposes students to e-Commerce from a managerial perspective. The course has been designed for students with little or no programming experience. E-Commerce topics such as Internet technology, e-Business models, 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, websites, 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.

Mathematics (MT)

PROFESSOR: Carl T. Brezovec

ASSOCIATE PROFESSOR: Gary Heald

LECTURERS: Frederic Durville, Thomas O’Brien

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/MT152 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 high school geometry.*

MT211 Discrete Mathematics

3 credits

Provides an introduction to the mathematics of computing. Concrete topics include number systems, sets, functions, relations, and elementary Boolean Algebra. An exposure to abstract thinking is gained through the study of logic and proofs.

MT221/MT222 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. *Prerequisite: MT222 or permission of instructor.*

MT315 College Geometry **3 credits**

Analysis of axiomatic systems. Euclidean and non-Euclidean as well as finite and infinite systems using axiomatic approaches. *Prerequisite: MT222.*

MT321 Calculus III **3 credits**

Advanced calculus, series, multiple integration, partial differentiation, differential equations. *Prerequisite: MT222.*

MT330 Introduction to Differential Equations **3 credits**

Solution of elementary differential equations. How differential equations are used to model real-world processes. First-, second-, and higher-order linear differential equations. *Prerequisite: MT222.*

MT361 Modern Algebra **3 credits**

A thorough study of finite, infinite, abelian, and cyclic groups. Cosets, normal subgroups, and factor groups. Homomorphisms, isomorphisms, and the Jordan-Holder Theorem. *Prerequisite: MT222.*

MT373 Probability and Mathematical Statistics **3 credits**

Includes the fundamental concepts of probability, including conditional and marginal probabilities; discrete and continuous random variables, including the binomial; hypergeometric, Poisson, and normal random variables; mathematical expectations and moment-generating functions; and the applications of probability to such statistical topics as sampling distributions, confidence intervals, and/or tests of hypotheses. *Prerequisite: MT222.*

MT375 Introduction to Operations Research **3 credits**

An introduction to the mathematics and applications of operations research, including a discussion of modeling, linear programming, integer programming, and network algorithms. *Prerequisite: MT211 or MT222; MT311 recommended.*

MT380, 381 Mathematics Seminar **3 credits each**

An exploration of current issues and interesting problems in mathematics such as Chaos and Fractals, Game Theory, Number Theory, etc. Discussion, problem-solving and student presentations.

MT299, 399, 499 Independent Study in Mathematics **1–3 credits each**

Offers an opportunity to explore an area of study not included in the Catalog listing of approved courses. The topic of an Independent Study should be selected and carefully designed by the student and faculty sponsor, and must meet with the approval of the Division Chair. Normally, the student will be expected to have a cumulative grade point average of 3.00 and possess the appropriate background and interest to pursue the proposed area of study. A “Proposal for Independent Study” form may be obtained from the Registrar or from the office of the Division Chair. Independent Study courses are assigned numbers of 299, 399 or 499, depending on the level of the course.

MT481 Senior Project **3 credits**

Required of all Mathematics majors. The student defines a problem or objective in consultation with a department advisor and proceeds with the research. The finished thesis or project is then submitted to and defended before a faculty panel. *Prerequisite: senior standing.*

Modern Languages (ML)

The language program provides a solid foundation in speaking, listening, reading and writing, and a broad approach to cultural heritage and literature. The program promotes the study of language as a self-sustaining discipline and life skill. The mission of the Modern Languages program is to provide a foundation for the active use of Spanish, French and other Modern

Languages in fields such as education, business, government, social services, computer science, teaching management and other careers. Our courses develop intellectual curiosity, language skills and multicultural awareness.

Specific goals include:

- Creating knowledge that transforms and challenges our students' views of the world
- Addressing the challenges and opportunities facing not only the U.S. but the 21st century's global societies
- Fostering scholarship that honors cross-cultural and multilingual processes in order to improve cultural understanding within a diverse society
- Supporting scholarship that honors the arts, literature and history from different countries

ML101 Beginning Language I

3 credits

Introduction to communication in a foreign language other than French or Spanish with emphasis on listening and speaking skills.

ML102 Beginning Language II

3 credits

Continuation of the study of a foreign language other than French or Spanish. Continuation of the development of oral communication skills. *Prerequisite: ML101 or the equivalent in prior study of this particular language.*

ML201 Intermediate Language I

3 credits

Continuation of the study of a foreign language other than French or Spanish. Continuation of the development of oral communication skills, fostering further vocabulary development and exposure to literature in the language. *Prerequisite: ML102 or the equivalent in prior study of this particular language.*

ML202 Intermediate Language II

3 credits

Continuation of the study of a foreign language other than French or Spanish. Continuation of the development of oral communication skills, fostering further vocabulary development and exposure to literature in the language. *Prerequisite: ML201 or the equivalent in prior study of this particular language.*

ML299, 399, 499 Modern Language Independent Study

1-4 credits

An opportunity for a qualified student to explore work in an area of individual interest, selected and pursued in consultation with a faculty member. May be repeated for a total of 8 credits. *Prerequisite: ML201 or permission of the instructor.*

Spanish (LS)

LECTURER: Emérito Rolón

A minor is offered in Spanish.

Minor Requirements

One may minor in Spanish by successfully completing 15 credits in Spanish beyond the 100-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)

ASSOCIATE PROFESSORS: Lou Bunk , Paul E. Scharfenberger

LECTURERS: Marybeth Hallinan, 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 (\$350 per course), ensembles, theory and technology courses. Concerts, which offer the opportunity for a maximum number of students to experience public performance, are given each semester.

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 and minors taking required individual instruction will have the music instruction fee reversed. Piano majors must take one 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

All Music Majors are required to complete the “Music Core” listed below:

MU151 Theory of Music I	3
MU200 Sophomore Portfolio.....	0
MU215 Computer Music I	3
MU209 Theory of Music II.....	2
MU309 Theory of Music III	2
MU318 History of Western Music I.....	3
MU319 History of Western Music II	3
MU401 Seminar in Music.	3
MU409 Theory of Music IV	2
Any five ensembles	5
Four semesters of private instruction on one instrument.....	8
MU200 Sophomore Portfolio.....	0
34 Credits	

In addition, students will choose one of three areas of concentration in music: Performance Concentration, Professional Concentration or Music Technology Concentration. Requirements for each concentration are below. In addition to these, all students must complete the General and Liberal Education Curriculum.

1. Performance Concentration

MU103 Piano I.....	2
MU450 Senior Recital.....	3
Two additional semesters of private instruction (same instrument as core)	4
Three additional semesters of any ensemble.....	3
46 credits (with Music Core)	

2. Professional Concentration

MU103 Piano I.....	2
MU451 Senior Project	3
One additional semester of private instruction (same instrument as core)	2
Two additional semesters of any ensemble	2
43 credits (with Music Core)	

3. Music Technology Concentration

MU120 Recording Techniques	3
MU218 History of Electronic Music	3

MU310 Computer Music II	3
MU451 Senior Project	3
46 credits (with Music Core)	

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.

Minor Requirements

MU151 Theory of Music I	3
MU209 Theory of Music II	3
MU318 History of Western Music I.....	3
MU319 History of Western Music II	3
MU401 Seminar in Music	3
Three semesters of private instruction on one instrument	6
Three semesters of ensemble	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 Requirements on p. 24.

Recommended Curriculum Guide – Performance Concentration

First Year

Fall Semester

GLE101	First Year Inquiry Seminar
GLE110	First Year Composition I
MU150	Fundamentals of Music (if needed)
MU__	Private Instruction
MU__	Ensemble
MT__	General Education Mathematics or
_____	General Education Elective

Spring Semester

GLE120	First Year Composition II
MU103	Piano I
MU151	Theory of Music I
MU__	Private Instruction
MU__	Ensemble
MT__	General Education Mathematics or
_____	General Education Elective

Sophomore Year

Fall Semester

MU209	Theory of Music II
MU__	Private Instruction
MU__	Ensemble
_____	General Education Lab Science I

_____ General Education Elective
 _____ Elective

Spring Semester

MU200 Sophomore Portfolio
 MU309 Theory of Music III
 MU____ Ensemble
 _____ General Education Lab Science II
 _____ General Education Elective
 _____ General Education Elective
 _____ Elective

Note: By University policy, students must make a minimum standard of progress toward the completion of general education requirements by the end of the sophomore year, in order to achieve junior standing for course registration purposes.

Junior Year

Fall Semester

MU318 History of Western Music I
 MU409 Theory of Music IV
 MU____ Private Instruction
 MU____ Ensemble
 _____ General Education Elective
 _____ General Education Elective

Spring Semester

MU319 History of Western Music II
 MU____ Private Instruction
 MU____ Ensemble
 _____ General Education Elective
 _____ Elective*
 _____ Elective

Senior Year

Fall Semester

MU215 Computer Music I
 MU____ Private Instruction
 MU____ Ensemble
 _____ Elective*
 _____ Elective

Spring Semester

MU450 Senior Recital
 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. 136.*

Recommended Curriculum Guide – Professional Concentration

First Year

Fall Semester

GLE101	First Year Inquiry Seminar
GLE110	First Year Composition I
MU150	Fundamentals of Music (if needed)
MU__	Private Instruction
MU__	Ensemble
MT__	General Education Mathematics or
_____	General Education Elective

Spring Semester

GLE120	First Year Composition II
MU151	Theory of Music I
MU__	Private Instruction
MU__	Ensemble
MT__	General Education Mathematics or
_____	General Education Elective
_____	Elective

Sophomore Year

Fall Semester

MU209	Theory of Music II
MU__	Private Instruction
MU__	Ensemble
_____	General Education Lab Science I
_____	General Education Elective
_____	Elective

Spring Semester

MU200	Sophomore Portfolio
MU309	Theory of Music III
MU__	Private Instruction
MU__	Ensemble
_____	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

MU318	History of Western Music I
MU215	Computer Music I
MU409	Theory of Music IV
MU__	Ensemble
_____	General Education Elective
_____	Elective*

Spring Semester

MU319	History of Western Music II
MU___	Private Instruction
_____	General Education Elective
_____	Elective*
_____	Elective

Senior Year

Fall Semester

MU103	Piano I
MU___	Ensemble
MU401	Seminar in Music
_____	Elective*
_____	Elective
_____	Elective

Spring Semester

MU451	Senior Project
MU___	Ensemble
MU___	Elective
MU___	Elective
_____	Elective

**One or more additional electives may be needed to fulfill general education requirements. See General and Liberal Education (GLE) on p. 136.*

Recommended Curriculum Guide – Music Technology Concentration

First Year

Fall Semester

GLE101	First Year Inquiry Seminar
GLE110	First Year Composition I
MU150	Fundamentals of Music (if needed)
MU___	Private Instruction
MU___	Ensemble
MT___	General Education Mathematics or
_____	General Education Elective

Spring Semester

GLE120	First Year Composition II
MU120	Recording Techniques
MU151	Theory of Music I
MU___	Private Instruction
MU___	Ensemble
MT___	General Education Mathematics or
_____	General Education Elective

Sophomore Year

Fall Semester

MU209	Theory of Music II
MU215	Computer Music I
MU___	Private Instruction

MU__	Ensemble
_____	General Education Lab Science I
_____	General Education Elective

Spring Semester

MU200	Sophomore Portfolio
MU309	Theory of Music III
MU310	Computer Music II
MU__	Private Instruction
_____	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

MU318	History of Western Music I
MU409	Theory of Music IV
_____	General Education Elective
_____	General Education Elective
_____	Elective*

Spring Semester

MU319	History of Western Music II
MU218	History of Electronic Music
_____	General Education Elective
_____	General Education Elective
_____	Elective*

Senior Year

Fall Semester

MU__	Ensemble
MU401	Seminar in Music
_____	Elective
_____	Elective
_____	Elective
_____	Elective

Spring Semester

MU451	Senior Project
MU__	Ensemble
_____	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. 136.*

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 CampusWeb 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 Creative Thinking (CV).*

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*

MU209, 309, 409 Theory of Music II-IV**2 credits each**

A multilevel course designed to teach Music Theory II-IV concurrently. All students will complete theory-based composition projects and assignments specific to their level. Critique of student compositions, ear training, and in-class analysis of specific pieces of music will provide a common point of discussion and learning. Each semester will end with an analysis of a contemporary music composition. Specific content for each level is as follows:

MU 209 Theory of Music II**2 credits**

Includes the study of cadences and phrases, non-chord tones, the dominant seventh chord, the ii6 and vii6 chord, and other diatonic seventh chords. *Prerequisite: MU151.*

MU309 Theory of Music III**2 credits**

Includes the study of secondary functions, modulation, larger forms, mode mixture and Neapolitan sixth chords. *Prerequisite: MU209.*

MU409 Theory of Music IV**2 credits**

Includes the study of augmented sixth chords, advanced modulation, late 19th century harmony, and 20th century compositional devices and analysis including Impressionism, Atonality, Twelve Tone System, Aleatory music, and Minimalism. *Prerequisite: MU309.*

Music History Courses**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. *Addresses GLE Learning Outcomes Arts & Design (AD), Applied Learning (AL), and Problem Solving (PS).*

MU318 History of Western Music I

3 credits

A survey of music from the its origins through the Classical period. Major composers and their works are discussed and experienced. Special attention is paid to musical developments with related developments in other arts. A technical knowledge of music is presupposed. *Prerequisite: MU151.*

MU319 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.*

Performance Courses

Consist of twelve 45-minute private lessons once per week.

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

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, **and complete projects using electronic music software**, in an effort to gain insight into processes utilized by composers working with technology. *Addresses GLE Learning Outcomes Arts & Design (AD), Applied Learning (AL), and Creative Thinking (CV).*

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.*

Culminating Projects

MU450 Senior Recital

3 credits

A Senior recital is required as a representation of proficiency on an instrument and as a culmination of applied study. Includes an advanced level of applied instruction in preparation for the recital as well as instruction in programming, performance deportment, historical research, theoretical analysis and other performance related issues. *Prerequisites: Senior status, declared major in Music, performance track, and completion of all private instruction requirements for the major.*

MU451 Senior Project

3 credits

A culminating course for the professional music track of the major in music. Students will show an advanced level of substantial research, analytical or creative work that demonstrates proficiency in an area of musical interest and preparation. Students may choose from the areas of theory/composition, history, technology or some combination of these for their project specialization. All project selections are subject to Departmental approval. *Prerequisites: Senior status, declared major in Music, professional or technology track.*

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.*

MU299,399,499 Independent Study in Music

1-3 credits each

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.*

MU 401, 411, 421 Seminar in Music I, II, III

3 credits each

This 3 credit course will use a seminar format to study a wide range of advanced topics related to Music Theory, Music Composition, Music History, and Music Technology. With the professor's guidance, each student will choose a topic to study throughout the semester. The course work will include three substantial topic-specific projects, weekly study reports, and assigned readings. In class, students will report progress on projects, discuss their topics, give formal presentations, and receive feedback and guidance on completed projects. Regularly, we will critically listen to and discuss music related to each student's topic. This course may be taken up to three times and will be offered about once a year. *Prerequisite: MU151 Theory of Music I.*

Paralegal Certificate

The Paralegal certificate program is offered exclusively online. 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.

Requirements

CIT 101	Microcomputer Applications
PL101	Introduction to Paralegal Studies
PL102	Legal Analysis, Research and Writing
PL103	Tort Law
PL104	Probate Law
PL105	Litigation
PL106	Real Estate Law
PL107	Corporate and Business Law
PL108	Family Law
PL109	Criminal Law

Philosophy (PA)

ASSOCIATE PROFESSOR: Jed Donelan

LECTURERS: Michael Barrett, James Russell Couch, Daniel Soucy

A minor is offered in Philosophy.

The mission of the Philosophy Program is to enrich awareness of the roots of Western culture while fostering openness to other traditions and ways of thinking as a way of empowering students to understand and take an active role in their own personal and social growth. We do this by offering a curriculum that combines courses in the history of philosophy and traditional philosophical topics with interdisciplinary courses that highlight philosophy's practical applications. Our program emphasizes the understanding of philosophical and religious traditions as a way of developing critical reading, thinking, and expressive skills.

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 "Philosophy at Work" course, one Philosophy Seminar, and one 3 credit Philosophy elective. In addition, students must demonstrate competencies in the six learning outcomes of the Philosophy minor: Content Knowledge, Critical Reading, Critical Thinking, Critical Writing, Interdisciplinary Application, and Real World Application through completion of the one credit Philosophy Portfolio, PA300.

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? How do we know (Epistemology)? What is real (Metaphysics)? 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 want to let others do our thinking for us. And yet, other people, organizations, advertisements, etc., are always trying to influence our thinking, telling us what to believe, who to vote for, what to purchase. Indeed, as a university student, you are currently actively engaged in the pursuit of knowledge, and the pursuit of knowledge is nothing more than figuring out what to think. This course will provide explanations and practices for developing our thinking skills – what is called critical thinking and logic – in ways that will be directly relevant to the course work you are currently taking and the world you are currently living in. *Addresses GLE 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.*

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 19th and 20th Century Philosophy**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.*

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, Hebrew, Greek, and Roman traditions.

Philosophy at Work Courses**PA209 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. Addresses GLE Learning Outcomes Humanities (HM), Critical Reading (CR), Critical Thinking (CT), and Ethical Reasoning (ER).*

PA210 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).*

PA225 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.*

PA306 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 – Content Knowledge, Critical Reading, Critical Thinking, Critical Writing, Interdisciplinary Application, Real World Application. 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 one of particular interest to the student, and should represent some question arising from 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.

Physics (PH)

ASSISTANT PROFESSOR: Rudra Aryal

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 PROFESSOR: Frank S. Cohen

ASSISTANT PROFESSOR: Christina Cliff

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 transform students into engaged, active citizens prepared for a career path, law school, and/or graduate school. To fulfill this mission, we provide a curriculum, rooted in the theories and substance of domestic and world politics, that gears students to acquire skills and habits of mind that fall under the program's learning outcomes:

Social Science Knowledge: Through the field of political science, students will understand the role of social science methodology and empirical exploration in developing concepts and theory that gear one to analyze the social experience.

Inquiry and Analysis: Students will be skilled in identifying significant topics for inquiry; synthesizing in-depth information from varied, relevant sources; properly designing research; organizing evidence; and reaching conclusions logically.

Applied and Experiential Learning: Students can apply skills and responsibilities in various settings (e.g., simulations, research communities, workplaces, etc.) to address complex problems and to achieve personal growth through concrete action.

Information Literacy: Students will know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.

Quantitative Literacy: Students will be competent in working with numerical data; able to solve quantitative problems from social contexts; and understand arguments supported by quantitative evidence presented in a variety of formats.

Civic Engagement: Students will be able to utilize knowledge of politics, policy processes, and political systems to further their potential for participation in civic life, public and foreign affairs, politics and/or government.

Humanities Knowledge: Students will understand how philosophic inquiry, historical study, and literary perspective illuminate the problems and issues that drive politics.

Career Exploration: Students will systematically consider-- through academic work, applied research, internships, and co-curricular activity-- specific career opportunities. Majors and minors pursue careers in public and foreign affairs; private-sector and public law; law enforcement; local, state and federal government; campaign management; field organizing; education; journalism; business; and non-profit organizations.

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 Political Science are granted to those whose grade point average at graduation is 3.25 for the thirty-six 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-six 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

First Year Experience (3 credits):

PO110	Political Violence <i>or</i>
PO111	Politics and Popular Culture

Methodology (3 credits)

PO200	Political Science Research Methods

Foundations (15 credits)

PO201	U.S. Government
PO205	Contemporary World Affairs
PO206	Comparative Politics
PA210	Political Theory
HS	(History) Survey*

Applied Learning in Political Science (12 credits)

American Politics

PO321	Constitutional Law/Moot Court
PO322	Campaigns, Elections, and the Policy Process

Global/International Politics

PO330	Global Security and Diplomacy
PO331	Prosperity and Freedom in the World

Capstone (3 credits)

PO410	Senior Seminar
*Any HS200-level, except HS210	

Recommended Curriculum Guide

First Year

Fall Semester

GLE101	First Year Inquiry Seminar
GLE110	First Year Composition I
PO____	First Year Experience or Foundations
_____	General Education Mathematics or
_____	General Education
_____	Elective

Spring Semester

GLE120	First Year Composition II
PO____	First Year Experience or Foundations
_____	General Education Mathematics or
_____	General Education Elective
_____	Elective
_____	Elective

Sophomore Year

Fall Semester

_____	Foundations
_____	Foundations
_____	General Education Lab Science I
_____	General Education Elective
_____	Elective

Spring Semester

_____	Foundations
PO200	Methodology
_____	General Education Lab Science II
_____	General Education Elective
_____	Elective

Note: By University policy, students must make a minimum standard of progress toward the completion of general education requirements by the end of the sophomore year, in order to achieve junior standing for course registration purposes.

Junior Year

Fall Semester

_____	Applied Learning
_____	Applied Learning
_____	Elective or
_____	General Education Elective
_____	Elective or
_____	General Education Elective
_____	Elective

Spring Semester

_____	Applied Learning
_____	Applied Learning
_____	Elective
_____	Elective
_____	Elective

Senior Year

Fall Semester

_____	Outstanding Major Requirements (besides PO410)
_____	Outstanding General Education Requirements
_____	Elective
_____	Elective
_____	Elective

Spring Semester

PO410	Senior Research Seminar
_____	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. 136.

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.

Fall 2016 Only

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).*

Spring Semester

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).*

Fall Semester

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.

Spring Semester, alternate years.

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. *Addresses GLE Learning Outcomes Social Science (SS), Civic Knowledge & Engagement (CE), 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. *Addresses GLE Learning Outcomes Social Science (SS), Critical Thinking (CT), and Critical Reading (CR).*

Fall Semester

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

Fall Semester

PA210 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).*

Spring semester.

PO321 Constitutional Law and Moot Court

(3 credits)

Inquiry and analysis into the development of constitutional principles, judicial law, and jurisprudence around controversies arising from the separation of powers, federalism, civil liberties, civil rights and criminal procedure. Close attention is given to the court as a political institution that influences public policy. The course concludes with students preparing for and participating in a moot court, where they will be lawyers trying or justices hearing a Supreme Court case. *Prerequisite: any PO class or GLE120.*

Fall semester.

PO322 Campaigns, Elections, and the Policy Process

3 credits

Inquiry and analysis into the operation of federal campaigns and elections; into the forces driving public and foreign policymaking; into the interactions between the electoral and policymaking processes; and into public opinion as cause and effect in both processes. All students participate in a practicum on election campaign strategy or on public/foreign policy decision making. In presidential election years, the practicum focuses on the New Hampshire Primary. *Prerequisite: any PO class or GLE120.*

Fall semester.

PO330 Global Security and Diplomacy

(3 credits)

Inquiry and geopolitical analysis into security threats arising from state and non-state actors pursuing their interests; into foreign policy approaches to address such threats; and into forms of hard and soft power exercised by actors in the international system. Hard power dimensions covered: military force, weapons of mass destruction, terrorist activity, cyberattacks, intelligence capabilities, economic sanctions. Soft power dimensions covered: diplomacy, international law, ideology and religion. The course concludes with students preparing diplomatic dossiers on a security or conflict issue and assuming the role of diplomats in a mock meeting of an intergovernmental organization (e.g., the UN, NATO, etc.). *Prerequisite: any PO class or GLE120.*

Spring semester.

PO331 Prosperity and Freedom in the World (3 credits)

Inquiry and comparative analysis into forces driving nations to be ruled by democratic or authoritarian rule and into factors determining the degree to which nations are wealthy or impoverished. The social impacts of regime type, ethnic/sectarian divisions, and economic conditions are examined as well. The course concludes with students acting as policy advisors (to a government or intergovernmental organization) on the subject of a human rights concern or economic development problem facing a particular nation or geographic region. *Prerequisite: any PO class or GLE120.*

Spring semester.

PO410 Senior Research Seminar (3 credits)

The capstone for all Political Science majors. Students review top journals to survey recent, scholarly developments in the political science subfields; identify an area of specialization based on their Applied Learning coursework and journals survey; and craft a scholarly work worthy of a writing sample for a law/graduate school application or a manuscript submission to an undergraduate journal. Throughout the semester, students engage each others as colleagues by way of instructional, oral presentation; scholarly dialogue; and peer review. *Prerequisite: limited to senior Political Science majors.*

Spring semester. (Every year or alternate years, depending on expected enrollment).

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.*

Political Science Minor

First Year Experience (3 credits):

- PO110 Political Violence *or*
- PO111 Politics and Popular Culture

Foundations (6 credits; choose two)

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

Applied Learning in Political Science (6 credits; choose two)

American Politics

- PO321 Constitutional Law/Moot Court
- PO322 Campaigns, Elections, and the Policy Process

Global/International Politics

- PO330 Global Security and Diplomacy
- PO331 Prosperity and Freedom in the World

Psychology (PS)

PROFESSORS: Davina Brown, William B. Flynn, Jr., Craig W. Platt

ASSOCIATE 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. 102 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. 136)

PS101	Introduction to Psychology
PS230	Child and Adolescent Development or
PS231	Adult Development and Aging
PS260	Statistics for Behavioral Science
PS261	Research Methods in Psychology (laboratory)
PS303	Psychology of Learning (laboratory) or
PS306	Cognitive Psychology (laboratory)
PS304	Introduction to Neuroscience (laboratory) or
PS308	Evolutionary Psychology (laboratory)

PS322	Social Psychology <i>or</i>
PS320	Theories of Personality
PS489	Senior Thesis in Psychology (Literature Review) <i>or</i>
PS490–491	Senior Thesis in Psychology (Empirical Study) <i>or</i>
PS495	Senior Internship in Psychology
PS494	Psychology Senior Seminar: Systems and Theories in Psychology

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

Required for Graduation

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 Requirements on p. 24.

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	2 nd semester freshman year or 1 st semester Sophomore year
PS261	Research Methods in Psychology	1 st or 2 nd semester Sophomore year
Two laboratory courses (PS303, 304, 306, or 308)		1 st and 2 nd semester Junior year

Minor Requirements

PS101	Introduction to Psychology
PS260	Statistics for Behavioral Science
PS261	Research Methods in Psychology (laboratory)

One of the following four laboratory courses:

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

Nine additional credit hours of Psychology electives

Recommended Curriculum Guide

First Year

Fall Semester

BI101	Biology I (laboratory) <i>or</i> other GLE Natural Science
GLE101	First Year Inquiry Seminar
GLE110	First Year Composition I
PS101	Introduction to Psychology
—	Elective

Spring Semester

BI102	Biology II (laboratory) <i>or</i> other GLE Natural Science
GLE102	First Year Composition II
PS230	Child and Adolescent Development <i>or</i>

_____	Psychology Elective
_____	Elective or
_____	Math Elective+
_____	Elective

Sophomore Year

Fall Semester

PS231	Adult Development and Aging or
_____	Psychology Elective
PS260	Statistics for Behavioral Science
_____	General Education Elective
_____	General Education Elective
_____	Elective

Spring Semester

PS261	Research Methods in Psychology (laboratory)
PS_____	Psychology Elective
_____	General Education Elective
_____	General Education Elective
_____	Elective

Note: By University policy, students must make a minimum standard of progress toward the completion of general education requirements by the end of the sophomore year, in order to achieve junior standing for course registration purposes.

Junior Year

Fall Semester

PS322	Social Psychology or
_____	Psychology Elective
PS_____	300-level Psychology Lab Elective
_____	General Education Elective
_____	Elective**
_____	Elective**

Spring Semester

PS320	Theories of Personality or
_____	Psychology Elective
PS_____	300-level Psychology Lab Elective
_____	General Education Elective
_____	Elective**
_____	Elective**

Senior Year

Fall Semester

PS489	Senior Thesis in Psychology (Literature Review)* or
PS490	Senior Thesis in Psychology (Empirical Study)* or
PS494	Psychology Senior Seminar: Systems and Theories in Psychology
PS495	Senior Internship in Psychology*
PS_____	Psychology Elective
PS_____	Psychology Elective
_____	Elective**

Spring Semester

PS ____	Psychology Elective**
_____	Elective
_____	Elective
_____	Elective
_____	Elective

***PS494 may be taken in the fall or spring but must be taken concurrently or subsequent to PS489, PS490 or PS495.*

***One or more additional electives may be needed to fulfill general education requirements. See General and Liberal Education (GLE) on p. 136.*

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

Psychology Curriculum

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

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. *Prerequisite: PS101, sophomore class status, and one other Psychology course.*

PS215 Health Psychology 3 credits
Examines the bio-social and psychological factors which impact behavioral health. Emphasis will be placed on the origin and causes of disease, as well as prevention, management, and treatment of patients with health-related illnesses. *Prerequisite: PS101.*

PS220 Group Dynamics 3 credits
The focus of this course is to help students increase their awareness of self and others. Students will gain an understanding of the theory and structure of group process as a vehicle to increase their leadership and group problem-solving ability. Some consideration will be given to group dynamics as a viable therapeutic construct. *Prerequisite: PS101.*

PS230 Child and Adolescent Development 3 credits
Psychological aspects of human growth and development from conception through adolescence, with emphasis on intellectual, emotional, and personality development. *Prerequisite: PS101.*

PS231 Adult Development and Aging

3 credits

A continuation of PS230, this course examines developmental change in the adult years, from early adulthood through old age. *Prerequisite: PS101.*

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. *Prerequisites: PS101 and Sophomore standing.*

PS260 Statistics for Behavioral Science (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 (MT), 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. *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-).*

PS304 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. *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. *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.*

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 Health (PubH)

VISITING ASSISTANT PROFESSOR: Angela Ekwonye

A Bachelor of Science degree is offered in Public Health.

A major and minor are offered in Public Health.

The mission of the Public Health program is to impart in students a broad understanding of the factors that shape the health of populations and equip them with evaluative tools for improving the health of the community. The curriculum is analytically focused and conceptually grounded and as such prepares students for careers in Public Health, Health Services Administration, Business, Health Education, or entry into graduate and professional program in public health, healthcare management, international policy, communication, medicine, physical therapy, occupational therapy, and etc. This degree has a dual purpose: gaining proficiency in technical and analytic skills and in keeping with the liberal arts philosophy, the educational objective of nurturing critical thinking, analysis, synthesis of information, and recognizing the historical and social trends in public health and health care delivery. The program outcomes are highlighted below.

Expected Learning Outcomes of the Program

Upon completion of the Bachelor of Science in Public Health, students will be able to:

- a. Assess the impact of historical, cultural, political, environmental, behavioral, and socio-economic factors on population/community health and health status.
- b. Describe the organization, financing, and delivery of health services and public health systems.
- c. Describe the underlying scientific principles relating to public health and health care issues and discuss how these principles inform interventions to improve individual and population health.
- d. Evaluate policy, behavioral, environmental, and systems options for addressing current public health and health care concerns.
- e. Use an interdisciplinary approach to critically review, develop and evaluate public-health research and interventions based on current evidence and prepare written and oral communication to convey public health concepts and analysis clearly and persuasively.

Divisional Honors

Departmental Honors in Public Health are awarded to students achieving a 3.25 grade point average and a 3.00 cumulative grade point average in all major courses with no grade lower than a C-. High Honors requires a 3.50 grade point average in and a 3.25 cumulative grade point average in all major courses

Required for Graduation

There are three categories of Degree Requirements: General and Liberal Education Requirements (GLE), Public Health Core Courses, and Public Health Electives. Students take other electives to total the 120 credits required to graduate. 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. Transfer students should refer to the Residency Requirements on p. 24 of this Catalog.

Major Requirements

In addition to the General and Liberal Education Curriculum (p. 136), a minimum of 39 credits in the major must be successfully completed, with a grade point average of at least 2.00.

All Public Health majors take the following major requirements (30 credits):

HCA201	Introduction to Healthcare Management	3 credits
HCA315	Epidemiology	3 credits
PubH101	Introduction to Public Health and Health Services	3 credits
PubH102	History of Public Health	3 credits
PubH201	Public Health Biology	3 credits
PubH202	Introduction to Global Health*	3 credits
PubH303	Biostatistics	3 credits
PubH310	Foundations of Environmental Health Sciences	3 credits
PubH313	Psychological, Behavioral, and Social Issues in Public Health	3 credits
PubH414	Senior Capstone	3 credits

Public Health Electives

In addition to the major requirements, student must choose a minimum of 9 credits from the following list of Public Health Electives:

BI235	Human Health and Nutrition
ES203	The CSA Farm and Sustainable Food Systems
ES236	Environmental Education and Citizen Engagement*
ES240	Creating Sustainable Communities*
ES265	Law and the Environment*
ES301	Social Theories of Environmental Risks and Hazards
ES305	Health, Human Rights, and Environmental Justice*
HCA360	Health Care Ethics, Policy, and Law
PS323	Seminar on Addiction
PubH204	Internship in Global Health

**Indicates courses that could be taught at the graduate level.*

Public Health Minor

The Public Health minor is designed to build the undergraduate’s understanding of public health principles. Students will be exposed to the core public health areas and skills necessary to carry out the essential public health functions of assessment, policy development, and assurance.

Students who wish to minor in Public Health may do so by working with a Public Health faculty member to complete the specified course work.

A minor in Public Health will allow you to pursue careers in Center for Disease Control and Prevention (CDC), US Food and Drug Administration (FDA), Environmental Protection Agency (EPA), hospitals, and Non-Governmental Agencies (NGOs). Students may also pursue graduate work in Epidemiology, Environmental Health, Toxicology, Community Health, Health Education, Biostatistics, and Healthcare Administration. To earn a minor in Public Health, you must successfully complete an 18-credit course of study.

Minor Requirements

The minor in Public Health requires successful completion of the following courses:

HCA201	Introduction to Healthcare Management
HCA315	Epidemiology
PUBH101	Introduction to Public Health and Health Services
PUBH201	Public Health Biology <i>or</i>
PUBH202	Introduction to Global Health
PUBH313	Psychological, Behavioral, and Social Issues in Public Health
PUBH310	Foundations of Environmental Health Sciences

Recommended Curriculum Guide: Bachelor of Science in Public Health

First Year

Fall Semester

BI101	Biology I (laboratory)
GLE101	First Year Inquiry Seminar
GLE110	First Year Composition I
MT151	Algebra and Trigonometry I
PubH101	Introduction to Public Health and Health Services

Spring Semester

BI102	Biology II (laboratory)
GLE120	First Year Composition II
PubH102	History of Public Health
_____	General Education Elective
_____	Elective

Sophomore Year

Fall Semester

HCA201	Introduction to Healthcare Management
PubH201	Public Health Biology
_____	General Education Elective
_____	General Education Elective
_____	Elective

Spring Semester

PubH202	Introduction to Global Health
PubH____	PubH Elective
_____	General Education Elective
_____	General Education Elective
_____	Elective

Junior Year

Fall Semester

PubH303	Biostatistics
PubH____	PubH Elective
_____	General Education Elective
_____	Elective
_____	Elective

Spring Semester

HCA315	Epidemiology
PubH____	PubH Elective
_____	General Education Elective
_____	Elective
_____	Elective

Senior Year

Fall Semester

PubH313	Psychological, Behavioral, and Social Issues in Public Health
PubH414	Senior Capstone
_____	Elective
_____	Elective
_____	Elective

Spring Semester

PubH310	Foundations of Environmental Health Sciences
_____	Elective
_____	Elective
_____	Elective
_____	Elective

Public Health Curriculum

PubH101 Introduction to Public Health and Health Services

3 credits

Provides an overview of the major concepts and principles of public health and offers students a methodology for understanding populations and population health. Students explore contemporary public health issues such as health promoting behaviors in the prevention of disease, the burden and distribution of infectious diseases on the community and global population, impact of the environment on health, role of medical care system in meeting the needs of the population, and population level interventions aimed at improving and promoting health. Challenges faced by public health in the United States will be examined.

PubH102 History of Public Health

3 credits

The History of Public Health seeks to provide an understanding of the social context and biological determinants of health and disease through a chronological journey from Greco-Roman times through the 21st century. It will trace the changing urban and industrial infrastructure and their relationship to late nineteenth and early twentieth century concerns about tuberculosis, industrial illness and chronic disease. It will examine the relationship between humans and the environment, the role of urbanization, the shifting interpretation of disease causation, and the problems of measuring the impact of public health on the health status of the population.

PubH201 Public Health Biology

3 credits

Explores the biological foundation of chronic and infectious diseases including cardiovascular disease, diabetes, and respiratory diseases. An overview of infectious disease epidemiology; types

of pathogens; the immune system and response to pathogens; treatment, prevention, control of infectious diseases; and the role humans' play in the evolution of infectious diseases will be examined.

PubH202 Introduction to Global Health

3 credits

This course will explore major global health issues emphasizing a multidisciplinary approach to understanding global health challenges as they occur both within and outside the borders. The course will examine global health from social, behavioral, economic, political, cultural, and environmental perspectives. The course covers the language of global health along with topics such as socioeconomic determinants of health, chronic diseases and aging, environmental context of health, infectious diseases, major global initiatives for disease prevention and health promotion, global nutrition, mental health, culture and health, health systems and inequity, globalization and health, and global health progress and priorities. Emphasis will be placed on primary prevention, as well as the management of patients with health conditions. *Addresses GLE Learning Outcomes Social Sciences (SS), Information Literacy (IL), and Inquiry and Analysis (IA).*

PubH204 Internship in Global Health

1 credit

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. Students will have an opportunity for in-service involvement in health-related experiences on the Island of Grenada, including participating in community service projects such as blood drives, blood pressure screening, blood glucose testing, and drug testing. In addition, students will gain the experience of shadowing doctors and nurses in the hospital, participating in laboratory activities and workshops and observing smoking cessation counseling. Students will also have the opportunity to explore the customs, culture and lifestyle of the people of West Indies. The internship course is offered at St George's University in Grenada following the Spring semester. *Prerequisite: PubH 202.*

PubH303 Biostatistics

3 credits

This course covers the statistical concepts related to the practice of public health: descriptive statistics; design of public health research studies; probability; sampling; statistical distributions; confidence intervals; hypothesis testing; comparison of means and proportions; chi-squared tests; one-way ANOVA; simple regression; and multiple linear regression. The course also uses the SPSS statistical software program and includes many applications of statistics to public health and medical studies, emphasizing concepts and interpretation over formulas.

PubH310 Foundations of Environmental Health Sciences

3 credits

Provides a broad overview of some of the most important and current challenges to human health from environmental and occupational risk factors while teaching the basic knowledge and multi-disciplinary skills used to assess, control, and prevent them. Environmental health addresses all the physical chemical and biological factors external to a person, and all the related factors impacting behaviors. It encompasses the assessment and control of those environmental factors that can potentially affect health. It is targeted towards preventing disease and creating health-supportive environments" (WHO 2014). This course is appropriate for students who are interested in understanding and preventing diseases occurring as a result environmental degradation leading to unsafe water, food, air, as well as the built and workplace environments. The course discusses human and wildlife diseases that result from human use of the environment, their causes, risk assessment and prevention. This course is writing intensive. *Prerequisite: Either PubH201, BI102, or ES104.*

PubH313 Psychological, Behavioral, and Social Issues in Public Health

3 credits

This course is intended to provide students with a foundation in psychological, behavioral, and social science theory in the context of public health research and practice. The content of this course

will provide exposure to a broad range of theories and frameworks commonly employed in the field of public health for understanding health behaviors. These theories will be discussed using examples of their applications to numerous public health problems including, but not limited to, tobacco use, diet, exercise, obesity, HIV/AIDS, violence, cancer, cardiovascular diseases, diabetes, environmental hazards, and global health. This course is writing intensive.

PubH414 Senior Capstone Course

3 credits

The Senior Capstone course is an opportunity for students to work on public health practice projects that are of particular interest to them. The goal is for students to synthesize, integrate and apply the skills and competencies they have acquired to a public health problem that approximates a professional practice experience. Completion of the senior capstone course requires both written and oral components. This course is restricted to all public health majors enrolled in the BS degree program and requires senior level standing. Students may opt to enroll in the course in either the fall or spring semester of their senior year only with approval of the capstone instructor. The course is done under the direction of a faculty member, the capstone instructor.

Public Relations

PROFESSORS: Jason Little, Phyllis Scrocco Zrzavy

ASSOCIATE PROFESSORS: Paul Bush, Allan Rachlin

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

COMM130 Introduction to Media Studies *or*

MK201	Principles of Marketing
COMM100	Communication, Media, and Society or
COMM110	Journalism I
MK333	Marketing Research
MK335	Public Relations

Choose one of the following:

MK304	Advertising or
COMM310	Convergent Journalism or
COMM345	American Political Culture and Media

Public Relations 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.

COMM100 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.

COMM110 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.

COMM130 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 the engagement with media producers. *Addresses GLE Learning Outcome for Social Sciences (SS), Critical Thinking (CT), and Information Literacy (IL).*

COMM310 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: COMM110, junior or senior standing or permission of instructor.*

COMM345 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: COMM130 or SO101 or permission of instructor.*

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

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

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. *Prerequisite: Junior class standing or permission of instructor.*

Fall, odd years

Social Media & Emergent Technologies (SMET)

PROFESSOR: Sudarshan Erramilli

ASSOCIATE PROFESSORS: Paul Bush, Gary Heald, Heather Tullio

AFFILIATED FACULTY: Kristen Nevious

The Franklin Pierce Social Media and Emergent Technologies major is uniquely designed to address the graduate's need for professional and personal skills required to navigate the networked 21st century. While it is possible to find a scant number of social media programs and others that concentrate on emerging technology, there does not exist, to our knowledge, a degree that combines the skills offered by both majors. Our major does exactly that by concentrating on "soft" computing skills that are needed for interface design and the creation of mobile applications, with the courses in writing, analytics, and marketing—all emphasizing strategic and critical thinking—that create a knowledge base far more expansive than majors currently offered in these areas. Our degree emphasizes applicative, experiential learning in all classes. In the Senior year—in a pre-capstone and a capstone course—students work as a team to develop, implement and analyze a social media campaign. Because of its efficient design, students can combine this degree with another for a double-major combination that significantly enhances a student's career preparedness and marketability.

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 42 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 Social Media and Emergent Technologies 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.

Social Media & Emergent Technologies Degree Requirements

SMET100	Introduction to Social Media	3 credits
SMET110	Introduction to Emergent Technologies	3 credits

SMET120	Interface Design	3 credits
SMET200	Exploring Digital Storytelling	3 credits
SMET205	Social Media Ethics, Intellectual Property and Media Law	3 credits
SMET210	Introduction to Data Analytics	3 credits
SMET220	Introduction to Apps	3 credits
SMET320	Android Applications for Mobile Devices	3 credits
SMET330	Social Media Marketing	3 credits
SMET400	Pre-Capstone: Planning and Organizing the Social Media Campaign	3 credits
SMET410	Capstone: The Social Media Campaign	3 credits

Social Media & Emergent Technologies Electives

Choose one elective at the 200-level or above, and choose two electives at the 300-level or above.

SMET250	Introduction to Data Visualization	3 credits
SMET340	Augmented Reality	3 credits
SMET360	360-Degree Storytelling	3 credits
SMET390	Internship in SMET	1-4 credits
SMET490	Internship in SMET	1-4 credits

Strongly recommended: MT260 Statistics or PS260 Statistics for Behavioral Science for GLE Math.

Minor Requirements

The department offers the following program of study to all students seeking a minor in Social Media & Emergent Technologies (18 credits):

Minor Core Courses (9 credits)

SMET100	Introduction to Social Media
SMET110	Introduction to Emergent Technologies
SMET205	Social Media Ethics, Intellectual Property and Media Law

Choose one of the following courses (3 credits):

SMET200	Exploring Digital Storytelling
SMET210	Introduction to Data Analytics
SMET250	Introduction to Data Visualization

Choose two 300-level or above elective courses (6 credits):

SMET340	Augmented Reality
SMET360	360-Degree Storytelling
SMET390	Internship in SMET
SMET490	Internship in SMET

Strongly recommended: MT260 Statistics or PS260 Statistics for Behavioral Science for GLE Math.

Recommended Curriculum Guide

First Year

Fall Semester

GLE 101	First Year Inquiry Seminar
GLE 110	First Year Composition I
SMET100	Introduction to Social Media
SMET110	Introduction to Emergent Technologies
MT____	Mathematics or General Education Elective

Spring Semester

GLE 120	First Year Composition I
SMET120	Interface Design
MT____	Mathematics or General Education Elective
_____	General Education Elective
_____	Elective

Sophomore Year

Fall Semester

SMET200	Exploring Digital Storytelling
SMET220	Introduction to Apps
_____	General Elective Lab Science I
_____	General Education Elective
_____	General Education Elective

Spring Semester

SMET205	Social Media Ethics, Intellectual Property and Media Law
SMET210	Introduction to Data Analytics
SMET____	200- or 300-level Elective
_____	General Elective 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

SMET320	Android Applications for Mobile Devices
SMET330	Social Media Marketing
_____	General Education Elective
_____	Elective
_____	Elective

Spring Semester

SMET____	300- or 400-level Elective
SMET__	300- or 400-level Elective
_____	General Education Elective
_____	Elective
_____	Elective

Senior Year

Fall Semester

SMET400	Pre-Capstone: Planning and Organizing the Social Media Campaign
_____	Elective
_____	Elective
_____	Elective
_____	Elective

Spring Semester

SMET410	Capstone: The Social Media Campaign
_____	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. 136.*

Social Media and Emerging Technologies Curriculum

SMET100 Introduction to Social Media

3 credits

This course lays the groundwork for students' participation in the SMET major, introducing them to a range of concepts and tools that will be essential to a meaningful exercise of social media in an emergent technologies environment. This course uses hands-on practice to introduce such fundamental concepts as storytelling – which lies at the heart of all social media campaigns and will contribute to the core of the pre-capstone and capstone semesters – by beginning the process of “personal branding.” The course will also investigate social media as an international phenomenon, including its political uses by young people around the world. Students will also learn about the fundamentals of the copyright obligations that students will be expected to observe throughout the SMET major.

Fall

SMET110 Introduction to Emergent Technologies

3 credits

This course introduces students to many of the tools used in current technology. Beginning with the design and structure of the Internet, students will explore how searches are constructed and conducted as well as the metrics used to evaluate results. Students will learn how data collection and data use as well as technologies like machine learning, artificial intelligence and robotics are all crucial components of our interactions with technology. We will also investigate related issues of privacy, security, data ownership, ethics, and software distribution models as well as program design concepts.

Fall or Spring

SMET120 Interface Design

3 credits

The browser is our primary window to the Internet – the interface between everyday user and the World Wide Web. This course delves deeper into the technologies that serve as the building blocks of modern websites: HTML5, CSS3, and JavaScript. As the availability and variety of Internet-connected devices has grown, so too has the need to think beyond the desktop and deliver an effective, efficient and satisfying user experience across screens of all shapes and sizes.

Prerequisite: SMET110.

Spring

SMET200 Exploring Digital Storytelling

3 credits

“Storytelling” is a concept that crosses social media. This course introduces students to tools and skills essential throughout the major – design thinking as a way of deciding on the story or message,

basic production and interface methods for creating the story, and the potential of different social media as storytelling forms – all the while emphasizing writing as an essential device in preparing or executing most storytelling. This course will provide a common language and framework that unite all within the major. It will also provide a fundamental appreciation for the writing skills necessary in all areas. *Prerequisites: SMET100.*

Fall

SMET205 Social Media Ethics, Intellectual Property and Media Law **3 credits**

The Internet and the changes it has brought in the way we network with each other have challenged fluid legal jurisdictions and ethical boundaries. Students will study the application of intellectual property law, particularly copyright and patents, to social media and web media. Among the additional issues to be examined are data privacy and security, anonymous speech, social media and students, commercial speech, and libel. *Prerequisites: SMET100 and SMET110, or permission of instructor.*

Spring

SMET210 Introduction to Data Analytics **3 credits**

The student will be introduced to the collection, storage, and analysis of data found in interactive channels (including online, mobile, and social) to derive actionable insight that can be incorporated into core strategies to increase discoverability, engagement and profitability. A variety of key analytic strategies, concepts, issues, challenges and tools will be examined in the context of contemporary cases. The student will prepare for and take the Google Analytics Individual Qualification exam, which leads to an opportunity to earn professional certification in the application of the most common analytic tool. The student will use these skills to analyze a social media site and effectively present his/her findings to a client. *Prerequisite: GLE Math, preferably MT260, PS 260, or permission of the instructor.*

Spring

SMET220 Introduction to Apps **3 credits**

This course introduces students to the techniques and challenges of developing web-based programs, specifically apps. Through the technique of modifying code and using code generators, students will design and build a game ap.As part of this project students will learn aspects of successful design, game theory, principles of reward and challenge, beginning programming techniques, elementary market research, and tracking metrics. Students will also be introduced to the concepts of client-side programming, detecting and altering content to adapt to and enhance cross platform usability, data validation, program reliability and recovery and more. *Prerequisite: SMET110.*

Fall

SMET250 Introduction to Data Visualization **3 credits**

Data presentation can be done creatively, combining a wide range of visual elements that aid in ready understanding. Students will use a variety of tools, which employ such devices as maps, photos and illustrations, as they become familiar with methods of data visualization. No coding or technical skills are needed to be successful in this course. *Prerequisites: SMET100 and SMET110 or permission of the instructor.*

SMET320 Android Applications for Mobile Devices **3 credits**

This course addresses the growing popularity of mobile devices such as smart phones and tablets. Students learn how to design applications, learn mobile device architecture, and write practical applications for use on mobile devices. Concepts to be learned in this course include user interface design, limitations of mobile devices, the Android, Windows, and Apple mobile device operating systems, and various hardware platforms they support. *Prerequisite: SMET220.*

Fall or Spring

SMET330 Social Media Marketing**3 credits**

This course addresses the growing popularity of mobile devices such as smart phones and tablets. Students learn how to design applications, learn mobile device architecture, and write practical applications for use on mobile devices. Concepts to be learned in this course include user interface design, limitations of mobile devices, the Android, Windows, and Apple mobile device operating systems, and various hardware platforms they support. *Prerequisite: SMET210 or permission of the instructor.*

Fall or Spring

SMET340 Augmented Reality**3 credits**

The augmented reality experience is created when emerging technologies (hardware and software) are used to lay digital data—such as video, audio, still photography, graphics or web pages—over our world. This course explores the application of this disruptive technology in several fields, including marketing, sports media, news media, health communication, tourism and leisure, and education. Students will research, design, produce, publish, and assess an augmented reality experience to meet a client's specific communication needs. *Prerequisites: SMET200, SMET210, or permission of the instructor.*

Fall or Spring

SMET360 360-Degree Storytelling**3 credits**

This advanced course is designed to further the students' understanding of video storytelling. It focuses on honing the students' abilities to produce, direct, and edit several types of 360-degree videos, which are filmed in multiple directions simultaneously. Students will experience all stages of the production process from pre-production (planning) to production (shooting) and post-production (editing). During the course, students will consider the user experience, the intended target audience, and working with clients. Team members will promote their 360-videos online and analyze the results. By working in small teams on multiple projects, the students will learn the technical duties and the group dynamics that go into producing successful 360-videos. *Prerequisites: SMET100 or permission of instructor. Strongly recommended: COMM120, SMET200.*

Fall or Spring

SMET390/490 Internship in SMET**1-4 credits**

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

SMET400 Pre-Capstone: Planning and Organizing the Social Media Campaign**3 credits**

This course helps lay the groundwork for students' capstone year in the SMET major. Students will participate in preparing a social media campaign for an off-campus client chosen by faculty, employing skills introduced in previous courses, including design thinking, project management, etc., as well as knowledge of an extensive variety of forms of social media. Their contributions will include specialized skills learned in their concentrations, as well as skills commonly required in social media campaigns. Students will participate in client communication and presentations. Students will continue to maintain their personal "brand" via social media. Students are expected to come into the course needing minimal refreshers on the steps/elements of a social media campaign. *Prerequisites: SMET330 and one additional 300-level course, or permission of the instructor.*

Fall

SMET410 Capstone: The Social Media Campaign**3 credits**

This course is the culmination of the SMET major and will serve as a demonstration of the student's successful achievement of skills essential for future employment, whether as an entrepreneurial individual or as member of a social media team or in a social media leadership role. For the better part of the semester, students will work in teams to carry out the social media campaign planned during SMET 400 Pre-Capstone. Their contributions to the storytelling process will include specialized skills from their areas of concentration, as well as skills commonly required in social media campaigns, such as photography, writing, etc. Students will also monitor the effectiveness of their campaigns via analytics and modify their campaigns as needed. They will also engage in regular communication with their off-campus clients. *Prerequisites: SMET400.*

Spring

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. 102 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**CJ221 Corrections****3 credits**

The course investigates the 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.

CJ345 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: SO318 and SO321.*

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), Inquiry and Analysis (IA), 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. *Prerequisite: SO101.*

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.*

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).*

SO318 Social Science Research Methods

3 credits

An introduction to the social science research procedures that collect data which are easily subject to statistical handling. It is designed to provide instruction and practice in methodological skills that include research design, techniques of data gathering, procedures for data analysis, and strategies for writing up of research findings. *Prerequisite: Either SO101 or AN101.*

Note: Extensive statistical analysis and writing course.

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.*

SO321 Social Science Computer Skills

1 credit

An introduction to the computer programs and resources that support research and writing in the social sciences. Students will practice data file management, data graphing and charting, citation and reference management, and techniques of procuring social science research and data.

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.*

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: CJ210.*

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.*

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.*

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 SO219, SO318, 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: 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.

Learning Outcomes

1. Students will understand and articulate how the development of the recreation and sports services related to current professional standards within its industries.
2. Students will understand the significance of recreation and sports in contemporary society from historical, technological, economic, political, international, physical, and environmental perspectives.
3. Students will understand and apply the significance of recreation, sports and leisure services throughout a person's life-span.
4. Students will understand and implement principles and procedures related to program and/or event planning of recreation, sports, and leisure services.
5. Students will understand and apply the principles and procedures of management, marketing and the application of current technology in the development of areas and facilities through assessment, planning, implementation and evaluation.
6. Students will understand and apply appropriate risk management principles as they are applicable in recreation and sports.

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. 136) and Division Core Requirements (p. 74), the following courses must be completed successfully with a grade point average of at least 2.00 to fulfill the major requirements:

SR001	Comprehensive Exam (take with BA471)
SR100	Foundations of Sports and Recreation
SR201	Principles of Sports and Recreation Management
SR243	Programming in Sports and Recreation Management
SR368	Sports and Recreation Facilities Management
SR390	Internship in Sports and Recreation Management*
SR395	Advanced Internship*
SR495	Senior Independent Project*

SR419	Law and Liability in Sports and Recreation
SR420	Trends and Issues in Sports and Recreation Management

** One of these courses must be taken.*

Plus three courses from one of the following tracks listed.

Sports Management Track

Choose three from the courses listed below:

BA214	Business Law II
MK304	Advertising
MN314	Human Resource Management
MN371	Small Business Management
PS285	Sports Psychology
SR238	Training and Treatment of Injuries in Athletics
SR310	Sports Marketing
SR338	Fitness Management

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
MK304	Advertising
MN314	Human Resource Management
MN348	Public Administration
PS220	Group Dynamics
PS230	Child and Adolescent Development
PS231	Adult Development and Aging
SR115	Foundations of Adventure Recreation
SR210	The Role and Influence of Leisure on the Culture and Commerce of Ireland
SR338	Fitness Management
SR346	Park and Natural Resource Management
SR357	Recreation Therapy
SR439	Ski Area Management

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 Requirements on p. 24.

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 Division Core Requirements (p. 74):

MK201	Principles of Marketing
MN201	Principles of Management
SR100	Foundations of Sports and Recreation
SR201	Principles of Sports and Recreation Management
SR243	Programming in Sports and Recreation Management
SR368	Sports and Recreation Facilities Management
SR390	Internship in Sports and Recreation Management
SR419	Law and Liability in Sports and Recreation
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

MK201	Principles of Marketing
MN201	Principles of Management
SR100	Foundations of Sports and Recreation
_____	General Education Lab Science I
_____	General Education Elective

Spring Semester

SR243	Programming in Sports and Recreation Management
_____	General Education Lab Science II
_____	General Education Elective
_____	General Education Elective
_____	Elective

Note: By University policy, students must make a minimum standard of progress toward the completion of general education requirements by the end of the sophomore year, in order to achieve junior standing for course registration purposes.

Junior Year

Fall Semester

FM224	Principles of Financial Management
SR201	Principles of Sports and Recreation Management
SR368	Sports and Recreation Facilities Management
_____	General Education Elective
_____	Track Elective

Spring Semester

IB364	International Business
_____	Track Elective
_____	Elective*
_____	Elective

Senior Year

Fall Semester

SR390	Internship in Sports and Recreation Management or
SR395	Advanced Internship or
SR495	Senior Independent Project
SR419	Law and Liability in Sports and 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. 136.*

Sports and Recreation Management Curriculum

SR100 Foundations of Sports and Recreation

3 credits

This course introduces the formal study of community, commercial, therapeutic, outdoor recreation and sport. Topics include an historical perspective of the importance of sport, recreation, leisure and play, types of agencies and organizations providing sport and recreation services, basic management techniques and problems associated with the field of sport, recreation and leisure; and current trends and future potential in the field.

Fall and Spring

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

The business of sports and recreation is interdisciplinary, and as such, this course will provide instruction and opportunity for hands-on learning of several business principles that are active in, and relevant to, topics pertinent within the sports and recreation industry. Accordingly, the topics to be examined throughout this course include, but are not limited to, sports and recreation leadership, teams, leagues, ownership, revenue sharing, facility operation, media and sports, compensation, franchise valuation, Olympic sports, college sports, gender equity, ethical dilemma analysis, amateurism, and reform. *Prerequisite: SR100.*

Fall, even years, or as needed.

SR210 The Role and Influence of Leisure on the Culture and Commerce of International Community

3 credits

Participation in leisure, recreation, and sporting activities is examined in the context of 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 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: SR100.*

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: SR100 or may be taken in conjunction with SR100.*

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.

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: SR100.*

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: SR100.*

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: SR100*

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, websites, 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.

Sports Media (SPME)

ASSOCIATE PROFESSORS: Paul Bush, Richard Roth, Heather Tullio.

A Bachelor of Arts degree is offered in Sports Media.

A major and a minor are offered in Sports Media.

The Sports Media program allows students to capitalize on two of the greatest strengths of Franklin Pierce University—our sports programs and the Marlin Fitzwater Center for Communication. Students will gain experience in all facets of sports communication, from play-calling to marketing, as they prepare themselves for entry-level positions as sports journalists, commentators, PR practitioners, or on-air broadcasters.

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 39 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 Sports Media 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

Core Courses (33 credits)

- COMM110 Journalism I
- COMM120 Introduction to Media Production
- COMM215 Sports Reporting
- COMM221 Multi-Camera Production
- COMM231 Diversity and Media
- COMM310 Convergent Journalism
- SPME101 Foundations of Sports Media
- SPME250 Sports Media Production
- SPME300 International Sports Culture
- SR310 Sports Marketing **or**
- MK335 Public Relations
- SPME400 Capstone in Sports Media

Elective Course (6 credits)

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

SPME235, 236, 335, 336, 435,436 Sports Media Practicum (1 credit each, up to 6 semesters)

SPME255, 355, 455 Internship in Sports Media (3-6 credits)

SPME351 Sports Broadcasting

Various Communication courses as well as relevant courses offered by other programs.

Recommended Curriculum Guide

First Year

Fall Semester

- GLE101 First Year Inquiry Seminar
- GLE110 First Year Composition I
- SPME101 Foundations of Sports Media
- _____ General Education Elective
- MT_____ Mathematics or General Education Elective

Spring Semester

- GLE120 First Year Composition II
- COMM110 Journalism I
- COMM120 Introduction to Media Production
- _____ General Education Elective
- _____ General Education Elective

Sophomore Year

Fall Semester

- COMM215 Sports Reporting
- COMM221 Multi- Camera Production
- _____ General Elective Lab Science I
- _____ General Education Elective
- _____ Elective

Spring Semester

COMM231	Diversity and Media
SPME250	Sports Media Production
_____	General Elective Lab Science II
_____	General Education Elective
_____	Elective

Note: By University policy, students must make a minimum standard of progress toward the completion of general education requirements by the end of the sophomore year, in order to achieve junior standing for course registration purposes.

Junior Year

Fall Semester

SPME300	International Sports Culture
SPME310	Convergent Journalism
_____	Elective
_____	Elective
_____	Elective

Spring Semester

SR310	Sports Marketing or
MK335	Public Relations
SPME_____	300- or 400-level course
_____	General Education Elective
_____	Elective
_____	Elective

Senior Year

Fall Semester

SPME_____	300- or 400-level course
_____	Elective
_____	Elective
_____	Elective
_____	Elective

Spring Semester

SMET410	Capstone in Sports Media
_____	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. 136.*

Sports Media Minor

The Sports Media Minor allows student majoring in a variety of related programs (Communications, Marketing, Sports & Recreation Management, Social Media, etc.) to gain a secondary focus in the growing area of sports communication. Students will learn about the history and cultural impact of sports media, as well as have opportunities for hands-on experience in various facets of sports communication, such as play-calling and color commentary, sports marketings, and sports reporting.

Minor Requirements

20 credits

SPME101	Foundations of Sports Media
COMM110	Journalism I
COMM120	Introduction to Media Production
COMM215	Sports Reporting <i>or</i>
COMM221	Multi-Camera Production
SPME201/202	Sports Media Practicum (2 credits)
SPME250	Sports Media Production <i>or</i>
SR310	Sports Marketing
SMPE300	International Sports Culture

Sports Media Curriculum

SPME101 Foundations of Sports Media

3 credits

This course covers the relationships between sports industries, athletes, media, and audiences. After a brief study of the earliest “coverage” of sports during the ancient Olympic games, we will look at the evolution of sports communication from early sports writers, through early sports broadcast announcers, to the current age, where athletes create their own sports media via Twitter and other social media.

Fall, Spring

SPME235, 236, 335, 336, 435, 436 Sports Media Practicum

1 credit (may be repeated)

This 1-credit course is for students who are working on campus in sports media roles (writing for the Athletic Communication program, broadcasting team games and matches, covering campus sports events, producing sports weekly TV shows). The course meets weekly, with students of all levels of the course (from SPME201 through SPME402) meeting together as a multi-level course. As students work through the levels of the course, they assume increasing levels of responsibility for the production of sports media content. At the 300 and 400 levels, students are likely to be put in charge of production teams. We will review student media work every week and work on strengthening their professional communication abilities. The course can be repeated for up to 6 credits. *Prerequisites: SPME101 and COMM120, or permission of instructor.*

Fall, Spring

SPME250 Sports Media Production

3 credits

This course will give students hands-on experience producing various short form sports programs, such as feature stories, highlights, and news packages. Students will also produce a weekly sports news program focusing on coverage of university sports games and events. *Prerequisites: SPME101, COMM221.*

Fall, Spring

SPME255, 355, 455 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. An agreement is drawn up and approved by the student, the on-site supervisor, the Sports Media faculty internship advisor, and the appropriate Division Chair. Students should consult with the faculty internship advisor on the academic requirements before starting the internship. The course grade is assigned by the Communication faculty internship advisor in consultation with the on-site supervisor. Credits are based upon the work hours completed (minimum of 40 hours per credit); a maximum of 6 credits may be earned per term. A student may take up to 15 credits towards graduation credit. *Prerequisite: SPME250.*

SPME300 International Sports Culture**3 credits**

In less than a hundred years sports have become an essential part of world culture. Sports events are our passions and sports athletes are our heroes. Sports have become a source of national identities and have often been a focal point for international geopolitics. In this course, we first develop an understanding of sports that are popular abroad, but not well understood at home (e.g., cricket, football, hurling). Then we will explore the ways that sports are understood and appreciated in other nations. We will also explore situations in recent history when sports events became important in geopolitical tensions (e.g., 1936 Berlin Olympics, 1974 heavyweight boxing title fight in Zaire, 2008 Beijing Olympics). The course includes an optional study abroad component at the end of the semester, when we will travel internationally to both view live sporting events and study the media coverage of sports in the places we visit. *Prerequisite: SPME101.*

Spring

SPME351 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. *Prerequisite: SPME250.*

SPME400 Capstone in Sports Media**3 credits**

The capstone is an issues-based topics course. We will study a contemporary situation in sports media (e.g., Title IX, domestic abuse by athletes, substance abuse, etc.) to understand the ways in which media coverage of the subject has been more or less effective, how that coverage has influenced public opinion, and how sports media professionals might handle the topic more effectively. The course, therefore, will also involve ethical considerations, so we will explore the subject of communication ethics. *Prerequisites: Sports Media major and Senior Standing.*

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 Associate Dean for Student Success and 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, at least twelve of which have to be at the 300 or 400-level. The minor should consist of no fewer than eighteen and no more than twenty-one credits. In addition to the major/minor, the student will be required to complete 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 Associate Dean for Student Success and 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 Associate Dean. 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

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

LS105 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. *Addresses GLE Learning Outcomes Humanities (HU) and Intercultural Knowledge (IC).*

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. *Addresses GLE Learning Outcomes Social Science (SS) and Inquiry & Analysis (IA).*

NT418 Camino Pilgrimage I

3 credits

Part one of a walk/study course that takes a small group of students to Spain to study Spanish and the Camino intensively while immersed in the culture of Spain and on a faculty-guided long-distance walk through beautiful parts of southern France and northern Spain on the ancient Camino de Santiago de Compostela, one of the most popular pilgrimages in the world. The Camino Pilgrimage generally covers about 10-15 miles each day, and students carry their own belongings in a backpack and sleep in pilgrim hostels. Students work with one another by

participating in learning activities together. Students keep a journal of their experiences, and produce a final reflection paper after they return in early November. Walking the Camino is an unforgettable personal journey steeped in European history and a rich spiritual tradition. *Prerequisite: LS105, NT317. Addresses GLE Learning Outcomes Arts & Design (AD), Applied Learning (AL) and Experiential Learning (EL).*

NT419 Camino Pilgrimage II

3 credits

Part two of a walk/study course that takes a small group of students to Spain to study Spanish and the Camino intensively while immersed in the culture of Spain and on a faculty-guided long-distance walk through beautiful parts of southern France and northern Spain on the ancient Camino de Santiago de Compostela, one of the most popular pilgrimages in the world. The Camino Pilgrimage generally covers about 10-15 miles each day, and students carry their own belongings in a backpack and sleep in pilgrim hostels. Students work with one another by participating in learning activities together. Students keep a journal of their experiences, and produce a final reflection paper after they return in early November. Walking the Camino is an unforgettable personal journey steeped in European history and a rich spiritual tradition. *Prerequisite: LS105, NT317. Addresses GLE Learning Outcomes Humanities (HU), Intercultural Knowledge (IK) and Teamwork (TW).*

Sustainability Certificate

STEERING COMMITTEE: Verna DeLauer (Environmental Studies), Catherine Owen Koning (Environmental Science), Rhine Singleton (Environmental Science)

AFFILIATED FACULTY: Davina Brown (Psychology), Gerald Burns (English), Paul Bush (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 (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 on following page) 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 three 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: three of any of the following:

AN220	Global Problems
BI214	Coastal Ecology
BI217	Tropical Forest Ecology (laboratory)
BI430	Forest Ecology (laboratory)
CH221	Environmental Chemistry (laboratory)
CIT222	Introduction to Geographic Information Systems: ArcView
COMM110	Journalism I
COMM210	Journalism II
COMM316	Feature Writing
ED314	Scientific Inquiry and Teaching Methods
ES103	Introduction to Ecosystem and Wildlife Conservation
ES104	Introduction to Natural Resource Conservation
ES106	Environment and Society
GL115	Global Change: The Oceans
GL120	Global Change: The Atmosphere
ES203	The CSA Farm and Sustainable Food Systems
ES204	The Campus Garden and Community Resilience
ES210	Evolution of Environmental Thought
ES235	Alternate Energy
ES265	Law and the Environment
ES301	Place, Community, and Regional Studies
ES310	Environmental Impact Assessment
ES320	Wetland Ecology and Protection (laboratory)
ES342	Wildlife Conservation and Management
FA235	Printmaking I
FA322-323-324	Ceramics II, III, IV
GL205	Environmental Geology (laboratory)
HP211	Introduction to Public History
HS240	American Environmental History
MK201	Principles of Marketing
MK214	Consumer Behavior
MK304	Advertising
MK333	Marketing Research
MK335	Public Relations
MK350	Electronic Commerce
MK474	Marketing Management for a Green Economy
PA306	Philosophy of Science and Nature

PO344	Environmental Politics
PS261	Research Methods in Psychology (laboratory)
PS322	Social Psychology
SO101	Introduction to Sociology
SO203	Community Organization
SO450	Seminar in Sociological Perspectives
SR115	Foundations of Adventure Recreation
SR346	Park 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)

PROFESSOR: Robert C. Lawson

LECTURER: Sally Bomer

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).*

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.*

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.*

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).*

TH211 Techniques of Acting

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).*

Women in Leadership Certificate (WL)

STEERING COMMITTEE: Donna Decker, Director, Jean Dawson, Zan Walker-Goncalves, Melinda Jetté, Mary C. Kelly, Jessica Landis, Trish Moore, Kristen Nevious, 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 Mooney, President, 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

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.*

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.

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.*

COMM336 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.*

COMM337 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: COMM130 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).*

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.*

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).*

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.

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.*

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.*

WL115 Introduction to Women's Studies

3 credits

Focuses on the interdisciplinary analysis of women, culture, and society. Topics include: cultural images, socialization, media, sexuality, sexual orientation, work, family, politics, violence, inequality, and racial diversity. The course also examines feminist viewpoints, interdisciplinary studies, and the relationship of feminist concepts, methods, and modes of analysis to traditional academic disciplines.

WL490 Women in Leadership Seminar

1 credit

Provides a forum for students who have recently engaged in, or are currently enrolled in, a Women in Leadership internship. During the seminar they will complete readings on various kinds of leadership, give presentations about their leadership experiences, and write about ways in which their leadership experiences will enrich their futures. Taught on a rotational basis by various program faculty, the focus is on students having the opportunity to synthesize their academic and hands-on leadership experience. *Prerequisites: declared candidacy for the Women in Leadership Certificate, plus either completion or current enrollment in a leadership internship approved by the Women in Leadership Certificate Steering Committee.*

WL491 Internship in Women in Leadership

3 credits

Internship designed to facilitate leadership opportunities for students in the Women in Leadership program. 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.

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, Best Buddies, Criminal Justice Club, Education Club, Gamers, Glass Blowing, GSA (Gay/Straight Alliance), History Club, Health Science Club, Raven Thunder Dance Club, Sistuhs, Literary Society, Global Citizens Club, Public Health Club and Sports & Recreation Club. 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 *The 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, Fast Friends, Head Start, Kitty Rescue and Adoption, Jaffrey After School Program, Sock and Book Tree, and alternative break programs. 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 & 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 a.m. – 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 Healthcare 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 naaa.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) are 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 is able to tailor 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 are housed in Granite, New Hampshire, and Mt. Washington halls. These traditional residence halls are smoke-free and students 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 Mountainview or Northwoods. Seniors choose Lakeview or Sawmill, 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 also available in all residence halls and around the campus. 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: franklinpierce.edu/housing. The housing deposit will guarantee housing for the upcoming year. 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.

Television & Telecommunications

Television

The University provides cable television service to all campus residence halls. Students may bring a television from home and receive cable programming in their room. RG6 quality cables are required and may be brought from home or purchased at the University Bookstore. Students must be sure that their television has QAM tuning capability.

Students are not permitted to install satellite dishes or mount televisions on the walls in on-campus residence hall rooms.

Cell Phone Service

U.S. Cellular has a cellular tower on campus and service is reasonably reliable in most buildings. Verizon Wireless has a reciprocal agreement with U.S. Cellular and their service is reasonably reliable as well. Being in a rural, mountainous area, cell phone service may be spotty.

Telephone and Voicemail Service

Upon request, Franklin Pierce provides dial tone to every residential hall room at no charge for local and toll-free calling and on-campus 911 service. Students will need to bring an analog telephone for making and receiving calls and purchase a calling card for making long distance calls. A voice mailbox is available upon request with or without dial tone.

TTY (for the hearing impaired)

TTY service is available to students on the first floor of the library. The number is (603) 899-1125.

Fax Services

Faxes can be sent for a fee of \$1 per page twenty-four hours a day at the Campus Safety building. There is no cost to receive a fax.

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 approximately nine students selected by the chair-person and approved by the Assistant Dean of Student Affairs. The Board hears cases involving violations of the Student Code of Conduct and recommends appropriate action to the administration. For more information regarding the Student Code of Conduct, visit the Student Life Section on the website at franklinpierce.edu/studentlife/student-conduct.

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 Manor, 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 Manor provides a quiet environment for student study (Marulli Welcome Center) and the Thoreau Art Gallery/Faculty Lounge. Peterson Manor houses the Office of the President, Office of the Provost, the Office of Academic Affairs, Institutional Advancement Office, and Institutional Research.

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. Vehicle owners and operators must comply with all policies regarding registration, parking, and operation of vehicles as published in the Campus Parking and Motor Vehicle Policies booklet available at Campus Safety and on the University website at 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 website at franklinpierce.edu/studentlife/dcs/clery.htm.

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.

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.

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 a town fire truck, which is housed on the campus, 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, Mountainview) can choose if they wish to participate in a meal plan. Meal plan options can be viewed at 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 website, 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 University 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 website, under the Student Life section.

AWARDS

Special Departmental Honors

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

Anthropology Award for Outstanding Senior

Anthropology Award for the Exceptional Sophomore

Athena Award (Philosophy)

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 (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

Office of Student Financial Services

The Office of Student Financial Services (OSFS), 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.

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

Franklin Pierce Grant

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

Federal Pell Grant

Federal Pell Grants provide grant assistance up to a maximum of \$5,920 per year (2017/18) 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. In repayment, the loan bears interest at the rate of 5% per year on the unpaid balance. Because the Federal Perkins program is expected to be eliminated, students with Perkins funds must meet additional eligibility requirements as outlined in loan disclosures.

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

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

State Grants

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

International Student Scholarships

A limited number of scholarships are available to international students. The maximum is \$10,000 per year.

Federal Stafford Student Loan — Subsidized and Unsubsidized

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

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

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

Stafford Loans will be processed using a serialized Master Promissory Note (MPN). New students are encouraged to participate in the electronic processing of the Stafford Loan through Franklin Pierce.

Federal PLUS — Parent Loans for Undergraduate Students

This Federal loan is available to parents of dependent students. The maximum amount that may be borrowed is the total cost of education minus other financial aid awarded. To receive the loan, the parent borrower must pass a credit check. If a parent is denied the PLUS Loan on the basis of credit, they have the option to obtain a cosigner, or the student may borrow additional funds through the Unsubsidized Stafford Loan (up to \$4,000 per year for freshman and sophomore status and \$5,000 per year for junior and senior status). The loan is generally disbursed in two installments, one per semester. Repayment of a PLUS Loan may be deferred until after a student graduates. Franklin Pierce requires all PLUS loan applicants to have a FAFSA on file.

Merit-based Sources of Financial Assistance

At the time a student is considered for admission to the University, the Admissions Office evaluates each application for merit-based Franklin Pierce Scholarships. These scholarships are communicated to the student at the time of admission. The OSFS also receives notification of such awards and builds a financial aid package around merit-based funds, assuming that the student has applied for financial assistance. All students must maintain full-time enrollment (12 credits minimum per semester) in order to receive merit-based funds. Students may only receive funding from one merit-based award fund.

The following scholarships are for incoming freshman for the Fall 2017 term:

- 1. Presidential Scholarship**
\$23,000 per year is awarded on the basis of high academic achievement. Franklin Pierce CGPA of 3.0 required to retain.
- 2. Provost's Scholarship**
\$22,000 per year is awarded on the basis of high academic achievement. Franklin Pierce CGPA of 2.8 required to retain.
- 3. Trustee Scholarship**
\$21,000 per year is awarded on the basis of academic achievement.
- 4. Dean's Scholarship**
\$20,000 per year is awarded to students who show academic ability.
- 5. Success Grant**
\$19,000 per year is awarded to students who show promise of success at Franklin Pierce.
- 6. Incentive Grant**
\$15,000 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 student athletes. These funds are awarded by the Athletics Department and communicated to the OSFS. Athletic awards are calculated into the student's overall financial aid package, not to exceed direct costs. Student athletes are expected to live on campus as resident students. Any full scholarship student athlete wishing to move off campus and/or off the meal plan, must petition to do so with the Director of Residential Life. The student athlete must demonstrate that 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

The Franklin Pierce University "Pierce Achievement Award" was 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;
- 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.
- The addition of Pierce Achievement Award funding may not result in total scholarship/grant awards exceeding the total cost of tuition.

Process

The Pierce Achievement Awards signify a celebration of academic success at Franklin Pierce. On an annual basis, the OSFS will determine qualified recipients of the award, and a customized letter signed by both the Dean of the College at Rindge and Associate Vice President of the Office 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 credit; 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 OSFS for additional information.

Veterans Administration

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

Veteran's Benefit Policy

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

Private Scholarships

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

Tuition Exchange Programs

Students attending Franklin Pierce University on a tuition exchange scholarship through one of the three programs in which the University participates (Tuition Exchange Program; 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 fee of \$750.00 per term.

Pierce Health, Health Sciences, and Health Scholarship Awards

All incoming students that are offered these awards must declare one of the specified majors by the close of the Fall 2017 term. *These majors include: Health Sciences and Biology*; SFS will not apply Scholarships until Spring 2018, retroactively disbursing funds for the Fall 2017 semester for eligible students. Eligible students are those who have successfully completed the Fall 2017 semester with minimum CGPA requirements, as specified at the time of admission and have formally declared one of the majors by the end of that semester.

For continued receipt of health designated scholarship funds, students must maintain the CGPA listed at the time of admission and be enrolled in one of the required majors. Students that fail to meet CGPA requirements may appeal to the OSFS for consideration of need-based aid.

Financial Aid - Satisfactory Academic Progress (SAP)

Undergraduate Students - SAP

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

The student’s appeal must address the following:

1. The basis for the appeal – a description of the special circumstance *and*
2. The reason why the student failed to meet the SAP standard(s) *and*
3. What has changed in the student’s situation so that s/he will now be able to meet SAP standards.

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

Academic Plans

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

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

Summary

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

FINANCIAL INFORMATION

In addition to the processing of all financial assistance programs available at the University, the OSFS is also responsible for student billing, student financial clearance, and student accounts. Students must be financially clear in order to enroll at the University.

Financial Clearance

The OSFS reviews all student accounts for financial clearance. In order to be considered financially clear, a student must have a zero balance through either anticipated financial assistance (certified and in process if a student loan) or payment made in full. Balances on student accounts are due for the fall semester on June 1 for new/incoming students and July 1 for continuing students. All students are subject to a December 1 deadline for spring semester payment. 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 for the fall semester are due June 1 for new/incoming students and July 1 for continuing students and December 1 for the spring semester for all students, any student account that is not financially clear may be assessed a \$350 late payment fee, 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 \$50.00 (Fifty U.S. dollars) or more will be referred to a third party organization for collection. The University will assess a \$75.00 late payment fee for any student sent to a third party collection agency. Upon referral, the student must resolve their outstanding balance with the referral agency.

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 beginning June 1, 2017.

Full-time College at Rindge Tuition (year)	\$32,445
Full-time College at Rindge Tuition (semester)	\$16,223
Standard Double Room (year)	\$7,622
Standard Board (year)	\$5,460
Summer Session 1 online/on campus 2017	\$380 per credit
Summer Session 2 online/on campus 2017	\$390 per credit

Deposits

Acceptance Deposit \$400

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

Administrative Fee \$2,550

All student living on the Rindge campus, regardless of enrollment status, must pay the Administrative fee. All non-resident, Rindge students registered for 9 or more credits must pay the Administrative fee.

Contingency Deposit \$100

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

Refund Policy

A student may withdraw from the University in accordance with the policies stated on p. 35. 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. Students that withdraw prior to 14 days of the first scheduled class will be responsible for a prorated daily rate of housing and meals. 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

Veteran Students Receiving Department of Defense Funding

Refund policies for withdrawn veterans mirror the percentage of financial aid earned on p. 264. Contact the OSFS 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. 28 for other relevant policies.

Refunds for Recipients of Federal Financial Aid

Students who withdraw before 61% of the term is completed will have their federal financial aid eligibility calculated in direct proportion to the length of their enrollment. The percentage of time the student remained enrolled is the percentage of disbursable aid for that period that the student earned. A student who remains enrolled beyond the 61% point earns all aid for the period. Return of Federal (Title IV) funds calculation is performed independently of institutional costs incurred for the period of enrollment.

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

The student may be entitled to a post-withdrawal disbursement of federal financial aid if the return of funds calculation indicates that the student earned more aid than was disbursed prior to withdrawal. Additional information may be obtained from the OSFS.

Student accounts with credit balances after all federal financial aid has been posted will be sent a refund check within 14 business days of the credit. Refunds are typically available in late October for the Fall semester and late February for the Spring semester. Actual dates are published by the OSFS on an annual basis. Students with PLUS loans (Parent Loan for Undergraduate Students) will have refunds sent to the parent borrower if requested, unless the parent specifies, in writing, that the refund be released to the student.

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

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

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 Mountainview) can choose if they wish to participate in a meal plan. Meal plan options can be viewed on the Franklin Pierce website. Requests for changes in the meal plan must be filed in either Residential Life or the OSFS 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 OSFS staff.

Item Description	Cost
Credit hour charge (beginning with the 17 th credit hour charge or for part time students 1-11 credits)	\$1,082
ACH/Wire Returned Fee	\$125
Auditing Fee (non-credit/per credit hour)	\$250
Credit Hour Charge or Auditing Fee (high school student, Senior citizen (60+) or alumni	\$150
Graduation Fee Undergraduate	\$200
Returned Check Fee	\$125
Student ID Card Replacement Fee	\$50
Replace P.O. Key	\$40
Study Abroad Fee	\$1,500

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 \$450 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.

Books and Supplies

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

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. Official secondary school transcript.
2. Official transcript from each college attended.
3. 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.
4. Submission of SAT or ACT scores is optional.

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. Students from regionally accredited Associate-level colleges will receive transfer credit up to 75 semester hours for grades of C or higher in appropriate coursework. Students from regionally accredited Baccalaureate-level colleges/universities will receive transfer credit up to 90 semester hours for grades of C or higher in appropriate coursework.

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 with the exception of the Biology, Chemistry, Physics and Calculus exams for Health Sciences and Biology majors which require a score of 4 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 College Preparatory coursework on prior page). 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 2016

State	Number of Students Enrolled	Percent of Rindge Campus
Alaska	2	0.1%
Alabama	1	0.1%
Arizona	1	0.1%
Armed Forces	1	0.1%
California	12	0.8%
Colorado	4	0.3%
Connecticut	211	14.1%
District of Columbia	1	0.1%
Florida	12	0.8%
Hawaii	1	0.1%
Massachusetts	584	38.9%
Maryland	10	0.7%
Maine	58	3.9%
Michigan	7	0.5%
Minnesota	1	0.1%
New Hampshire	268	17.9%
New Jersey	41	2.7%
Nevada	1	0.1%
New York	140	9.3%
Oregon	1	0.1%
Pennsylvania	4	0.3%
Rhode Island	69	4.6%
Texas	2	0.1%
Vermont	34	2.3%
Virginia	1	0.1%
Washington	1	0.1%

International Students

Australia	2	0.1%
Bermuda	2	0.1%
Brazil	5	0.3%
Canada	2	0.1%
China	2	0.1%
Germany	4	0.3%
Great Britain	5	0.3%
Israel	2	0.1%
Japan	7	0.5%
New Zealand	1	0.1%
Sweden	1	0.1%
Trinidad & Tobago	1	0.1%
United Kingdom	6	0.4%

Rindge UG Total	1,501	100%

THE COLLEGE OF GRADUATE &
PROFESSIONAL STUDIES

**THE COLLEGE OF GRADUATE & PROFESSIONAL STUDIES:
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ACADEMIC CALENDAR 2017-2018
UNDERGRADUATE STUDIES

2017

Term 1 Begins	Mon.	Sept. 11
Term 1 Add/Drop Ends	Mon.	Sept. 18
Term 1 Ends	Sat.	Nov. 4
Term 2 Begins	Mon.	Nov. 6
Term 2 Add/Drop Ends	Mon.	Nov. 13
Thanksgiving Break - No Classes & Campuses Closed	Mon.-Sun.	Nov. 20-26
Winter Break - No Classes & Campuses Closed	Mon.-Sun.	Dec. 25-Jan. 7

2018

Martin Luther King Jr. Day - CGPS Campuses Closed	Mon.	Jan. 15
Term 2 Ends	Sat.	Jan. 20
Term 3 Begins	Mon.	Jan. 22
Term 3 Add/Drop Ends	Mon.	Jan. 29
President's Day - CGPS Campuses Open*	Mon.	Feb. 19
Term 3 Ends	Sat.	Mar. 17
Term 4 Begins	Mon.	Mar. 19
Term 4 Add/Drop Ends	Mon.	Mar. 26
Commencement	Sat.	May 12
Term 4 Ends	Sat.	May 12
Undergraduate Summer 1 Begins	Mon.	May 14
Undergraduate Summer 1 Add/Drop Ends	Mon.	May 21
Memorial Day - CGPS Campuses Closed	Mon.	May 28
Undergraduate Summer 1 Ends	Sat.	June 30
Independence Day - CGPS Campuses Closed	Wed.	July 4
Undergraduate Summer 2 Begins	Mon.	July 9
Undergraduate Summer 2 Add/Drop Ends	Tues.	July 16
Undergraduate Summer 2 Ends	Sat.	Aug. 25

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

**Floating Holiday*

ACADEMIC CALENDAR 2017-2018

GRADUATE STUDIES

2017

Student Teach Grad. Term 1 Begins	Mon.	Aug. 28
Grad. Term 1 Begins	Mon.	Aug. 28
Student Teach Grad Term 1 Add/Drop Ends	Mon.	Sept. 4
Grad. Term 1 Add/Drop Ends	Mon.	Sept. 4
Student Teach Grad. Term 1 Ends	Fri.	Oct. 20
Student Teach Grad. Term 2 Begins	Mon.	Oct. 23
Student Teach Grad. Term 2 Add/Drop Ends	Mon.	Oct. 30
Grad. Term 1 Ends	Sat.	Nov. 18
Thanksgiving Break - No Classes & Campuses Closed	Mon.-Sun.	Nov. 20-26
Grad. Term 2 Begins	Mon.	Nov. 27
Grad. Term 2 Add/Drop Ends	Mon.	Dec. 4
Student Teach Grad. Term 2 Ends	Fri.	Dec. 22
Winter Break - No Classes & Campuses Closed	Mon.-Sun.	Dec. 25-Jan. 7

2018

Student Teach Grad. Term 3 Begins	Mon.	Jan. 2
Student Teach Grad Term 3 Add/Drop Ends	Tues.	Jan. 9
Martin Luther King Jr. Day - CGPS Campuses Closed	Mon.	Jan. 15
President's Day - CGPS Campuses Open*	Mon.	Feb. 19
Student Teach Grad. Term 3 Ends	Fri.	Mar. 2
Grad. Term 2 Ends	Sat.	Mar. 3
Student Teach Grad. Term 4 Begins	Mon.	Mar. 5
Grad. Term 3 Begins	Mon.	Mar. 5
Student Teach Grad Term 4 Add/Drop Ends	Mon.	Mar. 12
Grad. Term 3 Add/Drop Ends	Mon.	Mar. 12
Student Teach Grad. Term 4 Ends	Fri.	May 4
Commencement	Sat.	May 12
Grad. Term 3 Ends	Sat.	May 26
Memorial Day - CGPS Campuses Closed	Mon.	May 28
Grad. Term 4 Begins	Mon.	June 4
Grad. Term 4 Add/Drop Ends	Mon.	June 11
Independence Day - CGPS Campuses Closed	Wed.	July 4
Grad. Term 4 Ends	Sat.	Aug. 25

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

**Floating Holiday*

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

- Errors in the calculation or transcription of a grade must be noted on a Grade Change form and submitted directly to the 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 presented on a Grade Change form, reviewed by the Academic Standards Committee, and approved by the appropriate Dean (Rindge or CGPS as determined by the student's affiliation) before submitting to the Registrar's office. 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 Grade Change form, with justification in writing, to the Academic Director and the Dean or designee. The

completed form is submitted to the Registrar's office. 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 <i>(This is not satisfactory for graduate students)</i>	2.00
C-	Marginal Grade <i>(This is not satisfactory for graduate students and is considered an F)</i>	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 (Count as attempted credits)	
AW*	Administrative withdrawal (Count as attempted credits)	

**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 Advisor. 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 of the College of Graduate & Professional Studies. 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 AW or a letter grades as per the parameters as noted above.

ACADEMIC PROGRAMS

Professional Studies

Bachelor of Arts

- Criminal Justice*
- Emergency Medical Services*
- Human Services*

Bachelor of Science

- Accounting-Finance*
- Emergency Medical Services*
- Healthcare 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*

*Offered 100% online

Franklin Pierce University
College of Graduate & Professional Studies
Center Locations

Lebanon Center:	24 Airport Road, Suite 19, West Lebanon, NH 03784 (603) 298-5549
Manchester Center:	670 North Commercial Street, Suite 301, Manchester, NH 03101 (603) 647-3500
Portsmouth Center:	119 International Drive, Portsmouth, NH 03801 (603) 433-2000
Goodyear Campus:	14455 West Van Buren Street, Building A, Suite 100, Goodyear, AZ 85338 (623) 518-2386

ACADEMIC PROGRAMS (CON’T.)

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 Science in Nursing (M.S.N.)/Master of Business Administration (M.B.A) Dual Degree*
- 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*

**Offered 100% online*
+Coursework offered online; student teaching or field work required

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Visit **franklinpierce.edu** for available class formats.

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General and Liberal Education Core Curriculum Requirements

In keeping with the Pierce Promise (see p. 36), every student who graduates from Franklin Pierce University will take a range of foundational and discipline-specific courses to complete their general education requirements. These courses will not only familiarize students with a wide range of content and methodologies, but will also work with students to develop specific skills and competencies, identified as Learning Outcomes in the General and Liberal Education (GLE) program, that will help Franklin Pierce students succeed both academically in their major and professionally in their chosen field.

The details of the Franklin Pierce GLE program are found on pp. 136. For students matriculating in the College of Graduate & Professional Studies the following exceptions apply:

- Students will take GLE103 Career Image, Planning, and Management (instead of GLE101 First Year Inquiry)
- Any in-force articulation agreement between Franklin Pierce University and another institution of higher education regarding the transfer of general education credits supersedes the GLE requirements

GLE-qualified courses will have either a GLE prefix, or will be designated in the Catalog as meeting one of five required Knowledge and Understanding areas (Arts and Design, Humanities, Mathematics, Natural Sciences, Social Sciences), and will usually identify one or two other Learning Outcomes that the course addresses.

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 in person or via phone or email.

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. Average time to completion is 5 years.

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. Average time to completion is 3 years.

It is the student's responsibility to monitor and complete all degree requirements. Your advisor can help shape your academic career, but the student must ensure the classes taken fulfill degree 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, a minimum of 12 hours must be 300/400 level courses in each declared major (maximum of two majors allowed) and successful completion of GLE103.

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 successful completion of 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.

Catalog Year

Students are subject to graduation/curriculum requirements in the Catalog which was in effect at the time of their matriculation into the program (declaration of degree/major/certificate). Occasionally, a student may elect to fulfill the requirements out of a subsequent Catalog, provided they were enrolled at the time the Catalog was published. The graduation/curriculum requirements of the Catalog are to be considered in their entirety; students may not fulfill part of their requirements from one Catalog and another part from another Catalog, nor may a student fulfill major requirements from one Catalog and certificate requirements from another Catalog.

Time Limits

Undergraduates enrolled in degree or certificate programs may continue to work toward their degree/certificate 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.

Courses taken at Franklin Pierce University take precedence over transfer courses. In the event that the student has an over-abundance of transfer credits, credits that apply to one's degree requirements will be posted first while nonessential credits will be held separately. When the student changes programs (declares/adds/drops a degree, major and/or certificate), his/her transfer credits may be adjusted to reflect the new program(s). When the student has a break of more than 24 consecutive months, his/her transfer credits may be reevaluated based upon current program requirements and policies.

**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. 283).

Nursing students who have completed an associate's degree at another institution and transfer to Franklin Pierce University will not need to repeat lower-division general education requirements at Franklin Pierce University. The general education curriculum can be transferred and accepted as a component of an associate's degree or as a stand-alone general education block not affiliated with an associate's degree. Completion is defined as all courses completed with a grade of "C" or higher.

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.

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 (see next page), 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 may qualify for such credit by satisfactory achievement on the College Board Advanced Placement Exams (typically a score of 3 or higher; 4 or higher for some majors – see equivalency sheet on eRaven) or International Baccalaureate Higher Level Exams (score of 4 or higher). Official score reports must be submitted to the University from College Board or International Baccalaureate for credit to be granted.

Prior Learning Assessment

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

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.

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 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. 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 Academic Advisor for proper procedure and related paperwork prior to taking courses outside the College. The Dean or designee is responsible for final determination.

Course Load and Credit/Tuition 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. For any credit overload, the student should discuss the new tuition charges with Student Financial Services.

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 an AW or a letter grade as per the parameters as noted above.

**Students taking online courses may secure instructor, Student Financial Services 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 change form to the Registrar's Office. If the work has not been completed or a grade change form 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 and a grade change form has not been submitted by this time, the default letter grade will replace the IP. A student who receives this grade at the end of 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.

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

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

**All withdrawn courses count as attempted credits.*

Auditing Courses

Students wishing to take a course for no credit may do so by indicating "Audit" on the Registration Status Change (Add/Drop) form. Auditors are students who enroll in a course for which they will not receive a letter grade or credit. Auditors will be admitted to courses only when there are spaces available and the extent of their participation will be agreed upon between the students and their instructors. (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 Academic Advisor, 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 of Graduate & Professional Studies, who will render final decisions.

A student remains on suspension for at least one term and until the student applies for reinstatement.

Students wishing to apply for reinstatement must:

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

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

Academic Dismissal

Academic Dismissal is permanent separation from the University. The student may not apply for reinstatement or readmission. An 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 less than six months are not discontinued. These students should contact their advisor or Enrollment Management and register for courses. Students must be in good academic and financial standing.
- Students who remain inactive for six to twenty-four consecutive months should contact their advisor or Enrollment Management 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 on p. 288.

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). Satisfactory progress is defined as a minimum of a 2.00 CGPA and a rate of progress of at least 67%. Please see Office of Student Financial Services on p. 256 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.

In addition to the CGPS General and Liberal Education Curriculum (p. 136), 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 <i>or</i>
CIT130	Database Applications <i>or</i>
CIT140	Electronic Spreadsheets

Major Requirements (Accounting Track) (21 semester hours)

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 (19 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 (25 semester hours)

Criminal Justice

Bachelor of Arts Degree (120 semester hours)

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 members 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.

Major Requirements (40 semester hours)

CJ101	Introduction to Criminal Justice
CJ201	Police Work
CJ210	Courts and Criminal Procedure
CJ221	Corrections
CJ345	Criminology
CJ470	Senior Criminal Justice Seminar
SO101	Introduction to Sociology
SO205	Race and Ethnic Relations
SO318	Social Science Research Methods
SO321	Social Science Computer Skills

Major Electives (choose 12 credits)

CJ203	Juvenile Justice
CJ301	Criminal Investigation and Evidence
CJ310	Community Corrections
CJ330	Special Topics in Criminal Justice
CJ340	Gender, Race and Crime
CJ400	Rehabilitation of the Offender
CJ410	Criminal Law
CJ420	White Collar Crime
CJ430	Victimology
CJ495	Internship in Criminal Justice
CJ499	Independent Study in Criminal Justice
SO220	The Family
SO350	Law and Society

**Alternate elective courses in Anthropology, Political Science, or Psychology may be substituted by permission of the department.

General Electives (39 semester hours)

Emergency Medical Services

This program is designed for emergency medical services personnel interested in following a path to degree completion. The program presents two degree offerings that are non-clinical and offered fully online.

Applicants may earn credits for qualifying coursework and certifications. Paramedics will receive 40 credits for an active paramedic license. Additional credits may be earned through Prior Learning Assessment or transfer. Those credits will be applicable to the core requirements and general electives as needed.

Students may select either a Bachelor of Arts or a Bachelor of Science degree.

Bachelor of Arts (120 semester hours)

The Bachelor of Arts offers a social science pathway to a degree with a healthcare focus.

Expected Learning Outcomes

Upon completion of the Bachelor of Arts in Emergency Medical Services, students will be able to:

- Evaluate their clients' needs through application of social science principles and practices.
- Interpret implications for their role as emergency medical responders within the changing service models of the U.S. health care system.
- Apply ethical principles and conform to legal requirements applicable to their role as practitioners and members of an emergency medical services organization.

Program Requirements

There are three categories of degree requirements:

- General and Liberal Education (GLE) (see p. 282). Students are required to complete a minimum of 39-42 credit hours of analytical coursework distributed across a range of disciplines. Courses taken to fulfill GLE components can also be counted toward the major.

2. Emergency Medical Services Bachelor of Arts Core Requirements. In addition, students are required to complete HCA201 Introduction to Healthcare Management, PS101 Introduction to Psychology, and SO205 Race and Ethnic Relations as prerequisite courses.
3. General Electives (49 credits).

Bachelor of Arts Core Requirements

CJ340	Gender, Race, and Crime	3
EMSP304	Public Health Emergencies	3
EMSP320	Emergency Communications	3
HCA315	Epidemiology	3
HCA360	Health Care Ethics, Policy and Law	3
HU305	Science of Society	3
ID403	Integrated Seminar	3

Choose one of the following major elective courses:

CJ430	Victimology	3
PS300	Theories of Intimate Violence	3
PS323	Seminar on Addiction	3
PS330	Child Abuse and Neglect	3
PS345	Crisis Intervention	3

Bachelor of Science (120 semester hours)

The Bachelor of Science is designed for currently certified or licensed paramedics interested in following a path to degree completion. This degree has a management focus.

Students will receive 40 credits for qualifying paramedic certification.

Expected Learning Outcomes

Upon completion of the Bachelor of Science in Emergency Medical Services, students will be able to:

- a. Analyze systems development and operations principles in Emergency Medical Services.
- b. Evaluate personnel management and staffing models in Emergency Medical Services systems.
- c. Implement operating budgets for emergency and non-emergency transport Emergency Medical Services systems.
- d. Summarize legal and regulatory guidelines in Emergency Medical Services systems.

Program Requirements

There are three categories of degree requirements:

1. General and Liberal Education (GLE) (see p. 282). Students are required to complete a minimum of 40-45 credit hours of analytical course work distributed across a range of disciplines. Courses taken to fulfill GLE components can also be counted toward the major.
2. Emergency Medical Services Bachelor of Science Core Requirements. In addition, students are required to complete MT 260 as a foundation math course.
3. General Electives (9 credits).

Bachelor of Science Core Requirements

EMSP300	Leadership and Decision-Making	3
EMSP301	EMS Planning and Development	3
EMSP302	Health Informatics	3
EMSP303	Medical Operations and Personnel Management	3
EMSP304	Public Health Emergencies	3
EMSP305	Risk Management Practices	3
EMSP320	Emergency Communications	3
EMSP403	EMS Integrated Seminar	3
HCA315	Epidemiology	3
HCA360	Health Care Ethics, Policy and Law	3

Healthcare Administration (HCA)

Bachelor of Science (120 semester hours)

Mission and Learning Outcomes of the Healthcare Administration Program

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

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 healthcare continuum
4. Students will identify the role, functions, and applications of strategic planning in healthcare 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. 136), the following are required of all Healthcare Administration 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 (21 semester hours)

HCA201	Introduction to Healthcare Management
HCA315	Epidemiology
HCA340	Healthcare Finance
HCA350	Healthcare Systems Management and Quality Improvement
HCA360	Healthcare Ethics, Policy, and Law
HCA390	Internship or
HCA495	Senior Independent Project
HCA450	Leadership and Management in Healthcare Organizations

General Electives (19 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 (p. 136), 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 or
PS230	Child and Adolescent Development or
PS234	Human Growth and Development
PS322	Social Psychology
SO101	Introduction to Sociology or
SO103	Introduction to Social Work
SO203	Community Organization or
SO205	Race and Ethnic Relations
MT260	Statistics or

PS260	Statistics for Behavioral Science
SO219	Qualitative Research Methods or
SO318	Social Science Research Methods
SO320	U.S. Social Policy

Major Electives (21 credit hours)

Students must complete any seven of the following courses:

CJ210	Courts and Criminal Procedure
CJ301	Criminal Investigation and Evidence
HU305	Science of Society
HU495	Senior Internship in Human Services
MK335	Public Relations
MN360	Communication Skills for Managers
PS300	Theories of Intimate Violence
PS323	Seminar on Addiction
PS330	Child Abuse and Neglect
PS340	Techniques of Counseling I
SO350	Law and Society
SO421	Poverty and Wealth

General Electives (22 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

ID403 Integration Seminar (IC403/GLE403 is now ID403) 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.*

General and Liberal Education Requirements

It is expected that many of the General and Liberal Education requirements will be met by Integrated Studies students through transfer credits. Nevertheless, it is expected that the required Knowledge and Understanding areas of inquiry as described on pp. 136 and p. 282 of this Catalog will be met. The following considerations should also be kept in mind.

- GLE103 Career Image and Management is a required course and cannot be met through transfer credit
- ID403 Integrated Seminar is a required course and cannot be met through transfer credit
- MT260 Statistics is the recommended math course in business, human services, and health professions

Business Concentration

Prerequisite requirements

AC101	Principles of Accounting I
ET101	Principles of Macroeconomics
MK201	Principles of Marketing
MN201	Principles of Management

Concentration options

(Any four 300-400-level Business courses)

Custom Concentration*

Prerequisite Requirements

Any three related 100-200-level courses

Concentration options

Any five 300-400-level related courses

**Custom Concentrations require prior approval*

General Studies Concentration

Prerequisite requirements

Any three related 100-200-level courses

Concentration options

Any five 300-400-level related courses

Social Services Concentration

Prerequisite requirements

PS101	Introduction to Psychology
SO101	Introduction to Sociology <i>or</i>
SO103	Introduction to Social Work <i>or</i>
CJ101	Introduction to Criminal Justice
SO205	Race and Ethnic Relations <i>or</i>
CJ201	Police Work

Concentration Options

Any five 300-400-level Criminal Justice, Human Services, Psychology, or Sociology 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.

In addition to the CGPS General and Liberal Education Curriculum (p. 136), the following are required of all Management 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 (24 semester hours)

FM311	Managerial Finance
MN314	Human Resource Management
MN371	Small Business Management
MN348	Public Administration or
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 (16 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.

In addition to the CGPS General and Liberal Education Curriculum (p. 136), the following are required of all Marketing 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 (18 semester hours)

MK214	Consumer Behavior
MK333	Marketing Research
MK350	Electronic Commerce
MK474	Marketing Management for a Green Economy

Major Electives

Choose two of the following:

AD370	Advertising in America: A Cultural and Historical Perspective
MK304	Advertising
MK317	Distribution Logistics
MK335	Public Relations
MK365	International Marketing

General Electives (22 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, including completion of the General and Liberal Education (GLE) Core requirements as described on pp. 136 and p. 282 of this Catalog. Nursing students who have completed an associate's degree at another institution and transfer to Franklin Pierce University will not need to meet the requirements of the General and Liberal Education program at Franklin Pierce University. The general education curriculum can be transferred and accepted as a stand-alone general education block. Completion is defined as all courses completed with a grade of "C" or higher. Nursing students will receive 30 credits for an active nursing license. When applicable, additional nursing course work may be transferred as additional credits. The following courses are required of Nursing majors:

Nursing Major Requirements (33 semester hours)

CIT101	Microcomputer Applications	3
NR300	Transition to Baccalaureate Nursing Practice	3
NR320	Evidence-Based Practice in Nursing: Understanding Nursing Research	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 and Family Client	3
NR446	Community Health Nursing: Groups and Populations	3
NR490	Leadership in Professional Nursing Practice, Seminar and Project	6
PA250	World Religions	3

Nursing Foundation Requirements (25 semester hours)

BI260	Human Anatomy & Physiology I*	4
BI261	Human Anatomy & Physiology II *	4
BI325	Microbiology	4
	Chemistry or other science	4
PS101	Introduction to Psychology*	3
PS234	Human Growth and Development	3
BI235	Human Health and Nutrition	3
MT260	Statistics	3

**Courses satisfy General and Liberal Education Core requirements.*

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: 26

Business

Associate of Arts Degree (60 semester hours)

General and Liberal Education Curriculum (26 semester hours)

Core Courses (27 semester hours)

AC101 Principles of Accounting I

AC102 Principles of Accounting II

BA213 Business Law I

CIT101 Microcomputer Applications

ET101 Principles of Macroeconomics

ET102 Principles of Microeconomics

FM224 Principles of Financial Management

MN201 Principles of Management

MK201 Principles of Marketing

General Electives (7 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

PA209 Ethical Reasoning

SO101 Introduction to Sociology

SO205 Race and Ethnic Relations

SO219 Qualitative Research Methods *or*

SO318 Social Science 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 (13 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**
- GLE103 Career Image, Planning, and Management
- GLE110 First Year Composition I
- GLE120 First Year Composition II
- IB364 International Business
- 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 (22 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
- SO318 Social Science 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 (13 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

CIT101	Microcomputer Application
PL101	Introduction to Paralegal Studies
PL102	Legal Analysis, Research and Writing
PL103	Tort Law
PL104	Probate Law
PL105	Litigation
PL106	Real Estate Law
PL107	Corporate and Business Law
PL108	Family Law
PL109	Criminal Law

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: GLE220.*

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

Anatomy & Physiology Curriculum

BI260 Human Anatomy and Physiology I (laboratory)

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, Human Anatomy & Physiology II provide students with a general introduction to the biology of the human body. It is required that the two courses be taken in sequence with BI260 coming first. *Addresses GLE Learning Outcomes Natural Sciences (NS), Inquiry & Analysis (IA), and Critical Thinking (CT). This course is cross-listed as AN260. Prerequisite: BI102 or permission of the instructor.*

Fall

BI261 Human Anatomy and Physiology II (laboratory)

4 credits

This course continues the study of the human body begun in BI260, Human Anatomy, and Physiology I. The course examines the relationships between endocrine, cardiovascular, lymphatic, respiratory, digestive, reproductive, and urinary body systems along with the regulatory mechanisms that integrate them. The course also includes considerations of nutrient absorption and delivery, metabolism and excretory function. This course has both a lecture and laboratory component. This course and BI260 Human Anatomy & Physiology I provide students with a general introduction

to the biology of the human body. It is required that the two courses be taken in sequence with BI260 coming first. *Addresses GLE Learning Outcomes Natural Sciences (NS), Inquiry & Analysis (IA), and Problem Solving (PS).* This course is cross-listed as AN261, *Prerequisite: BI260 with a grade of C- or above.*

Spring

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).*

AN240 Contagion, Epidemics, and the Anthropology of Public Health **3 credits**

This course examines the return of contagious diseases that we have long thought were conquered and the emergence of new epidemics around the world. We will focus on how public health workers, epidemiologists, and anthropologists understand and attempt to control a wide range of public health problems in contemporary societies around the world with a mix of biomedical, public health, and social science approaches. *Addresses GLE Learning Outcomes Social Sciences (SS), Critical Thinking (CT), and Critical Reading (CR).*

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.

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. *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).*

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

CJ210 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.*

CJ221 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.

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: CJ101.*

CJ310 Community Corrections

3 credits

This course is designed to present students with an introduction to the field of community corrections. Topic areas include sentencing, probation, parole, fines, community service, and intermediate sanctions (intensive supervision, house arrest/electronic monitoring, boot camps). We focus on such issues as the punishment vs. control argument, community justice models, special offender populations (drug offenders, sex offenders, mentally ill offenders, offenders with AIDS), and the cost effectiveness of community corrections. *Prerequisite: CJ/SO221 or permission of the instructor.*

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, SO101 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, CJ101 or CJ203 or permission of the instructor.*

CJ345 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: SO318 and SO321.*

CJ400 Rehabilitation of the Offender

3 credits

This course integrates theoretical knowledge from biological, psychological and sociological perspectives with a deeper understanding of the lives of criminal offenders to attain a greater appreciation of the complexity of crime and criminal behavior. The course includes examinations of the causes and effects of crime on the biological, psychological and social levels, as well as the interactions among those levels. Students learn, among other things, biological, psychological, family, neighborhood, and societal risk factors of offending; how criminals think; and how the tendency to commit delinquent and criminal acts develops in the individual. *Prerequisite: CJ/SO221 and CJ345 or permission of the instructor.*

CJ410 Criminal Law

3 credits

This course examines the structure, function, and principles of criminal law, including the acts, mental state, and attendant circumstances that are necessary elements of the crime. Topics include principles of criminal law, principles of criminal liability, complicity, inchoate crimes, defenses, justifications, excuses, crimes against persons, crimes against property, and crimes against public order. *Prerequisite: GLE120.*

CJ420 White Collar Crime

3 Credits

This course is a study of the violent and non-violent crimes perpetrated by white collar criminals and corporations that have significant physical, fiscal, and social costs. Various forms of white-collar crime will be examined and illustrated through case studies. Legal issues, including question of corporate liability, will be reviewed. The course will also review and analyze problems associated with the investigation, prosecution, and sentencing of white-collar offenders. *Prerequisite: GLE120.*

CJ430 Victimology

3 credits

This course is designed to introduce students to the topic of victimology and the scientific study of victims. The course will focus on criminal victimization, and the physical, emotional, psychological, and financial harm suffered by victims. The course includes an examination of victim-offender relationship, interactions among victims, the criminal justice system, and other social institutions and groups that victims encounter. *Prerequisites: SO318 or PS261 or permission of the instructor.*

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.

CJ 495 Internship in Criminal Justice

1-15 credits

Criminal Justice majors can obtain knowledge gained from working in a criminal justice agency with professionals working in the field. Students gain an appreciation of criminal justice and enhance their understanding of the field while preparing for a possible career in criminal justice. *Prerequisites: CJ201 or approval from a full-time Criminal Justice faculty member, the student and faculty member must carefully design the program prior to enrolling for the course.*

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

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

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), Critical Thinking (CT), Inquiry & Analysis (IA).*

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: 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.*

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.*

Emergency Medical Services

EMSP300 Leadership and Decision-Making 3 credits

This course provides the student with knowledge, tools and skills required for transitional leadership and management. The course focuses on the transitioning role from simple supervisions to development of leadership techniques related to motivation, teamwork, and effective communication. Students will learn how to apply basic leadership principles, and develop leadership strategies. *Students may not transfer a course in substitution for EMSP300 Leadership and Decision-Making.*

EMSP301 Emergency Medical Services Planning and Development 3 credits

This course provides an overview of systems, management and administrative functions required of EMS managers including: planning, directing, budgeting, staffing and evaluation. The course provides the history of EMS and the evolution of theories and concepts that define contemporary systems and organizations. Emphasis is on system components, their integration and the roles and responsibilities of leadership. *Prerequisite: EMSP300.*

EMSP302 Health Informatics 3 credits

This course introduces the role of integrative health care practices with computer technologies and information science to identify, gather, process and manage information. Technology-based health applications that support clinical, administrative, research and educational decision-making are emphasized.

EMSP303 Medical Services Operations and Personnel Management 3 credits

This course examines recruitment, management and retention of personnel and the influence of effective personnel management on staffing and operational success in a medical services or health care setting.

EMSP304 Public Health Emergencies 3 credits

Health care leaders and first responders must prepare for any situation that threatens public health, as well as the impact of disasters on personnel. This course highlights some the primary types of

emergencies health care leaders and first responders are likely to encounter. Legal, political and regulatory perspectives are explored in the context of effective systems development, operational planning and engagement of multi-professional teams.

EMSP305 Risk Management Practices in Health Services **3 credits**

This course examines the reduction and prevention of risks associated with the administration of health services. Human resource management, workplace safety, delivery of services to patients and the community, ethical considerations and clinical proficiencies are examined.

EMSP320 Emergency Communications **3 credits**

This course examines communication responsibilities, essential components of public safety communications, communications centers in organizations, mobile communications and the role of leadership in public communications in disaster or emergency related situations.

EMSP403 Integrated Seminar **3 credits**

This capstone course will incorporate key elements of system design for Emergency Medical Services following evidence-based practices. Students will complete a proposed project plan that emphasized design influenced by research and elements of earlier coursework. Prerequisites: Senior standing and completion of core requirements.

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.

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. *Addresses GLE Learning Outcomes Arts and Design (AD), Applied Learning (AL), and Oral Communication (OC).*

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

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, résumé 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 Applied Learning (AL) and Career Exploration (CX).*

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. *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. *Addresses GLE Learning Outcomes Written Communication (WC) and Oral Communication (OC). Prerequisite: C or better in GLE110.*

GLE112, GLE113 Integrated Science I and II

4 credits

A multi-disciplinary introduction to the sciences from an environmental perspective, presenting basic concepts and controversies with discussions on biology, chemistry, energy, geology, natural resources, 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. The course includes laboratory investigations. *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

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

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: GLE103, 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 Critical Reading (CR) and Critical Thinking (CT).*

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).*

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.*

Healthcare Administration Curriculum

HCA201 Introduction to Healthcare Management

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.

HCA340 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.*

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 healthcare systems. Additionally, this course introduces the concept of quality and the process of quality improvement across the healthcare 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*

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: HCA201 and BA213 or EMSP300.*

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.*

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.*

HCA495 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 the Division Chair.*

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

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).*

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.*

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

HU305 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, GLE110, GLE120, and one of either GLE200, GLE220, or the equivalents.*

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.*

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

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 Distribution Logistics

3 credits

An introduction to concepts, practices, and current issues associated with distribution and logistics. Distribution channels, supply chain management, transportation systems, technological advances, global trends and opportunities are explored. *Prerequisites: MK201, MN201.*

MK333 Marketing Research

3 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. *Prerequisite: 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. *Prerequisite: 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

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.*

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*

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 CampusWeb for details on which section will be offered. *Addresses GLE Learning Outcomes Arts and Design (AD), Creative Thinking (CV), and Oral Communication (OC).*

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 Creative Thinking (CV).*

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

NR200 Introduction to Holistic Health

3 credits

This course introduces the student to holistic health which is an approach to life that seeks harmony between mind, body, spirit, and environment. The student will have the opportunity to perform a self-assessment and identify measures to improve their overall health. The student will explore practices such as exercise, nutrition, and mind body connection and their impact on health. Complementary and alternative therapies will also be discussed. This course supports the Franklin Pierce University Human Resources Wellness Mission Statement.

NR300 Transition to Baccalaureate Nursing 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, healthcare 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 healthcare, 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 healthcare 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 healthcare policy change is emphasized. Students are provided with opportunities to participate in influencing healthcare 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 healthcare 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 and 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 levels of prevention, and health promotion and disease prevention strategies. Nursing as a caring and evidence based science is applied to disease prevention and community health.

NR446 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. *Addresses GLE Learning Outcomes Humanities (HM), Critical Reading (CR), and Critical Thinking (CT).*

PA209 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. Addresses GLE Learning Outcomes Humanities (HM), Critical Reading (CR), Critical Thinking (CT), and Ethical Reasoning (ER).*

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. *Addresses GLE Learning Outcomes Social Science (SS), Civic Knowledge & Engagement (CE), Inquiry & Analysis (IA), and Information Literacy (IL).*

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

PS211 Psychology of Aging

3 credits

A comprehensive analysis of the physical, social, and psychological changes associated with aging. Topics include diseases and disorders of aging, healthcare systems and changes in intellectual, cognitive, and sensory functioning.

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.*

PS251 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. *Prerequisites: PS101 and Sophomore standing.*

PS260 Statistics for Behavioral Science

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. *Addresses GLE Learning Outcomes Mathematics (MT), 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.*

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.

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), Inquiry and Analysis (IA), 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. *Prerequisite: SO101.*

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.*

SO318 Social Science Research Methods

3 credits

An introduction to the social science research procedures that collect data which are easily subject to statistical handling. It is designed to provide instruction and practice in methodological skills that include research design, techniques of data gathering, procedures for data analysis, and strategies for writing up of research findings. *Prerequisite: Either SO101 or AN101.*

Note: Extensive statistical analysis and writing course.

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.*

SO321 Social Science Computer Skills

1 credit

An introduction to computer programs and resources that support research and writing in the social sciences. Students will practice data file management, data graphing and charting, citation and reference management, and techniques of procuring social science research and data.

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: CJ210.

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.*

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. *Addresses GLE Learning Outcomes Arts & Design (AD), Oral Communication (OC), and Problem Solving (PS).*

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)

Curriculum and Instruction

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

Master of Science in Nursing (M.S.N.)/ Master of Business Administration (M.B.A.)

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 Accreditation

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)

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.

Each of the Master of Business Administration tracks (Leadership, Energy and Sustainability Studies, Health Administration, Human Resource Management, Information Technology, and Sports Management) are accredited by the International Assembly for Collegiate Business Education (IACBE).

The Master of Science in Nursing program is accredited 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 Mission and Philosophy

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.

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

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

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

It is the student's responsibility to monitor and complete all degree requirements. Your advisor can help shape your academic career, but the student must ensure the classes taken fulfill degree requirements.

Catalog Year

Students are subject to graduation/curriculum requirements in the Catalog which was in effect at the time of their matriculation (typically one's entry year). Occasionally, a student may elect to fulfill the requirements out of a subsequent Catalog, provided they were enrolled at the time the Catalog was published. The graduation/curriculum requirements of the Catalog are to be considered in their entirety; students may not fulfill part of their requirements from one Catalog and another part from another Catalog.

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.

Courses taken at Franklin Pierce University take precedence over transfer courses. In the event that the student has an over-abundance of transfer credits, credits that apply to one's degree requirements will be posted first while nonessential credits will be held separately. If the student changes programs, his/her transfer credits may be adjusted to reflect the new program(s). When the student has a break of more than 12 consecutive months, his/her transfer credits will be reevaluated based upon current program requirements and policies.

Course Load and Credit/Tuition 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. For any credit overload, the student should discuss the new tuition charges with Student Financial Services. The Master in Physician Assistant Studies, the Doctor of Physical Therapy, 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.*

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 an AW 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 change to the Registrar's Office. If the work has not been completed or a grade change form 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 and a grade change form 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.

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

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

**All withdrawn courses count as attempted credits.*

Auditing Courses

Students wishing to take a course for no credit may do so with approval of Academic Director and by indicating "Audit" on the Registration Status Change (Add/Drop) form. Auditors are students who enroll in a course for which they will not receive a letter grade or credit. Auditors will be admitted to courses only when there are spaces available and the extent of their participation will be agreed upon between the students and their instructors. 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 below a B- factored into the calculation of the CGPA 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. 290).*

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 as follows).

Students may be placed on Academic Suspension if:

- Their CGPA is below 2.00 *or*
- Earn a third grade below B- *or*
- Have previously been placed on Deferred Suspension without demonstrating satisfactory academic progress and follow-through on 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 may 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 leadership theory, stakeholder considerations, and corporate responsibility 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.

M.B.A. 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.

Graduate Certificates

Certificates can be completed in as little as 9 months; normal time to completion is 12 - 15 months.

Energy and Sustainability Studies

GM510	Seminar in Leadership
GM550	The Future of Energy, Business, and Society
GM561	Financial Management
GM575	Building a Sustainable Enterprise
GM630	Energy Economics

Health Administration

GM510	Seminar in Leadership
GM520	Legal and Ethical Issues in Organizations
GM592	Health Policy
GM594	Healthcare Payment Systems
GM596	Quality Improvement Models in Healthcare

Human Resource Management

GM510	Seminar in Leadership
GM563	Human Resource Management
GM565	Compensation and Benefits
GM570	Training and Development for Adults
GM625	Labor Relations and Employment Law

Sports Management

GM510	Seminar in Leadership
GM562	Marketing Management
SF502	Media Relations and Technology in the Sports Industry
SF506	Change Management in Sports Organizations
SF508	Sports Facilities Management

Emerging Network Technologies Certificate

GM510	Seminar in Leadership
GI551	Data Communications and Network Technologies
GI571	Emerging Network Technologies
GI580	Data Security Management*
GI590	Rethinking Privacy in the Digital*
GI651	Systems Analysis and Design*

**Student selects two of three courses*

Foundational Competencies

Students who do not receive advanced standing based on undergraduate coursework, but who have substantially mastered the foundational competencies by other means, such as life experience, may prepare documentation of these competencies at the time of application or at any time before taking the graduate level coursework requiring the competency.

Financial Accounting

This foundational competency emphasizes the interpretation, analysis, and use of key financial issues, which include an understanding of the balance sheet, the income statement, statement of cash flows, as well as cash budgeting and financial forecasting. This competency is required for GM541 and GM561. Students may demonstrate this competency through academic coursework, or by completing a program of self-study administered by the business faculty.

Statistics

This foundational competency includes an overview of the use of statistics and statistical procedures, with emphasis on probability theory and its applications. Topics covered include computational measures of central tendency; measures of dispersion; probability distribution functions; multiple and bivariate regression; decision theory; population parameters; and statistical inference. This competency is required for GM542 and GM564. Students may demonstrate this competency through academic coursework, or by completing a program of self-study administered by the business faculty.

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. Students may demonstrate this competency through academic coursework. Equivalent work experience may be accepted with approval from the business faculty.

Course Sequence

Students normally begin their studies with GM510. Students are encouraged to take courses generally following the numbering hierarchy. GM691 is the capstone course in the M.B.A. program and is intended to be the final course in the sequence. Generally, a student will not be advised to register for the capstone course unless all 500 level courses have been completed. No transfer of GM510 or GM691 is allowed.

Independent Study

Independent study offers an opportunity to explore an area of study not included in the Catalog listing of approved courses. The topic of an Independent Study should be selected and carefully designed by the student and faculty sponsor, and must meet with the approval of the Program Director and Dean no later than the end of the add/drop period of the term in which the Independent Study is to occur. Normally, the student will be expected to have a cumulative grade point average of 3.50 and possess the appropriate background and interest to pursue the proposed area of study. A “Proposal for Independent Study” form may be obtained from the Office of the Registrar.

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.

Core M.B.A. Courses		Credits
GM510	Seminar in Leadership	3
GM520	Legal and Ethical Issues in Organizations	3
GM540	Organizational Behavior	3
GM542	Quantitative and Research Techniques for Leaders	3
GM543	Economics for Managers	3
GM561	Financial Management	3
GM562	Marketing Management	3
GM564	Operations Management for Leaders	3
GM691	Strategic Management Seminar**	3
Elective M.B.A. Courses*		<u>12</u>
Total Credits		39

**Student chooses any other four M.B.A. course offerings (subject to pre-requisites).*

***The Strategic Management Seminar is normally the last course taken to fulfill degree requirements.*

Energy and Sustainability Studies Track

The M.B.A. in Energy and Sustainability Studies track is designed for individuals who wish to focus on issues of sustainability, corporate social responsibility, and energy concerns in their organizations, communities, and in society. Students enrolling in this track will develop a master’s level understanding of business leadership, energy issues, and the triple bottom line – planet, people and profits - approach to business through a combination of theory and practice. This program

prepares graduates to work in the energy industries or to take charge of energy and sustainability portfolios in their organizations and their communities.

This degree consists of 13 courses and awards 39 credits. Course work involves the study of new business models, corporate social responsibility, sustainability, and natural resource issues through the lens of energy production, distribution, and consumption. Energy efficiency, renewable energy, and traditional energy sources are studied in detail. This approach permits application of energy and sustainability concepts in concrete, quantitative, and practical terms and provides students with the tools to apply this knowledge in their businesses, communities, and private lives.

ESS Advisory Board

The Energy and Sustainability Studies program is supported by an advisory board made up of distinguished industry professionals. The goal of the board is to provide input to the program curriculum to ensure both its currency and relevancy as well as to provide networking opportunities for students.

Core M.B.A. Courses		Credits
GM510	Seminar in Leadership	3
GM520	Legal and Ethical Issues in Organizations	3
GM540	Organizational Behavior	3
GM542	Quantitative and Research Techniques for Leaders	3
GM543	Economics for Managers	3
GM561	Financial Management	3
GM562	Marketing Management	3
GM564	Operations Management for Leaders	3
GM691	Strategic Management Seminar**	3

Concentration M.B.A. Courses

GM550	The Future of Energy, Business and Society	3
GM575	Building a Sustainable Enterprise	3
GM630	Energy Economics	3
Elective M.B.A. Course*		<u>3</u>

Total Credits	39

** Student chooses one other M.B.A. course offering (subject to pre-requisites).*

***The Strategic Management Seminar is normally the last course taken to fulfill degree requirements.*

Health Administration Track

The M.B.A. in Health Administration track is designed specifically for professionals who want to succeed as leaders and managers in healthcare organizations. This degree consists of 13 courses and awards 39 credits. Students will focus on acquiring the knowledge and skills of healthcare managers to assume their roles in health practice management, public health and patient/client advocacy.

Core M.B.A. Courses		Credits
GM510	Seminar in Leadership	3
GM520	Legal and Ethical Issues in Organizations	3
GM540	Organizational Behavior	3
GM542	Quantitative and Research Techniques for Leaders	3
GM543	Economics for Managers	3
GM561	Financial Management	3

GM562	Marketing Management	3
GM564	Operations Management for Leaders	3
GM691	Strategic Management Seminar**	3

Concentration M.B.A. Courses

GM592	Health Policy	3
GM594	Healthcare Payment Systems	3
GM596	Quality Improvement Models in Healthcare	3
Elective M.B.A. Course*		<u>3</u>

Total Credits	39

* Student chooses one other M.B.A. course offering (subject to pre-requisites).

**The Strategic Management Seminar is normally the last course taken to fulfill degree requirements.

Human Resource Management Track

The M.B.A. in Human Resource Management track is designed for current or future managers who want the knowledge and skills needed to leverage the human capital within an organization. A company's human resources are critical to ensuring success. It is important to understand and manage those resources within an organization in order to both maximize output and control costs.

This degree consists of 13 courses and awards 39 credits. Course work focuses on both the knowledge and skills needed to be a strategic partner in achieving your organization's goals and objectives. The M.B.A. in Human Resource Management program has been recognized by the Society of Human Resource Management as meeting the curricular guidelines critical for human resource professionals.

The M.B.A. in Human Resource Management program is enhanced by three unique elements:

1. SHRM Approved Program – Franklin Pierce's program is one of the few master's programs in the U.S., and the only program in New Hampshire, that addresses all of the Society for Human Resource Management's (SHRM) critical competencies for human resource professionals.
2. 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.
3. 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.

Core M.B.A. Courses

		Credits
GM510	Seminar in Leadership	3
GM520	Legal and Ethical Issues in Organizations	3
GM540	Organizational Behavior	3
GM542	Quantitative and Research Techniques for Leaders	3
GM543	Economics for Managers	3

GM561	Financial Management	3
GM562	Marketing Management	3
GM564	Operations Management for Leaders	3
GM691	Strategic Management Seminar**	3

Concentration M.B.A. Courses

GM563	Human Resource Management	3
GM565	Compensation and Benefits	3
GM570	Training and Development for Adults	3
GM625	Labor Relations and Employment Law	<u>3</u>

Total Credits 39

***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.

Core M.B.A. Courses Credits

GM510	Seminar in Leadership	3
GM520	Legal and Ethical Issues in Organizations	3
GM540	Organizational Behavior	3
GM542	Quantitative and Research Techniques for Leaders	3
GM543	Economics for Managers	3
GM561	Financial Management	3
GM562	Marketing Management	3
GM564	Operations Management for Leaders	3
GM691	Strategic Management Seminar**	3

Concentration M.B.A. Courses

GI551	Data Communications and Network Technologies	3
GI571	Emerging Network Technologies	3
GI651	Systems Analysis and Design	3
Elective M.B.A. Course*		<u>3</u>

Total Credits 39

**Student chooses one other M.B.A. course offering (subject to pre-requisites).*

***The Strategic Management Seminar is normally the last course taken to fulfill degree requirements.*

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.

Core M.B.A. Courses		Credits
GM510	Seminar in Leadership	3
GM520	Legal and Ethical Issues in Organizations	3
GM540	Organizational Behavior	3
GM542	Quantitative and Research Techniques for Leaders	3
GM543	Economics for Managers	3
GM561	Financial Management	3
GM562	Marketing Management	3
GM564	Operations Management for Leaders	3
GM691	Strategic Management Seminar**	3
Concentration M.B.A. Courses		
SF502	Media Relations and Technology in the Sports Industry	3
SF506	Change Management in Sports Organizations	3
SF508	Facilities Management	3
Elective M.B.A. Course*		<u>3</u>
Total Credits		39

*Student chooses one other M.B.A. course offering (subject to pre-requisites).

**The Strategic Management Seminar is normally the last course taken to fulfill degree requirements.

M.S. I.T.M. - M.B.A. Degree Option

If a student has completed the M.S. I.T.M. degree at Franklin Pierce and would like to pursue the M.B.A. degree, the student must complete nine (9) new courses from the M.B.A. offerings to complete the M.B.A. degree. Students must apply for the second degree and be accepted into this program by the Dean and/or M.B.A. Program Director 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.*

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.

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.

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.

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.

GM510 Seminar in Leadership

This course examines effective approaches to leadership. This includes examination of leadership models, problem solving, ethics, strategic styles of interaction, decision-making techniques and effective strategies for implementing goals. *Students may not transfer a course in substitution for Seminar in Leadership.*

GM520 Legal and Ethical Issues in Organizations

This course examines legal and ethical dimensions of decision making and impact on corporate and public policy. It places emphasis on exerting effective leadership as related to ethical behavior. The course examines contract and agency law, property, business organization and fair pricing from a legal and ethical perspective in business.

GM525 Management Information Systems

This course provides the fundamental concepts necessary to understand, develop, and manage information systems in organizations. Students will examine the operational, managerial, and strategic issues of managing information technologies to support business operations. Topics include the role of information technology in organizations, hardware, software, ethical issues, and the control of information technology.

GM535 Managerial Communications

The purpose of this course is to develop the ability to communicate effectively as managers. The course uses communication theories, techniques and strategies to present a functional

communication model. Topics include communication strategy and analysis, managerial presentation skills, managerial writing, and corporate communication.

GM540 Organizational Behavior

This course is about the human side of the organization. Students will analyze organizations using the "four-frame approach": structure, people, power/politics, and perception. This includes methods of evaluation, change, and development influencing behavior through motivation, short-term/long-term behavioral factors, and satisfaction through job design.

GM541 Managerial Accounting

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.

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. *Prerequisite: GM563*

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. *Prerequisite: GM563*

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.

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 Healthcare Payment Systems

This course examines the payment sources for healthcare service including health maintenance organizations, indemnity plans, prospective payment systems, pricing and reimbursement. Through case studies, the student analyzes the impact of healthcare payment on employers, providers, consumers and society.

GM596 Quality Improvement Models in Healthcare

This course focuses on how healthcare 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 healthcare 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.

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. *Prerequisite: GM563*

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.
Prerequisite: GM561

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.

Graduate Teacher Education Program: Master of Education (M.Ed.) 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 skills in critical thinking, professional behavior, and community involvement. Graduates will be prepared to assume roles of leadership and responsibility within organizational and community teams. Commitment to a theory to practice model in assessment, curriculum, teaching and learning, and technology lends itself to scholarship, collaboration, reflective practice, decision-making, and eventually the discovery of new knowledge to effect positive change.

Through a professional education sequence that emphasizes instructional strategies, including technology, that are effective and relevant to teaching and learning in today’s schools, 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 the M.Ed. program, Teacher Certification, or both in any of the following areas. Total number of credits required for “Certification only” may vary, depending upon whether student is seeking first or second certification.

Elementary (K-6 or K-8)

Degree and Certification	42 credits
M.Ed. only	36 credits
Certification only	39 credits

** A content concentration is required for K-8 certification*

Social Studies* (5-8 or 5-12) and Life Sciences* (7-12)

M.Ed. Degree and Certification	42 credits
M.Ed. only	36 credits
Certification only	39 credits

** An undergraduate content major/concentration is required*

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

M.Ed. Degree and Certification	42 credits
M.Ed. only	36 credits
Certification only	39 credits

** An undergraduate content major/concentration is required*

General Special Education (K-12)

M.Ed. and Certification	48 credits
M.Ed. only	42 credits
Certification only	45 credits

Curriculum and Instruction

M.Ed. only	36 credits

Double Certification

Students interested in combining elementary, middle or secondary certification with General Special Education may do so by indicating that in the application process. Students must also specify whether the M.Ed. degree will be in the area of Elementary, Middle, Secondary, or Special Education. Once accepted, students will need to complete an e-Portfolio in each certification area as they progress through their coursework, take all applicable coursework in each area and student teach/intern in each area.

Student Teaching

The Franklin Pierce Education program will host a student teaching workshop on the Rindge campus in February of each academic year. This workshop 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 two course grades below B-
- Completion of all required field hours with positive feedback from all host teachers
- Good standing academically (NOT on academic probation or suspension)
- Completion of all content major requirements identified through the Transcript Review process
- Meeting or surpassing NH passing scores for all appropriate certification exams listed on the NHDOE website, or getting approved waivers from the NHDOE

Admissions and Acceptance

1. Criteria for initial application to the University can be found in the Catalog on p. 397.
 - 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 through the Education Division to explore potential solutions and/or alternative pathways to acceptance.
2. Full acceptance into all Education programs (M.Ed and/or certification) carries the following requirements:
 - Complete ED501, ED505, and ED506 with a grade of B- 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

M.Ed. Only in Curriculum and Instruction

Students accepted into this program must have a baccalaureate degree and meet all other acceptance requirements. 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 and Division Chair approval). Students must take 23 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	Graduate Teacher Education	2
	Program Orientation	
ED505	Teaching and Learning in a Democratic Society	3

THE COLLEGE OF GRADUATE & PROFESSIONAL STUDIES

ED506	Educational Psychology		3
ED516	Teaching Literacy across the Curriculum	15	3
ED517	Methods in Teaching Social Studies		3
ED519	Scientific Inquiry and Teaching Methods		3
ED526	Principles of Secondary School Teaching	30	3
ED578	Action Research in the Classroom		3
ED585	Student Research Capstone–M.Ed. Only (required for M.Ed. only)		1

Plus four electives* 12

Total Graduate Credits 36

**Possible Electives — Select three out of the following:*

		Field Hours	Credits
ED508	Introduction to Assessment		3
ED509	Understanding and Teaching Exceptional Learners	30	3
ED510	Design and Management of the Learning Environment	30	3
ED512	Special Education Law		3
ED515	Primary Literacy	15	3
ED545	Effective Consultation and Communication		3

****and** Select one out of the following:*

		Field Hours	Credits
ED604	Advanced Behavior Management for School Children/Youth	15	3
ED612	Strategies for Teaching Students with Specific Learning Disabilities	20	3
ED616	Improving Outcomes for Students with Specific Learning Disabilities	15	3
ED617	Improving Outcomes for Students with Emotional/Behavioral Disorders	15	3
ED618	Supporting Students with Emotional Behavioral Disorders	15	3

M.Ed./Teacher Certification in Elementary Education (K-6 or K-8)

Students lacking an appropriate major or general education requirements may be required to take courses in addition to the program education courses.

M.Ed. with Teacher Certification

		Field Hours	Credits
ED501	Graduate Teacher Education Program Orientation		2
ED505	Teaching and Learning in a Democratic Society	*choice	3
ED506	Educational Psychology		3
ED508	Introduction to Assessment		3
ED509	Understanding and Teaching Exceptional Learners	**30	3

THE COLLEGE OF GRADUATE & PROFESSIONAL STUDIES

ED510	Design and Management of the Learning Environment	30	3
ED515	Primary Literacy	15	3
ED516	Teaching Literacy across the Curriculum	15	3
ED517	Methods in Teaching Social Studies		3
ED518	Methods in Teaching Mathematics	15	3
ED519	Scientific Inquiry and Teaching Methods		3
Total field hours prior to student teaching		105	
ED531	Student Teaching for Elementary Certification		6
ED574	Student Teaching Seminar		1
ED578	Action Research in the Classroom (not required for certification only)		<u>3</u>
Total Graduate Credits			42
ED585	Student Research Capstone–M.Ed. Only (required for M.Ed. only)		1

**Choice of field or paper*

***Student double majoring with General Special Education will only complete 15 hours*

Other Requirements for Certification

- Certification e-Portfolio
- K-6-Praxis Core, Praxis II Elementary Education: Multiple Subjects Test for Certification, Foundations of Reading Test
- K-8-Praxis Core, Praxis II Elementary Education: Multiple Subjects Test, Praxis II in a Content Area for Certification, Foundations of Reading Test
- 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 on SAT, GRE, or ACT tests, taken in or after 2005 that include the “new” writing portion, may apply for a Praxis Core waiver from the NHDOE. Required tests from other states may be accepted at the discretion of the NHDOE.

M.Ed. Only

Students accepted into M.Ed. only will not need to take the Student Teaching and Seminar. However, they must take ED585 Student Research Capstone–M.Ed. Only and pass the Praxis Core or NHDOE approved substitutions.

Total Graduate Credits **36**

Certification Only

Students pursuing Teacher Certification only will not take ED578. However, they must develop a Certification e-Portfolio and meet all relevant testing requirements. Total number of credits for “Certification only” may vary, depending upon whether the student is seeking first or second certification.

Total Graduate Credits **39**

M.Ed./Teacher Certification in Social Studies Education (Grades 5-8 or 5-12)

Students applying to this program should have a Social Studies major or degree. 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 education courses.

M.Ed. with Teacher Certification

		Field Hours	Credits
ED501	Graduate Teacher Education Program Orientation		2
ED505	Teaching and Learning in a Democratic Society	*choice	3
ED506	Educational Psychology		3
ED508	Introduction to Assessment		3
ED509	Understanding and Teaching Exceptional Learners	30	3
ED510	Design and Management of the Learning Environment	30	3
ED516	Teaching Literacy across the Curriculum	15	3
ED517	Methods in Teaching Social Studies		3
ED526	Best Practices in Secondary Contexts	30	3
Total field hours prior to student teaching		105	
ED532	Student Teaching/Seminar for Middle/ Secondary Certification (16 weeks: 8 weeks 5-8 and 8 weeks: 9-12 for 5-12 certification, 16 weeks: 5-8 for 5-8 certification)		6
ED574	Student Teaching Seminar		1
ED578	Action Research in the Classroom (not required for certification only)		3
Plus two Electives*			<u>6</u>
Total Graduate Credits			42

*Confer with your advisor and select 2 courses not already required; all courses, along with their descriptions and prerequisites, can be found at the end of the GTEP section of the Academic Catalog.

ED585	Student Research Capstone–M.Ed. Only (required for M.Ed. only)	1

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 on SAT, GRE, or ACT tests, taken in or after 2005 that include the “new” writing portion, may apply for a Praxis Core waiver from the NHDOE. Required tests from other states may be accepted at the discretion of the NHDOE.

M.Ed. Only

Students accepted into M.Ed. only will not need to take the Student Teaching and Seminar. However, they must take ED585 Student Research Capstone–M.Ed. Only and pass the Praxis Core or NHDOE approved substitutions.

Total Graduate Credits **36**

Certification Only

Students pursuing Teacher Certification only will not take ED578. However, they must develop a Certification e-Portfolio and meet all relevant testing requirements. Total number of credits required for "Certification only" may vary, depending upon whether the student is seeking first or second certification.

Total Graduate Credits **39**

M.Ed./Teacher Certification in Life Sciences Education (Grades 7-12)

Students applying to this program should have a major or degree in Life Sciences. Students lacking an appropriate major or general education requirements may be required to take courses in addition to the program education courses.

M.Ed. with Teacher Certification

		Field Hours	Credits
ED501	Graduate Teacher Education Program Orientation		2
ED505	Teaching and Learning in a Democratic Society	*choice	3
ED506	Educational Psychology		3
ED508	Introduction to Assessment		3
ED509	Understanding and Teaching Exceptional Learners	30	3
ED510	Design and Management of the Learning Environment	30	3
ED516	Teaching Literacy across the Curriculum	15	3
ED519	Scientific Inquiry and Teaching Methods		3
ED526	Best Practices in Secondary Contexts	30	3
Total field hours prior to student teaching		105	
ED532	Student Teaching/Seminar for Middle/Secondary Certification (16 weeks: 8 weeks 5-8 and 8 weeks 9-12)		6
ED574	Student Teaching Seminar		1
ED578	Action Research in the Classroom (not required for Certification only)		3
Plus 2 Electives*			<u>6</u>
Total Graduate Credits			42
*Confer with your advisor and <u>select 2 courses not already required</u> ; all courses, along with their descriptions and prerequisites, can be found at the end of the GTEP section of the Academic Catalog.			
ED585	Student Research Capstone–M.Ed. Only (required for M.Ed. only)		1

Other Requirements

- Certification/Concentration e-Portfolio
- Praxis Core and Praxis II in Life 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 on SAT, GRE, or ACT tests, taken in or after 2005 that include the “new” writing portion, may apply for a Praxis Core waiver from the NHDOE. Required tests from other states may be accepted at the discretion of the NHDOE.

M.Ed. Only

Students accepted into the M.Ed only program will not need to take the Student Teaching and Seminar. They will need to take ED585 Student Research Capstone–M.Ed. Only and pass the Praxis Core or NHDOE approved substitutions.

Total Graduate Credits 36

Certification Only

Students pursuing Teacher Certification only will not take ED578. However, they must develop a Certification e-Portfolio and meet all relevant testing requirements. Total number of credits required for "Certification only" may vary, depending upon whether the student is seeking first or second certification.

Total Graduate Credits 39

M.Ed./Teacher Certification in English Language Arts (Grades 5-8 or 5-12)

Students applying to this program should have a major or degree in English. Students lacking an appropriate major or general education requirements may be required to take courses in addition to the program education courses.

M.Ed. with Teacher Certification

		Field Hours	Credits
ED501	Graduate Teacher Education Program Orientation		2
ED505	Teaching and Learning in a Democratic Society	*choice	3
ED506	Educational Psychology		3
ED508	Introduction to Assessment		3
ED509	Understanding and Teaching Exceptional Learners	30	3
ED510	Design and Management of the Learning Environment	30	3
ED516	Teaching Literacy across the Curriculum	15	3
ED526	Best Practices in Secondary Contexts	30	3
Total field hours prior to student teaching		105	
ED532	Student Teaching/Seminar for Middle/Secondary Certification (16 weeks: 8 weeks 5-8 and 8 weeks 9-12)		6

	for 5-12 certification, 16 weeks: 5-8 for 5-8 certification)	
ED574	Student Teaching Seminar	1
ED578	Action Research in the Classroom	3
	(not required for Certification only)	
Plus three Electives*		<u>9</u>
Total Graduate Credits		42

*Confer with your advisor and select 3 courses not already required; all courses, along with their descriptions and prerequisites, can be found at the end of the GTEP section of the Academic Catalog.

ED585	Student Research Capstone–M.Ed. Only	1
	(required for M.Ed. only)	

Other Requirements

- Certification/Concentration e-Portfolio
- Praxis Core and Praxis II in English Language Arts
- 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 on SAT, GRE, or ACT tests, taken in or after 2005 that include the “new” writing portion, may apply for a Praxis Core waiver from the NHDOE. Required tests from other states may be accepted at the discretion of the NHDOE.

M.Ed. Only

Students accepted into M.Ed. only program will not need to take the Student Teaching and Seminar. However, they must take ED585 Student Research Capstone–M.Ed. Only and pass the Praxis Core or NHDOE approved substitutions.

Total Graduate Credits	36

Certification Only

Students pursuing Teacher Certification only will not take ED578. However, they must develop a Certification e-Portfolio and meet all relevant testing requirements. Total number of credits required for "Certification only" may vary, depending upon whether the student is seeking first or second certification.

Total Graduate Credits	39

M.Ed. in General Special Education

Students applying to this program should 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 may be accepted in the M.Ed. only program (with Coordinator and Division Chair approval).

Note: Students may seek approval to waive up to 12 credits from another university for any of the below requirements, except the Internship Seminar. Credits waived must be replaced with electives.

M.Ed. Degree & Certification in General Special Education

		Field Hours	Credits
ED501	Graduate Teacher Education Program Orientation		2
ED505	Teaching and Learning a Democratic Society	*choice	3
ED506	Educational Psychology		3
ED508	Introduction to Assessment		3
ED509	Understanding and Teaching Exceptional Learners	15	3
ED510	Design and Management of the Learning Environment	30	3
ED512	Special Education Law		3
ED515	Primary Literacy	15	3
ED516	Teaching Literacy across the Curriculum	15	3
ED518	Methods in Teaching Mathematics	15	3
ED540	Assessment/Identification of the Exceptional Learner	15	3
ED541	IEP's and Instructional Considerations	15	3
ED545	Effective Consultation and Communication		3
ED562	Internship Seminar: General Special Education		6
ED574	Student Teaching Seminar		1
ED578	Action Research in the Classroom		<u>3</u>
			48

Electives for students seeking Special Education as a second certification

ED600	Law and Ethics: Emotional & Behavioral Disabilities and Specific Learning Disabilities		3
ED601	Eligibility & Characteristics of Students with Disabilities	15	3
ED604	Advanced Behavior Management for School Children/Youth	15	3
ED612	Strategies for Teaching Students with Specific Learning Disabilities	20	3
ED616	Improving Outcomes for Students with Specific Learning Disabilities	15	3
ED617	Improving Outcomes for Students with Emotional/Behavioral Disorders	15	3
ED585	Student Research Capstone–M.Ed. Only (required for M.Ed. only)		1

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 on SAT, GRE, or ACT tests, taken in or after 2005 that include the “new” writing portion, may apply for a Praxis Core waiver from the NHDOE. Required tests from other states may be accepted at the discretion of the NHDOE.

M.Ed. Only**42 Credits**

Students accepted into M.Ed. only program will not need to take the Student Teaching and Seminar. However, they must take ED585 Student Research Capstone–M.Ed. Only and pass the Praxis Core or NHDOE approved substitutions.

Certification Only**44 Credits**

Students pursuing Teacher Certification only will not take ED578. However, they must develop a Certification e-Portfolio and meet all relevant testing requirements. Total number of credits required for "Certification only" may vary, depending upon whether the student is seeking first or second certification.

Course Descriptions

All courses are three (3) semester hours unless otherwise noted.

General Prerequisites

All students will take ED501 with ED506 or ED505 (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 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 Experiences

In courses with a Field Experience, all students will engage in the designated number of hours in a classroom setting in the students' area(s) of certification/concentration. The course description, syllabus, and field assignment sheets will provide more details about required activities. Failure to complete required field hours and submit appropriate documentation may delay student teaching.

Student Teaching or Internship and Seminar

ED531 Elementary Certification, ED532 Middle/Secondary Certification, ED562 General Special Education Certification, and ED565 Double Certification are culminating, capstone Student Teaching experiences. Each involves a sequentially developed program of observation, participation, and full immersion 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 by the Capstone Coordinator with the Division Chair/ Certification Officer. Students will also participate in a seminar comprised of once a month meetings focused on ongoing issues and completion of portfolio rationales.

- Students seeking only elementary education certification must enroll in ED531 course for two consecutive sessions (ED531a and ED531b) for a total of 6 credits and 16 weeks. They will spend eight weeks in a K-3 classroom and eight weeks in a grade 4-6 or 4-8 classroom.
- Students seeking only secondary education certification must enroll in ED532 for two consecutive sessions (ED532a and ED532b) for a total of 6 credits and 16 weeks. They

will spend eight weeks in a middle school classroom and eight weeks in a high school classroom. The exception is the Life Science candidate, who may spend 16 weeks in a high school setting.

- Students seeking only general special education certification must enroll in ED562 for two consecutive sessions (ED562a and ED562b) for a total of 6 credits and 16 weeks. Where they will spend each eight weeks may be individually determined based on field experience hours and locations, and must be approved by the Capstone Coordinator and the Division Chair.
- Students seeking dual (more than one) certifications must enroll in ED565 for three consecutive sessions (ED565a, ED565b, and ED565c) for a total of 9 credits and 24 weeks. Where they will spend each eight weeks will be individually determined based on certification grade spans as well as field experience hours and locations, and must be approved by the Capstone Coordinator and the Division Chair.
- All students seeking certification must enroll in ED574 Student Teaching Seminar, concurrently with ED531, ED532, ED562, or ED565. It is comprised of weekly student teaching debriefing sessions focusing on ongoing issues during the 16- or 24-week student teaching experience. Students are expected to make calendar entries in their Student Teaching Handbook, maintain a journal, as well as complete their certification portfolio and the NH-TCAP.

ED501 Graduate Teacher Education Program Orientation

2 credits

This is a mandatory introductory course which will provide training in our 100% online learning management system and University procedures/protocols. Candidates will learn about Graduate Teacher Education Program (GTEP) certification expectations, including professional codes of ethics, formatting for writing in the discipline, and the New Hampshire Department of Education (NHDOE) standards. *Prerequisites: Program acceptance and must have minimum of Bachelor's Degree.*

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 Every Student Succeeds Act 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.

ED506 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.

ED508 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 of different kinds of assessments and examine the benefits and challenges of assessments in a variety of contexts. Students will understand the process of assessment from asking good questions through "closing the loop" and will discuss test creation, reliability and validity as it relates to assessment work.

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.

30 hours Field Experience is required. (GSE candidates complete 15 hours)

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.*

30 hours Field Experience is required.

ED512 Special Education Law

3 credits

This course emphasizes laws pertaining to students with disabilities. It is mandatory for GSE majors. Laws covered are IDEA 2004, NH Rules for the Education of Children with Disabilities, Assistive Technology Act, ADA, Section 504, & ESSA. Students work in teams for selected assignments. Course is appropriate for regular and special educators.

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.

15 hours of Field Experience is required.

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.

15 hours Field Experience is required.

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.

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.

15 hours of Field Experience is required.

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.

ED526 Best Practices in Secondary Contexts

3 credits

This course is designed as the capstone methods course for all prospective middle/secondary education teachers and must be taken prior to student teaching. Candidates will focus on high school best practices in their area of certification/concentration. Topics will be differentiated by certification to include: literacy, media, classroom management, safety, assessment. *Prerequisites: This is a capstone methods course; all other course work must be successfully passed before enrolling in this course; students wishing to take it out of sequence must have written permission from the Division Chair.*

30 hours Field Experience is required for secondary certification candidates.

ED531 Student Teaching for Elementary Certification

6 credits

This culminating experience involves 8 weeks in an approved lower elementary setting (K-3), and 8 weeks in an approved 4-6 or 4-8 classroom. Students seeking only elementary education certification must enroll in this course for two consecutive sessions (ED531a and ED531b) for a total of 6 credits and 16 weeks.

ED532 Student Teaching for Middle/Secondary Certification

6 credits

This culminating experience involves 8 weeks in an approved middle school setting (5-8) and 8 weeks in an approved high school setting (9-12) (except Life Science which can be in one 16 week 9-12 setting). Includes Seminar. Students seeking only secondary education certification must enroll in this course for two consecutive sessions (ED532a and ED532b) for a total of 6 credits and 16 weeks.

ED540 Assessment/Identification of the Exceptional Learner

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. *Prerequisite: ED509.*

15 hours Field Experience is required.

ED541 IEPs and Instructional Considerations

3 credits

This course focuses on providing the teacher candidate with the knowledge and skills to develop Individual Education Programs with appropriate instructional accommodations. Teacher candidates will learn evidence based strategies to assist the K-12 student access the general education curriculum. The impact of disabilities & cultural and linguistic diversity on college and career readiness is explored.

15 hours Field Experience is required.

ED545 Effective Communication and Consultation

3 credits

Teacher candidates in this course will learn the concepts and practices of collaboration, consultation, interpersonal communication skills, teamwork, and problem solving. Teacher candidates will discover how students with disabilities are impacted by interpersonal and communications gaps and issues between and among team members. Lastly, teacher candidates will create a resource that includes methods to facilitate effective collaboration and consultation skills.

ED562 Student Teaching: General Special Education

6 credits

This culminating experience for students in General Special Education involves 16 weeks in 2 different settings (high school, elementary, and middle school) determined by conditions of employment and early field hours completed) specific to working with students with special needs. Includes Seminar. Students seeking only general special education certification must enroll in this course for two consecutive sessions (ED562a and ED562b) for a total of 6 credits and 16 weeks. Where they will spend each eight weeks may be individually determined based on field experience hours and locations, and must be approved by the Capstone Coordinator and the Division Chair.

ED565 Student Teaching: Double Certification

9 credits

This culminating experience is for students in a double certification track, for example secondary or elementary with General Special ED, involves a customized plan approved by the Coordinator and Division Chair. The amount of time spent in a variety of settings and grade levels will be equally distributed so as to provide a full opportunity for teaching and learning in both areas of certification. Students seeking dual (more than one) certifications must enroll in this course for three consecutive sessions (ED565a, ED565b, and ED565c) for a total of 9 credits and 24 weeks. Here they will spend each eight weeks will be individually determined based on certification grade spans as well as field experience hours and locations, and must be approved by the Capstone Coordinator and the Division Chair.

ED574 Student Teaching Seminar

1 credit

This seminar is taken concurrently with ED531, ED532, ED562, or ED565- Student Teaching. It is comprised of weekly student teaching debriefing sessions focusing on ongoing issues during the 16- or 24-week student teaching experience. Students are expected to make calendar entries in their Student Teaching Handbook, maintain a journal, as well as complete their certification portfolio and the NH-TCAP. Prerequisites: all Education methods courses, or Division Chair and Capstone Coordinator permission; must be taken concurrently with ED531, ED532, ED562, or ED565.

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.

ED585 Student Research Capstone–M.Ed. Only

1 credit

This course is designed for those graduate students who are not seeking certification. Students are expected to revisit the Action Research plan that they created in ED578. After adjusting for potential changes in career goals, each candidate will choose between the two options listed here.

1. Execute the research proposal detailed in the final paper for ED578. The proposal will be formally submitted to the Franklin Pierce IRB for approval. Adjustments may be made for access to subjects and an appropriate K-12 school.
2. Should the candidate decide that an action research project is not feasible, due either to job/ personal constraints or a change in preferred focus, the project will become a research assignment. This option will include a deeper dive in published literature and first-hand accounts or primary documents.

Prerequisites: all Education courses, or Division Chair and Capstone Coordinator permission.

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. *Prerequisite: ED508 and 509.*

15 hours of Field Experience is required.

ED604 Advanced Behavior Management for School Children/Youth 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.

15 hours of Field Experience is required.

ED612 Strategies for Teaching Students with Specific Learning Disabilities 3 credits

Teaching students with specific learning disabilities requires knowledge of the learner, comprehension of how students acquire knowledge/skills and knowledge of effective, research based strategies and methods. This course focuses on methods and strategies to promote metacognitive skills that encourage the use of one's inner voice and mind's eye/visualization to facilitate engagement, understanding and learning. *Prerequisites: ED508, 509, 512, 540, 541, 545 or permission of the Division Chair.*

20 hours of Field Experience is required.

ED616 Improving Outcomes for Students with Specific Learning Disabilities 3 credits

While the continuum of services continues to exist, research supports that the majority of students with Learning Disabilities benefit from "inclusion". This course addresses the challenging role for the teacher of students with learning disabilities: developing programs that integrate common core standards and address the Individual Education Plan goals for each student within the general education curriculum. *Prerequisites: ED508, ED509, ED512, ED540, ED541, ED545 or permission of the Division Chair.*

15 hours of Field Assignments required.

ED617 Improving Outcomes for 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: ED508, 509, 512, 540, 541, 545 or permission of the Division Chair.*

15 hours of Field Assignments required.

ED618 Supporting Students with Emotional/ Behavioral Disorders 3 credits

Teacher candidates will develop a concrete understanding of the roles and responsibilities of an educator of students with emotional and behavioral challenges. They will learn about behavioral change basics and develop intervention strategies to help students change their behavior for the better. Teacher candidates will learn about the importance of Functional Behavioral Assessments and how to conduct one. Collaboration and keeping up with changing technological advances is key in the world of special education, and the teacher candidates in this course will learn the necessary skills to accommodate those needs.

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 healthcare arenas who effect improvements in patient outcomes through education of healthcare workers and leadership in healthcare delivery systems. The curriculum is rooted in the generation, evaluation, and utilization of evidence to support best practices in nursing education and nursing leadership. Graduates are prepared to utilize scholarly inquiry to provide evidence-based healthcare.

The M.S.N. program is accredited by the Accreditation Commission for Education in Nursing, Inc. (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326, phone number: (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 p. 364). 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. Demonstrate critical thinking and decision-making based on biopsychosocial and organizational sciences to improve healthcare quality and outcomes in a variety of settings.
2. Integrate organizational and systems leadership to guide and direct clinical decision making and evaluation of patient outcomes and safety.
3. Advocate for ethical and culturally sensitive strategies in the design of high quality and cost effective healthcare delivery.
4. Apply clinical scholarship and implementation of best practices for the improvement of healthcare delivery.
5. Incorporate technology to support and coordinate delivery of high quality, safe patient care.
6. Demonstrate advocacy strategies to influence healthcare policy to improve health of the public.
7. Collaborate with the interprofessional team to influence the shared goals of disease prevention, health promotion, and patient-centered care to diverse populations.

The Nurse Educator concentration prepares the graduate to:

1. Practice as a nurse educator in an academic or healthcare 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 healthcare 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 healthcare payment systems to improve the utilization of clinical and fiscal resources.
5. Design and implement change projects in healthcare 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 on the following page). 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 résumé.
- 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 résumé.

- 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	Health Policy and Population Health Issues	3 credits
NR530	Inferential Statistics	3 credits
NR540	Evidence-Based Practice	3 credits
NR690	Nursing Capstone Seminar and Project	6 credits
Total Core Credits		18 credits

Program Tracks

Track 1: For the nurse with a baccalaureate degree in nursing (36 credits)

NR510	Nursing Science in Practice	3 credits
NR520	Health Policy and Population Health Issues	3 credits
NR530	Inferential Statistics	3 credits
NR540	Evidence-Based Practice	3 credits
_____	6 Concentration Courses (Leadership <i>or</i> Education)	18 credits
NR690	Nursing Capstone Seminar and Project	6 credits

Track 2: For the nurse with a non-nursing baccalaureate degree (39 credits)

NR501	RN-M.S.N. Bridge Course	3 credits
NR510	Nursing Science in Practice	3 credits
NR520	Health Policy and Population Health Issues	3 credits
NR530	Inferential Statistics	3 credits
NR540	Evidence-Based Practice	3 credits
_____	6 Concentration Courses (Leadership <i>or</i> Education)	18 credits
NR690	Nursing Capstone Seminar and Project	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 nursing courses. All baccalaureate course requirements must be completed before registering for graduate courses.

*Nursing students who have completed an associate's degree at another institution and transfer to Franklin Pierce University will not need to meet the requirements of the General and Liberal Education program at Franklin Pierce University. The general education curriculum can be transferred and accepted as a stand-alone general education block. Completion is defined as all courses completed with a grade of "C" or higher.

Prerequisite Requirements*-Track 3

BI235	Human Health and Nutrition	3 credits
BI260	Anatomy and Physiology I	3 credits
BI261	Anatomy and Physiology II	3 credits
BI325	Microbiology	3 credits
MT260	Statistics	3 credits

PS101	Introduction to Psychology	3 credits
PS234	Human Growth and Development	3 credits
_____	Chemistry or other science	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

CIT101	Microcomputer Applications	3 credits
NR300	Transition to Baccalaureate Nursing Practice	3 credits
NR320	Evidence-Based Practice in Nursing: Understanding Nursing Research	3 credits
NR330	Clinical Decision Making	3 credits
NR400	Health Policy and the Role of the Professional Nurse	3 credits
NR420	Health Promotion Across the Lifespan	3 credits
NR445	Community Health Nursing: Individual and Family Client	3 credits
NR446	Community Health Nursing: Groups and Populations	3 credits
NR490	Leadership in Professional Nursing Practice, Seminar and Project	6 credits
PA250	World Religions	3 credits

M.S.N. Courses-Track 3

NR510	Nursing Science in Practice*	3 credits
NR520	Health Policy and Population Health Issues*	3 credits
NR530	Inferential Statistics	3 credits
NR540	Evidence-Based Practice	3 credits
_____	6 Concentration Courses (Leadership <i>or</i> Education)	18 credits
NR690	Nursing Capstone, Seminar and Project	6 credits

**6 credits of Nursing Elective courses (NR510 and NR520) can be applied to the baccalaureate degree.*

Concentrations

All Master of Science in Nursing 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
NR575	Advanced Pharmacology	3 credits
NR580	Advanced Pathophysiology	3 credits
NR585	Advanced Health Assessment	3 credits

Nursing Leadership

GM510	Seminar in Leadership	3 credits
GM538	Organizational Development	3 credits
GM594	Healthcare Payment Systems	3 credits
GM596	Quality Improvement Models in Healthcare	3 credits

NR565	Strategic Planning and Project Management For Nurses I	3 credits
NR570	Strategic Planning and Project Management For Nurses II	3 credits

Nursing Education Certificate (15 credits)

The Certificate in Nursing Education is intended for Master's degree prepared nurses who desire more education in the process of nursing education. Normal time to completion is 1 year. See Admission Prerequisites section on p. 363.

NR545	Clinical and Classroom Teaching Strategies in Nursing	3 credits
NR547	Evidence-Based Curriculum Design in Nursing	3 credits
NR549	Evaluating Learning and Assessing Competencies in Nursing	3 credits
NR690	Nursing Capstone Seminar and Project	6 credits

Master of Science in Nursing (M.S.N.)/Master of Business Administration (M.B.A.) Dual Degree

The M.S.N./M.B.A. dual degree is designed to prepare nurses who have earned a bachelor's degree to develop cross-functional business management skills and leadership competencies in nursing. The value of the integration of advanced healthcare theories and business concepts in the M.S.N./M.B.A. dual degree program is that it equips graduates to successfully manage and grow healthcare organizations of all kinds. Students are prepared to fill entrepreneurial roles and start companies or take on leadership positions in organizations. The M.S.N./M.B.A. dual degree program also allows individuals to meet the needs of both their patients and the organization for which they work, making them valuable in the field. A graduate of this program would be eligible to become certified by the American Nurses Credentialing Commission (ANCC) as either a nurse executive or an advanced nurse executive depending of their administrator experience.

The Program

This online program allows registered nurses (R.N.s) with a bachelor's degree to earn the M.S.N./M.B.A. dual degree program. The dual degree is awarded with the completion of all requirements. This 60 credit dual degree program benefits nurses who are or will be employed in leadership roles, such as Director of Nursing, Vice President of Nursing, or Chief Nurse Executive. All these positions require extensive expertise in both nursing as well as business. The M.B.A. in Leadership curriculum builds on advanced nursing leadership concepts to expose students to a broad range of business disciplines and provides graduates with an in depth understanding of both quantitative and qualitative relationships within organizations. The M.S.N. and M.B.A. in Leadership programs both adhere to each discipline's stated goals and student learning outcomes as described in depth on the M.S.N. pages 374-375 and M.B.A. Leadership pages 346-379 in this catalog.

Foundational Competencies

Students who do not receive advanced standing based on undergraduate coursework, but who have substantially mastered the foundational competencies by other means, such as life experience, may prepare documentation of these competencies at the time of application or at any time before taking the graduate level coursework requiring the competency.

Financial Accounting

This foundational competency emphasizes the interpretation, analysis, and use of key financial issues, which include an understanding of the balance sheet, the income statement, statement of cash flows, as well as cash budgeting and financial forecasting. This competency is

required for GM541 and GM561. Students may demonstrate this competency through academic coursework, or by completing a program of self-study administered by the business faculty.

Statistics

This foundational competency includes an overview of the use of statistics and statistical procedures, with emphasis on probability theory and its applications. Topics covered include computational measures of central tendency; measures of dispersion; probability distribution functions; multiple and bivariate regression; decision theory; population parameters; and statistical inference. This competency is required for GM542 and GM564. Students may demonstrate this competency through academic coursework, or by completing a program of self-study administered by the business faculty.

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.

M.S.N./M.B.A. Course Requirements

All M.S.N./M.B.A. students will complete the following courses.

M.S.N. Core Courses		Credits
NR510	Nursing Science	3 credits
NR520	Health Policy & Population Health Issues	3 credits
NR530	Inferential Statistics	3 credits
NR540	Evidence Based Practice	3 credits
NR690	Capstone and Seminar	<u>6 credits</u>
Total M.S.N. Core Credits		18 credits

M.B.A. Core Courses		Credits
GM510	Seminar in Leadership	3 credits
GM520	Legal and Ethical Issues	3 credits
GM540	Organizational Behavior	3 credits
GM542	Quantitative Techniques	3 credits
GM543	Economics for Managers	3 credits
GM561	Financial Management	3 credits
GM562	Marketing Management	3 credits
GM564	Operations Management	<u>3 credits</u>
Total M.B.A. Core Courses		24 credits

Dual Degree Courses		Credits
GM594	Healthcare Payment Systems	3 credits
GM596	Quality Improvement Models in Healthcare	3 credits
NR565	Strategic Planning I	3 credits
NR570	Strategic Planning II	3 credits

M.B.A. Electives	<u>6 credits</u>
Total Dual Degree Courses	18 credits
Total M.S.N./M.B.A. Degree Credits	60 credits

M.S.N./M.B.A. Degree Option

If a student has completed the M.S.N. degree at Franklin Pierce and would like to pursue the M.B.A. degree, the student must complete a minimum of 21 credit hours M.B.A. offerings to complete the M.B.A. degree. Students must apply for the second degree and be accepted into the M.B.A. program before taking courses toward the second degree.

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 healthcare environment, with a focus on healthcare improvement initiatives.

NR520 Health Policy and Population 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 healthcare 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 healthcare 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.

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 healthcare 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 healthcare outcomes. Utilizing the strategic planning tools discussed in NR565, students will develop a comprehensive strategic plan after analysis of a specific organization within the context of its internal and external environment.
Prerequisite: NR565 Strategic Planning and Project Management for Nurses I.

NR575 Advanced Pharmacology

3 credits

This course will build upon basic pharmacologic principles developed in the professional nurse's basic educational program. This course is designed to expand the M.S.N. student's knowledge of pharmacotherapeutics and pharmacokinetics of broad categories of pharmacologic agents. The purpose of the content is to provide the graduate the knowledge and skills to assess, utilize clinical reasoning, and manage a client's common health problems in a safe, high quality, and cost-effective manner.

NR580 Advanced Pathophysiology

3 credits

This course focuses on pathologic mechanisms of disease that serve as the foundation for advanced clinical assessment, decision-making, and management across the life span etiology, Pathogenesis, developmental, environmental influences, and clinical manifestations of major health problems diseases will be explored.

NR585 Advanced Health Assessment

3 credits

This course will build upon health assessment skills previously attained in undergraduate nurse education. The process whereby the nurse utilizes comprehensive physical, psychological, and cultural assessment across the life span to gather specific data relevant to common health problems is emphasized. Students will apply advanced health assessment principles and skills for comprehensive examination of clients

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 healthcare, 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 M.P.A.S. 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 M.P.A.S. 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.

Mission

The mission of the M.P.A.S. Program is to graduate competent and compassionate physician assistants who possess the requisite knowledge, skills, and attitudes to provide high quality, patient-centered primary care.

Program Goals

1. Prepare students to function as competent healthcare providers in a primary care setting.
2. Nurture student progress to optimize professional growth and retention.
3. Recruit students from rural and underserved communities, particularly those from New Hampshire and Vermont.
4. Train students in rural and medically underserved communities with a focus on New Hampshire and Vermont.
5. Graduate students who practice in rural and medically underserved communities with emphasis on New Hampshire and Vermont

Program-level Student Learning Outcomes

Students will be able to:

1. Demonstrate core medical knowledge regarding established and evolving biomedical and clinical sciences and the application of this knowledge to patient care. (Medical Knowledge)
2. Employ interpersonal and communication skills (including oral and written) to enable effective information exchange with patients, their families, and members of the healthcare team. (Interpersonal & Communication Skills)
3. Provide safe, entry-level patient care to include effective information gathering, appropriate diagnostic evaluation and implementation of therapeutic management plans. (Patient Care)

4. Exhibit professionalism as demonstrated by assuming responsibility for actions, recognizing personal limitations, expressing sensitivity to diversity, and respecting colleagues, faculty/staff, preceptors, and patients. (Professionalism)
5. Demonstrate ability to self-analyze current knowledge and clinical skills and enhance capabilities through reflection and critical appraisal of the medical literature. (Practice-based Learning & Improvement)
6. Demonstrate awareness of the larger system of health services including access to healthcare, continuity of care, and community support services. (System-based Practice)

Accreditation

The Accreditation Review Commission on Education for the Physician Assistant (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 M.P.A.S. program. Students must possess these qualities in order to achieve the required level of competency stipulated for program advancement and graduation, must demonstrate the standards upon admission to the program and continue to demonstrate these standards throughout their matriculation in the M.P.A.S. program. Failure to do so will be grounds for dismissal from the program.

Sensation

Students must possess sufficient visual, auditory and tactile sensation to receive appropriate information in the classroom, laboratory and other education settings. Sensation must be sufficient to receive verbal and non-verbal information while interviewing patients and to perform inspection, auscultation and palpation techniques during physical examination of patients.

Communication

Students must be able to communicate effectively with patients, family members and other clinicians. This includes expressive and receptive modes of verbal, non-verbal and written communication. Further it includes the ability to accurately assess receptive communication in order to make appropriate and timely responses. Finally, it includes the ability to communicate with attention, empathy and sensitivity.

Motor Function

Students must have sufficient strength and coordination to perform the activities required of a P.A. These include performing a physical examination involving techniques in palpation and percussion and utilizing diagnostic instruments. Students must have sufficient stamina to sit, stand and move within the classroom, laboratory, examination rooms, treatment rooms and operating rooms for extended periods of time. They must have sufficient coordination to move about patient care environments and sufficient dexterity to use common medical instruments. All students must arrange their own transportation between educational and clinical settings.

Intellectual Capability

Clinical problem solving, a critical ability for P.A.s, encompasses abilities to accurately measure, calculate, reason, analyze, integrate, learn and retain information and make decisions in a timely manner. Students must be able to:

- Independently access and interpret medical data
- Identify significant findings from history, physical examination and laboratory data
- Perform a reasoned explanation for likely diagnoses and recommend treatment regimens
- Recall and retain information in an efficient and timely manner

Behavioral/Social Proficiency

Students must possess the ability to establish and maintain appropriate professional relationships. Factors included in this requirement are the abilities to prioritize competing demands, to function in stressful circumstances, to exercise good clinical judgment, to behave ethically, to be compassionate, empathetic, responsible and tolerant toward patients and other healthcare professionals.

Advanced Placement

The M.P.A.S. program is a full-time day program and does not offer advanced placement for students.

Work Policy

In order to enhance student learning and assure student success in the M.P.A.S. program, it is recommended that students not work while enrolled in the program. If a student chooses to work while enrolled in the program, work schedules cannot interfere with class attendance, academic performance, or clinical rotation schedules. Students are never required to work for the program in any capacity.

Physician Assistant Program Academic Policies

The policies below are in addition to the standards noted above as set by the College of Graduate & Professional Studies (CGPS).

Satisfactory Academic Progress

M.P.A.S. students are held to the academic standards policy of the CGPS, which states that all graduate students must achieve a term grade point average (TGPA) and cumulative grade point average (CGPA) of 3.0 (B) or higher to remain in good academic standing.

A passing grade for courses within the program is a C (73%) or better. Graduate students may have no more than two grades lower than a B- on the academic record at the time of graduation.

Any student not meeting this minimum will be required to meet with their academic advisor to establish and sign a Learning Contract to address academic deficiencies. A student will be considered to have attained satisfactory academic progress when the student receives consistent course grades of B- or better and maintains a cumulative and TGPA of 3.0.

Students with a history of academic probation or deferred suspension will be referred for academic dismissal from the program if they fail to maintain the academic standards of the CGPS.

The Student Progress Committee meets throughout the term to review and discuss each individual student's progress. Concerns regarding student academic performance will be documented and referred to the students' academic advisor and/or the M.P.A.S. Student Affairs Committee for follow up. At the close of each term, academic records will be reviewed by the Program Director in conjunction with the Dean if necessary. Appropriate sanctions will be applied.

Students on Academic Probation at the end of the didactic year cannot progress to the clinical year. Standards related to Academic Progression during the clinical year are outlined in the Clinical Education Manual.

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

Part-time Enrollment and Deceleration

The design of the curriculum within the M.P.A.S. program does not allow for students to attend part-time. Students who cannot continue on a full time basis or who are on Academic Probation at the end of the didactic year may be decelerated or considered for readmission on a case-by-case basis. Deceleration is defined as movement from the student's entering cohort to a subsequent cohort. Students may be required to repeat some or all of the coursework completed at the time of withdrawal or probation.

Summative Evaluation

Students must demonstrate satisfactory performance in the summative evaluation. The summative evaluations are administered during Term 9 prior to graduation. Students may remediate up to two components that do not meet expectations. Each remediation can be performed only once. Remediation scores will replace the original exam score.

Course Sequence

Didactic Phase

PA Program Term 1		November – February	17 credits
ME500	Introduction to Clinical Reasoning		1 credit
ME504	Pharmacology I		2 credits
ME508	Patient Care I		2 credits
ME510	Behavioral Medicine		2 credits
ME512	Clinical Application of Basic Sciences I		6 credits
ME516	Clinical Medicine I		4 credits
PA Program Term 2		March – May	17 credits
ME506	Pharmacology II		2 credits
ME520	Professional Seminar I		1 credit
ME524	Clinical Reasoning I		1 credit
ME528	Patient Communication and Education		2 credits
ME536	Patient Care II		2 credits
ME540	Clinical Application of Basic Sciences II		4 credits
ME544	Clinical Medicine II		5 credits
PA Program Term 3		June – August	15 credits
ME509	Pharmacology III		2 credits
ME532	Introduction to Epidemiology and Public Health		2 credits
ME548	Clinical Reasoning II		1 credit
ME552	Professional Seminar II		1 credit
ME564	Clinical Application of Basic Sciences III		4 credits
ME568	Clinical Medicine III		5 credits
PA Program Term 4		September – November	16 credit
ME556	Understanding and Accessing the Medical Literature		1 credit
ME560	Advanced Clinical Skills		3 credits
ME572	Professional Seminar III		1 credit
ME580	Clinical Reasoning III		2 credits
ME584	Evidence-based Medicine in Clinical Practice		1 credit

ME588	Clinical Pharmacology	2 credits
ME592	Clinical Medicine IV	6 credits

Clinical Phase

PA Program Term 5 December – February 11 credits

ME576	Preparation for Clinical Education	1 credit
ME631	Clinical Rotation 1	5 credits
ME632	Clinical Rotation 2	5 credits

PA Program Term 6 March – May 12 credits

ME633	Clinical Rotation 3	5 credits
ME634	Clinical Rotation 4	5 credits
ME645	Seminar I	2 credits

PA Program Term 7 June – August 12 credits

ME635	Clinical Rotation 5	5 credits
ME636	Clinical Rotation 6	5 credits
ME646	Seminar II	2 credits

PA Program Term 8 September – November 12 credits

ME637	Clinical Rotation 7	5 credits
ME638	Clinical Rotation 8	5 credits
ME647	Seminar III	2 credits

Professional Phase

PA Program Term 9 December – February 14 credits

ME619	Elective Clinical Experience	4 credits
ME648	Seminar IV	2 credits
ME690	Senior Seminar	6 credits
ME692	Preparation for Clinical Practice	2 credits

Total Credits over 9 Terms = 126 credit hours earned

Course Descriptions

ME500 Introduction to Clinical Reasoning 1 credit

This first course in a series of four will introduce students to clinical reasoning. In this course, students will learn to obtain and document a medical history. Additionally, students will be introduced to oral presentation skills. Review of federal regulations regarding patient privacy and safety will occur.

ME504 Pharmacology I 2 credits

This is the first course, in a series of three that provides foundational knowledge by which pharmacotherapies alter the function of cells to relieve symptoms and the physiologic manifestations of disease. The course is an introduction to the principles of drug action, metabolism, elimination and toxicity. The focus is on medications used to treat specific disorders including infectious diseases, neurological conditions and the musculoskeletal system.

ME506 Pharmacology II 2 credits

This is the second course, in a series of three that provides foundational knowledge by which pharmacotherapies alter the function of cells to relieve symptoms and the physiologic

manifestations of disease. The course is an introduction to the principles of drug action, metabolism, elimination and toxicity. The course covers medications used to treat diseases of the cardiopulmonary systems as well as fungal, viral, and protozoal infections.

ME508 Patient Care I

2 credits

This first of two courses focuses on the physical examination. The students will perform a comprehensive, patient-centered physical examination. Using appropriate medical terminology the students will document normal physical exam findings. Additionally, students will be introduced to problem-focused data collection using special tests.

ME509 Pharmacology III

2 credits

This is the third course, in a series of three that provides foundational knowledge by which pharmacotherapies alter the function of cells to relieve symptoms and the physiologic manifestations of disease. The course is an introduction to the principles of drug action, metabolism, elimination, and toxicity. The focus is on drugs used to treat diseases of the endocrine, gastrointestinal, urinary and reproductive systems. This course will also introduce the pharmacology of common herbal medications and dietary supplements.

ME510 Behavioral Medicine

2 credits

In this course students will learn essential skills in the assessment of and communication with varying populations of patients. The content will focus on human growth and development with emphasis on interviewing techniques, reflective practice to enhance practitioner self-awareness and self-care, and current concepts in normal and abnormal psychology. The impact of health literacy and cultural diversity on health care will also be examined. Finally, there is an introduction to the value and nature of inter-professional practice.

ME512 Clinical Application of Basic Sciences I

6 credits

This course is the first in a series of three courses that provides an in-depth study of topics in human anatomy, physiology, and sciences as they relate to pathophysiology and cell biology. Sessions will emphasize the clinical application of the material as it pertains to the integumentary, nervous, musculoskeletal, and immune systems. An introduction to clinical microbiology, immunology, and laboratory medicine will also 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, the musculoskeletal system, and the nervous system.

ME520 Professional Seminar I

1 credit

This is the first course in a series of three which introduces the student to the Physician Assistant profession and his/her role in the healthcare system. Topics of discussion include the history of the profession, professional organizations, laws affecting practice, education, stressors of the job, and the future of the profession.

ME524 Clinical Reasoning I

1 credit

This second course in a series of four develops the student's clinical reasoning skills. Students will formulate a differential diagnosis from a patient's history and physical exam using critical thinking. Students will continue to practice interviewing and oral presentation skills.

ME528 Patient Communication and Education

2 credits

This course will introduce students to patient-oriented counseling skills. Building on interviewing techniques learned in Behavioral Medicine, topics will include ways to individualize patient education through the use of motivational interviewing. There will also be continued work to enhance practitioner self-awareness and self-care. Finally, students will participate in sessions

with other health care professional students focusing on communication and team building for future inter-professional practice.

ME532 Introduction to Epidemiology and Public Health **2 credits**

This course provides an introduction to research design and epidemiological methods which form the foundation for understanding evidence-based public health and clinical medicine. Also, the role of the physician assistant in public health assessment and intervention is addressed during the course.

ME536 Patient Care II **2 credits**

This course follows ME508 Patient Care I. The course focuses on age-specific and special populations with respect to health promotion, disease prevention, and end-of-life care. Appropriate history taking, physical examinations, and preventive care will be covered. Additionally, examinations of male and female patients will be covered.

ME540 Clinical Application of Basic Sciences II **4 credits**

This course is the second in a series of three courses that provides an in-depth study of topics in human anatomy, physiology, pathology, clinical microbiology, and laboratory medicine. Sessions will emphasize the clinical application of the material as it pertains to the blood and cardiopulmonary systems, eyes, ears, nose, and throat.

ME544 Clinical Medicine II **5 credits**

This course continues the exploration of clinical medicine and disease processes including evaluation, management, and therapeutics pertaining to diseases of the cardiovascular and pulmonary systems. This course will also include modules discussing the diagnosis and treatment of psychiatric disorders and hematological disorders.

ME548 Clinical Reasoning II **1 credit**

This third course in a series of four continues to develop a student's clinical reasoning skills. Students will develop a thorough assessment of the patient. In addition, the students will begin to develop a therapeutic plan. Students will continue to practice interviewing and oral presentation skills.

ME552 Professional Seminar II **1 credit**

This course is the second in a series of three which explores relevant health care law, policy issues, and ethics which impact the Physician Assistant profession and health care system.

ME556 Understanding and Accessing the Medical Literature **1 credit**

This course will explore the use of qualitative and quantitative research in health care, evidence-based theory, and accessing computer-based, medically oriented information including evidence-based databases, as they pertain to the practice of clinical medicine. The course will continue to broaden the student's skills and training for the use of evidence to inform and continually improve the practice of clinical medicine.

ME560 Advanced Clinical Skills **3 credits**

This course is designed to introduce students to procedures and skills necessary for primary care, emergency, and surgical settings. The fundamentals of ordering, performing, and interpreting diagnostic studies will be covered.

ME564 Clinical Application of Basic Sciences III **4 credits**

This course is the third in a series of three courses that provides an in-depth study of topics in human anatomy, physiology, pathology, and laboratory medicine. Sessions will emphasize the clinical application of basic science topics as it pertains to the endocrine, gastrointestinal, renal, and genitourinary/reproductive systems.

ME568 Clinical Medicine III

5 credits

This course continues the exploration of clinical medicine and disease processes including evaluation, management, and therapeutics pertaining to eye, ear, nose, and throat disorders and diseases of the renal/genitourinary, gastrointestinal, endocrine, and reproductive systems.

ME572 Professional Seminar III

1 credit

This is the third course in a series of three which explores health care systems including policy, medical errors, ethics, access, and barriers to health 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

2 credits

This final course in a series of four further develops the student's clinical reasoning skills. Students will demonstrate fundamental patient care which includes effective information gathering, appropriate evaluation, medical decision-making, and implementation of therapeutic management plans. Students will continue to practice interviewing and oral presentation skills.

ME584 Evidence-based Medicine in Clinical Practice

1 credit

This course builds upon the knowledge and skills developed in ME532 and ME556 to continually improve the practice of clinical medicine through application of evidence-based medicine. The course will focus on accessing computer-based, medically oriented information, critically analyzing the obtained materials, and applying these findings to clinical scenarios.

ME588 Clinical Pharmacology

2 credits

This course will provide a review of broad principles of pharmacology with emphasis on patient care. Topics will include selection, dosing, and management of pharmacological therapies.

ME592 Clinical Medicine IV

6 credits

This course is designed to introduce students to conditions commonly encountered in emergency medicine, general surgery, geriatrics, pediatrics, and in-patient management. Emphasis will be placed on the general principles of care for injuries, acute and chronic illnesses, basic surgical principles, evaluation and management of the hospitalized, surgical, pediatric, and elderly patients.

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 five-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 healthcare 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 (D.P.T.)

Physical Therapists (PTs) are licensed health care professionals who diagnose and treat individuals of all ages, who have health-related conditions that limit their abilities to move and perform functional activities in their daily lives. Physical therapists:

- Diagnose and manage movement dysfunction and enhance physical and functional abilities
- Restore, maintain, and promote optimal physical function, wellness, fitness, and quality of life as it relates to movement and health
- Prevent the onset, symptoms, and progression of impairments, functional limitations, and disabilities that may result from diseases, disorders, conditions, or injuries.

Physical therapists provide care for people in a variety of settings, including hospitals, private practices, outpatient clinics, home health agencies, schools, sports and fitness facilities, work settings, and nursing homes (apta.org).

Franklin Pierce University offers Doctor of Physical Therapy (D.P.T.) programs in Manchester, New Hampshire and also in Goodyear, Arizona. Both campuses are newly renovated with state of the art equipment and learning technologies. Clinical experience is a vital part of the program and is conducted at sites throughout the country. This full-time day program is designed to be completed in 2.5 years. Students in the D.P.T. program are required to hold a Bachelor's degree from an accredited college and complete all prerequisite courses and requirements prior to matriculating into the program. **The Essential Functions** provide specific core performance standards that every student must be able to meet, with or without reasonable accommodation for admission and progression in the D.P.T. program.

Mission

The Mission of the D.P.T. program is to graduate competent practitioners who are prepared to enhance the physical health and functional abilities of the members of the public. Our graduates render independent judgment in collaboration with others to advocate for and meet the needs of the patient/client and to ensure equal access for all individuals. They critically analyze, appropriately utilize, and contribute to evidence-based practice. Our graduates embrace life-long learning and consciously apply ethical values. They contribute to society and the profession in practice, teaching, administration, community service, and the discovery and application of new knowledge related to physical therapy.

Franklin Pierce University's D.P.T. Educational Philosophy

The curriculum and teaching are guided by the following values:

1. The inherent worth of the individual and the value of diversity;
2. The autonomous practice of the profession;
3. The inherent value of inter-professional collaboration and consultation;
4. That community service is a powerful mechanism for teaching and learning;
5. That life-long learning is critical for all physical therapy practitioners;
6. That ethical thinking, behavior and social responsibility are central to physical therapist education;
7. That the development of critical thinking and the application of evidence-based practice are core skills for all graduates;
8. That graduates contribute to society through work, teaching, community involvement, and the application of new knowledge.

Faculty, graduates, and employers continue to contribute to the development of the D.P.T. curriculum preparing our students and graduates to have the skills to practice in a changing society and health care delivery system.

Expected Graduate Goals and Outcomes:

Graduates of the D.P.T. program will:

1. Have the knowledge and skills of a PT capable of working as an autonomous practitioner
 - a. Achieve 100% ultimate pass rate on the NPTE
 - b. Employed as autonomous practitioners in a variety of practice settings
 - c. Integrate current research, clinical expertise, and patient values into practice
2. Demonstrate empathetic and compassionate practice
 - a. Adhere to the APTA Code of Ethics
 - b. Respect and treat each patient as an individual, without regard to gender, race, color, sexual orientation, or religious affiliation
3. Demonstrate commitment to the physical therapy profession
 - a. Promote the profession through education
 - b. Possess skills to advocate for the profession

Admissions Prerequisites

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

- Achievement of a minimum 3.0 cumulative grade point average (CGPA) (on a 4.00 scale) in all previous coursework;
- Completion of a B.S./B.A. degree from a regionally accredited college or university;
- Completion of 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 (6 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

The application and admissions process is the same for both Manchester, NH and Goodyear, AZ D.P.T. programs. Students must apply through the Physical Therapist Centralized Application Service (PTCAS) online at ptcas.org. The PTCAS application cycle opens midsummer for the following academic year. The deadline for submission of applications is November 1.

Curriculum Plan — Academic Year 2017-2018 – Class of 2020

Arizona 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
PTH532	Foundations of Physical Therapy Practice II	2 credits
PTH537	Musculoskeletal System I – Upper Extremity	4 credits
PTH545	Therapeutic Exercise & Soft Tissue Mobilization	3 credits
PTH546	Physical Agents	1 credit
PTH550	Research Methods in Physical Therapy I	3 credits

Term II = 15 credits

Term III

PTH508	Neuroanatomy	3 credits
PTH512	Motor Control Across the Lifespan	4 credits
PTH517	Year I Integrated Clinical Experience (Part-time)	1 credit
PTH524	Clinical Pharmacology	2 credits
PTH529	Health Promotion & Wellness I	2 credits
PTH538	Musculoskeletal System II – Lower Extremity	4 credits

Term III = 16 credits

Term IV

PTH530	Health Promotion & Wellness II	1 credit
PTH534	Cardiovascular and Pulmonary Physical Therapy	3 credits
PTH539	Musculoskeletal System III – Spine	5 credits
PTH540	Fundamentals of Neurological Rehabilitation	3 credits
PTH560	Research Methods in Physical Therapy II	2 credits
PTH620	Imaging & Diagnostics	2 credits

Term IV = 16 credits

Arizona Professional Year II

Term V

PTH516	Psychosocial Issues in Healthcare	3 credits
PTH544	Integumentary System	2 credits
PTH608	Full-time Integrated Clinical Experience	4 credits

Term V = 9 credits

Term VI

PTH514	Health Practice Management	3 credits
PTH527	Year II Integrated Clinical Experience (Part-time)	1 credit- <i>*elective</i>
PTH543	Neurological Clinical Management	5 credits
PTH623	Management of Patients with Multisystem Involvement I	3 credits
PTH628	Special Topics	2 credits- <i>*elective</i>
PTH630	Sports Injury Management & Prevention	2 credits- <i>*elective</i>
PTH646	Orthotics and Prosthetics	2 credits
PTH650	Research Methods in Physical Therapy III	1 credit
LS465/565	Spanish for Healthcare Professionals	2 credits- <i>*elective</i>

Term VI = 14 credits + electives

*(*two - 2 credit electives must be taken during the didactic curriculum)*

Term VII

PTH511	Management of the Pediatric & Adolescent Patient	5 credits
PTH527	Year II Integrated Clinical Experience (Part-time)	1 credit- <i>*elective</i>
PTH610	Professional Seminar	1 credit
PTH624	Management of Patients with Multisystem Involvement II	4 credits
PTH628	Special Topics	2 credits- <i>*elective</i>
PTH660	Research Methods in Physical Therapy IV	1 credit

Term VII = 11 credits (includes 2 credits required elective) + electives

*(*two - 2 credit electives must be taken during the didactic curriculum)*

Arizona 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 = 117 (includes 4 credits required electives) plus other electives as desired

Students are required to take at least four credits of elective courses in order to graduate with the necessary 117 credits or more.

New Hampshire 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
PTH518	Research Methods in Physical Therapy	2 credits
PTH532	Foundations of Physical Therapy Practice II	2 credits
PTH537	Musculoskeletal System I – Upper Extremity	4 credits
PTH545	Therapeutic Exercise & Soft Tissue Mobilization	3 credits
PTH546	Physical Agents	1 credit

Term II = 15 credits

Term III

PTH508	Neuroanatomy	3 credits
PTH517	Year I Integrated Clinical Experience (Part-time)	1 credit
PTH519	Critical Inquiry	1 credit
PTH524	Clinical Pharmacology	2 credits
PTH529	Health Promotion & Wellness I	2 credits
PTH538	Musculoskeletal System II – Lower Extremity	4 credits
PTH620	Imaging & Diagnostics	2 credits

Term III = 15 credits

Term IV

PTH512	Motor Control Across the Lifespan	4 credits
PTH530	Health Promotion & Wellness II	1 credit
PTH534	Cardiovascular and Pulmonary Physical Therapy	3 credits
PTH539	Musculoskeletal System III – Spine	5 credits
PTH540	Fundamentals of Neurological Rehabilitation	3 credits

Term IV = 16 credits

New Hampshire Professional Year II

Term V

PTH516	Psychosocial Issues in Healthcare	3 credits
PTH608	Full-time Integrated Clinical Experience	4 credits

PTH628 Special Topics 2 credits-*elective

Term V = 7 credits + electives

*(*two - 2 credit electives must be taken during the didactic curriculum)*

Term VI

PTH514 Health Practice Management 3 credits

PTH543 Neurological Clinical Management 5 credits

PTH544 Integumentary System 2 credits

PTH599 Independent Study 1 or 2 credits-*elective

PTH623 Management of Patients with Multisystem Involvement I 3 credits

PTH627 Year II Integrated Clinical Experience (Part-time) 2 credits-*elective

PTH720 Capstone Research Project I 2 credits

LS465/565 Spanish for Healthcare Professionals 2 credits-*elective

Term VI = 15 credits + electives

*(*two - 2 credit electives must be taken during the didactic curriculum)*

Term VII

PTH511 Management of the Pediatric & Adolescent Patient 5 credits

PTH599 Independent Study 1 or 2 credits-*elective

PTH610 Professional Seminar 1 credit

PTH624 Management of Patients with Multisystem Involvement II 4 credits

PTH627 Year II Integrated Clinical Experience (Part-time) 2 credits-*elective

PTH630 Sports Injury Management & Prevention 2 credits-*elective

PTH646 Orthotics and Prosthetics 2 credits

PTH730 Capstone Research Project II 2 credits

Term VII = 14 credits (includes 2 credits required elective) + electives

*(*two - 2 credit electives must be taken during the didactic curriculum)*

New Hampshire 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 = 117 (includes 4 credits required electives) plus other electives as desired

Students are required to take at least four credits of elective courses in order to graduate with the necessary 117 credits or more.

Course Descriptions

Professional Year I

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.*

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.*

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.*

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.*

PTH517 Year I Integrated Clinical Experience (Part-time) **1 credit**

This course is the first integrated clinical experience. It provides each student with an opportunity to work with skilled clinicians evaluating and treating patients/clients with varied diagnoses and disabilities. This is a 1-day per week clinical experience with a classroom requirement devoted to preparation for the first full-time experience. *Prerequisite: Successful completion of prior coursework.*

PTH518 Research Methods in Physical Therapy II (New Hampshire) **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.*

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.*

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 prosection of human cadavers, interactive computer programs or models. *Prerequisite: Enrollment in the Doctor of Physical Therapy program.*

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.*

PTH528 Kinesiology

6 credits

This course applies anatomy and biomechanics of the neuromuscular and articular systems in normal and abnormal conditions of the head, neck, pelvic girdle, upper/lower extremities and spine. It includes surface anatomy, biomechanics, peripheral, and spinal joint mobilization, clinical palpation, and manual muscle testing. Biomechanical principles underlying clinical analysis of posture and gait will also be included. The format will be lecture, case-based application, demonstration, and laboratory practice. *Prerequisite: Enrollment in the Doctor of Physical Therapy program.*

PTH529 Health Promotion & Wellness I

2 credits

This course introduces students to the fundamental concepts of prevention, health promotion, wellness, and fitness incorporating the Guide to Physical Therapist Practice, Healthy People 2020, and the PRECEDE-PROCEED Model of Health Program Planning. Students will synthesize knowledge gained to develop a framework for a community based health promotion project. *Prerequisite: Successful completion of prior coursework.*

PTH530 Health Promotion & Wellness II

1 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. Students will synthesize knowledge gained in Health Promotion and Wellness I to implement and evaluate a community based health promotion project. *Prerequisite: Successful completion of prior coursework.*

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: Enrollment in the Doctor of Physical Therapy program.*

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.*

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.*

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.*

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.*

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.*

PTH545 Therapeutic Exercise & Soft Tissue Mobilization

3 credits

This course develops students' basic physical therapy competencies in prescription, and implementation of therapeutic exercise and the use of soft tissue mobilization. Principles of evidence-based interventions are taught through lectures, laboratory sessions, and online discussions. Course content includes: documentation, soft tissue mobilization, theory and practice of therapeutic exercise, and utilizes the Guide to Physical Therapist Practice. *Prerequisite: Successful completion of prior coursework.*

PTH546 Physical Agents

1 credit

This course develops students' basic physical therapy competencies in the use of physical agents. Course content includes: cryotherapy, hydrotherapy, thermal therapy, ultrasound, electric stimulation, light agents, mechanical agents and documentation utilizing the Guide to Physical Therapist Practice. Principles of evidence-based interventions are taught through lectures, laboratory sessions, and online discussions. *Prerequisite: Successful completion of prior coursework.*

PTH550 Research Methods in Physical Therapy I (Arizona)

3 credits

This course covers the basic principles of research in physical therapy; it is the first of a four course research methods sequence. Topics include research methodology and study design, hypothesis

generation and testing, principles of data collection and outcome assessment. In addition, students will select a research project from ideas presented by faculty, complete a thorough literature review of the topic, and work in small groups to complete the forms necessary for institutional review board project approval. *Prerequisite: Successful completion of prior coursework.*

PTH560 Research Methods in Physical Therapy II (Arizona) 2 credits

This course covers methods of critical inquiry and analysis of literature in the context of evidence based practice. Building on this knowledge, students will gather and analyze data related to their faculty-sponsored project initiated in Research Methods I culminating in submission of a scholarly abstract for conference presentation. *Prerequisite: Successful completion of prior coursework.*

PTH620 Imaging & Diagnostics 2 credits

Students will be introduced to various radiographic imaging techniques and electro-diagnostic procedures used to evaluate a variety of neuro-musculo-skeletal pathologies commonly treated by physical therapists. They will learn the indications for these studies, their appropriate uses and limitations, and how to interpret them. *Prerequisite: Successful completion of prior coursework.*

Professional Year II

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.*

PTH514 Health Practice Management 3 credits

This course introduces students to the administrative side of healthcare in the United States and its relation to the practice of physical therapy. Exploring specifically the history of the U.S. healthcare industry, its development, current policy in the healthcare 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.*

PTH516 Psychosocial Issues in Healthcare 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 intra personal dynamics of working with patients/clients. Learning is facilitated by class discussions, role playing and guest speakers. Topics include conflict resolution, stress management, body image/sexuality, domestic violence, coping with death and dying, and cultural sensitivity. *Prerequisite: Successful completion of prior coursework.*

PTH527 Year II Integrated Clinical Experience (Part-time) 1 credit-elective

This course is an elective integrated clinical experience before the full-time terminal clinical experiences. It provides each student with another opportunity to work with a skilled clinician evaluating and treating patients/clients with varied diagnoses and disabilities. This is a 1-day per week clinical experience. *Prerequisite: Successful completion of prior coursework.*

PTH543 Neurological Clinical Management 5 credits

This course is specific to PT management of patients with neurological deficits. The students will develop skills in examination, evaluation, and interventions for individuals with movement dysfunction due to neurological deficits (acquired/progressive/developmental). Emphasis will be placed on development of appropriate evaluation and intervention skills, including assessment

and modification of treatment plans based on patient response. *Prerequisite: Successful completion of prior coursework.*

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.*

PTH599 Independent Study

1 or 2 credits-*elective

Independent study offers an opportunity to explore an area of study not included in the Catalog listing of approved courses. The topic should be selected and carefully designed by the student and faculty sponsor, and must meet with the approval of the Program Director at least one week before the term in which the Independent Study is to occur.

PTH608 Full Time Integrated Clinical Experience (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.*

PTH610 Professional Seminar

1 credit

This seminar course focuses on issues relevant to students entering the internship phase of the curriculum. Areas covered include professional development, social responsibility, job search skills, preparation for the NPTE, and licensure. *Prerequisite: Successful completion of prior coursework.*

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.*

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.*

PTH627 Year II Integrated Clinical Education (Part-time)

2 credits-elective

This course is an elective integrated clinical experience prior to the terminal clinical internships. It provides each student with additional opportunities to work with skilled clinicians evaluating and treating patients/clients with varied diagnoses and disabilities. This is a 1-day per week clinical experience. *Prerequisite: Successful completion of 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.*

PTH650 Research Methods in Physical Therapy III (Arizona)

1 credit

This course continues work on the faculty-based research projects initiated Research Methods I and II. With guidance from their faculty mentor, students will build upon their project progress to date and craft a manuscript which will be submitted to a professional journal. *Prerequisite: Successful completion of prior coursework.*

PTH660 Research Methods in Physical Therapy IV (Arizona)

1 credit

This class finalizes the work related to the faculty-based research project begun in Research Methods I. Students will amend and re-submit abstracts not accepted for professional conference presentation during prior classes. Further, students will develop a conference-quality poster for display at the end of the course. Last, research manuscripts will be edited with faculty guidance and resubmitted for further journal consideration should additional editing be required. *Prerequisite: Successful completion of prior coursework.*

PTH720 Capstone Research Project I

2 credits

The purpose of this class is to apply the principles of evidence based practice regarding the selection of suitable examination techniques, determining a specific prognosis and identifying appropriate physical therapy treatments. This course will consist of identifying relevant research articles to each student's clinical interest, critically analyzing the identified articles and completion of a systematic review of the literature that is to be submitted to a peer review journal for possible publication. Students will sequentially develop sections of the systematic review in each module throughout the course. *Prerequisite: Successful completion of prior coursework.*

PTH730 Capstone Research Project II

2 credits

The purpose of this class is to apply the principles of evidence based practice regarding the selection of suitable examination techniques, determining a specific prognosis and identifying appropriate physical therapy treatments. This course will consist of identifying relevant research articles to each student's clinical interest, critically analyzing the identified articles and completion of a systematic review of the literature that is to be submitted to a peer review journal for possible publication. Students will sequentially develop sections of the systematic review in each module throughout the course. *Prerequisite: Successful completion of prior coursework.*

LS465/565 Spanish for Healthcare Professionals

2 credits-elective

This elective course is designed for healthcare 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.*

Professional Year III

PTH701 Clinical Internship I – (Full-time)

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.*

PTH702 Clinical Internship II (Full-time)

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 and PTH701.*

PTH703 Clinical Internship III (Full-time)

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, and PH702.*

Doctor of Physical Therapy Promotion Policy

In addition to the University's College of Graduate & 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.

Academic Sanctions

Academic Probation

- Any student whose term GPA is below 3.00 for a single term **or**,
- Any student whose CGPA is below 3.00 for a single term **or**,
- Any student who receives a final course grade of C or below in any course **or**,
- Any student who receives a Fail grade in a Pass/Fail course

Additionally, any student who receives a final course grade of C or below in any course will be required to repeat the course with a B or better.

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 ID Number when payment is made. Full

payment is due by the first day of the term unless financing or deferred payment arrangement is in process. Students with outstanding balances will not be cleared to register for the following term and may be assessed a \$75 late fee. Tuition payments must be paid online or mailed to Office of Student Financial Services, Franklin Pierce University, 40 University Drive, Rindge, NH 03461. Students are responsible for any and all collection costs and/or fees associated with defaulted financial obligations.

Late Payment Fees and Financial Clearance

Students failing to meet the terms of a mutually agreed upon deferred payment arrangement will be assessed a \$75 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 the Office of Student Financial Services (OSFS) no later than two weeks prior to the end of the enrollment period provided the student is enrolled and attending class. Students not enrolled can request a refund of their credit balance if it is the end of the loan period. All charges for a current term will be deducted prior to the release of funds. All credit balances created from Title IV aid will be returned to the lender at aid ending.

Refund of Federal Financial Aid

Students who withdraw before 61% of the term is completed will have their federal financial aid eligibility recalculated in direct proportion to the length of enrollment. The percentage of time the student remained enrolled is the percentage of disbursable aid for that period that the student earned. A student who remains enrolled beyond the 61% point earns all aid for that period.

The Return of Federal (Title IV) funds calculation is performed independently of institutional costs incurred for the period of enrollment. The date of withdrawal used to calculate the last date of attendance will be the last date of attendance as shown on the 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 OSFS.

Deferred Payment

Franklin Pierce University offers students two deferred payment options. Students must formally request a deferred payment arrangement through OSFS. Deferred payment arrangements may be available for the following circumstances: 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. **Company/Agency Third-Party Billing Deferment Option:** If course charges are to be paid directly to Franklin Pierce 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 OSFS is authorized to bill the company or agency. All third-party billing documentation must be submitted to the OSFS by the end of week two of each term. Ultimately, the student is responsible for all unpaid balances.

2. Monthly Payment Plans (D.P.T./M.P.A.S. students only): Franklin Pierce has partnered with Higher One's Tuition Pay Service to offer students a monthly payment options that budget all or a portion of the student's balance on their account. For more information on Tuition Pay please contact the OSFS at (877) 372-7347.

Senior Citizen Discount: \$200 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 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

GI Bill Post 9/11

Veterans are reminded that their Veterans Administration (VA) checks represent an allotment based on the number of courses taken in the first term at Franklin Pierce. Any change in entitlement resulting from an increase or decrease in course load will take a month or longer to be processed by the VA. This may result in under- or over-payments that will be adjusted in the next check. All overpayments must be returned to the VA. The VA may discontinue benefits for students who do not have previous transcripts sent to center within 30 days of enrollment.

VA – VOC REHAB (monies sent directly to school)

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

Veterans Benefit Policy

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

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 will be referred to a third party agency for collection within 30 days of the start of a term. Upon referral of the student's account to a collection agency, the student/debtor must resolve this matter with the third party agency.

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 federal financial aid earned found on p. 391. Contact the Office of Student Financial Services for more details.

TUITION AND GENERAL FEES 2017-2018

The following Tuition and General Fees will be in effect beginning June 1, 2017.

Undergraduate Tuition

Continuing, Returning, Reactivated	\$390 per credit
Audit Per Course	\$250
GRAD Fee	\$200

Graduate Tuition

M.B.A., M.Ed., M.S.N.	\$665 per credit
M.B.A., M.Ed., M.S.N. Audit Fee Per Course	\$300
Master of Physician Assistant Studies program (M.P.A.S.)	\$10,450 per term
Doctor of Physical Therapy program (D.P.T.)	\$10,600 per term
D.P.T./M.P.A.S. Commitment Deposit (non-refundable)	\$500

General Fees

ACH/Wire Returned Fee	\$100
Returned Check/Disputed Credit Card	\$125
Graduation Fee	\$200 for all undergraduate and graduate degrees (non-refundable)
D.P.T. Student Fee	\$500

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 online at fafsa.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 College of 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.

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 (SAP)

Graduate/Doctoral Students - SAP

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

Credit Hour Programs

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

To successfully complete a program the student must achieve 100% of the program credits within 150% of the program length, as defined by attempted credits.

SAP Status Review

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 Appeal form and submit it to OSFS for review. If the appeal is granted, a student previously receiving financial aid will regain financial aid eligibility on a financial aid probation status for one term. The student must regain SAP status by the close of the financial aid probationary term.

The student’s appeal must address the following:

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 12 months.

GRANTS

Undergraduate Grants

Federal Pell Grants

For eligible students, Federal Pell Grants provide gift assistance up to a maximum of \$5,920 per year (2017/18). 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.

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. If a student has attended college, only college transcripts are needed. No application fee is required. An Application for Admission and a high school transcript release form are available online at franklinpierce.edu/adultapply. 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 the Associate Director of Admissions and International Student Counselor at (603) 899-4057 for more information.

Admissions and Acceptance (CGPS Graduate Programs)

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

- Application Form
- Résumé
- Official transcripts from baccalaureate degree granting and all other previously attended, regionally accredited institutions
- 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 résumé
- Submit official transcripts from degree granting institutions

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 campus they attend.

ID Cards

Student ID cards are available at all campus locations. These cards entitle the holder to many student discounts and serve as student identification at the Frank S. DiPietro Library (located on the Rindge campus), 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 at 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, campuses are non-smoking environments. University policy prohibits smoking within 10 feet of every entryway. Additional restrictions may be necessary on certain campuses.

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 efollett.com and follow the prompts on the screen. Franklin Pierce Bookstore now offers digital textbooks and textbook rental. Go to 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 franklinpierce.edu/studentlife/dst/clery.htm.

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 267,000 volumes includes books, periodicals, DVDs, CDs, eBooks, and other multimedia. Over sixty licensed web-based databases, including EBSCOhost, JSTOR, ProQuest, McGraw-Hill's Access Medicine and Westlaw Campus Research, provide full-text access to over 65,000 electronic journal titles. Our online Catalog and other library resources and services are available on the web at libguides.franklinpierce.edu/dipietro.

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 résumé and cover letter writing, career planning and job searching. For more information contact:

Career Services
40 University Drive
Rindge, NH 03461
(603) 899-4045

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.

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 designed to provide hands-on training that meets the needs of business. All training programs are custom designed and can be offered on-site or at one of the University's five campus locations. On-Site degree and non-credit courses: Franklin Pierce 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: Classroom space is available for rent during regular business hours. The professional classrooms accommodate 30-40 people.

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. For additional information, please contact the Manchester Center at (603) 647-3500.

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 2016

State	Number Enrolled	Percent of GRAD Enrollment	State	Number Enrolled	Percent of GRAD Enrollment
Arkansas	1	0.2%	New Mexico	1	0.2%
Alaska	1	0.2%	New York	25	4.0%
Arizona	62	9.8%	North Carolina	7	1.1%
Armed Forces	2	0.3%	Ohio	3	0.5%
California	11	1.7%	Oregon	2	0.3%
Colorado	5	0.8%	Pennsylvania	13	2.1%
Connecticut	19	3.0%	Rhode Island	10	1.6%
District of Columbia	1	0.2%	South Carolina	2	0.3%
Florida	9	1.4%	South Dakota	1	0.2%
Georgia	4	0.6%	Tennessee	2	0.3%
Idaho	1	0.2%	Texas	2	0.3%
Illinois	5	0.8%	Vermont	32	5.1%
Indiana	1	0.2%	Virginia	3	0.5%
Louisiana	1	0.2%	Washington	10	1.6%
Maine	16	2.5%	Wisconsin	6	1.0%
Maryland	1	0.2%			
Massachusetts	54	8.6%	INTERNATIONAL STUDENTS		
Michigan	5	0.8%	Canada	2	0.3%
Minnesota	2	0.3%	China	1	0.2%
Mississippi	1	0.2%	India	2	0.3%
Missouri	1	0.2%	Norway	1	0.2%
Montana	2	0.3%	South Africa	1	0.2%
Nebraska	1	0.2%	United Kingdom	1	0.2%
Nevada	1	0.2%			
New Hampshire	287	45.4%	GRAD TOTAL	631	100.0%
New Jersey	8	1.3%			

State	Number Enrolled	Percent of UG Enrollment	State	Number Enrolled	Percent of UG Enrollment
Arkansas	1	0.4%	Missouri	1	0.4%
Arizona	17	6.8%	North Carolina	2	0.8%
Armed Forces	1	0.4%	New Hampshire	155	62.0%
Connecticut	5	2.0%	New Jersey	1	0.4%
Florida	3	1.2%	New York	5	6.8%
Georgia	1	0.4%	Oregon	1	0.4%
Maine	5	2.0%	Vermont	34	13.6%
Massachusetts	17	6.8%			
Michigan	2	0.8%	UG TOTAL	250	100%

UNIVERSITY DIRECTORY

Office of the President

Kim Mooney '83, *President*, B.A., Franklin Pierce College, M.A., Ph.D., University of New Hampshire

Heather Ringwald, *Executive Assistant*, A.S., A.A., College of Coastal Georgia, B.A., Armstrong State University

Nathaniel Ward Peirce, *Executive Vice President of Administration and Chief Operating Officer*, B.S., Northeastern University, M.Ed., Harvard University, Ed.D., Teachers College Columbia University

Office of the Provost

James W. DuMond, Jr., *Provost and Vice President for Academic Affairs*, B.S., Eastern Montana College (now Montana State University–Billings), M.S., Montana Tech, Ph.D., University of Alabama at Birmingham

The College at Rindge

Kerry E. McKeever, *Dean, Professor - English*, B.A., Western Connecticut State University, M.A., University of Rhode Island, Ph.D., University of California, Irvine

Karen J. Brown G'05, G'14, *Associate Dean for Student Success and Advising*, B.A., Clark University, M.B.A., Franklin Pierce College, D.A., Franklin Pierce University

James (Jed) E. Donelan, *Associate Dean of Academic Programs, Associate Professor – Philosophy and Humanities*, B.A., Boston College, Ph.D., State University of New York at Stony Brook

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, Associate 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 J. Mosley, *Division Chair, Professor - Elementary Education*, B.A., M.Ed., University of New Hampshire, Ed.D., Boston University

Elizabeth R. Cote, *Placement Coordinator*, B.A., Stonehill College

Humanities

Alan B. Schulte, *Division Chair, Associate Professor - Composition, Writing Center Director*, B.A., M.F.A., University of New Hampshire

Sandy Pyer, *Administrative Assistant*

Natural Sciences

Catherine R.O. Koning, *Division Chair, Professor – Environmental Science*, B.A., Bowdoin College, M.S., University of California, Davis, Ph.D., University of Wisconsin at Madison

Kelley Wickman, *Administrative Assistant*

Social & Behavioral Sciences

Jean Dawson, *Division Chair, Associate Professor – Sociology and Criminal Justice*, B.A., M.S., University of Massachusetts at Lowell, Ph.D., University of New Hampshire

Carrie A. Desrosiers, *Administrative Assistant – Behavioral Sciences/Fitzwater*, A.A., Mount Wachusett Community College, B.A., Middlebury College

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

Maria R. Altobello, *Dean, Associate Professor - Business Administration Program*, B.S., Universidad Metropolitana, Caracas, Venezuela, M.B.A., Ed.D., Nova Southeastern University, A.L.M., Harvard University

Edward E. French G'10, *Dean, Academic Program Director Business Division, Associate Professor - Business Administration Program*, B.S., Stonehill College, M.B.A., Babson College, D.A., Franklin Pierce University

Diane O'Neil, *Assistant to the Deans*

ACADEMIC CENTERS AND DIRECTORS,

THE COLLEGE OF GRADUATE & PROFESSIONAL STUDIES

Goodyear, Arizona Campus

Stephanie Johnson, *Chair, Doctor of Physical Therapy Program, Director, Doctor of Physical Therapy Program-Goodyear, AZ, Associate Professor*, B.S., Simmons College, M.B.A., University of Houston, TX, Ed.D., Nova Southeastern

Vickey Fox, *Program Coordinator II, Doctor of Physical Therapy Program*, B.S., University of Phoenix, Special Event Management Certificate, ASU West

Lebanon Center

Priscilla S. Marsicovetere, *Director of the Master of Physician Assistant Studies Program*, B.S., Bryn Mawr College, J.D., Vermont Law School, M.P.A.S., Northeastern University

Pamela D. O'Brien, *Office Manager*, A.A., Vincennes University, B.A., Central Baptist College

Hannah Paul, *Program Coordinator*, B.A., North Greenville University

Lynn M. West, *Administrative Assistant*

Manchester Center and Online Programs

Maria R. Altobello, *Dean, Associate Professor - Business Administration Program*, B.S., Universidad Metropolitana, Caracas, Venezuela, M.B.A., Ed.D., Nova Southeastern University, A.L.M., Harvard University

Edward E. French G'10, *Dean, Academic Program Director Business Division, Associate Professor - Business Administration Program*, B.S., Stonehill College, M.B.A., Babson College, D.A., Franklin Pierce University

Cathy Joaquim '01, G'10, *Director of Online Education and Training*, A.S., Mt. Wachusett Community College, B.S., Franklin Pierce College, M.Ed., Franklin Pierce University

Jeannie Perry, *Program Coordinator II, Doctor of Physical Therapy Program*, B.A., University of New Hampshire

Lynda Kraics, *Administrative Assistant, Online Programs*

Kathleen M. Thibaudeau, *Administrative Assistant*

Portsmouth Center

Nancy G. Baugh, *Director of Nursing Education*, B.S., Atlantic Christian College, A.N.P. Post Master Certificate, M.S.N., Ph.D., Virginia Commonwealth University

Kim Collins, *Center Director*, B.S., Boston College, M.B.A., Bryant College

DEPARTMENTS AND DIVISIONS, THE COLLEGE AT RINDGE

Center for Academic Excellence

Patricia Vorfeld, *Director of International Study Initiatives and CAE Operations*, B.S., University of Massachusetts at Amherst, M.Ed., Lesley University

Tracy Mendham G'12, *Coordinator of Learning Assistance*, A.B., Smith College, M.F.A., Vermont College, M.Ed., Franklin Pierce University

Jeff Ogden, *Coordinator of Student Accessibility Services*, B.S., St. Lawrence University, M.S.Ed., Bucknell University

James W. O'Loughlin, *Academic Support Specialist*, B.S., M.Ed., Fitchburg State University

Victoria A. Rank '02, '05, G'12, *Administrative Assistant*, A.A., B.S., Franklin Pierce College, M.B.A., Franklin Pierce University

Athletics

Rachel D. Burleson, *Athletics Director*, B.S., Tarleton State University, M.S., Northwest Missouri State

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

Nicholas J. Ferrara, *Assistant Athletics Trainer*, B.S., M.S., Bridgewater State College

Makina Itchkavich-Levasseur, *Assistant Athletics Trainer*, B.S., Springfield College, M.S., Ithaca College

Daniel M. Blair, *Associate Director - Athletics*, B.S., Bridgewater State College

Zoe P. Adkins '16, *Head Coach - Women's Field Hockey*, B.S., University of Maine, M.B.A., Franklin Pierce University

Peter A. Arsenault, *Head Coach - Men's & Women's Tennis*, B.S., Merrimack College, Ph.D., SUNY

Kim Berit, *Head Coach - Women's Bowling*, B.S., Adelphi University, M.S., New York University

Tyler Bishop '08, G'10, *Head Coach - Golf*, B.S., M.S., Franklin Pierce University

Doug Carty '06, *Director of Campus Recreation*, A.A., Garrett Community College, B.S., Franklin Pierce College

Matthew R. Cerullo, *Assistant Director of Athletic Communications*, B.S., Nichols College, M.S., Regis College

David M. Chadbourne, *Men's Basketball Coach*, B.S., St. Joseph's College

Michael Chambers '06, *Interim Head Baseball Coach*, B.A., Franklin Pierce College

Liz M. Coll, *Office Coordinator*

Stephanie Dragan, *Head Coach - Women's Volleyball*, B.A., Shawnee State University, M.A., U.S. Sports Academy

Zachary Emerson, *Head Coach - Men's and Women's Track and Field*, B.S., Mount Saint Mary's University

Brian E. Fazzino, *Head Coach - Women's Swimming*, B.A., Norwich University

Roy Fink, *Head Coach - Men's Soccer*, B.F.A., M.B.A. University of Tampa

Jonathan Garbar, *Head Coach - Women's Soccer*, B.A., University of Delaware, M.S., Pace University

Hannah L. Griffin, *Head Coach - Women's Softball*, B.S., University of West Alabama, M.A., Union College

Matthew S. Janik, *Director of Athletic Communications*, B.A., Quinnipiac University

Maud K. Lonergan, *Head Coach - Women's Lacrosse*, B.A., University of New Hampshire

Shaun Millerick, *Head Coach - Men's Ice Hockey*, B.A., Becker College

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

Jeannette Wedo, *Head Coach - Women's Basketball*, B.A., University of San Diego, M.Ed., East Stroudsburg University

Marcus C. Williams, *Head Coach Strength and Conditioning*, B.S., University of Pittsburgh, M.S., Central Connecticut State University

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

Ann N. Goodrich-Bazan, *Assistant Director*, B.A., Smith College, M.Ed., Keene State College

Enrollment Management

- Linda P. Quimby**, *Vice President for Enrollment*, B.S., University of Massachusetts
- Russell A. McKee**, *Director of Enrollment and Retention at CGPS*, B.S., Plymouth State University, M.S., Grand Canyon University
- Michelle Barbeau '11, G'13**, *Associate Director of Enrollment CGPS*, B.A., M.B.A., Franklin Pierce University
- Melissa A. Conway '98, G'11**, *Associate Director of Admissions*, B.A., M.B.A., Franklin Pierce University
- Thomas E. Desrosiers**, *Dean Emeritus*, B.A., University of New Hampshire, M.A., Tulane University, Diplôme, Université de Nice
- Brian Ego '12**, *Associate Director of CGPS Enrollment and Retention*, B.A., Southern New Hampshire University, M.B.A., Franklin Pierce University
- Mary E. Gowdy G'12**, *Associate Director of Admissions*, B.S., University of New Hampshire, M.Ed., Franklin Pierce University
- Bianca Acebron Peco '14**, *Assistant Director of Admissions*, B.A., Franklin Pierce University
- Stephen C. Hennessey, Jr. G'16**, *Assistant Director of Admissions*, B.S., Western New England College, M.B.A., Franklin Pierce University
- Jenna Hobert**, *Assistant Director of Admissions*, B.S., Keene State College
- Brittany M. Newton**, *Associate Director of Admissions, Event & Visitation Management*, A.B.A., Mt. Wachusett Community College
- Braelan K. O'Toole G'16**, *Assistant Director of Admissions*, B.S., Keene State College, M.B.A. Franklin Pierce University

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 , <i>Grounds Coordinator</i>	Bob Jones , <i>Groundskeeper</i>
Derek Bouley , <i>Groundskeeper</i>	Fred Joyce , <i>Groundskeeper</i>
Bob Budd , <i>Groundskeeper</i>	Chris Moore , <i>Mechanic</i>
Robert Chamberlain , <i>General Maintenance</i>	Eric Nelson , <i>Locksmith</i>
Ron Hagstrom , <i>General Maintenance</i>	Roland Pillsbury , <i>General Maintenance</i>
Rob Hannings , <i>Electrician</i>	Jean St. Pierre , <i>Airframe Technician</i>

Environmental Services

- Leigh Hickman '14**, *Manager of EVS*, B.S., Franklin Pierce University
- Technicians:*
- | | |
|-------------------------|-------------------------|
| Justin Aldsworth | Randall Morrison |
|-------------------------|-------------------------|

Claire Alix

Corie Bass

Mary Blake

Kushmir Chaney

Eric Cone

Cameron Hart

Lisa McGee

Codie Miner

Dennis Pederson

Nancy Ringland

Mike Ryan

Jessica Sturk

Jessica Tresider

Kevin Wheeler

Katherine White Guenther

Financial Services

Sandra Quaye, *Vice President for Finance & Administration and Chief Financial Officer*, B.S., Fitchburg State University

Kerry Bergeron, *Senior Payroll Specialist*

Tauna Calise, *Accounts Payable and Cash Receipts Specialist*

Tara S. Smith '03, *Senior Accountant/Financial Analyst*, B.A., Franklin Pierce University

Kristen Femino, *Accounts Payable and Cash Receipts Specialist*, A.S., Mount Wachusett Community College

R. Cody Kelly '15, *Budget and Financial Analyst*, B.A., Franklin Pierce University

Food Services (Sodexo)

Matthew Vaillette, *General Manager*

Charles Salmond, III, *Executive Chef*

Rick Kohlmorgen, *Conference Services Director*

Sherry Clement, *Food Service Manager*

Andrea Thompson-DeLa Vergne, *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 at Lowell

Barbara A. Domingue, *Administrative Assistant*

Human Resources

Dawn C. Broussard '13, *Associate Director*, B.S. Franklin Pierce University

Wendy L. DiPasquale '13, *Senior HRIS Manager*, A.A., Franklin Pierce University

Janice Smith, *HR Administrative Specialist*

Information Services

Sheryl L. Blevins '99, *Manager of Technical Support Services*, B.S., Franklin Pierce University

Timothy J. Armstrong '15, *Technical Support Specialist*, B.A., Franklin Pierce University

Richard W. Barnes, *IT Infrastructure Manager*, A.S., Tidewater Community College, B.S., Radford University

Steven E. Burg, *Database Administrator/Application Analyst*, A+ Certification, B.S., Michigan State University, M.Div., Gordon-Conwell Theological Seminary

Benito Caisse, *Help Desk Coordinator*, IT Certificate, Mount Wachusett Community College

Jim Bingham G'16, *Network Specialist*, B.S., Lafayette College, M.B.A., Franklin Pierce University

Dorothy McColl, *Applications Analyst*

Paul Tedder, *Technical Support Specialist*, A+ Certification

Institutional Advancement

Jennifer L. Raxter, *Vice President for Institutional Advancement*, B.A., University of Massachusetts, M.A., Chapman College

Larry Leach '82, *Special Assistant to the President*, B.A., Franklin Pierce College, M.B.A., Columbia Southern University

Julie Zahn, *Assistant Vice President for Alumni & Parent Relations*, B.A., M.B.A., Southern New Hampshire University

Vicki Doyle '12 *Director of Advancement Operations*, A.A., Franklin Pierce University

Elizabeth L. Clancy, *Assistant Director of Development*, B.A., Lesley University

Institutional Research

Sirkka Kauffman, *Director of Institutional Research*, B.A., Union College, M.A., New York University, Ph.D., University of Michigan

International Studies Programs

Patricia Vorfeld, *Director of International Study Initiatives and CAE Operations*, B.S., University of Massachusetts at Amherst, M.Ed., Lesley University

Frank S. DiPietro Library

Paul O. Jenkins, *University Librarian*, B.A., Lawrence University, M.L.I.S., University of Wisconsin

Amy Horton, *Library Assistant - Circulation*, B.A., Keene State College, M.L.S., Simmons College

Leslie Inglis, *Electronic Resources Librarian, Associate Professor*, B.A., University of New Hampshire, M.S.L.I.S., Simmons College

Rachael L. Lovett, *Library Technical Services Assistant*, B.A., Brandeis University

Wendy O'Brien, *Library Assistant – Circulation*, B.A., Boston University, M.A., University of Massachusetts at Boston

Brianna R. Ouellette, *Circulation Assistant*, B.A., Framingham State University

Eric Shannon, *Reference/Instruction Librarian*, B.A., Wesleyan University, M.S.L.I.S., Simmons College

Melissa M. Stearns, *Technical Services Librarian, Associate Professor*, B.A., Bates College, M.L.S., State University of New York at Albany, M.Ed., Keene State College

Lisa Wiley, *Library Assistant – Circulation*, A.A., Mount Wachusett Community College, B.A., Granite State College

Barbara Jill Wixom, *Access Services Manager*, B.A., Michigan State University, M.P.A., University of Wisconsin

Marlin Fitzwater Center for Communication and Franklin Pierce Polling

Kristen D. Nevious, *Director, Marlin Fitzwater Center for Communication and Franklin Pierce Polling; Affiliated Faculty: Communication, Social Media & Emergent Technologies, Public Relations; Steering Committee: American Studies, Women in Leadership*, B.S., Valparaiso University, M.S., Ph.D., Southern Illinois University at Carbondale

Carrie A. Desrosiers, *Administrative Assistant – Behavioral Sciences/Fitzwater*, A.A., Mount Wachusett Community College, B.A., Middlebury College

Monadnock Institute of Nature, Place & Culture (MINPC)

Verna G. DeLauer, *Assistant Professor - Environmental Studies*, B.A., Ohio State University, M.S., Antioch University, Ph.D., University of New Hampshire

New England Center for Civic Life (NECCL)

James (Jed) E. Donelan, *Associate Dean of Academic Programs, Associate Professor – Philosophy and Humanities*, B.A., Boston College, Ph.D., State University of New York at Stony Brook

Marketing & Communications

Amanda Kauffman '12, G'14, *Director of Marketing*, B.A., M.B.A., Franklin Pierce University

Nicole Zinn, *Creative Director*

Richard Berube '98, *Web Design & Content Manager*, B.A., Franklin Pierce University

Andrew Cunningham, *Content Development and New Media Manager*, B.S., Fitchburg State University

Office of the Registrar

Tonya B. LaBrosse, *Registrar*, B.A., State University of New York at Potsdam, M.Ed., Rivier College

Charlee Eaton, *Assistant Registrar for Systems and Operations*, B.A., Dickinson College, M.S., State University of New York at Albany

Carol Ruggles '08, *Assistant Registrar*, B.S., Franklin Pierce University

Mathew J. Kittredge, *Records Specialist and Degree Audit Coordinator*, B.A., Ithaca College

Outreach Education

Robert G. Koch, *Director of Outreach Education and Counseling*, B.A., Nathaniel Hawthorne College, M.A., Lesley College

Patricia Moore, *Coordinator of Women's Crisis Center*, B.A., University of Massachusetts at Amherst, M.S., Columbia Commonwealth University, Ph.D., Canterbury University (UK)

Nicole L. Newell, *Outreach Counselor*, B.A., Keene State College, M.A., Antioch University

Post Office

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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.

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All rules, regulations, and degree requirements apply with the exception that continuing or returning students may complete degree requirements as listed in the Catalog extant at the time they entered Franklin Pierce University, provided they have not been on a break for more than 24 consecutive months for an undergraduate program or more than 12 consecutive months for a graduate program, or they may comply with all requirements of any subsequent Bulletin provided they were enrolled at the time the bulletin was published.

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