



# 2022-2023 ACADEMIC CATALOG

2022 – 2023 Academic Catalog

**FRANKLIN PIERCE UNIVERSITY**





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## Message from the President

Dear Ravens,

Welcome to the 2022-2023 academic year at Franklin Pierce University! Together, we continue to move forward into your future, filled with curiosity and excitement about the journey ahead and committed to discovering and developing your talents and passions.

Whether you are a residential or commuter student at our Rindge Campus, an online student attending full or part-time, or pursuing a Doctor of Physical Therapy or Master of Physician Assistant Studies degree at one of our Academic Centers or through our innovative hybrid model, you have a place here. We are all an integral part of what makes Raven Nation so special.

Here at Franklin Pierce, you have access to faculty and staff in the College of Business, College of Health and Natural Sciences, and College of Liberal Arts and Social Sciences who will meet you where you are, and help take you to places you never thought you'd go. We are here to help you acquire the knowledge, experiences, and self-confidence you need to reach your full potential. With nearly 50 undergraduate and graduate programs to choose from, we are confident you will find programs and classes that help you develop both a strong foundation in liberal arts and the essential professional skills that will propel you forward into a meaningful and rewarding career.

This catalog is designed to help you explore and plan your education. You will find comprehensive information about degrees, courses, majors, minors, and certificates that can prepare you for a breadth of fields. You will also find information about PATHS@PIERCE, which reimagines academic offerings so that all undergraduate programs either connect to a graduate degree at Franklin Pierce or a defined career trajectory. These structured pathways will support you throughout your undergraduate career through guidance and milestone goals.

Take advantage of everything – courses that introduce you to new ideas and disciplines, mentors and advisers who help you overcome obstacles and reach your goals, and fieldwork and internships where you can apply what you learn in the world beyond Franklin Pierce. Leave no stone unturned!

We know our graduates will change jobs (and even careers) an average of nine times over the course of their working lives. To be well-prepared to adapt to the changing needs of the workforce, I urge you to use your education to explore and build knowledge and skills that will serve you throughout your lifetime. Your ability to learn, apply these lessons, adapt to changes, and impact the world will be the ultimate measure of the value of your Franklin Pierce education.

All my best wishes for your continued success,

Kim Mooney '83  
President

# Catalog In Brief

To help individuals navigate the information landscape, Franklin Pierce University offers current and prospective members of the community this Catalog in Brief section with key academic policies and changes.

## Academic Integrity Policy

- The Academic Integrity Policy has replaced the Plagiarism or Other Forms of Academic Dishonesty section.

[See full text here](#)

## Administrative Withdrawal Policy - Undergraduate Online Courses

- A new policy has been added regarding Administrative withdrawals from Online Courses for Undergraduate Students.

[See full text here](#)

## Graduation and Commencement

- A new section that outlines the requirements for earning a degree from FPU and the requirements to participate in the May Commencement Ceremony.

[See full text here](#)

## Incomplete and In-Progress Grades

- Due dates for Incomplete and In-Progress grades have been adjusted. Please be sure to review the different deadlines depending on if a course is offered during the semester or term.

[See full text here](#)

## Internships

- Clarification on when a student should register for their internship.

[See full text here](#)

## New Undergraduate Programs and Courses

Political Science Accelerated 3-year Bachelors--[see program here](#)

COMM200	Rhetoric & Society
HS246	Multimedia History
HS275	History Workshop
MN208	Fostering Diversity in the Workplace

## New Graduate Programs and Courses

Master of Physician Assistant Studies Hybrid Program--[see program here](#)

ME531	Human Anatomy I
ME541	Human Anatomy II
ME551	Human Anatomy III
ME561	Human Anatomy IV
ME533	Basic Sciences I
ME543	Basic Sciences II
ME553	Basic Sciences III
ME563	Basic Sciences IV

ME507	Patient Assessment I
ME547	Patient Assessment II
ME557	Patient Assessment III
ME567	Patient Assessment IV
ME503	Clinical Pharmacology I
ME549	Clinical Pharmacology II
ME559	Clinical Pharmacology III
ME569	Clinical Pharmacology IV
ME515	Clinical Medicine I
ME545	Clinical Medicine II
ME555	Clinical Medicine III
ME565	Clinical Medicine IV
ME523	Diagnostic Methods I
ME542	Diagnostic Methods II
ME558	Diagnostic Methods III
ME534	Evidence-Based Medicine
ME574	Research
ME522	Mindfulness in Medicine
ME535	Preventive MedicineME550 Behavioral Health
ME554	Cross Cultural Health
ME575	Medical Ethics
ME573	Clinical Skills
ME656	Behavioral Medicine/Psychiatry
ME652	Emergency Medicine
ME651	Family Medicine
ME650	Internal Medicine
ME654	Pediatrics
ME653	Surgery
ME655	Women's Health
ME657 & ME658	Elective Rotations I and II
ME693	Professional Practice I
ME694	Professional Practice II
ME695	Professional Practice III
ME696	Professional Practice IV
SF512	Analytics in Sports Management

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Mission Statement

Franklin Pierce University delivers programs and educational experiences that develop essential intellectual and professional skills; promotes close community connections; and empowers our students to realize their potential through the intersection of highly personalized liberal learning, innovative engagement, and professional programming.

## **Vision Statement**

Franklin Pierce University will be a leader in innovative teaching and experiential learning, having a positive social and economic impact on its communities. The University will establish a legacy for its unique ability to support and prepare students to thrive as leaders and engaged members of society.

## **University Diversity and Inclusivity Statement**

We Believe:

- In the intrinsic worth of every person.
- In the value of diversity and inclusion.
- That our differences---perspectives, experiences, backgrounds---strengthen our community.
- That Franklin Pierce University is a place where all are welcome.

We Are Dedicated to:

- Embracing every person for who they are and who they wish to become.
- Addressing inequality and promoting equity.
- Fostering a culture of care, respect, and safety within and outside the University.
- Nurturing the self-discovery and self-worth of every student.

## **History**

While many New Hampshire-born men and women have achieved greatness, only one has attained the pinnacle of political leadership. From 1853 - 1857, Franklin Pierce proudly served as the 14th President of the United States.

More than a century later, a visionary group set out to charter a college uniquely dedicated to preparing future leaders. The name for such an institution was clear to all - Franklin Pierce. The State Legislature chartered the College on November 14, 1962.

Frank S. DiPietro who also served as the first president of the institution founded Franklin Pierce University. Originally located in the center of the town of Rindge, the school began by sharing the town's library and study facilities. In the institution's founding year, Frank DiPietro also bought the hilltop estate overlooking Pearly Pond where the University's main undergraduate campus is located today.

The first class of students enrolled in 1963. This inaugural class consisted of 97 students supported by nine faculty and administrators. As the institution began to expand in size and reputation, Frank DiPietro maintained a vision that "only the small college can provide the intimate relationships between those who learn and those who teach."

In recognition of its place in higher education, Franklin Pierce College was formally recognized as a University on July 1, 2007. The name change to Franklin Pierce University reflected the growth of undergraduate opportunities at the Rindge campus, the addition of graduate-level degrees, including doctoral programs, and the institution's expanding global reach. In 1965, the state legislature granted the college statutory authority to grant baccalaureate degrees. Since then, Franklin Pierce has grown in breadth and depth of programming. Through the 1990s and early 21st century, Franklin Pierce increased its undergraduate academic offerings. The University currently maintains three centers for graduate programs, located in Manchester and Lebanon, New Hampshire and Goodyear, Arizona.

In 2019, the University completed a re-organization of academic affairs, and launched the College of Business, the College of Health and Natural Sciences, and the College of Liberal Arts and Social Sciences. The new structure organizes academic programs by related graduate and undergraduate disciplines, and prioritizes seamless faculty connections and curricular pathways for our students.



The Colleges give prominence to our growing programs and help students and prospective students find their place and their passions at Franklin Pierce. We continue to prioritize advising and mentorship, internships and opportunities for experiential learning that lead to job opportunities for our students.

## **Instructional Locations**

### **Rindge Campus:**

40 University Drive, Rindge, N.H. 03461  
(603) 899-4000

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

The University's 1,200-acre campus provides a living laboratory for fieldwork in natural and environmental sciences. Nestled between Mt. Monadnock and Pearly Pond, the Rindge campus features woods, wetlands, fields, ponds, trails, and gardens. Outdoor recreational opportunities abound: the Pearly Pond beach facility is ideal for swimming, boating, fishing, and skating, and miles of trails are available for hiking, mountain biking and cross-country skiing. The Monadnock Region's numerous lakes, streams, mountains and recreational facilities offer four-season enjoyment as well.

### **Lebanon Center:**

24 Airport Road, Suite 19, West Lebanon, N.H. 03784  
(603) 298-5549

Franklin Pierce University at Lebanon, N.H., is located only a few miles away from several major hospitals where hands-on clinical work and observations can easily be accomplished.

Lebanon, N.H., part of the Upper Valley, is the scene of great foliage, dozens of festivals and special events, from the Quechee Balloon Festival and Hanover Street Festival in the summertime, to the Christmas Revels, a highlight of the holiday season. Outdoor recreation is a popular aspect in the area with three ski resorts within the area. Food enthusiasts can attend local farmers markets, sample original maple syrup, comfort food and fine dining options around downtown or surrounding areas.

### **Manchester Center:**

670 North Commercial Street, Suite 301, Manchester, N.H. 03101  
(603) 647-3500

Franklin Pierce University at Manchester, N.H. is located at the Jefferson Mill building, which has been awarded the Manchester Historic Preservation Award. Jefferson Mill is a 4-story brick mill building that was constructed right on the edge of the Merrimack River in 1886. Located on Commercial Street, it is close to the many companies that populate the Millyard and is also not far from businesses located on Elm Street.

Our Manchester campus is the hub for all online programs offered at Franklin Pierce University, which includes our online graduate programs in Business and Nursing, and online undergraduate degrees. Franklin Pierce University at Manchester's signature program is the Doctor of Physical Therapy. This degree is offered at our Manchester campus where we prepare students for all aspects of a career in physical therapy through hands-on work, clinical experience, lectures, and seminars in our state-of-the-art facility.

**Goodyear Center:**

14455 West Van Buren Street, Building A, Suite 100, Goodyear, A.Z. 85338  
(623) 518-2386

In 2008, Franklin Pierce University's Goodyear, Arizona campus became the first private postsecondary education institution in the city. The campus is located in a fast-growing suburb and is only half an hour away from internship and career opportunities in Phoenix. The Doctor of Physical Therapy program has been offered at the Goodyear Center from the beginning. A new Physician Assistant program is being planned for this Center to begin in the Winter term of 2022.

The Program has applied for Accreditation-Provisional status with the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). Goodyear's Doctor of Physical Therapy program attracts students from across the country. Our facility features two classrooms, two labs, and an off-campus anatomy lab.

### **Accreditation, Authorization, Affiliations, and Memberships**

The College was chartered by the State of New Hampshire on November 14, 1962, under the provisions of Chapter 292 R.S.A. In 1965, the State Legislature granted the College statutory authority to grant baccalaureate degrees.



Franklin Pierce University is accredited by the New England Commission of Higher Education, Inc. (formerly the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges, Inc.), a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction. Accreditation of an institution by NECHE indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation. Accreditation by NECHE is not partial; it applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to the students who attend the institution.

Inquiries regarding the status of an institution's accreditation by the New England Association of Schools and Colleges should be directed to the administrative staff of the institution. Individuals may also contact the New England Commission of Higher Education, 3 Burlington Woods Drive, Suite 100, Burlington, M.A. 01803, (781) 425-7785, (855)886-3272, Fax: (781) 425-1001.

The University is approved by the New Hampshire Department of Education, the U.S. Immigration and Naturalization Service, the Department of Justice, and the U.S. Department of Education.



The Commission on Accreditation in Physical Therapy Education (CAPTE) granted accreditation to Franklin Pierce University's Master of Physical Therapy Program on April 24, 2002 with permission to advance the curriculum to the Doctor of Physical Therapy Program as soon as all state and regional college accrediting agencies approved the move.

This accreditation occurred in April 2005. In 2010, CAPTE approved the expansion to Arizona. Both programs are accredited through 2026. Inquiries regarding the status of an institution's accreditation by CAPTE should be directed to: CAPTE, 1111 N. Fairfax Street, Alexandria, V.A. 22314, (703) 706-3245 or email [accreditation@apta.org](mailto:accreditation@apta.org).



Accreditation Review Commission on Education  
for the Physician Assistant, Inc.

The Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) has granted **Accreditation-Continued** status to the **Franklin Pierce University Physician Assistant Program** sponsored by **Franklin Pierce University**. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards. Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be **September 2027**. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy.

The ARC-PA has granted Accreditation-Provisional status to the Franklin Pierce University Master of Physician Assistant Studies Hybrid Program sponsored by Franklin Pierce University. Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding Accreditation[1]Provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students. Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class. The program's accreditation history can be viewed on the ARC-PA website at [http://www.arc-pa.org/accreditation-history-franklin-pierce-university\[1\]goodyear-az/](http://www.arc-pa.org/accreditation-history-franklin-pierce-university[1]goodyear-az/).



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, G.A. 30326, phone: (404) 975-5000.



The undergraduate and graduate Business programs are accredited by the International Accreditation Council for Business Education (IACBE), 11374 Strang Line Road, Lenexa, K.S., 66215, phone: (913) 631-3009.

Programmatic accreditation by the International Accreditation Council for Business Education is mission-driven and outcomes-based, and involves an independent, external evaluation of the business programs offered by an institution's academic business unit. The effectiveness of the academic business unit is evaluated by reviewing the educational processes related to teaching and learning in the institution, and by an assessment of the outcomes of the teaching-learning process. IACBE partners with colleges, universities, and other higher education institutions to recognize business education excellence. <https://iacbe.org/accreditation/>

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
- Council of Independent Colleges
  - Interstate Certification Compact
  - National Association of College Admissions Counseling
  - National Association of College and University Business Officers
- Association for Innovation in Higher Education
  - Association of American Colleges and Universities
  - College and University Personnel Association
  - Council for the Advancement of Experiential Learning
- National Association of Student Personnel Administrators
  - National Collegiate Athletic Association
  - New England Consortium of Academic Coordinators of Clinical Educators
  - Northeast 10 Conference
  - New Hampshire College and University Council

### Academic Calendars 2022–2023

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

#### Undergraduate Calendar at a Glance

FALL 2022/2023			
	Fall Semester (16 weeks)	Undergraduate Term 1 (8 weeks)	Undergraduate Term 2 (8 weeks)
Classes Begin	Wednesday, August 18	Monday, August 16	Monday, October 11
Course Add/Drop Period	August 18 – 25	August 16 – 23	October 11 – 18
Last Day to Withdraw (W)	Friday, October 29	Friday, September 17	Friday, November 12
Last Regular Class	Tuesday, November 23	Saturday, October 9	Saturday, December 4
Final Examinations	Nov 30 - Dec 3	N/A	N/A
Grades Due for Faculty	Monday, Dec. 6	Wednesday, Oct. 13	Wednesday, Dec. 8
SPRING 2022/2023			
	Spring Semester (16 weeks)	Undergraduate Term 3 (8 weeks)	Undergraduate Term 4 (8 weeks)
Classes Begin	Wednesday, January 19	Monday, January 17	Monday, March 14
Course Add/Drop Period	January 19 - 26	January 17 – 24	March 14 - 21
Last Day to Withdraw (W)	Friday, April 1	Friday, February 18	Friday, April 15
Last Regular Class	Friday, May 5	Saturday, March 12	Saturday, May 7
Final Examinations	May 9 - 12	N/A	N/A
Grades Due for Faculty	Monday, May 6	Wednesday, March 16	Wednesday, May 11

Other Undergraduate Terms			
	Winter Term	Summer 1	Summer 2
<b>Classes Begin</b>	December 6, 2021	May 16, 2022	June 27, 2022
<b>Course Add/Drop Ends</b>	December 13, 2021	May 23, 2022	July 4, 2022
<b>Last Day to Withdraw</b>	January 7, 2022	June 10, 2022	July 22, 2022
<b>Classes End</b>	January 15, 2022	June 25, 2022	August 6, 2022
<b>Grades Due for Faculty</b>	January 19, 2022	June 29, 2022	August 10, 2022

Graduate Calendar at a Glance

	Graduate Term 1	Graduate Term 2	Graduate Term 3	Graduate Term 4
<b>Classes Begin</b>	Monday, August 23	Monday, November 15	Monday, Feb 28	Wednesday, June 1
<b>Course Add/Drop Ends</b>	Monday, August 30	Monday, November 22	Monday, March 7	Wednesday, June 8
<b>Last Day to Withdraw</b>	Friday, October 8	Friday, January 21	Friday, April 15	Friday, July 15
<b>Classes End</b>	Saturday, November 13	Saturday, February 26	Saturday, May 21	Saturday, August 20
<b>Grades Due for Faculty</b>	Nov. 17 @ 7 AM	March 2 @ 7 AM	May 23 @ 7 AM	Aug. 24 @ 7 AM

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Franklin Pierce University is open to all qualified applicants without regard to race, religion, disability, or ethnic origin. Franklin Pierce encompasses a far-reaching geographic and virtual network. Regardless of whether programs are delivered online or from our campus in Rindge, New Hampshire; our centers in Manchester and Lebanon; or our programs in Goodyear, Arizona, we meet students where they are, enabling them to succeed academically and prepare for rewarding careers across a breadth of fields.

## **Undergraduate Studies-Rindge, N.H. Campus**

Applications are processed on a rolling basis; there is no application deadline.

Each entering student must submit evidence of adequate preparation for college. Sixteen units of secondary school work are required of each candidate, and the preferred distribution is as follows:

English.....	4 units
Mathematics .....	3 units
Sciences .....	3 units
Social Studies.....	3 units
Other.....	3 units

### **Procedures for Admission**

An application may be filed following the completion of the student's junior year. Students may enter in the fall, spring, or summer.

The application consists of the following documents and information:

- Completion and submission of the application for admission
- Official secondary school transcript.
- Official transcript from each college attended.
- Official secondary school recommendation (school counselor, principal, or teacher).
- College recommendation (advisor, faculty, or employer) is required for transfer students.
- Submission of SAT or ACT scores is optional.
- There is no application fee

An official transcript showing completion of high school or the equivalent is required for matriculation into a degree program offered by the University's undergraduate campus in Rindge, N.H. Upon acceptance to the University, a \$400 deposit, which is credited toward tuition, will be requested.

### **Homeschool Policy**

Franklin Pierce University welcomes applications from home-educated students who satisfy similar qualifications required of traditional secondary school graduates (see College Preparatory coursework on prior page).

The homeschool program shall comply with the regulations of the state in which the student was educated. All applicants must present proof of graduation from their respective secondary school/homeschool or a GED/HiSET diploma. Please contact the Office of Admissions for further clarification.

### **Early Admission**

Outstanding students may be admitted prior to completion of their Junior year. Applicants wishing to be considered for early admission are asked to arrange for a personal interview.

### **Non-Matriculation Admission**

Students may apply for admission to Franklin Pierce University as non-matriculating student. This status enables registration in applicable coursework for which the student has the appropriate prerequisites established. Please contact the Office of Admission at 800-437-0048 to obtain the application. Students must be matriculated in a degree program in order to be eligible for financial aid or the awarding of a degree.

## Direct Admit Programs

### **Direct Admit into Doctor of Physical Therapy**

Franklin Pierce University offers a Doctor of Physical Therapy (D.P.T.) through its College of Health and Natural Sciences.

Special consideration is offered for undergraduates who enroll as freshmen or who are enrolled and meet specific requirements and who complete their bachelor's degree at Franklin Pierce University. The level of consideration will depend upon the student's qualifications and ability to satisfy the established criteria for either conditional acceptance or a guaranteed interview as described below.

Special consideration for direct admit into the FPU D.P.T. program is offered for undergraduates in three pathways:

1. **Freshman D.P.T. Direct Admit:** High School Seniors who meet specific requirements (see below) are guaranteed entrance into the FPU D.P.T. program upon satisfactory completion (see below) of the requirements for entrance into the D.P.T. program.
2. **Current FPU Student D.P.T. Direct Admit:** Current students who meet the established levels of academic success in the undergraduate courses (see below) can apply for D.P.T. Direct Admit in their first three years of undergraduate work. These students will have guaranteed entrance into the FPU D.P.T. program upon satisfactory completion (see below) of the requirements for entrance into the D.P.T. program.
3. **Preferential FPU Application review for current student into the FPU D.P.T. program:** Students who have completed or will complete a bachelor's degree before the start of the next D.P.T. class at Franklin Pierce University will be given preferential status in the application process. (see below)

### **Entrance into the D.P.T. Direct Admit Program**

1. **Freshman D.P.T. Direct Admit: Admission Requirements for High School Applicants**
  - Minimum cumulative grade point average (CGPA), in academic courses only, of a 3.0 on a 4.0 scale (84/100)
  - Equivalent of four years of math with a final grade of B+ (87/100) or higher in each class
  - Equivalent of four years of science with a final grade of B+ (87/100) or higher in each class
  - Demonstrated leadership through community and school activities; related healthcare experience is highly desirable.
2. **Current FPU Student D.P.T. Direct Admit:** Criteria to apply for entrance into the D.P.T. Direct Admit program after entering FPU;
  - Must be a currently enrolled FPU student at the time of application
  - Application must be completed before May 15 a year prior to expected entrance to D.P.T. program (ie: if expected entrance to D.P.T. is Fall of 2022; application deadline is May 15, 2021).

### **Progression Qualifications for D.P.T. Direct Admit program:**

To successfully progress from undergraduate studies into the D.P.T. program by Direct Admit, students must meet the following qualifications. These qualifications will be evaluated annually by advisors. Students who do not maintain these pre-requisites will forfeit the guaranteed admission into the D.P.T. program.

- Minimum grade of "B" in each of the following pre-requisite courses:
  - Biology I
  - Biology II
  - Anatomy & Physiology I
  - Anatomy & Physiology II
  - Chemistry I
  - Chemistry II
  - Physics I

- Physics II
- Statistics (or Statistics for Behavioral Science)
- One course in Psychology at the 100-level or above
- Achieved a minimum 3.2 CGPA and a prerequisite GPA of 3.4.
- Complete the Graduate Record Exam (GRE) by December a year before the expected year of entrance into the D.P.T. program.
- All applicants must apply to the Doctor of Physical Therapy program through the PTCAS online application process and can attend either campus.

### **Preferential FPU Application Review for current student into the FPU D.P.T. program:**

Students who are current students at FPU and are not in the D.P.T. Direct Admit program will have preferential application review than transfer students if they meet the following criteria:

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

### **Direct Admit into Master of Physician Assistant Studies 4+2 Program (N.H.)**

The physician assistant (PA) profession is a competitive industry and you want to select a program that offers a path to success. The Franklin Pierce 4+2 Master of Physician Assistant Studies (M.P.A.S.) Direct Admit Program enables you to complete your studies through the master's level in just six years.

You will complete a four-year Health Sciences undergraduate degree and enter into the 27-month M.P.A.S. program. Conditional acceptance is granted to qualified students during their senior year of high school. Guaranteed acceptance will be offered upon successful completion of all program requirements during undergraduate studies.

**\*Please note M.P.A.S. Hybrid Program in Arizona is not participating in the 4+2 Program at this time.**

### **Requirements to be Considered for Admission into the Franklin Pierce University Master of Physician Assistant Studies (M.P.A.S.) Program**

Requirements for high school applicants seeking admission to the M.P.A.S. Direct Admit Program include:

- Minimum cumulative grade point average (CGPA), in academic courses only, of 3.5 on a 4.0 scale
- Equivalent of four years of math with a final grade of B+ (87/100) or higher in each class
- Equivalent of four years of science with a final grade of B+ (87/100) or higher in each class
- Demonstrated leadership through community and school activities; related healthcare experience is highly desirable.

### **Progression Qualifications**

To successfully progress from undergraduate studies into the M.P.A.S. program, you must meet the following qualifications, which will be evaluated at the end of your junior year.

- Successfully complete the following courses with a grade of "B" or better:
  - Anatomy & Physiology I (4 credits, with lab)
  - Anatomy & Physiology II (4 credits, with lab)
  - Biology (4 credits, with lab)
  - Chemistry I (4 credits, with lab)
  - Chemistry II (4 credits, with lab)
  - Microbiology (4 credits, with lab)
  - Statistics (3 credits)
  - Organic Chemistry or Biochemistry (4 credits, with lab)



- Achieve a minimum cumulative GPA of 3.5 and a science CGPA of 3.5
- At least twenty (20) hours of shadowing a Physician Assistant (PA) in a clinical setting
- Resident of Vermont or New Hampshire
- From an underserved or rural area or extensive experience with populations from underserved/rural areas (paid or volunteer)

If you fail to meet progression standards, you will be encouraged to apply for entry during your senior year. Admission is competitive and is based on performance and space availability.

## **Master's Entry Program in Nursing (MEPN) - Direct Admit Program Application Requirements**

**Requirements for high school applicants seeking admission to the MEPN Direct Admit Program include:**

- Minimum cumulative grade point average (CGPA), in academic courses only, of 3.5 on a 4.0 scale (89/100)
- Equivalent of four years of math with a final grade of B+ (87/100) or higher in each class
- Equivalent of four years of science with a final grade of B+ (87/100) or higher
- Demonstrated leadership through community and school activities; related healthcare experience is highly desirable.

## **Program Qualifications**

To successfully progress from undergraduate studies into the MEPN program, you must meet the following qualifications, which will be evaluated at the end of your junior year.

Successfully complete the following courses with a letter grade of "B" or better:

- Anatomy and Physiology I
- Anatomy and Physiology II
- Chemistry I
- Chemistry II
- Microbiology
- Health Promotion Across the Lifespan
- Human Health and Nutrition
- Statistics

Successfully complete basic life support certification for healthcare providers through the American Heart Association.

Provide proof of immunization:

- Seasonal Influenza - get your influenza vaccine every fall!
- Tetanus, Diphtheria, and Pertussis (Tdap)
- Measles, Mumps, and Rubella (MMR)
- Hepatitis B (this is a three-series vaccine and should be started as soon as possible)
- Varicella

If you fail to meet progression standards, you will be encouraged to apply for entry during your senior year. Admission is competitive and is based on performance and space availability.

## St. George's University Pathway Program

### Requirements to be Considered for Admission into the Franklin Pierce University and St. George's University Doctor of Medicine (MD) 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 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 with labs)
- General Chemistry (8 credits, with lab)
- Organic Chemistry (8 credits, with lab)
- General Physics (minimum 4 credits, with lab)
- Math (minimum 3-4 credits)
- College Writing (as required by the Franklin Pierce University general education requirements). SGU strongly recommends courses in Biochemistry, Microbiology and Anatomy & Physiology as part of a student's undergraduate program of study. Computer competency is also highly desired.

### Requirements for advancement to the MD 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

## **Undergraduate Studies and Certificate Programs-Online**

### **Procedures for Admissions**

The application consists of the following documents and information:

- Completion and submission of the application for admission
- All required transcripts:
  - If a student has not completed college coursework, a high school transcript will be required.
  - If a student has received credit for college coursework, only the transcripts from the most recently attended regionally accredited institution is required for admission. See Undergraduate Transfer Credit Policy for more information about transcript requirements to determine eligibility for transfer credit.
- Registration Form
- There is no application fee

The application for admission, high school transcript release form and the registration form are available online at [franklinpierce.edu](http://franklinpierce.edu).

### **Homeschool Policy**

Franklin Pierce University welcomes applications from home-educated students who satisfy similar qualifications required of traditional secondary school graduates (see College Preparatory coursework on prior page). The homeschool program shall comply with the regulations of the state in which the student was educated. All applicants must present proof of graduation from their respective secondary school/homeschool or a GED/HiSET diploma. Please contact the Office of Admissions for further clarification.

### **Non-Matriculation Admission**

Students may apply for admission to Franklin Pierce University as a non-matriculating student. This status enables registration in applicable coursework for which the student has the appropriate prerequisites established. Please contact Enrollment Services at 800-325-1090 with questions or to apply. Students must be matriculated in a degree program in order to be eligible for financial aid or the award of a degree. Graduate students seeking non-matriculated status must have a 2.8 Undergraduate GPA and submit an official transcript.

## **Undergraduate Transfer Credit Policy**

Transfer students, including graduates of two-year colleges, are welcome to apply for entrance in the any term or semester. The Office of Admissions must be furnished with an official transcript from each college attended. Students from regionally accredited Associate-level colleges will receive transfer credit up to 75 semester hours for grades of C or higher in appropriate coursework.

Students from regionally accredited Baccalaureate-level colleges/universities will receive transfer credit up to 90 semester hours for grades of C or higher in appropriate coursework. Courses taken at Franklin Pierce University take precedence over transfer courses.

In the event that the student has an over-abundance of transfer credits, credits that apply to one's degree requirements will be posted first while nonessential credits will be held separately. When the student changes programs (declares/adds/drops a major, minor and/or certificate), the student's transfer credits may be adjusted to reflect the new program(s). When the student has a break of more than 24 consecutive months, the student's transfer credits will be reevaluated based upon current program requirements and policies. *\*The high school transcript (or GED/HiSET) requirement is waived for students who have attended a regionally accredited institution of higher education and are applying to online or graduate program. In this case, the student must submit the transcript from the institution most recently attended.*

## Non-Traditional Credit Guidelines

Undergraduate students may accelerate their degree programs through use of non-traditional forms of credit. Included are the Prior Learning Assessment, the College Level Examination Program and coursework validated by the American Council on Education, and various other credit evaluation agencies. Students may earn credit through the College-Level Examination Program (CLEP).

All coursework noted here is processed as transfer credit. The maximum amount of credit for all such forms of non-traditional credit is 75 semester hours. Furthermore, the maximum within each category is as follows:

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

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

CLEP may not be awarded in disciplines where students have had prior course work. CLEP is designed to measure an individual's knowledge in traditional academic areas. Previously taken CLEP testing will be reviewed on a case-by-case basis.

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

## Graduate Studies–Online

Master of Business Administration, Master of Education, Master of Science in Accounting, Master of Science in Nursing

## Procedures for Admissions

Applicants for admission are required to submit a completed admissions package including:

- Completion and submission of the Application for Admission
- Résumé
- Official transcripts from baccalaureate degree granting and all other previously attended, regionally accredited institutions
- Other components as requested by individual academic programs
- More information regarding individual graduate programs and their admissions procedures and requirements can be obtained by contacting the Graduate Admissions at (800) 325-1090.

## Types of Acceptance

Evaluation of admissions material results in Full, Provisional, or No Admission status. The Graduate Studies Office will inform applicants in writing of the decision.

## Provisional Admission

University Deans or designee may accept students who have not met all admission criteria on a provisional basis. Full Admission may be granted pending satisfactory completion of admission requirements outlined in the provisional acceptance.

## Non-Degree Graduate Certificates or Non-Matriculating Students

Graduate Certificates may be taken as independent programs of study or as part of a graduate degree program. These programs are designed for professionals to update their skills and knowledge in specific areas. Students seeking to take graduate courses as a non-matriculating student are subject to the application requirements for non-degree applicants. Applicants for the Graduate Certificate are required to:

- Hold a Bachelor's degree from a regionally accredited institution (generally with a grade point average of at least 2.80 on a 4.00 scale)
- Complete an application form
- Submit a résumé
- Submit official transcripts from degree granting institutions.
- Future acceptance into a degree program requires the full admission process.

Admission as a non-matriculating student enables registration in applicable coursework for which the student has the appropriate prerequisites established. Students must be matriculated in a degree program in order to be eligible for financial aid or the awarding of a degree.

## Graduate Transfer Credit Policy

Following evaluation by the Academic Director and approval by the applicable Dean or designee, students may receive transfer credit for grades of "B" or better from regionally accredited institutions. The determination of transfer credits will be based, in part, on the compatibility with courses in the program and is limited to 12 credits. Students must be fully admitted to the program to be eligible to transfer credit.

Students must submit an official transcript and course descriptions. Once matriculated, all coursework is expected to be completed at the University.

Courses taken at Franklin Pierce University take precedence over transfer courses. In the event that the student has an over-abundance of transfer credits, credits that apply to one's degree requirements will be posted first while nonessential credits will be held separately. If the student changes programs, the student's transfer credits may be adjusted to reflect the new program(s).

When the student has a break of more than 12 consecutive months, the student's transfer credits will be reevaluated based upon current program requirements and policies.

## Master of Physician Assistant Studies

### Admissions Prerequisites

In order to be considered for admission to the M.P.A.S. program, the applicant must provide documented evidence of having successfully completed the following:

#### Prerequisites

- Anatomy & Physiology I & II (4 credits, with lab)
- Chemistry I & II (4 credits, with lab)
- Biology (4 credits, with lab)
- Microbiology (4 credits, with lab)

- Statistics (3 credits)
- Organic Chemistry or Biochemistry (3 credits)

All prerequisite courses must be passed with a grade of "C" or better and be completed prior to matriculation. Applicants must possess a minimum cumulative GPA of 3.0 and a science GPA of 3.0 on a 4.0 scale. Applicants may apply with up to two outstanding prerequisites, which must be completed prior to matriculation.

## **Test of English as a Foreign Language (TOEFL)**

All applicants who were born outside of the United States and who did not graduate from a United States high school will be required to submit internet-based TOEFL (iBT) scores with their application. A minimum total score of 100 (with at least 25 in each section) is required. The Educational Testing Service (ETS) code for submitting your score to CASPA is 3709.

## **Application Process**

Students must apply through the Centralized Application Service for Physician Assistants (CASPA) online at CASPA.org. The CASPA application cycle opens each spring for the following academic year.

The deadline for submission of applications is November 1. After verifying the minimum requirements for admission are met, the program will evaluate each candidate's academic achievements, personal attributes and experiences. Factors given specific consideration are:

- Overall GPA or Science GPA of 3.5 and above
- Research, publications or presentations
- Significant personal experiences, such as work experience and overcoming significant life adversities and struggles
- Franklin Pierce University student or alumni
- Resident of Vermont or New Hampshire
- From an underserved or rural area or extensive experience with populations from underserved/rural areas

Please note that none of these factors, alone or in combination, guarantees admission. However, all else being equal, candidates who demonstrate a greater number of these factors will generally be in a better position for an interview and for admission. The admissions committee will consider these factors, along with the quality of the interview, to make recommendations for admission. Interviews are a requirement for admission to the program.

## **Master of Physician Assistant Studies Hybrid Program in Arizona**

### **Admissions Prerequisites**

In order to be considered for admission to the M.P.A.S. Hybrid Program, the applicant must provide documented evidence of having successfully completed the following:

#### **Prerequisites:**

- Anatomy & Physiology I (4 credits, with lab)
- Anatomy & Physiology II (4 credits, with lab)
- General chemistry I (4 credits, with lab)
- General chemistry II (4 credits, with lab)
- Organic chemistry OR Biochemistry (3 credits)
- Microbiology (4 credits, with lab)
- Statistics (3 credits)
- Biological science w/ lab (8 credits, with lab)

In addition, the following courses are recommended:

- Medical Terminology (1 credit)
- Psychology (3 credits)
- Genetics (3 credits)
- Immunology (3 credits)

Coursework must be recent (within the last 10 years). All prerequisite courses must be passed with a grade of "C" or better and be completed prior to matriculation. Applicants must possess a minimum cumulative GPA of 3.0 and a science GPA of 3.0 on a 4.0 scale. Applicants may apply with up to two outstanding prerequisites, which must be completed prior to matriculation.

## **Test of English as a Foreign Language (TOEFL)**

All applicants who were born outside of the United States and who did not graduate from a United States high school will be required to submit internet-based TOEFL (iBT) scores with their application. A minimum total score of 100 (with at least 25 in each section) is required. The Educational Testing Service (ETS) code for submitting your score to CASPA is C981.

## **Application Process**

Applications are accepted only through the Central Application Service for Physician Assistants (CASPA) at <https://caspa.liasoncas.com>. All applications must be verified by December 1 for the following year, and will be reviewed on a first-come, first-served basis. Applications will be reviewed and ranked for consideration of an invitation for an interview.

No entrance examinations are required for admission to the program. Additional considerations: Academic & personal achievements, healthcare or patient experience, shadowing, volunteerism, leadership.

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

### **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)
- Completion of 40 hours of observation or work. In order to assure understanding of the breadth of PT practice, it is recommended that each applicant's PT observation hours include both inpatient and outpatient settings.
- Completion of all prerequisite coursework with a minimum Prerequisite GPA of 3.00
- Science prerequisites must be at the science major level and include the following:
  - Anatomy & Physiology (6-8 credits, with lab)
  - Biology (6- 8 credits, with lab) Note: Botany and Zoology courses are NOT acceptable
  - Chemistry (8 credits, with lab)
  - Physics (8 credits, with lab)
- Completion of a Statistics course (3 credits)
- Completion of a Psychology course (3 credits) Note: Must be a course offered through the Psychology Department.

## **Procedures for Admissions**

The application and admissions process is the same for both Manchester, N.H. and Goodyear, A.Z. D.P.T. programs. Students must apply through the Physical Therapist Centralized Application Service (PTCAS) online at [ptcas.org](http://ptcas.org). The PTCAS application cycle opens midsummer for the following academic year. We evaluate applications throughout the admissions cycle with a soft deadline in the beginning of March and consider qualified applicants until the class is filled.

## **International Students**

International students are advised that Franklin Pierce University provides student only housing for enrollment in Rindge, N.H. programs of study. The University does not provide housing, transportation, or employment assistance at any of its centers (Lebanon, N.H., Manchester, N.H. or Goodyear, A.Z.). Students must make separate housing, dining, and transportation arrangements.

International students applying for admission are required to demonstrate proficiency in the English language. English language proficiency is demonstrated as follows:

- TOEFL (new) graduate minimum of 80
- TOEFL (new) undergraduate minimum of 61
- TOEFL (old) paper-based minimum of 550
- TOEFL (old) computer-based minimum of 213
- Recommendation from an English language teacher
- Coursework in English

\*Equivalent scores to the TOEFL, such as Duolingo, may be considered with a student interview

International students requiring an F-1 visa must demonstrate an ability to pay for one full year of tuition and living expenses at Franklin Pierce University. Students must attend Franklin Pierce as full-time students in approved programs and attend face to face classes as required by the visa regulations.

Franklin Pierce defines a full-time graduate student as taking a minimum of two (2) courses per term (one course must meet face to face), for a minimum of three (3) terms per year.

This equates to 18 credits per year. Undergraduates must take a minimum of 12 credits per semester (at least 9 credits must meet face to face each semester).

For more information on programs, contact the Associate Director of Admissions and International Student Counselor at (603) 899-4057 (undergraduate) and the Associate Director of Enrollment at (603) 647-3521 (graduate).

## **International Students Evaluation of Foreign Transcripts**

Students must request to have official transcripts sent to a recognized credential evaluation service. In this evaluation, the transcript will be translated into English, if needed, authenticated and equivalencies set to determine the level of education and its relation to accredited institutions in the United States.

The results of the evaluation must be sent from the agency to Franklin Pierce University. While the University agrees to review the evaluation for possible transfer credits, we reserve the right to accept or deny credits based upon the results of the evaluation.

Fees are the responsibility of the student. Acceptable agencies for use are those who maintain a professional membership with 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), InCred, or AACRAO International Education Services (IES).



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## **Office of Student Financial Services**

The Office of Student Financial Services (OSFS), located on the first floor of Coles Hall on the Rindge campus, 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 on the Rindge campus. 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.

## **Mission, Goals, and Objectives**

The OSFS works in partnership with the student and family to develop funding resources 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.

The OSFS offers a complete program highlighted by effective customer service, sensitivity to family financial concerns, a full range of federal, state, and institutional financial aid programs. 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 every college at the University to ensure a proactive and positive approach to enrollment, retention, and issues of student concern. The OSFS works with student government to address general student financial aid issues, and works with students and families to address individual financial aid issues and concerns.

## Making a Payment

Students must indicate their student ID number when payment is made by check, cash, or wire. Full payment is due by the statement due date provided but never any later than the first day of the term. Students with outstanding balances will not be cleared to register for the following term and will be subject to a late fee. Tuition payments must be paid online, through wire transfer, or mailed to Office of Student Financial Services, Franklin Pierce University, 40 University Dr, Rindge, N.H. 03461. Payment in the form of cash or check can also be accepted in person at the OSFS during normal business hours. Students are responsible for any and all collection fees and/or collection and attorney's fees associated with defaulted financial obligations.

## Outstanding Account Balances and Collections Policy

Payment and/or financing for all classes for which a student enrolls must be paid on the invoiced deadline, but no later than the first day of a given term. Accounts with outstanding balances of \$100.00 (One hundred U.S. dollars) or more will be assessed a late payment fee. Outstanding account balances not resolved within 90 days will be assessed a \$175.00 collection fee and referred to a third party organization for collection. The student will be responsible for the full delinquent balance, including late fee, as well as collection agency fees (a charge up to 40% or more of the delinquent balance to cover collection fees), and reasonable attorney's fees necessary for the collection of the delinquent account. Upon referral to a collection agency, the student must work to resolve their delinquent account directly with the collection agency.

## Senior Citizen Discount: \$350 per credit

Only applies to the enrolled student, age 60+; may not be combined with other discounts or applied to matriculated programs. Student must work with the Registrar to confirm their senior citizen status.

## Alumni Discount: \$350 per credit

Only applies to the enrolled student; may not be combined with other discounts or applied to matriculated programs.

## Financial Policy:

All students agree to the financial policies of the University, outlined at the time of course registration; the acceptance of any financial aid offered; and further disclosed on the University's website: <https://www.franklinperce.edu/admissions/tuition-fees-financial-aid/student-responsibilities/index.html>

## Company Reimbursement

If a company has a reimbursement-to-student policy, the student is responsible for submitting payment of the full balance to Franklin Pierce by the first day of the term. If a company has committed to pay tuition on behalf of the student through a billing agreement but fails to make payment, the student will become responsible for any outstanding charges.

## Veteran Information

GI Bill®

GI Bill® Post 9/11

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA)

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 – Veteran Readiness and Employment (VR&E) (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.

## **Financial Aid—Online and Graduate Studies**

### **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. For Online and Graduate students, balances on student accounts are due on the first day of the academic term. 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. For more information, see "Outstanding Account Balances/Collections Policy."

### **Late Payment Fee**

Understanding that account balances are due on the first day of the academic term, any account that is not financially clear may be assessed a late payment fee. This fee is not covered by sources of financial assistance.

### **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.

### **Federal Subsidized Stafford Loan (Undergraduate Only)**

This Federal low-interest loan program is available only to undergraduate 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 Unsubsidized Stafford Loan**

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.

Undergraduate 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. Graduate borrowers can receive only unsubsidized Stafford loans, up to a total of \$20,500/academic year dependent upon cost of attendance.

**Federal Pell Grants (Undergraduate Only)**

For eligible, matriculated students, Federal Pell Grants provide gift assistance up to a maximum of \$6895 per year (2022/23). 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.

**Parent Loans for Undergraduate Students-PLUS (Undergraduate Only)**

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 six months after you graduate, drop below half-time enrollment, or withdraw.

**Tuition and Fees**

Tuition and fees are subject to change at the discretion of the Board of Trustees. Franklin Pierce University reserves the right to change any charges upon general notice to the student body. Financial clearance must be met for a student to 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, 2022.

**100% Online Undergraduate Tuition**

Continuing, Returning, Reactivated	\$400 per credit
Audit Per Course	\$400
BSN Online N.H. and A.Z. Residents	\$250 per credit

**Graduate Tuition**

M.B.A., M.Ed., M.S.N.	\$665 per credit
Audit Fee Per Course	\$400
Doctor of Physical Therapy program (D.P.T.), NH, 2022 Cohort	\$12,700 per term
Doctor of Physical Therapy program (D.P.T), NH, 2021 Cohort	\$12,350 per term
Doctor of Physical Therapy program (D.P.T), NH, 2020 Cohort	\$12,050 per term
Doctor of Physical Therapy program (D.P.T), AZ, 2022 Cohort	\$12,773 per term
Doctor of Physical Therapy program (D.P.T), AZ, 2021 Cohort	\$13,207 per term
Doctor of Physical Therapy program (D.P.T), AZ, 2020 Cohort	\$12,050 per term
Master of Physician Assistant Studies program (M.P.A.S.) NH, cohort	\$12,412 per term
Master of Physician Assistant Studies program (M.P.A.S.) AZ, Cohort	\$12,412 per term
Master’s Program of Entry in Nursing (M.E.P.N.)	\$12,050 per term
Per credit D.P.T., NH, 2022 Cohort	\$1,270 per term
Per credit D.P.T., NH, 2021 Cohort	\$1,235 per term
Per credit D.P.T., NH, 2020 Cohort	\$1205 per term
Per credit D.P.T, AZ, 2022 Cohort	\$1,277 per term
Per credit D.P.T, AZ, 2021 Cohort	\$1,320 per term
Per credit D.P.T, AZ, 2020 Cohort	\$1,205 per term
Per credit M.P.A.S., NH and AZ Cohort	\$1,241 per term

Per credit M.E.P.N.	\$1,205 per term
D.P.T. Seat Deposit (non-refundable)	\$500
M.P.A.S. Seat Deposit (non-refundable)	\$1000
D.P.T. Comprehensive fee, NH, 2020-2022 Cohorts	\$170 per term
D.P.T. Comprehensive fee, AZ, 2020-2022 Cohorts	\$331 per term
M.P.A.S. Comprehensive Fee, NH	\$229 per term
M.P.A.S. Comprehensive Fee, AZ	\$375 per term
M.E.P.N. Comprehensive Fee	\$550 per term

### **Partnership Rate**

If your employer is a Franklin Pierce partner, you may qualify for a reduced partnership rate. Rindge Day, M.E.P.N., D.P.T., and M.P.A.S. students do not qualify for this rate. . If your employer becomes a partner after your enrollment begins, you will be responsible to notify Student Financial Services and will qualify for partnership rate in the next eligible term of enrollment.

100% Online Undergraduate Partnership Rate	\$320 per credit
BSN Online N.H. and A.Z. Resident Partnership Rate	\$200 per credit
M.B.A., M.Ed, M.S.N Partnership Rate	\$532 per credit

### **General Fees**

ACH/Wire Returned Fee	\$180
Returned Check/Disputed Credit Card	\$180
Graduation Fee (non-refundable)	\$100
Collection Fee for Grad and Online Only	\$175
Late Payment Fee for Grad and 100% online only	\$175

## **Refunds**

### **General Refunds of Credit Balances**

Students who receive financial aid and would like to request a refund of an applicable overpayment must submit a completed Refund Request form to the 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.

### **Refunds of Federal Financial Aid**

Students who withdraw or are removed from enrollment prior to 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 disbursement 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 student initiated withdrawal 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.

### **Veteran Students Receiving Department of Defense Funding**

Refund Policies for withdrawn veterans mirror the percentage of federal financial aid. Contact the OSFS for more details.

## **Credit of Charges for Withdrawal**

The credit/refund of charges for students that withdraw from courses are as follows:

Prior to the beginning of the 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:

Within 5 business days from the end of add/drop: .....60% credit  
More than 5 business days from the end of add/drop: ..... no credit

### **For courses that meet once a month:**

Classes withdrawn from end of add/drop until first class: .....60% credit  
After the first class: .....no credit

### **Winter Term:**

Prior to the beginning of the term.....100% credit  
After close of add/drop.....no credit

## **Credit of Charges for Withdrawal in Tuition for D.P.T., M.P.A.S., and M.E.P.N. Students**

<b>Period of Withdrawal</b>	<b>Percent of Credit</b>
Within 14 days of the first date of term .....	100%
From 15-21 days of the first date of term .....	60%
From 22-28 days of the first date of term .....	40%
From 29-35 days of the first date of the term .....	20%
After 35 days of the first date of the term .....	<b>No Refund</b>

## **Notice of Part-Time Enrollment for D.P.T., M.P.A.S., and M.E.P.N. Students Policy**

The Notice of Part-Time Enrollment for Graduate Students Policy describes the University's requirement for notification that must occur in the event a student enrolling in an FPU graduate program (e.g., Master of Physician Assistant Studies (MPAS), Doctor of Physical Therapy (DPT), or Nursing (MEPN)) is permitted to enroll at less than full-time status. The MPAS, DPT and MEPN programs are full time, cohort-based programs and have full time charges associated with them. In rare cases, exceptions may be made to full time enrollment status.

Students in these programs who have requested permission to enroll at less than full time status must have approval from the Dean of the College of Health & Natural Sciences via the following process:

- The student must meet with the applicable Program Director and complete the [Notice of Part Time Enrollment Form](#), which details the student's enrollment variance.
- The Program Director shall be responsible for obtaining the signatures of the Dean and Student Financial Services.
- The Program Director must file the completed form with the Offices of the Dean, Student Financial Services, and Registrar at least 30 days prior to the start of the term of enrollment.
- Failure to notify the Student Financial Services Office 30 days prior to the start of the term of enrollment will result in the student being billed at the per term rate.

**Please note: Part-time status and audited courses have financial aid implications.** For more information on Financial Aid policies for graduate programs, please refer to the Academic Catalog or contact the Student Financial Services Office at <mailto:osfs@franklinpierce.edu> or (877) 372-7347.

## **D.P.T., M.P.A.S., and M.E.P.N. Returning After Withdrawal**

The D.P.T., M.P.A.S., and M.E.P.N. programs are full time, cohort-based programs and have full time charges associated with them. Students in the D.P.T., M.P.A.S., or M.E.P.N. programs who have withdrawn or taken a leave of absence must seek approval from the University to return.

There are instances when the student will join a different cohort (for the cohort they originally enrolled in has progressed without them) and the student will be required to enroll and/or repeat in a class or classes that were missed due to withdrawal. Classes that are considered audits will be billed at the per course audit rate. Classes that will receive a letter grade will be billed as follows:

- The student will be permitted to be charged at the per-credit rate for the current term of enrollment for 1-6 credits of graded coursework.
- If the student is enrolled in more than 6 credits of graded coursework for that term, the student will be charged the full time rate for the term.
- Graded coursework is considered non-audited courses.
- The student must provide notification to the Student Financial Services Office, in writing, of their enrollment variance. This notification must be made 30 days prior to the start of the term of enrollment.
- Failure to notify the Student Financial Services Office 30 days prior to the start of the term of enrollment will result in the student being billed at the per term rate.

**Satisfactory Academic Progress (SAP)**  
**Undergraduate Online Students**

All students are evaluated for satisfactory academic progress (SAP) at the end of each undergraduate term.

**Credit Hour Programs**

Satisfactory academic progress is measured qualitatively, by review of the Cumulative Grade Point Average (CGPA); quantitatively (pace), by review of the rate of progress – the percentage of credits earned vs. attempted; and overall against a maximum timeframe of 150% of the program’s length, measured in attempted credits. Full-time undergraduate students must complete their program within six years (see table below for minimum completion requirements).

The academic credit for terms is earned with a passing grade. 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

**Graduate/Doctoral Students**

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 for Online and Graduate Students**

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 for Online and Graduate Students**

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:

- The basis for the appeal – a description of the special circumstance AND
  - The reason why the student failed to meet the SAP standard(s) AND
  - 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.

## **Financial Aid—Undergraduate Day**

### **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 will be notified with a notice of Administrative Withdrawal Warning indicating the timeline in which they have to gain financial clearance.

### **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 late payment fee, through add/drop. This fee is not covered by sources of financial assistance.

### **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 \$6895 per year (2022/2023) 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 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. Amount is the maximum that maybe 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 \$20,000 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), which can be completed online at studentaid.gov.

### **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 2022 term:**

**1. Presidential Scholarship**

\$33,000 per year is awarded on the basis of high academic achievement. Franklin Pierce CGPA of 3.0 required to retain.

**2. Provost's Scholarship**

\$32,000 per year is awarded on the basis of high academic achievement. Franklin Pierce CGPA of 2.8 required to retain.

**3. Trustee Scholarship**

\$31,000 per year is awarded on the basis of academic achievement.

**4. Dean's Scholarship**

\$30,000 per year is awarded to students who show academic ability.

**5. Success Grant**

\$29,000 per year is awarded to students who show promise of success at Franklin Pierce.

**6. Incentive Grant**

\$22,000 per year is awarded to students who show promise of success at Franklin Pierce.

**7. Franklin Pierce Grant**

Each year, grants ranging from \$500 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 \$20,000 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 arecalculated 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 they 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.

**Other Sources of Financial Assistance**

**Alternative Loan Programs**

Franklin Pierce University has information on several privately financed alternative loan programs. Contact the 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; N.H. College and University Tuition Scholarship Program; and Council of Independent Colleges’ Tuition Exchange Program) can use these scholarships for tuition-related expenses. These scholarships are not applicable to special programs conducted abroad or other off-campus programs. Tuition Exchange cannot be used as an additional Franklin Pierce source of financial aid. All tuition Exchange recipients are charged an administrative fee of \$1050 per term.

**Tuition and Fees**

Tuition and fees are subject to change at the discretion of the Board of Trustees. Franklin Pierce University reserves the right to change any charges upon general notice to the student body. Financial clearance must be met for a student to 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, 2022**

Full-time Rindge Campus Tuition (year) .....	\$39,055
Full-time Rindge Campus Tuition (semester) .....	\$19,528
Standard Double Room (year) .....	\$8,900
Standard Board (year) .....	\$6,400
Summer Session 1 online/on campus 2022 .....	\$400 per credit
Summer Session 2 online/on campus 2022 .....	\$400 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.

### **Annual Administrative Fee \$4100**

All students 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, including Rindge students enrolled in 100% online classes that exceed 8 credits in a term

### **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, after account exit processing is completed. All students enrolled in undergraduate programs at the main campus are subject to both the institutional and contingency fees.

### **Fees for Private Instruction in Music**

Some music courses require private music instruction. Private music instruction costs \$275 per course regardless of your major or minor status. Students with questions about fees or process should consult with their music department advisor.

### **Books and Supplies**

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

### **Audits and Overloads**

Rindge students who audit in excess of 17 credits (full-time) will be charged the audit rate per credit for each credit of enrollment above 17 full-time credit hours.

### **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 (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 (Granite, 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 (for a meal plan decrease) or the OSFS (for a meal plan increase) by the end of the add-drop period of registration. Any resulting owed balance from a meal plan change will be due immediately if made after the semester due date.

All meal plan changes are subject to proration based upon use. Requested changes to housing must be filed in Residential Life. Any students who are approved to change their residence prior to add/drop may be charged for the new housing without proration. Any changes approved after add/drop may also result in a billing adjustment/proration in the current semester. Students that are removed from residence for student conduct reasons are not eligible to receive a proration or refund of room and meal plans.

### **Changes to Online Enrollment**

Students who are admitted to study on the Rindge campus and who opt to enroll 100% online in any of the academic year undergraduate or graduate terms (non-semester) must follow the defined process that includes meeting with a representative from the Student Financial Services Office.

Students must be made aware that by enrolling 100% online in any of the undergraduate or graduate terms, s/he is forfeiting all Franklin Pierce University funding and will be considered eligible for Title IV financial aid only. Billing adjustments will be applied in accordance with the program.

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](#).

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 (per credit for 1-11 credit hours or 18+ credit hours)	\$1,302
ACH/Wire Returned Fee	\$180
Auditing Fee (non-credit/per credit hour)	\$350
Credit Hour Charge or Auditing Fee (high school student, Senior citizen (60+) or alumni)	\$350
Graduation Fee	\$100
Returned Check Fee	\$180
Student ID Card Replacement Fee	\$50
Replace P.O. Key	\$20
Replace P.O. Lock	\$45
Study Abroad Fee	\$2,000
UG Day Late Payment Fee	\$300
Tuition Exchange Fee	\$1,050
Private Music Instruction Fee	\$275

Withdrawals and Refunds

Withdrawal for Regular Semesters

A student may withdraw from the University in accordance with the withdrawal policy stated in this academic catalogue. Tuition and on-campus room and board are the only charges eligible for a credit in the event of a withdrawal from the University.

The effective date on a withdrawal form is the date upon which credits of tuition and on-campus room and board charges will be determined, in accordance with the period of withdrawal schedule below. A withdrawal during the 100% refund period will be subject to a daily rate charge for room/board calculated from the first day of class, as applicable. 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 of charges. This includes any student who is removed from the University as the result of a judicial matter or permanent expulsion from the University. Federal Financial Aid recipients will have financial assistance prorated according to the schedule referred to Refunds for recipients of Federal Financial Aid policy.

Period of Withdrawal	Percent of Credit
Within 14 days of the first scheduled class .....	100% *
*except for room/board daily rate charges as applicable	
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

## Withdrawn Students/Readmitted Students

Students who withdraw, take a leave of absence, or are administratively withdrawn from the University and who seek readmission to Franklin Pierce will lose 100% of their previously awarded Franklin Pierce sources of financial assistance.

The OSFS will evaluate the student's financial aid for need-based sources of financial assistance. Withdrawal will automatically forfeit merit-based sources of aid. Students may appeal to the Vice President; Student Financial Services.

## 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.

## University Withdrawal and Recipients of Federal Financial Aid

Students who withdraw or are removed from enrollment 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 disbursement 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.

## Veteran Students Receiving Department of Defense Funding

Refund policies for withdrawn veterans mirror the percentage of financial aid earned in the Refunds for Recipients of Federal Financial Aid section. Contact the OSFS for additional details.

## Withdrawal from Summer Terms

Students who withdraw from summer enrollment prior to the end of the add/drop period of the summer term s/he is enrolled in will receive 100% refund of tuition charged.

Students who withdraw from summer enrollment after the end of the add/drop period of the summer term s/he is enrolled in will receive no refund of tuition charged.

## Withdrawal from Individual Courses

No credit is applied when a student withdraws from individual courses after the end of the add/drop period.

## 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.)

## Satisfactory Academic Progress (SAP)

### Undergraduate Day Program Students

All students are evaluated for satisfactory SAP at the end of each undergraduate semester.

### 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:

The basis for the appeal – a description of the special circumstance and

The reason why the student failed to meet the SAP standard(s) and

What has changed in the student's situation so that s/he will now be able to meet SAP standards.

Appeals will be considered on a case-by-case basis.

Academic Plans

A student appealing the loss of financial aid as a result of failing to meet SAP is strongly encouraged to work with his/her academic advisor in the program of study and formulate an education plan with a Learning Contract; failure to do so could influence the decision on a student’s appeal.

Summary

The OSFS works in partnership with the student and family to pursue funding for educational expenses. Those individuals with a sincere interest in attending Franklin Pierce and having financial need will do well to spend their energies in searching for assistance both within and outside the University in order to fund their education. Students who devote their efforts in researching options available from their state, local high school, college, or civic organization will receive valuable information and potential sources of funding.

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Academic Integrity Policy

The Academic Integrity Policy defines the University’s expectations for academic honesty and our procedures for addressing academic misconduct. When we as a members of the university community maintain the highest standards of academic integrity, we ensure the value of our educational process and the credibility of a Franklin Pierce University education.

Academic integrity is built upon the values of honesty, fairness, social responsibility, and ethical behavior. These principles are at the core of a Franklin Pierce education. Academic misconduct is an action or attempted action that violates those values and creates an unfair advantage for a student; such an action strikes at the heart of the academic enterprise. The Academic Integrity Policy, [the full text of which is available here](#), defines academic misconduct and the procedures for responding to such misconduct. This includes when and how an instructor should report a violation of the Academic Integrity Policy, penalties that will be applied when a student is found responsible for academic misconduct, and the appeal process if a student wishes to contest a report or a sanction for alleged academic misconduct.

Consequences for Academic Misconduct:

- 1. The penalty for a student’s first incident of academic misconduct will be decided by the instructor, with mandatory reporting to the University Provost.
- 2. After a second incident of academic misconduct, a student will be suspended for one semester or one term. The suspension begins at the start of the semester or term following the conclusion of the process resulting in the finding of academic misconduct.
- 3. After a third incident of academic misconduct, a student will be dismissed (permanently separated) from the university.



## **Email and Electronic Signatures**

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

## **International Students**

International students requiring an F-1 visa must demonstrate an ability to pay for one full year of tuition and living expenses at Franklin Pierce University. Students must attend Franklin Pierce as full-time students in approved programs and attend face to face classes as required by the visa regulations. Franklin Pierce defines a full-time graduate student as taking a minimum of two (2) courses per term (one course must meet face to face), for a minimum of three (3) terms per year. This equates to 18 credits per year. Undergraduates must take a minimum of 12 credits per semester (at least 9 credits must meet face to face each semester).

For more information on programs, contact the Associate Director of Admissions and International Student Counselor at (603) 899-4057 (undergraduate) and the Associate Director of Enrollment at (603) 647-3521 (graduate).

## **Student Records and Disclosure (FERPA)**

The Family Educational Rights and Privacy Act (FERPA - 20 USC § 1232G; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the US Department of Education. FERPA gives parents/legal guardians certain rights with respect to their children's educational records. These rights transfer to the student when they reach the age of 18 or attends a postsecondary institution. Students to whom the rights have transferred are "eligible students". (Franklin Pierce University defines "attends a postsecondary institution" as the first day of classes of the student's start term; applicants who do not become students have no FERPA rights.)

## **Definition of Education Records, School Official and Legitimate Educational Interest**

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

The University discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests.

A **"school official"** is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted as its agent to provide a service instead of using University employees or officials (such as an attorney, auditor or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

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

**1. Right to Inspect Educational Records**

- a. A student has the right to inspect and review their educational records within 45 days of the day the University receives a request for access. Requests must be made in writing and directed to the office in which the record is kept (see below: location of records).

The University will make arrangements for access and notify the student of the time and place where the records may be inspected.

**2. Location of Records**

- a. 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, University Advancement, Outreach Education Center, and Campus Safety.

**3. Amending a Record**

- a. 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.

- b. 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 their own statement into the record. Grades, opinions or substantive decisions are not amendable.

**4. Release of Information**

- a. Students have the right to provide written consent before the University discloses personally identifiable information contained in a student’s educational records, except to the extent that FERPA authorizes disclosure without consent. The student has the option to complete a Release of Student Information form to grant access to parents or others to their academic and/or financial data. Release of Student Information forms must be returned to the Office of the Registrar. Release forms expire upon departure from the University.

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

- 1. Disclosure to school officials with legitimate educational interests
- 2. Directory information (as outlined below, in next section)
- 3. To another school in which a student seeks or intends to enroll or is enrolled
- 4. To Federal, State, and local authorities conducting an audit, evaluation or enforcement of educational programs
- 5. In connection with Financial Aid
- 6. To organizations conducting research on behalf of the University
- 7. To accrediting organizations
- 8. To parents of a dependent student
- 9. To comply with a judicial order or subpoena
- 10. In health or safety emergency
- 11. Results of a disciplinary hearing to an alleged victim (or next of kin) of a crime of violence
- 12. Disclosure to parent of student under 21 if the University determines that the student has committed a violation of drug or alcohol policies or rules.

## 5. Directory information

- a. Directory information includes the following: The student's full legal name, [preferred first name](#), campus/home address, telephone number, major field of study, dates of attendance, enrollment status (i.e., class, undergraduate or graduate, full or part-time), degrees, honors, and awards received (i.e., Dean's List), the most recent prior educational institution attended, participation in officially recognized activities and sports, and the weight and height of members of athletic teams. *Any student who does not want such information released, may write to the Office of the Registrar requesting a directory block on their record. Students must submit this notice by the end of the add/drop period for which they are registered. This notice remains in effect until revoked by the student.*

## 6. Complaints

- a. A student has the right to file a complaint with the U.S. Department of Education concerning alleged failures to comply with requirements of FERPA. The address is:
  1. Family Policy Compliance Office
  2. U.S. Department of Education
  3. 400 Maryland Avenue, SW
  4. Washington, DC 20202-4605

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

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records — including your Social Security Number, grades, or other private information — may be accessed without your consent.

First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution.

Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research.

Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities.

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

## Communications with Students

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

## Information Requested

The University gathers information in a variety of areas. Explanation of some of these may be helpful. Citizenship must be indicated as we are bound by federal law to provide information certification for citizenship for citizens of the United States and foreign counties.

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

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

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

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

## Preferred Name Policy

The University recognizes that some community members wish to use a first name other than a legal first name to identify themselves. The University refers to this as a preferred first name. As long as the use of this different first name is appropriate and not for the purpose of misrepresentation or an attempt to avoid a legal obligation, the University will display a preferred first name in place of your legal first name in many, but not all, internal systems and reports. Franklin Pierce University reserves the right to remove any preferred first name that is deemed inappropriate. The complete Preferred Name Policy is found [here](#).

## Statement of Student Responsibility

The student is responsible for reading and adhering to academic policies and regulations in University publications, University documents and program materials. The student is also responsible for ensuring that their contact and biographical information is accurate. The student should inform the Office of the Registrar of any changes as soon as possible.

## Student Code of Conduct

Franklin Pierce recognizes that enrolled students assume an obligation to conduct themselves in a manner compatible with an educational institution. Students are expected to live their lives as both responsible individuals and contributing members of an academic community.

The responsibilities of students as citizens of both the campus community and society-at-large are stated in the Student Code of Conduct. Students are expected to be fully familiar with the Student Code of Conduct and will be held accountable for their actions as members of the University community.

The main campus Student Conduct System, clearly detailed in the Student Code of Conduct, was established to provide the administrative means for maintenance of order and protection of persons and property. Administrative authority for the campus conduct system resides with the Vice President for Student Affairs.

Responsibility for the various levels of the judicial system is delegated by the Vice President for Student Affairs to specified members of the community in such a way as to ensure a fair and equitable conduct process. The Code of Conduct is available [here](#).

## Student Handbook

The formal policies and regulations related to student affairs are published in the Student Handbook. These publications serve as the guide to campus services and detail all facets of campus life. The Student Handbook is available [here](#).

## Transcripts

Franklin Pierce University has contracted with the National Student Clearinghouse to provide online ordering, payment and processing of official transcripts. An official transcript is one bearing the seal of the University and the signature of the Registrar. Official transcripts are often mailed directly to institutions or persons considering the applicant for admission or employment. However, the National Student Clearinghouse offers electronic PDF transcripts as an option for students who were in attendance after 1995. PDF transcripts provided by the Clearinghouse are considered official, but it is up to the receiver to determine whether or not to accept a PDF transcript as official. Each request for an official transcript must be accompanied by a signed request from the student. For more information or to order an official transcript, please visit our [website](#). An unofficial transcript is on plain paper without the University seal. Active students have access to unofficial transcripts via CampusWeb.

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

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

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

- It is the intention of this policy to address and remedy complaints at the lowest administrative level possible. However, as this policy outlines, grievances can be pursued up to a Presidential committee. As such, community members who feel as though they have been discriminated against on the basis of disability should consider that their grievance is being made to the President of the University.
- In the case of a grievance, the individual should discuss their objection with the person responsible for the office or department where the objection was originally raised. The 504/A.D.A. Compliance Officer can be of assistance in referring the individual to the appropriate person and office. The address and telephone number for the Section 504/A.D.A. Compliance Officer is listed below, under step 4.
- If not satisfied, the individual should discuss the objection with the Senior staff member under whose jurisdiction the department falls. The Section 504/A.D.A. Compliance Officer can help the individual in identifying who the Senior staff member is.
- If the grievance is not satisfactorily resolved, the individual should write a letter appealing the grievance, requesting a formal hearing with the President's Advisory Committee on the Needs of Persons with Disabilities. The request must be filed with the Section 504/A.D.A. Compliance Officer in the Student Affairs Office, New Hampshire Hall (Telephone: (603) 899-4162).
- Upon receipt of the written request for a formal hearing, the Ad Hoc Committee of the President's Advisory Committee will hold a hearing within three (3) calendar weeks. The chair of the Committee will hear the grievance with two other members of the full Committee. The two other members shall be selected by the chair. The Senior staff member under whose jurisdiction the matter falls will be invited to the hearing.

The Ad Hoc Committee must allow a full and fair opportunity for the presentation of evidence relevant to the reason(s) for the hearing request, by any party, as deemed appropriate by the Ad Hoc Committee. The Ad Hoc Committee must render a decision in writing to the grieving individual, as well as personnel affected by the decision, within one week of the conclusion of the hearing.

## Notice of Nondiscrimination

Franklin Pierce University, in recognition of its obligation under Title VII of the Civil Rights Act of 1964, as amended, Title VI of the Civil Rights Act of 1984, Title IX of the Education Amendments of 1972,

Section 504 of the Rehabilitation Act of 1973, the Americans with Disability Act (ADA), and the Age Discrimination Act (ADEA), has established the following policy on non-discrimination: Franklin Pierce University does not discriminate on the basis of sex (including sexual harassment and sexual violence in accordance with Title IX requires that the University not discriminate in this manner), race, color, religion, age, disability, national or ethnic origin, sexual orientation, marital status or other legally protected classification in hiring, promotion and terms and conditions of employment and/or administration of educational policies, admissions policies, scholarship or loan programs, athletic and other University administered programs and activities. Pursuant to [Title IX](#), the following persons have been designated Compliance Coordinators to handle all inquiries regarding non-discrimination policies (including section 540/ADA):

Gwen Goodman  
Coordinator of Compliance for Faculty, Staff, and Vendor Matters  
Director of Human Resources and Risk Management  
DiGregorio Hall, First Floor  
(603) 899-1076  
[goodmang@franklinpierce.edu](mailto:goodmang@franklinpierce.edu)

Andrew Pollom  
Coordinator of Compliance for Student Matters  
Dean of Student Affairs  
Peterson Manor, Second Floor  
(603) 899-4162  
[polloma@franklinpierce.edu](mailto:polloma@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](mailto: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.

## **Veterans and Military Personnel**

In accordance with 38 USC 3679(e) Franklin Pierce University will not impose any penalty, including the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under Chapter 31 or 33.

In cooperation with the US Department of Veterans Affairs and the US Department of Defense, Franklin Pierce University participates in numerous Veterans' benefits programs. Students who are eligible for Veterans benefits as determined by the Veterans Administration must contact the Office of Student Financial Services (OSFS) at the time of application.

Applications for Veterans' benefits may be obtained directly from the Veterans' Administration. A copy of your Certificate of Eligibility (COE) is required for verification and certification. Once you receive your Submit Certificate of Eligibility (COE) or 28-1905 (CH 31), submit a copy to OSFS.

Once you have enrolled in classes, you will need to complete Veteran Dependent Enrollment Certification Request, so that your certification can be processed by the Office of the Registrar. More information can be found at: <http://eraven.franklinpierce.edu/s/dept/registrar/index.htm#vet-military>.

Your military experience may be applied to college credit ultimately reducing the amount of time it may take you to complete your undergraduate degree.

Please arrange for your military transcripts to be sent to Office of Admissions. If you have college courses from any other regionally accredited institution, request an official transcript to be sent to the Office of Admissions for evaluation.

To assist you in navigating your way through the processes noted above and beyond, please refer to the Resources/Support [website](#).

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government [Website](#).

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### Career Development Center

The Lloyd & Helen Ament Astmann '69 Career Center is dedicated to strengthening the transition from academics to gainful employment and fulfilling careers. We help prepare our students and alumni through personalized career advising, career decision-making and innovative job search strategies. Our support services include individual counseling, personalized coaching, career development workshops, data-driven career assessments, current job and internship listings, virtual and on-campus recruiting, and graduate school and alumni resources.

Utilizing the Raven P.A.A.C.T. Mentorship platform, students and alumni can connect creating a Raven network of professionals and lifelong business relationships. Pierce Portfolio, powered by Handshake, hosts our online job and internship platform providing a variety of materials to help students research career options and identify potential employers and job opportunities. Lastly, our FPU Career Closet insures that every student has access to smart business attire and accessories – absolutely FREE!

As a vital part of the Advancement Division, the Career Development Center works closely with faculty and staff from all areas of the University to help students reach their full potential. The office supports students in identifying and choosing careers and developing the skills necessary to succeed in a competitive job market. Assistance is available for writing résumés and cover letters, applying to graduate school, job searching, interviewing and making the transition to the world of work. All students have access to services via phone, email and online.

For further information regarding the Career Services office, or to schedule an appointment with one of our career counselors, please call (603) 899-1070 or email [careercenter@franklinpierce.edu](mailto:careercenter@franklinpierce.edu).

### Center for Academic Excellence

The Center for Academic Excellence is located in the DiPietro Library on the main Rindge campus. With a staff of dedicated professionals, the CAE team encourages students to become active learners in their college education. Students may choose from a variety of services offered every semester, free of additional charge. These services include peer tutoring and mentoring, individual meetings with staff members, scheduled study times, and specialized workshops – all designed to assist students in their development and academic success.

### Academic Accommodations for Students with Disabilities or Neurodiversities

Academic accommodations are available for students with documented disabilities. Disabilities can include learning differences, autism, mental health diagnoses, various medical conditions, ADHD, neurodiverse conditions and/or physical impairments. Temporary accommodations are also available, with appropriate documentation. The Coordinator of Student Accessibility Services is responsible for determining eligibility for reasonable accommodations to meet the needs of students with such conditions.



Accommodations provided are based on both formal documentation and student interviews and follow the guidelines set forth by the Americans with Disabilities Act as Amended and Section 504 of the Rehabilitation Act. Documentation requirements vary depending upon the condition. Please contact [studentaccessibility@franklinpirce.edu](mailto:studentaccessibility@franklinpirce.edu) for more information. Grievances not satisfied by contact with the Coordinator of Student Accessibility Services should be handled by the Dean of Student Affairs, Andrew Pollom at [polloma@franklinpirce.edu](mailto:polloma@franklinpirce.edu), or (603) 899-4162, who serves as the compliance officer for all student matters related to the ADA/504, Clery Act, and Title IX.

## **Wensberg Writing Center**

The Wensberg Writing Center (WWC) is a resource for all students, faculty, and staff of Franklin Pierce University, providing in-person and remote consultation on composing texts in multiple modes and disciplinary conventions. The WWC is staffed by trained, experienced peer writing partners available to support clients of all abilities from any course at any stage in the process, from understanding instructions for a written or oral communication projects, to producing a final draft. Open afternoons and evenings in the Fitzwater Tower, the WWC also provides peer partners for in-class workshops from across the curriculum. Visit our [website](#), stop by, or call (603) 899-4172 for more information.

## **Frank S. DiPietro Library**

The DiPietro Library is located on the Rindge campus. In support of its educational mission, the Library provides a comfortable open-stack environment for study and research. Open 92 hours a week during the academic year, the Library offers a variety of services, including individual and group study rooms, printing and scanning, reference consultations, and research guidance.

To develop our students' ability to find, evaluate, and use appropriate information sources, librarians offer instruction based on nationally recognized principles of information literacy. These services are presented on site, in the classroom, and remotely via electronic recordings. Our collection of over 350,000 volumes includes books and ebooks, periodicals, DVDs, streamed videos, CDs, and other multimedia. More than seventy electronic periodical databases provide full-text access to over 75,000 electronic journal titles. Our online catalog and other resources and services are available on the library's [website](#).

All Franklin Pierce students, regardless of campus location, may borrow materials from the Library. You may also request items not owned by Franklin Pierce via interlibrary loan (ILL). Whenever possible, ILL items will be sent to you electronically.

The University is a member of the New Hampshire College and University Council (NHCUC), which extends borrowing privileges to Franklin Pierce students at other member institutions. This privilege is generally limited to the use of materials on site, and the loan of materials from the library's circulating collections.

## **Honors Program**

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

Honors Program students have access to many benefits, including:

- Honors-dedicated sections of the first-year seminar and composition courses, taught by select faculty who take a special interest in working with highly motivated students;
- The opportunity to work individually with faculty on specific projects that transform a normally scheduled course into an Honors experience;
- Participation in regional and national conferences sponsored by the National Collegiate Honors Council;

- Membership in the Franklin Pierce University Honors Student Council and the opportunity to serve in a leadership position on the Honors Council, along with administration, faculty and staff;
- Opportunities to live in Honors residence halls;
- Access to the Honors Lounge;
- Invitations to participate in social activities and trips sponsored by the Honors Program;
- Special recognition for completing the Honors Program at graduation and on transcripts;
- An enhanced résumé and graduate school application; and
- A deeper and broader undergraduate academic and social experience.

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

A select number of freshman applicants are invited to join the Honors program when they are offered admission to the University. Selection is based on high school academic performance, and evidence of potential for academic excellence at the at the Rindge campus. Students who have completed at least one semester at Franklin Pierce with a cumulative grade point average (GPA) of 3.40 or higher will also be invited to join the Honors program. Outstanding transfer students will be considered, and faculty members may nominate students for the Honors program.

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

No more than three Honors-designated courses may be transferred from another institution. Students are expected to maintain the required cumulative grade point average throughout their undergraduate career. Should their cumulative grade point average drop below 3.4, a student will be placed on Honors Program probation for the following semester. If their cumulative grade point average is still below 3.4 at the conclusion of the next or any subsequent semester, they will be permanently withdrawn from the Honors Program. If an Honors Program student is found guilty of any form of academic dishonesty as defined in this catalog, they are subject to permanent withdrawal from the Honors program. Students may appeal to the appropriate Dean no later than thirty days after formal notification of their withdrawal. Completion of the Honors program will be designated on the student's transcript and diploma, and students will receive a commemorative Honors Medal at graduation.

## **Institute for Climate Action**

Global climate change poses an unprecedented, urgent challenge to the natural environment and to the quality, even the continuance, of human life.

Franklin Pierce University's Institute for Climate Action seeks to raise awareness of this challenge and promote efforts to meet it. The students, staff and faculty who comprise the Institute pursue these goals under the broad concept of sustainability, and work within three mission areas:

**Education:** Aid in the conceptualization and development of curriculum and instruction, together with co- curricular programming, needed to prepare students to serve as responsible citizens and leaders of their communities, and where appropriate as trained experts, meeting the challenges of climate change.

**Campus Operations and Culture:** Assist in the planning, coordination, and assessment of best practices for climate action and sustainability in all aspects of campus operations, and take steps to build a campus-wide community attuned to the issues of climate change and actively seeking solutions, both large and small.

Outreach: Form partnerships with organizations and educational institutions in the local region and where feasible beyond with the purposes of sharing experience and expertise, opening internship opportunities for students, and building the strong networks needed to mobilize public will behind effective climate action. *The Institute for Climate Action has subsumed much of the work of the former Monadnock Institute of Nature, Place and Culture.*

For further information, contact Coordinators Rhine Singleton [singler@franklinpierce.edu](mailto:singler@franklinpierce.edu) and Fred Rogers [rogersfs@franklinpierce.edu](mailto:rogersfs@franklinpierce.edu).

## **Marlin Fitzwater Center for Communication**

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

Since 2008, the Fitzwater Center and Franklin Pierce University Polling has partnered with regional media—most recently with The Boston Herald and NBC-10 Boston/NECN/Telemundo—to cover the road to the White House, which starts in the Granite State, home of the First-in-the-Nation Primary. Students and faculty from multiple disciplines across campus work in classes and in the field with Franklin Pierce Polling and Herald staff to cover the Iowa Caucuses, the N.H. Primary, the national political conventions, the November vote and the Presidential Inauguration as credential media. 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.

Students seeking professional development opportunities to help their resumes stand out can intern or volunteer with the Fitzwater Center's award-winning productions, which keep the studio lights on and the mics hot year-round. Television production experience can be found in the Patterson Television Suite, where students work in master control with the Fitzwater Center staff as they record and edit New Hampshire Public Broadcasting's "The State We're In," a weekly public affairs show that hit its 100th episode in 2022. Students can also work as part of the production crew for two regular podcasts: "\$100 Plus Mileage," with Citizens Count, and "The Common Ground Initiative," with Anthony Payton. These opportunities and more are made possible through The Granite State News Collaborative, of which the Fitzwater Center is a founding partner.

The Pierce Media Group offers additional opportunities to apply what students learn in the classroom in real-world settings. The NATAS-award winning Ravens Sports Network livestreams every home game to the NE-10 Now Network, while the PMG's political reporting unit, PoliticsFitzU, offers coverage and analysis of public affairs. Students can also be part of the regular news show on FPTV; host talk radio or music shows on WFPC-LP 105.3 FM, the area's arts and culture station; or write for The Pierce Arrow, the campus print newspaper.

The Fitzwater Center offers a vibrant slate of programming for campus and regional communities, including national Fitzwater Forums; the Tuesday Briefings public affairs series; the Fry Lecture Series; Constitution Day observances; The Fitzwater Center Honors and The Medallion Lecture; and IndieLens Pop-Up, a national civic engagement initiative sponsored by PBS and ITV.

The 12,000-square-foot comprehensive communications facility includes the Patterson Television Suite, equipped with advanced remote technologies; a smaller high definition studio available for student use; two high definition mobile field production units; an audio production studio and editing suite; a high definition video production instructional laboratory, classroom and editing suites, all with Adobe Premier on a Macintosh platform; digital media technology for use in student's coursework; and an interactive journalism lab. For further information regarding The Marlin Fitzwater Center for Communication, contact Dr. Kristen Nevious, director, at 603.899.1039 or email [neviousk@franklinpierce.edu](mailto:neviousk@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, NECCL Director, (603) 899-1019 or [email](#).

## **NHCUC Student Exchange**

Franklin Pierce University is a member institution of the New Hampshire College and University Council (NHCUC). As a group, NHCUC members seek to provide additional services to all their students through cooperative activities. The NHCUC Student Exchange Agreement allows students to take courses at other NHCUC colleges at no extra tuition cost.

Courses count toward Franklin Pierce enrollment status and are included in GPA calculations. Because courses count as part of one's Franklin Pierce University enrollment, students must have all NHCUC registration paperwork finalized before the end of the Franklin Pierce University semester's add/ drop period. NHCUC courses will be identified as such on the Franklin Pierce University transcript. Students may take courses at both Franklin Pierce University and another institution during the same semester, if transportation is not a problem, or may spend up to two semesters in residence at another NHCUC member institution.

In either case, students continue to pay normal tuition to Franklin Pierce University. Students in residence at another institution must make their own 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; Hellenic American University, Nashua; Keene State College, Keene; New England College, Henniker; New Hampshire Institute of Art, Manchester; Plymouth State University, Plymouth; Rivier University, Nashua; St. Anselm College, Manchester; Granite State College, Manchester; Southern New Hampshire University, Manchester; and the University of New Hampshire, Durham.

## **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.

## **Pre-Law Advising Program**

Many students come to Franklin Pierce with an interest in pre-law, but are not sure how that may translate to a major program of study. The first thing students should know is that pre-law is not a major. Being “pre-law” is a stated intention to pursue a specific type of graduate degree. Students who intend to go to law school can major in any subject area, as law schools admit students from a wide variety of majors. The American Bar Association does not recommend any specific major OR courses for those interested in law school.

Most students enter law school without a background in law at all, but instead have a good undergraduate foundation in critical reading, critical thinking, writing and public speaking—skills that can be obtained in any of our undergraduate majors.

Therefore, the most important thing to keep in mind when selecting a major is that you should choose an undergraduate major that you will enjoy, that will challenge you, yet one in which you can excel.

The American Bar Association indicates that the three most important factors for students intending to go to law school are:

- Grade Point Average
- LSAT score (an SAT exam for law school that you would take your Junior/Senior year in college)
- Letters of Recommendation

*\*Students seeking Pre-Law advising must contact the Pre-Law Advisor, Dr. Jed Donelan, who will provide access to Pre-Law advising handbooks and law school information. He can be reached via [email](#) or 603-899-1019.*

## **Study Abroad**

As reflected in its mission of preparing students for active roles in a democratic society, Franklin Pierce University supports learning in settings outside of the classroom and in international programs of study. By pursuing studies in a foreign country for a year, semester or summer, students gain enriching cultural experience and a broader perspective on the world. The University recognizes the value of such study as a part of a liberal arts education. In addition to its own programs abroad, students may choose to study abroad through other providers but Franklin Pierce financial aid is not portable.

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**

Franklin Pierce offers a unique study abroad program that takes students on a semester-long walk on an ancient pilgrimage trail in Spain – the Camino de Santiago. The journey begins in the coastal city of San Sebastian, where for two weeks students study Spanish intensively, complete a seminar about pilgrimage and the Camino, and get to know each other, as they finish their final preparations before beginning to walk for the next two months.

Leaving home, walking and carrying a backpack, staying in hostels, country inns, and monasteries, walking with other Franklin Pierce students and a professor, students travel on foot between 8-12 miles a day.

The Camino is one of the most beautiful treks in the world; it meanders along trails and gravel paths, through small villages and major cities, and over three mountain ranges for over 500 miles across the entire section of northern Spain. It is a trail with a rich history that dates back to ancient Celtic, Roman and Medieval times and has been walked by millions of people over the centuries.

Slowing down to “human speed,” leaving behind the ordinary concerns of daily life and immersing oneself in the rituals and routines of the Camino brings rich rewards that are rare in today’s world – the intimacy of prolonged solitude, the sensuous experience of being in nature every day, the gratitude from many acts of kindness, and the joy of sustained conversation with others in your group and with people from all over the world.

The journey is an unforgettable adventure of group travel that engages students 100% in active learning and challenges them to grow on many levels—intellectually, physically, interpersonally and spiritually.

For information on specific prerequisites and deadlines, contact the International Studies program office at [academicexcellence@franklinpierce.edu](mailto:academicexcellence@franklinpierce.edu) or (603) 899-4107.

### **Affiliated International Program**

Franklin Pierce University partners with the Council on International Educational Exchange (CIEE). This organization provides unique opportunities for students to participate in internships and study abroad while earning Franklin Pierce credits. CIEE offers students short-term programs as well as the opportunity to study within their degree program for an entire semester. Students can select programs of study from more than 40 countries and 60 cities around the world.

### **Washington Center for Internships and Academic Seminars**

The Washington Center provides undergraduate students and recent college graduates with a comprehensive, participatory learning experience in Washington, D.C. In an effort to promote future leadership for public, private, and non-profit sectors of society, this unique program provides students with the opportunity to experience and explore various career paths while sampling the intellectual and cultural diversity of our nation’s capital. More than just a résumé- building experience, the program seeks to enhance students’ academic, civic, and professional development through academic course offerings and exposure to the ideas and insights of nationally and internationally renowned guest speakers and lecturers.

Through these programs Franklin Pierce students can earn a full semester of academic credit while they gain practical experience, discover their professional strengths and weaknesses, evaluate career paths, interact with students from across the country and around the world, and develop a broad sense of civic and professional responsibility.

Participation is limited to students who have achieved second-semester Sophomore status and who have accumulative grade point average of 2.50 or higher. Recent Franklin Pierce University interns have worked at the White House, Congress, Supreme Court, federal law enforcement agencies, private corporations, news organizations, non-profit and public interest groups, museums, visual and performing arts institutions, embassies, and many other workplaces. For further information regarding the Washington Center, contact Dr. Frank Cohen, Political Science Department, at (603) 899-4289 or [email](#).

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**Add/Drop Policy**

Please check the calendar for the scheduled add/drop period for each semester or term. Courses may be added and/or dropped during this period without additional charge. Individual courses dropped during the add/drop period do not appear on the student’s transcript; there is no tuition charge for such courses. Tuition charges for a term or semester are established based on one’s course load at the end of the add/drop period.

A course dropped after the end of the add/drop period becomes a withdrawal; see [Course Withdrawal Policy](#) below for applicable policies. Requests to drop or add courses will not be accepted after the add/drop period.

**Administrative Course Drop Policy**

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

Faculty are required to provide information on non-attendees after the first class meeting. If the student has not attended as indicated above or made contact with the University by the end of the add/drop period, staff will administratively drop the student from the non-attended class(es) for that semester/term. Courses will be dropped after the add/drop period ends.

**Administrative Withdrawal Policy - Undergraduate Online Courses**

Undergraduate students in online courses may be administratively withdrawn after 14 consecutive calendar days of no course engagement. Engagement in asynchronous online courses requires the completion of at least one of the following: discussions, assignments, quizzes, or exams.



Logging onto the online course does not constitute engagement. The last date of attendance (LDA) shall be the last date of engagement in the online course.

### **Attendance Conflict Policy**

Whenever possible, University sanctioned events should be scheduled to avoid missed class time by students. If a class must be missed due to an athletic or other University sanctioned event, the student is expected to inform the instructor(s) as soon as the event is scheduled and is responsible for all information, tests, materials and assignments missed. If the student has provided the required documentation in advance, the University recommends that instructors do not penalize students academically for these sanctioned absences. Students should make all efforts to avoid other absences.

Accommodations can be made in accordance with the ADA and Section 504 of the Rehabilitation Act. Students are expected to attend all classes. A student anticipating absences should meet with the instructor to make the necessary arrangements for make-up work.

Students who attend at least one session but do not officially drop or withdraw within the established time frames will receive a grade as assigned by the instructor and are financially responsible for outstanding tuition. Online students are expected to participate via the course shell multiple times per week as stated in the course syllabus.

### **Auditing Courses**

Students wishing to take a course for no credit may do so by indicating “Audit” on the [applicable Registration Status Change \(Add/Drop\) form](#). 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. Audit courses are subject to fees outlined in the applicable Tuition and Fees sections of the catalog.

### **Catalog Year**

Students are subject to graduation and curriculum requirements in the Catalog which was in effect at the time of their matriculation (typically one’s entry year). A student may be approved by their academic advisor to be governed by a future Catalog, provided they were enrolled at the time the Catalog was published.

The graduation and curriculum requirements of the Catalog are to be considered in their entirety; students may not fulfill part of their requirements from one Catalog and another part from another Catalog, nor may a student fulfill major requirements from one Catalog and minor/certificate requirements from another Catalog.

### **Courses Counting Toward Degree and Financial Aid**

As mandated by the U.S. Department of Education policy, only courses required for a student’s degree can be used in determining enrollment status for financial aid purposes.

This means a student could have a full time course load, but because they are not taking courses that count towards their degree, they could be part time for financial aid purposes.

### **Course Delivery Methods**

**Face-to-Face:** Courses taught in full classroom presence format. A web-based component may supplement classroom assignments.



**Hybrid:** Courses taught partially in the classroom and partially online. For example, a course could meet in the classroom once a week and complete many requirements online.

**Online:** Courses taught totally online.

**One-to-One:** Individualized course of study options include independent studies, directed studies, and internships. See [One-to-One section](#) for more information.

## **Course Withdrawal Policy**

Students have the option of withdrawing from a course after the add/drop period ends until:

- 60% or the end of the 10th week of classes in a 15 week semester
- 60% or the end of the 7th week of classes in a 12 week term
- 60% or the end of the 5th week of classes in an 8 week term
- 60% or the end of the 4th week of classes in a 6 week term

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

A grade of W will be recorded on the student's permanent record as a result of this action. The W will not affect the student's grade point average. After the withdrawal period, students must receive a letter grade for the course as assigned by the course instructor. This grade will be recorded on the student's official academic record and will be included in the student's grade point average. Students may be withdrawn from a course at any time after add/drop if the student's presence or absence is detrimental to the learning environment.

If this removal takes place after the withdrawal deadline, then the instructor must issue a letter grade. Students who are withdrawn by the instructor will be notified in writing and will have the opportunity to appeal. Appeal guidelines will be communicated to the student at the time of withdrawal.

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

*Note: All withdrawn courses count as attempted credits.*

## **Grade Report**

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

## Grading System

Grade Symbols	Point Value	Quality Definition
A	4.00	Excellent
A-	3.67	
B+	3.33	Very Good
B	3.00	Satisfactory
B-	2.67	
C+	2.33	<i>(This is not satisfactory for graduate students)</i>
C	2.33	Marginal Grade. <i>(This is not satisfactory for graduate students and is considered an F)</i>
C-	1.67	Unsatisfactory but passing
D+	1.33	
D	1.00	
D-	0.67	
F	0.00	Failure
I*	See Incomplete Policy	Incomplete
IP*	Available for specific courses only	In Progress
P*	Available for specific courses only	Pass
AU*	No grade or credit	Audit
W*	Count as attempted credits	Withdrawal
AW*	Count as attempted credits	Administrative withdrawal
S	Mid-term	Satisfactory
U1	Mid-term	Unsatisfactory- Absences
U2	Mid-term	Unsatisfactory- Course Progress
U3	Mid-term	Unsatisfactory- Absences and Course Progress
U4	Mid-term	Unsatisfactory- Other

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

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

## Graduation and Commencement

There is a distinction between applying to graduate and participating in the Commencement Ceremony. Conferral of a degree occurs only when the University Registrar finalizes the student's academic record and confirms that all graduation requirements have been met. Participating in the Commencement Ceremony is simply the act of honoring and celebrating academic achievement.

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 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 for Graduation (NoC) form to the Office of the Registrar by the deadline (Rindge Campus students: **October 1**; Online and Graduate students: by **February 1**)
  - The Office of the Registrar must approve all submitted NoCs. Once the NoC has been approved, any changes to that changes to a student's degree could affect their final graduation date, but not their participation in Commencement. Late NoCs will be accepted, but one's ceremony eligibility will not be guaranteed.
2. Not have participated in any previous Franklin Pierce University Commencement ceremony for this degree.

3. Fall under any of the following:
- Have already graduated between the previous summer and April prior to commencement.
  - Complete all requirements in Rindge Spring, Graduate Student Teach 4, Undergraduate Term 4 or Graduate Term 3 in order to graduate in May.
  - Be pre-registered for, or have submitted a plan with the NoC to complete all necessary courses in Undergraduate Summer 1 or 2, Graduate Term 4 or transfer in outstanding credits in order to graduate by August, and have nine or fewer credits remaining, as listed on the approved NoC.

*\* Exceptions:* Undergraduate Education majors who have completed all curricular requirements other than student teaching, who will complete student teaching during the subsequent Fall semester, are eligible to participate in the May ceremony. Master of Education students who meet all other conditions of requirement 3c), above, who will be student teaching during the subsequent Graduate Student Teach Term 1 and/ or have credits totaling 12 or fewer remaining, are eligible to participate in the May ceremony.

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

A mandatory graduation fee of \$100 is charged to all students' accounts upon acceptance of the Notice of Candidacy to Graduate. The fee includes the conferral process and shipment of your diploma, your cap and gown, and other Commencement items, regardless of attendance. Student balances must be paid in full before diplomas are issued.

## Graduation Requirements

It is the student's responsibility to monitor and complete all requirements to graduate. Your advisor can help shape your academic career, but the student must ensure that all requirements are met. The University confers degrees at the conclusion of each semester/term.

A student's degree will be conferred for the term/semester in which all requirements, including submission of supporting documents, have been met. Although course work may have been completed in a prior term, the degree will be awarded only for the term for which all academic and administrative requirements have been fulfilled.

Graduation requirements include:

- complete all requirements for the degree program;
- meet the residency requirement of the degree program;
- achieve minimum cumulative grade point average requirements of the degree;
- submission of all supporting documents (such as official transcripts and test results);
- filing of the Notice of Candidacy for Graduation (NoC).

All academic and administrative requirements must be met. It is the responsibility of the student to be familiar with their program-specific requirements as these may supersede the university's minimum standards. Degrees are not awarded retroactively.

## Master and Doctoral Degree Requirements

Graduate degree conferral requires the student to fulfill all degree and graduation requirements and have a minimum cumulative grade point average (CGPA) of 3.00 with no more than two grades below a B- factored into the calculation of CGPA.

## Bachelor's Degree Requirements:

To be eligible for a Bachelor's degree from Franklin Pierce University, students must have a minimum cumulative grade point average of 2.00, a minimum grade point average of 2.00 in each academic major, and complete 120 credits at the 100-level and above. In addition, in order to complete minor or certificate programs, students must maintain a minimum grade point average of 2.00 in those programs.

All [General and Liberal Education](#) requirements and major requirements must be satisfied. Students must declare their first major prior to declaring any minor or certificate. Minors must be declared before a student has earned 75 credits.

### **Bachelor's Degree residency requirements:**

A minimum of 30 semester hours must be completed at Franklin Pierce University.

Within the 30 hours, 12 hours must be 300- or 400-level courses in each declared major (maximum of two majors allowed). Students must complete at least four courses towards the Minor/Certificate at Franklin Pierce University.

### **Associate's Degree Requirements:**

Requirements for an Associate's degree are the successful completion of 60 semester hours (100-level and above) with a minimum cumulative grade point average of 2.00, a minimum grade point average of 2.00 in an academic major and satisfaction of all [General and Liberal Education](#) requirements and major requirements. Average time to completion is 3 years.

### **Associate's Degree residency requirements:**

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

### **Undergraduate Certificate Requirements:**

Requirements for the stand-alone Paralegal or Human Services certificates requires a minimum cumulative grade point average of 2.00 and the successful completion of all required courses for the certificate. Students must complete at least four courses towards the certificate at Franklin Pierce University. All other undergraduate certificates are earned in conjunction with the bachelor's degree.

## **Graduation Honors— Bachelor Degrees**

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

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

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

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

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

For students who complete graduation requirements in Rindge Spring semester or Undergraduate Online Term 4, Latin honors listed in the program at the May Commencement ceremony will be determined by CGPA and a minimum of 60 semester hours earned at Franklin Pierce University at the end of Rindge Fall semester or Undergraduate Online Term 3. Final Latin honors for all graduates will be determined by credits and CGPA earned when the student completes all requirements, and will be recorded on the student's diploma and final transcript.

## Honor Societies and Awards

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### Special Departmental Honors

Anthropology Award for Outstanding Senior  
Anthropology Award for the Exceptional Sophomore  
Athena Award (Philosophy)  
Biology Faculty Citation  
Clio Award (History Department)  
CIT Faculty Recognition Award  
Criminal Justice Award for Outstanding Senior  
Communication Outstanding Journalism/Media  
Production Senior  
Environmental Science Faculty Recognition Award  
Fine Arts Faculty Citation

Graphic Communications Award  
Graphic Communications Faculty Citation  
Communication Outstanding Media Studies Senior  
Mathematics Award  
May-Lawrence Memorial Award (College of Business)  
Richard T. Desmond Chemistry Achievement Award  
Peter B. Allan Award (Humanities)  
Psychology Award for Outstanding Senior  
Psychology Award for Exceptional Sophomore  
Publius Award (Political Science)  
Stellan C. Wollmar Memorial Award (College of Business)

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

### National/International Honor Society Chapter Affiliations

Alpha Chi (National Honor Society)  
Alpha Phi Sigma (Criminal Justice)  
Alpha Sigma Lambda (Liberal Arts Online)  
Chi Alpha Sigma (Student Athletes)  
Delta Phi Tau (Doctor of Physical Therapy)  
Lambda 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 Theta Tau International (Nursing)  
Sigma Tau Delta (English)  
Sigma Zeta (Science and Mathematics)

## Incomplete (I) and In Progress (IP) Grades

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

The instructor will post a default\* letter grade to accompany the Incomplete (IA, IB, IC, ID or IF).

**For incomplete grades awarded at the end of the semester**, the student will have a maximum of thirty calendar days (an earlier date may be specified by the instructor) after the start of the next semester to complete the course. The instructor has thirty-five calendar days after the start of that semester to submit the grade change form to the Office of the Registrar.

**For incomplete grades awarded at the end of a term**, the student will have until the end of the following term (an earlier date may be specified by the instructor) to complete the course.

The instructor has three calendar days to submit the grade change form to the Office of the Registrar. If a grade change form has not been submitted by this time, the default letter grade will replace the Incomplete.

*Note:* Students who receive an incomplete grade are not eligible for Dean's Honors or Dean's List for the semester/term in which the grade is received.

A grade of **In Progress (IP)** may be awarded for a limited number of predetermined courses which, by their nature, take more than one semester to complete. Completion of the course must be arranged between the instructor and the student. An IP is not figured into the student's grade average at the time it is given.

The instructor will post a default\* letter grade to accompany the IP (IPA, IPB, IPC, IPD or IPF). The student will have up to the end of the next full semester/term to complete the course. If a grade change form has not been submitted by this time, the default letter grade will replace the IP.

A student who receives this grade at the end of the semester may become eligible for Dean's List honors when the coursework has been completed and the final grade is posted.

\*The **default grade** reflects what the student would earn as a final grade if no more work is turned in to complete the course. The default grade will become the final grade posted only if no grade change form is submitted by the faculty by the stated deadline.

## **Registration**

Students are eligible to attend classes and receive grades and academic credit only if they are properly registered. To be properly registered, students must be financially clear, must register for courses, and must confirm registration during the designated period. **Any student who is not properly registered will be denied entrance to classes.** Fulfillment of registration requirements is the individual student's responsibility, and must be done in accordance with procedures and guidelines outlined by the Registrar. Students who have not checked in by the end of the designated period will forfeit their pre-registered place in courses.

## **Reinstatement Policy**

Students who have taken a break from Franklin Pierce University will be required to re-apply to the University. Undergraduate students will need to reapply if they take a break of more than 24 consecutive months, and graduate students will need to reapply if they take a break of more than 12 consecutive months.

Students will need to meet the requirements of the Catalog in effect at the time they notify Franklin Pierce of their intent to resume coursework toward degree completion. Notification means registering for a course at Franklin Pierce, or submission of an official transcript reflecting coursework completed at another institution.

All students resuming coursework, whether that work is completed at Franklin Pierce or at another institution, are subject to the Catalog in effect at the time of notification. This Catalog includes program curriculum for the degree as well as college administrative, academic, and financial policies.

Undergraduates who complete an Associate's degree may continue on for a Bachelor's degree and remain under the requirements of the Catalog of their Associate's degree, provided they do not have a break of more than 24 consecutive months.

Returning undergraduate students' academic standing will be determined by the stated Academic Standing policy in the catalog. Graduate students who wish to be reinstated but are not in good academic standing (CGPA below 3.00) must receive the permission of the Academic Director and the Dean or designee and must develop a satisfactory Learning Contract. Reinstated students with a cumulative grade point average less than 3.00 will be on Academic Probation at the minimum.

## **Residency**

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

## **Student Categories**

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

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

**Study at Other Institutions**

Once enrolled in a degree program at Franklin Pierce University, students are expected to complete all coursework in residence. Permission to take courses at other institutions and to transfer them back to the University will be granted only under extenuating circumstances. Students must file a [Request to Study at Another Institution form code of conduct](#), signed by their advisor, Dean, and submitted to the Office of the Registrar.

**Undergraduate Rindge Academic Policies**

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**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 GLE230
- **Senior:** 88+ semester credits earned.

**Course Load and Credit/Tuition Overload**

**Online Undergraduates**

Students may enroll in up to two courses per term. Students with a minimum cumulative grade point average of 3.25 are allowed to enroll in up to three courses in a term. Students with a CGPA below 3.25 may enroll in three courses or more in a term only with prior approval from the Dean or designee. For any credit overload, the student should discuss the new tuition charges with Student Financial Services.

**Undergraduate Rindge Students**

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

## Cross-Campus Registration

Traditional students who are primarily registered for a Rindge semester, will be limited to two online courses during any one semester. One may register for up to two courses in any combination for the terms as follows: Fall semester – undergraduate term 1, undergraduate term 2, graduate term 1, or graduate term 2; Spring semester – and undergraduate term 3, undergraduate term 4, or graduate term 3.

## Dean's Lists

### Online Undergraduate

To qualify for the Dean's Lists at the end of the undergraduate term a matriculated student must have completed a minimum of 6 graded credits of 100-level (or above) courses; received no Ds, Fs, Is, or IPs.

**Dean's List:** students who have a term grade point average of at least 3.50 will be named to the Dean's List.

**Honors List:** students who have a term grade point average of 3.85 or better will be named to the Dean's Honors List

### Undergraduate Rindge

To qualify for the Dean's Lists at the end of the fall or spring semester, a matriculated student must have completed a minimum of 12 graded credits of 100-level (or above) courses; received no Ds, Fs, Is, or IPs.

**Dean's List:** students who have a semester grade point average of at least 3.50 will be named to the Dean's List.

**Dean's Honors List:** students who have a semester grade point average of 3.85 or better will be named to the Dean's Honors List

## Double-Counted Courses

A double-counted course is one which may be used to satisfy requirements of two different programs/majors/minors/etc. In order to provide a degree of flexibility for students who wish to complete a second major and/or minor while maintaining the integrity of the academic programs, the policy for double-counting of courses is established as follows:

- A maximum of three courses may count towards both the student's [General and Liberal Education](#) core and their first major.
- Courses cannot be double-counted within a major.
- For a second major at the Baccalaureate level, a minimum of six courses must be taken beyond those that are double-counted.
- For a second minor, a minimum of three courses must be taken beyond those that are double-counted.

## Grade Change Policy

Once a grade has been submitted to the Office of the Registrar, that grade may be changed only under very specific circumstances. Grades may not be changed for the purpose of improving academic standing.

Once grades have been submitted, late or additional work cannot be used to justify a grade change, except in the circumstances described below:

- Errors in the calculation or transcription of a grade must be submitted on a [Grade Change form](#) directly to the Office of the Registrar through the end of the next full semester/term after the grade was submitted.



- All other grade changes must be presented on a [Grade Change form](#) and reviewed by the Academic Standards Committee and approved by the appropriate Dean. Grade changes arising from illness, family tragedy, or miscommunication, or instructor error will be given due consideration.

## Student Initiated Grade Appeal Process and Academic Grievance

1. The undergraduate student should go to the faculty member to ask for a grade change or to present the grievance to the faculty member.
2. If the student is dissatisfied with the faculty member's decision, they may petition the College Coordinator, to intervene no later than 30 days into the following semester/term after which the grade was submitted. The College Coordinator, will seek a mutually acceptable resolution. If there is no College Coordinator, move directly to step 3.
3. If the student is still dissatisfied, they may then petition the Academic Standards Committee (ASC) by completing the [Student Appeal Form](#), which will list the course, instructor, and a description of the grievance or reason for the grade appeal. The petition should be submitted to the applicable Dean who will forward it to the Chair of the ASC.  
This form must be submitted no later than 8 weeks into the following semester/term after which the grade was submitted or the unresolved situation occurred.
4. The Chair of ASC will contact the faculty member and ask for a one page letter explaining the grade or the event that caused the grievance.
5. Supporting material may be submitted with the above letter and petition.
6. ASC will recommend a decision to applicable Dean, who will notify the student of the final decision.

## One-to-One Study

There are four primary types of one-on-one study available at Franklin Pierce University:

### Internships

Learning through a supervised work experience for credit is an available option for qualified\* upper-class students in several academic departments. A faculty sponsor ensures a rigorous academic component.

Internships often occur off campus and entail collaboration with an on-site supervisor who provides direction to the student and reports to the faculty sponsor about the student's on-site performance. Students must register for the internship course for the semester/term in which it begins.

Internships may extend beyond the period of time for which the internship is registered. Students who begin an internship may receive an IP grade and be allowed to complete the internship in the subsequent semester/term.

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

### Independent Study

Independent study offers an opportunity to explore an area of study not included in the University Catalog listing of approved courses.

The topic of an Independent Study should be selected and carefully designed by the student and faculty sponsor, and must meet with the approval of the College Coordinator, if the College has one, and Dean. Normally, the student will be expected to have a minimum cumulative grade point average of 3.00 and possess the appropriate background and interest to pursue the proposed area of study.

## Directed Study

Only under exceptional circumstances, a course listed in the University Catalog may be offered to a student on an individual basis. In a Directed Study, the student and professor meet on a regular basis, normally once a week. The details of the Directed Study must be agreed upon by the faculty sponsor and the student. Directed Studies must be approved by the College Coordinator, if the College has one, and Dean.

## Senior Research

A student may be invited to participate in an ongoing research project being conducted by a faculty sponsor. The student and faculty sponsor will establish a contract of expectations and outcomes. The student will be required to offer either a presentation or research paper at the end of their research experience.

## Registering for Individual Study

Students wishing to pursue an individualized course of study must follow the steps outlined below.

1. Obtain the appropriate form from the [Office of the Registrar eRaven page](#). Some departments may have supplemental forms that need to be completed, check with your advisor.
2. Meet with the faculty member to complete the form and develop the learning objectives and means of assessment.
3. Register for the Individual Study Placeholder course, ID001.
4. Obtain all required signatures. Students pursuing internships must also obtain the signature of the on-site supervisor.
5. Ensure the form will be received by the appropriate Dean before the end of the add/drop period for the semester in which the activity occurs.

## Repeating Courses

Undergraduate students may repeat only those courses taken at Franklin Pierce University from which they withdrew or have earned a grade of D, D- 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 the Office of Student Financial Services (OSFS) 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 their course history, including transfer credits, with their advisor before registering. The student is ultimately responsible for the decision to repeat a course.

Once a course has been repeated at Franklin Pierce University, the grade received on the 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 and will not replace an earned grade.*

## **Academic Standing**

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

### **Online Undergraduate**

The Office of the Registrar reviews each student's academic progress at the end of every term. At the end of **every 12 credit hours attempted**, however, students with low (2.0-2.1 CGPA) or unsatisfactory (below 2.0 CGPA) academic progress will receive an academic sanction. Those sanctions include: warning, probation, suspension, and dismissal.

#### **Academic Warning**

Students with a CGPA between 2.0 and 2.1 at the end of a 12-credit hour reporting cycle will be placed on academic warning. Students on academic warning may still register for 2 courses per term. This notification, which is copied to the Academic Advisor, serves simply to alert the student that they are close to entering a probationary status.

#### **Academic Probation**

Students with a CGPA between 1.0 and 2.0 at the end of a 12-credit hour reporting cycle will be placed on academic probation. A student on academic probation is allowed to register for no more than one course per term. Students stay on academic probation until the CGPA rises to 2.0 or higher, but may spend no more than two evaluation periods on probation before being suspended from the university.

A copy of the notification placing the student on academic probation will be sent to the student's advisor, to the applicable Dean's office, and to the 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 12-credit hour reporting cycle; **or**
- The CGPA is below 1.5 at the end of the second 12-credit hour reporting cycle; **or**
- The CGPA is below 2.0 at the end of any subsequent 12-credit hour reporting cycle; **or**
- The student has spent two terms on academic probation without raising the CGPA to 2.0 or higher.

#### **Appeals**

Students wishing to appeal a sanction may do so in writing by following the process and deadline outlined in their Notice of Suspension. The Academic Standards Committee will consider such appeals and make recommendations to the applicable Dean, who will render final decisions. A student remains on suspension for at least one term and until the student applies for reinstatement.

Students wishing to apply for reinstatement must:

- Submit a Learning Contract to the Academic Advisor that addresses the reason(s) the student desires to return to Franklin Pierce University, a reflection on why the student did not do well in the past, and the strategies the student plans to employ to bolster future academic success;
- Work with the Academic Advisor to develop an education plan of study for the next three terms;
- Submit that plan to the Academic Advisor; and
- Meet with the Academic Advisor to discuss the possibility of reinstatement.

Once the student takes these steps, the Academic Advisor will make a recommendation to the Dean about reinstating the student. The Dean or designee may act on that recommendation or have a follow-up conversation with the student before making a determination.

In either case, the Dean or designee’s decision is final, and the student will be notified in writing by the Dean’s office. The Dean’s office will also alert the following: the Academic Advisor, the Registrar, and Student Financial Services. If students have an outstanding financial obligation to the University, that account will need to be brought current before the student may return to classes. Reinstatement to the University with a cumulative grade point average less than 2.00 will result in the placement of the student on Academic Probation.

### Academic Dismissal

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

### Disciplinary Suspension or Dismissal

Students who are suspended or dismissed for disciplinary reasons will receive AW grades, reflecting an Administrative Withdrawal, effective on the date of suspension or dismissal. Dismissal is a permanent action. Details are noted in the [Student Code of Conduct](#).

### Undergraduate Rindge

Franklin Pierce University expects every student to strive for academic excellence. The minimum acceptable grade point average to remain in good academic standing is a 2.00 (C average). The academic progress of students will be reviewed at the close of the fall semester, winter term, spring semester, and summer term in order to determine academic standing.

Students included in this review are those who:

- Are enrolled as matriculated students during the term or semester.
- Have fewer than 100 career credits earned toward graduation.

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

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

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

Cumulative	Academic Warning	Academic Probation	Academic Suspension
Credits Attempted	If Cumulative GPA is:	If Cumulative GPA is:	If Cumulative GPA is:
1 <sup>st</sup> 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 <i>earned</i> toward graduation	Students who have 100+ <b><i>earned</i></b> credits toward graduation will have no sanction issued if their cumulative GPA falls below a 2.00. They will receive a letter alerting them that they do need to achieve a 2.00 CGPA to graduate.		

## **Academic Warning**

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

## **Academic Probation**

Students whose cumulative grade point average is as noted above for the cumulative credits attempted range will be placed on Academic Probation. Placement on Probation will include the creation of a Letter of Agreement, containing guidelines regarding class attendance, utilization of academic support services, and demonstrable improvement in academic performance.

## **Academic Suspension**

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

## **Academic Dismissal**

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

## **Appeals**

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

## **Disciplinary Suspension or Dismissal**

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

## **Second Degree Requirements**

Students desiring to return to Franklin Pierce University to earn a second Bachelor's degree, in addition to either the B.A. or B.S. they have already completed, must complete a second residency requirement of 30 semester hours and meet all degree requirements for the second degree. Students will not be awarded or recognized for an Associate's degree and Bachelor's degree at the same commencement ceremony, nor will students receive an Associate's degree following the awarding of a Bachelor's degree at Franklin Pierce University. Students who wish to return for a second degree after graduation will begin with Admissions.

## **Prior Learning Assessment**

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

Undergraduate students who wish to submit a PLA portfolio are encouraged to register for the PLA course CAEL100 to help identify the areas of knowledge that may qualify for college credit. This course will guide students through the process of preparing a portfolio for evaluation. It is a three credit general elective course and the student will prepare and submit one portfolio for evaluation. Other portfolios may be submitted for an additional charge. The student must submit portfolios within the first 18 months of enrollment.

## Leave of Absence

- Any undergraduate student wishing to take a leave of absence must complete a [Withdrawal/Leave of Absence from the University form](#). A leave of absence implies that the student intends to return to the University after no more than one semester away. If a student does not return after the semester leave, they will be administratively withdrawn, and must apply for readmission.
- A leave of absence may be lengthened for extenuating circumstances with permission from the Dean for Student Affairs. The return date is noted on the Leave of Absence form.
- A student who takes a leave of absence after the add/drop period, but before the end of the 10<sup>th</sup> week of the semester or after the 5<sup>th</sup> week of an undergraduate term, or after 60% of a graduate term, will receive a W on the transcript for each course for which the student is enrolled but does not complete. However, such courses are included in the tuition charges for the semester or summer session.
- Any student who takes a leave of absence after the 10<sup>th</sup> week of the semester, or after the 5<sup>th</sup> week of an undergraduate term, or after 60% of a graduate term will receive grades as assigned by their instructors for all courses for which the student is enrolled at the time of the leave. These grades will be recorded on the student's official academic record and will be included in the student's grade point average. A grade of W (Withdrawal) will be given only under extenuating circumstances and with the approval of the appropriate Dean. In rare instances, the faculty member may, after consultation with the appropriate Dean, give a grade of I (Incomplete) pending completion of the required work
- When a student on a leave of absence returns from the leave, they are not required to apply for readmission. However, the student is responsible for contacting those offices necessary for facilitating the return (i.e., housing arrangements through Residential Life, course selection through the Office of the Registrar, etc.).

*\*All withdrawn courses count as attempted credits.*

## Withdrawal from the University

- Any undergraduate student wishing to withdraw from the University must complete a [Withdrawal/Leave of Absence from the University form](#). A student who merely stops attending classes without completing the necessary steps for an official withdrawal will receive grades as assigned by their instructor for all courses in which the student is currently enrolled but does not complete.
- Withdrawing after the add/drop period but before the end of the 10<sup>th</sup> week of the semester, or after the 5<sup>th</sup> week of an undergraduate term, or after 60% of a graduate term, will result in a W on the transcript for each course for which the student is enrolled. However, such courses are included in the tuition charges for the semester or summer session.
- Any student who withdraws from the University after the 10<sup>th</sup> week of the semester, or after the 5<sup>th</sup> week of an undergraduate term, or after 60% of a graduate term will receive grades as assigned by their instructors for all courses in which the student is currently enrolled. These grades will be recorded on the student's official academic record and will be included in the student's grade point average. A grade of W (Withdrawal) will be given only under extenuating circumstances and with the approval of the appropriate Dean. In rare instances, the faculty member may, after consultation with the appropriate Dean, give a grade of I (Incomplete) pending completion of the required work.
- When faced with an extreme non-disciplinary situation, the administration may require a student to withdraw from the University. In these rare instances, the student will receive AW or a letter grades as per the parameters as noted above.
- If a student wishes to return after withdrawing, or after a suspension, they is required to apply for readmission. Readmission is not automatic.

*\*All withdrawn courses count as attempted credits.*

## General and Liberal Education and the Pierce Promise

At Franklin Pierce, the general education curriculum, the General and Liberal Education (GLE) program, 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 Liberal Education and America's Promise (LEAP) initiative, endorsed by employers, educators, and policymakers, 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

The faculty teaching general education courses focus their efforts on delivering course content while also training the students in the aligned learning outcomes. These learning outcomes are measured and assessed in terms of actual learning achieved. The Pierce Promise focuses attention on the educational process, inviting faculty to be more innovative and student-centered in their methods, and students to be more active and engaged in their academic development.

At Franklin Pierce, liberal education is understood to be the charge of the whole curriculum, with the major and minor programs working in partnership with general education to promote achievement of the GLE Learning Outcomes (LO).

General education requirements offer a breadth of encounters with the identified learning outcomes not possible in any single field, while establishing a secure academic grounding for the higher accomplishments of the disciplines, and creating a secure foundation for a rewarding professional life.

General education requirements are defined in terms of the GLE LOs. Students will successfully encounter a LO by passing the course in which it is addressed. There are several general education courses required in the first year. There are also a range of more exploratory offerings, based in academic disciplines, which are chosen on an elective basis.

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

## General and Liberal Education (GLE)

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

- **First Year Inquiry Seminar (FYI):** teaches Inquiry & Analysis, Information Literacy, and Career Exploration (for traditional students) **or**
- **Career Image, Planning and Management:** teaches Applied Learning and Career Exploration (for online students)
- **First Year Composition:** improves Critical Reading and Written Communication
- **Second-Year Composition:** addresses Written Communication and Oral Communication

Beyond these first-year courses, students take courses organized across five Knowledge and Understanding (K&U) areas. Within a K&U area students are required to select courses with different prefixes.

Students may meet their Natural Science K&U with the same prefix. Embedded within each GLE courses are 13 learning outcomes that Franklin Pierce students will pursue. Courses designated for general education will typically address 2-3 GLE LOs.

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

In addition to the 13 learning outcomes embedded in the Knowledge and Understanding areas, many courses, extracurricular activities, guest lectures, and workshops on campus offer students opportunities for:

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

## **Courses Meeting General and Liberal Education Requirements**

### **Arts & Design (AD)**

AN137	Art, Culture, and the Museum (AD, AL, CT, CV)
COMM232	Understanding Film (OC, AL)
COMM234	Film Genres (CV, OC)
COMM240	Public Speaking (AL, OC)
DS101	Introduction to Documentary Studies (AL, CV)
FA101	Two-Dimensional Design (CV, PS)
FA102	Introduction to Sculpture (CV, PS)
FA180	Foundations of Art (AL, OC)
FA183	History of Art (AL, OC)
FA201	Drawing I (CV)
FA204	Watercolor Painting (AL, CV)
FA205	East Asian Brush Painting I (AL, CV)
FA217	Introduction to Photographic Processes (CV, TL)
FA221	Ceramics I (CV)
FA231	Painting I (AL, CV)
FA235	Printmaking (AL, CV)
GC201	Graphic Design I (CV, OC)
GC320	Book Design (CV, OC)
MU102	Special Topics in Music (CV, OC)
MU120	Recording Techniques (AL, CV)
MU150	Fundamentals of Music (AL, CV)
MU210	Women and Music (CV, OC)
MU212	Jazz History (AL, CV)
MU218	History of Electronic Music (AL, CV)



MU219	Music and Film (AL, PS)
MU234	The Beatles: Voice of a Generation (CV, OC)
TH101	Introduction to Theater Arts (CV, PS)
TH131	Dance Movement I (CV, PS)
TH211	Techniques of Acting I (AL, CV)

## Humanities (HM)

EN110	Many Voices: Multicultural Literature (CR, IK)
EN115	Banned Books (TL, WC)
EN117	Buddies, Bullies, and Bodies: Young Adult Literature (CR, WC)
EN215	Slavery: Literature and Legacy (CR, IK)
EN251	Us vs. Them: Introduction to Law and Literature (CT, CR)
EN270	Women Writers (CT, CR)
ES108	Nature and Culture (CT, IK)
GLE200	The Twentieth Century: A Global Approach (CT, IK)
GLE203	America and 9/11 (CT, IK)
GLE205	American Soundscape (CT, IK)
GLE210	Ancient and Medieval Worlds (CT, IK)
GLE215	Rebirth to Revolution (CR, CT)
GLE220	America's Themes & Dreams (CT)
HS132	Reel History: American Stories on Film (IK)
HS200	Who's Who in American History (CR, IK)
HS201	U.S. History to the War of 1812 (CR, WC)
HS202	American History in the Age of Slavery and the Civil War (CR, WC)
HS204	U.S. History Since 1945 (CR, WC)
HS210	Sports Culture and American History (CR, WC, ER)
HS222	Ancient History (WC, IK)
HS224	Renaissance to Napoleon (WC, IK)
HS240	American Environmental History (IK, WC)
PA101	Introduction to Philosophy (CT, CR)
PA105	The Art of Thinking (CT, TW, AL)
PA209	Ethical Reasoning (CR, CT, ER)
PA210	Political Theory (CR, ER)
PO110	Political Violence (CT, WC)
PO111	Politics and Pop Culture (IK, ER)

## Mathematics (MT)

MT104	Contemporary Mathematics (QL, PS)
MT130	Mathematics for K-8 Educators (QL, PS)
MT151	College Algebra (QL, PS)
MT221	Calculus I (QL, PS)
MT260	Statistics (QL, PS)
PS260	Statistics for Behavioral Science (QL, PS)

## Natural Science (NS)

AN102	Human Origins (IA, CT)
BI101	Biology I (IA, CT)
BI102	Biology II (TL, PS)
BI260	Anatomy and Physiology I (CT, IA)
BI261	Anatomy and Physiology II (PS, IA)
ES103	Introduction to Ecosystem and Wildlife Conservation (IA, CT)
ES104	Introduction to Natural Resource Conservation (TL, PS)
GL101	General Geology I (IA, TL)

GL102	General Geology II (CT, PS)
GL115	Global Change: The Oceans (IA, TL)
GL120	Global Change: The Atmosphere (CT, PS)
GLE112	Integrated Science I (IA, CT)
GLE113	Integrated Science II (IA, CT)
PH101	General Physics I (IA, CT)
PH102	General Physics II (TL, PS)

## Social Science (SS)

AN101	Introduction to Cultural Anthropology (CT, IL, IK)
AN105	Culture Through Film (CT, IL)
AN205	Culture of Money (IA, CT)
AN226	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)
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	International Relations (CT, CR)
PO206	Comparative Politics (IA, CT)
PS101	Introduction to Psychology (IA, WC)
PS270	Psychology of Terrorism (IA, CT, IL)
PUBH202	Introduction to Global Health (IL, IA)
SO101	Introduction to Sociology (IA, IL)
SO220	Families in Society (CR, IL)
SO230	Sport in Society (CT, ER)
SO240	Religion in Society (CR, IA)

## GLE Learning Outcome Codes Knowledge & Understanding

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

## Embedded Learning Outcomes

Applied Learning	<b>AL</b>
Career Exploration	<b>CX</b>
Creative Thinking	<b>CV</b>
Critical Reading	<b>CR</b>
Critical Thinking	<b>CT</b>
Information Literacy	<b>IL</b>

Inquiry & Analysis	<b>IA</b>
Intercultural Knowledge	<b>IK</b>
Oral Communication	<b>OC</b>
Problem Solving	<b>PS</b>
Quantitative Literacy	<b>QL</b>
Technology Literacy	<b>TL</b>
Written Communication	<b>WC</b>

### **Additional Learning Outcomes**

In addition to the 13 learning outcomes embedded in the Knowledge and Understanding areas, many courses, extracurricular activities, guest lectures, and workshops on campus offer students opportunities for:

Career Exploration	<b>CX</b>
Civic Knowledge & Engagement	<b>CE</b>
Digital Literacy	<b>DL</b>
Ethical Reasoning	<b>ER</b>
Experiential Learning	<b>EL</b>
Financial Literacy	<b>FL</b>
Teamwork	<b>TW</b>

### **Recommended GLE Curriculum Guide for Online Students**

The requirements for completing the GLE curriculum is the same for online and Rindge students, the one exception being that online students take GLE103 Career Image, Planning and Management in the place of GLE101 First Year Inquiry. Many students in the online program will have some GLE requirements met by transfer credits. Students wishing to transfer credits toward their Natural Science GLE requirement are not required to match GLE approved Natural Science courses. All Natural Science courses with a lab component will be considered. Online students should be aware of any outstanding GLE requirements and work intentionally to complete them while also completing major and other requirements for graduation.

### **Recommended GLE Curriculum Guide for Traditional Students**

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

#### **First Year**

First Year Inquiry Seminar (Fall Semester)

First Year Composition I (Fall Semester)

Mathematics (for students not majoring or minoring in the natural sciences)

**or**

Lab science I (Fall Semester) and Lab science II (Spring Semester) (for students majoring or minoring in the natural sciences)

One other K&U-based GLE course in AD, HM, or SS; two if schedule allows

#### **Sophomore Year**

Second-Year Composition (Spring Semester)

Lab science I (Fall Semester) and Lab science II (Spring Semester) (for students who did not take science in their first year)

**or**

Mathematics (for students who did not take math in their first year)

Two to four GLE courses in AD, HM, and/or SS K&U areas

**Junior Year**

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

**Senior Year**

Completion of any outstanding GLE requirements

**Graduate Academic Policies**

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**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, the Master's Entry Program in Nursing, and the Accelerated/Business programs require variable course loads and do not need additional approval.

**Grade Change Policy**

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

- Errors in the calculation or transcription of a grade must be noted on a [Grade Change form](#) and submitted directly to the Office of the Registrar through the end of the next term after the grade was submitted.
- A faculty member wishing to change a grade for any reason other than error in calculation or transcription must submit a [Grade Change form](#), with justification in writing, to the Academic Director and the Dean or designee. The completed form is submitted to the Office of the Registrar. Grade changes arising from illness, family tragedy or miscommunication will be given due consideration.

**Graduate Student Initiated Grade Appeal Process and Academic Grievance**

1. The graduate student should go to the faculty member of the course to request a grade change or to present the grievance to the faculty member.
2. If the student is dissatisfied with the faculty member's decision, they may petition the Graduate Program Director to intervene no later than 30 days into the following semester/term after which the grade was submitted. The Program Director will seek a mutually acceptable resolution. The Program Director will ask the Faculty member to submit a letter explaining the grade or event that caused the petition/ grievance.
3. If the student is still dissatisfied, they may then petition the Graduate Academic Standards Committee (GASC) by completing the Graduate [Student Appeal Form](#), which will list the course, instructor, and a description of the grievance or reason for the grade appeal. The petition should be submitted to the applicable Dean who will forward it to the Chair of the GASC. This form must be submitted no later than 8 weeks into the following semester/term after which the grade was submitted or the unresolved situation occurred.

4. The Chair of GASC will contact the Program Director and ask for a one page letter explaining the situation that caused the grievance, including the Learning Contract and recommendation of the Program.
5. The student may submit additional supporting material with the above letter and petition.
6. GASC will recommend a decision to applicable Dean, who will notify the student of the final decision.

### **Prior Learning Assessment**

Prior Learning Assessment (PLA) is designed to help students apply the knowledge they have accumulated through non-credit classroom, work-related, informal or self-study experience. It is important to recognize that credit is awarded for the acquired college-level learning and not for the experience itself. Matriculated graduate students wishing to earn PLA credit will meet with their academic advisor, who will guide the student in the development of a portfolio that articulates their experience and prior learning, which satisfy the learning outcomes for a specific graduate level course. A subject matter expert will then evaluate the portfolio and credit will be granted if approved. PLA credits are processed as transfer credits. Students must submit proposals within the first 12 months of enrollment. The maximum credits allowed for Graduate PLA is 6 credits.

### **Repeating Courses**

Students may repeat only those graduate courses taken at Franklin Pierce University from which they have earned a grade of C+, C or F. Courses with an earned grade of C+, C or F may be repeated once; withdrawn courses may be repeated without limit\*. However, since course repeats may impact financial aid eligibility, students are highly encouraged to contact the Office of Student Financial Services (OSFS) prior to repeating a course. Note: grades of C-, D+, D and D- do not apply to the graduate programs.

Students choosing to repeat a course should thoroughly review their course history, including transfer credits, with their advisor before registering. The student is ultimately responsible for the decision to repeat a course. Once a course has been repeated at Franklin Pierce University, the grade received on the repeat becomes the final grade and replaces the other grades for that course in the cumulative GPA. All final grades will appear on the student's transcript. The repeated course will be noted with an asterisk (\*) and the new grade will be followed by an (R).

A student may elect to take an equivalent course, with permission, at another college and receive credit for that course, but the course grade will not alter the student's cumulative grade point average and the original grade will remain as part of their GPA.

*\*All withdrawn courses count as attempted credits and will not replace an earned grade.*

### **Time Limits**

Graduate students are expected to complete all requirements for graduation within six years of enrolling in the graduate program.

### **Academic Standing**

In addition to academic expectations regarding Academic Standing, recipients of all forms of financial assistance are expected to meet Satisfactory Academic Progress. Although Franklin Pierce University expects every graduate student to strive for academic excellence, at a minimum, all graduate students must achieve a term grade point average (TGPA) and a cumulative grade point average (CGPA) of 3.0 (B) or higher to remain in good academic standing. Graduate students may have no more than two grades below a B- factored into the calculation of the CGPA at the time of graduation. Only grades of C+ or lower may be repeated.

Grades or credits earned or submitted after the assignment of sanction will not change the academic sanction for that semester but will be included in the review of academic progress at the conclusion of the following semester. Students not meeting this minimum standards policy will be required to establish and sign a Learning Contract with their academic advisor. In cases where programmatic promotion policies are more stringent than these standards, the student will be bound by the programmatic policies.

A graduate student's academic record must give evidence that they have reasonable prospects of completing the degree requirements. At the close of each term, academic records will be reviewed by the Academic Director in conjunction with the Dean and if necessary, appropriate sanctions will be applied.

## **Warning**

Warning letters are issued to students who receive course passing grades (C or greater) but:

- Earn a single grade below (B-) during the term or
- Earn a term GPA below 3.00, when taking a single course.

## **Probation**

If a student fails to achieve a 3.00 term GPA and/or CGPA then that student is deemed to be not in good academic standing. Students on academic probation must improve their academic standing during the next term.

Students may be placed on Academic Probation if they earn a:

- Term GPA below 3.00, when taking more than one course that term or
- Second grade below B- or
- CGPA below 3.00 or
- Single grade of F in a term (grades of C-, D+, D and D- do not apply to the graduate programs)

## **Deferred Suspension**

Students may be placed on Deferred Suspension if:

- Their CGPA is below 2.00, or
- Earn a third grade below B-, or
- Have previously been placed on Academic Probation without demonstrating satisfactory academic progress, and follow-through on their Learning Contract.

## **Academic Suspension**

A temporary separation from the University is required when a student's academic record does not give evidence of satisfactory progress toward meeting degree requirements. Students may apply for readmission after a suspension by complying with reinstatement criteria (outlined as follows).

Students may be placed on Academic Suspension if:

- Their CGPA is below 2.00, or
- Earn a third grade below B-, or
- Have previously been placed on Deferred Suspension without demonstrating satisfactory academic progress, and follow-through on their Learning Contract.

## **Academic Dismissal**

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

## Appeals

Students wishing to appeal an academic suspension or dismissal may do so in writing within the term following the action. The student discusses the suspension or dismissal first with the Program Director. If agreement is not reached at that level the student may appeal to the appropriate Dean to appeal the sanction or for reinstatement into the program.

The Dean will forward the appeal to the Graduate Academic Standards Committee. The GASC will consider such appeals and make recommendations to the applicable Dean, who will render final decisions.

A student remains on suspension for at least one term and until the student applies for reinstatement. The timing of the suspension may be longer based on the program requirements.

Students wishing to apply for appeal of an academic sanction or reinstatement following suspension or dismissal, prepare an appeal. The following must be prepared for this appeal:

- Graduate Student Appeal Form
- A Learning Contract prepared with the Academic Advisor that addresses the reason(s) the student desires to return to Franklin Pierce University, a reflection on why the student did not do well in the past, and the strategies the student plans to employ to bolster future academic success; develop an educational plan of study for the terms of the suspension/dismissal
- Submit the Learning Contract to the Program Director
- Meet with the Program Director to discuss the Learning Contract and the possibility of reinstatement. If there is not agreement reached at this level the student appeals to the Dean.

The Dean forwards this appeal to the Chair of the GASC who will request a letter from the Program Director regarding the situation that has led to this suspension/dismissal. The GASC makes a recommendation to the appropriate Dean.

The Dean may act on that recommendation or have a follow-up conversation with the student before making a determination. In either case, the Dean's decision is final, and the student will be notified in writing by the Dean's office. The Dean's office will also alert the following: the Academic Advisor, the Program Director, the Registrar, and Student Financial Services.

If students have an outstanding financial obligation to the University, that account will need to be brought current before the student may return to classes. Reinstatement to the University with a cumulative grade point average less than 3.00 will result in the placement of the student on Academic Probation.

## Disciplinary Suspension or Dismissal

Students who are suspended or dismissed for disciplinary reasons will receive AW grades, reflecting an Administrative Withdrawal, effective on the date of suspension or dismissal. Dismissal is a permanent action. Details are noted in the Student Code of Conduct.

## Leave of Absence

It is expected that students enrolled in a graduate program will work diligently to complete the requirements of the degree. The University recognizes, however, that there may be extenuating circumstances why a student does not continuously enroll in graduate coursework due to disruptions caused by life events.

If a graduate student expects to have an interruption in their course of study for greater than twelve consecutive months, they should request a formal Leave of Absence (LOA) in order to remain active in the program. Only students in good academic and financial standings are eligible to request a leave, which must be recommended by their Academic Director and approved by the applicable Dean.

An approved leave, in most cases, will not exceed one year. If the student has been absent for twelve or more consecutive months, through inactivity and/or LOA, they must meet the Catalog requirements in effect at the time of reinstatement.

Please contact your academic advisor for more information about a LOA. An approved LOA does extend the time limit to complete the graduate degree by one year.

### **Withdrawal from the University**

Any graduate student wishing to withdraw from the University during a term must complete the Withdrawal and Separation Process. A student in this situation should contact their Advisor and their 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 their instructor for all courses in which the student 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 their instructors for all courses in which they are currently enrolled. These grades will be recorded on the student's official academic record and will be included in the student's grade point average.

If a student wishes to return to the University after withdrawing, he/ she is required to apply for reinstatement through the Academic Director. Reinstatement is not automatic.

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.



## Programs Offered at Franklin Pierce University

Offered to Undergraduate Day Students:	
<b>BACHELOR OF ARTS</b> Biology Communication Criminal Justice Digital Media Design Education Studies Elementary Education (K-6 or K-8) English Language Arts (5-8 or 5-12) General Special Education (K-12) Life Sciences Education (7-12) Social Studies Education (5-8 or 5-12) English Environmental Studies History Human Services Music Political Science Psychology Sports Media	<b>BACHELOR OF SCIENCE</b> Accounting/Finance Biology Environmental Science Healthcare Administration Health Sciences Management Marketing Psychology Sports & Recreation Management
Offered to Online Undergraduate Students:	
<b>ASSOCIATE OF ARTS</b> Business Criminal Justice General Studies Human Services Integrated Studies	<b>CERTIFICATES</b> Human Services Paralegal
<b>BACHELOR OF ARTS</b> Criminal Justice Emergency Medical Services Human Services	<b>BACHELOR OF SCIENCE</b> Accounting/Finance Emergency Medical Services Healthcare Administration Integrated Studies Management Marketing Nursing
Online Graduate Certificates (some hybrid courses available)	
Energy and Sustainability Human Resource Management	Health Administration Sports Management Nursing-Education
Online Masters Degrees (some hybrid courses available)	
M.Ed. Elementary (K-6 or K-8) M.Ed. Social Studies (5-8 or 5-12) M.Ed. Life Sciences (7-12) M.Ed. English Language Arts (5-8 or 5-12) M.Ed. General Special Education (K-12) M.Ed. Leadership Master of Science in Accounting Master of Science in Nursing and Master of Business Administration Dual Degree Master's Entry to Practice Nursing (M.E.P.N.) Master's Entry to Practice Nursing (M.E.P.N.) Hybrid Program	Master of Business Administration (M.B.A.) Accounting Energy and Sustainability Health Administration Human Resource Management Leadership Sports Management Master of Science in Nursing (M.S.N.) Education Leadership

Graduate Degrees
Master of Physician Assistant Studies (M.P.A.S.) (offered only in West Lebanon, N.H.)
Master of Physician Assistant Studies (M.P.A.S.) Hybrid Program (offered only in Goodyear, A.Z.)
Doctor of Physical Therapy (D.P.T.) (offered only in Manchester, N.H.)
Doctor of Physical Therapy (D.P.T.) Hybrid Program (offered only in Goodyear, A.Z.)

## Program Specific Requirements

There are a number of programs at Franklin Pierce University, including the nursing program, that have very specific program requirements in order to meet the criteria for their particular accrediting bodies and licensing boards. In the case of these programs, the requirements may differ from the requirements of the University. It is necessary that students meet all program requirements for the individual disciplines according to the policies in place for each specific program.

## College of Business

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## Mission Statement

### Mission:

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

### Values:

The College of Business is guided by the following values:

1. Providing a student-focused educational experience;
2. Promoting ethical and sustainable business practices; and
3. Continuous program improvement which is reflective of the needs of all stakeholders.

Academic programming is provided on the Franklin Pierce University main campus for undergraduate day students as well as online and hybrid formats for both undergraduate and graduate students. Course work is offered in 15-week traditional semesters on the main campus while online undergraduate terms are 8 weeks in duration. The graduate business program is offered in 12-week terms.

## **Broad-Based Student Learning Goals**

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

The College of Business offers five undergraduate business majors. Degrees awarded are a Bachelor of Science in: Accounting-Finance, Healthcare Administration, Management, Marketing, and Sports and Recreation Management. An Associate of Arts in Business is also available to online students.

Graduate business degrees include the Masters in Business Administration with several specialty concentrations and the Master of Science in Accounting.

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

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

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

## **Undergraduate Degree Programs**

To complete degree requirements for the Bachelor of Science degree, the student must successfully complete the [General and Liberal Education core](#) requirements, the [College of Business core course requirements](#) and major requirements. A comprehensive examination in the College of Business core must be passed by all students in a degree program. A student will be allowed to take College of Business 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 College of Business.

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 College of Business may pursue a minor in an additional area within the College. **Three of these courses cannot be double-counted between the major and minor.**

## **Major Honors**

Undergraduate degree-seeking student must have earned at least 50% of major credits at Franklin Pierce University to be considered eligible for major honors.

An Honors candidate for any undergraduate major in the College of Business must have a 3.00 cumulative grade point average and a 3.25 grade point average in all major courses with no grade lower than C-.

A High Honors candidate for any undergraduate major in the College of Business must have a 3.00 cumulative grade point average and a 3.50 grade point average in all major courses with no grade lower than a C-.

## **Sigma Beta Delta**

Sigma Beta Delta is the Honor Society for business students. Candidates must rank in the upper 20% of their class at the time of invitation to membership. Students may be inducted as early as their Junior year. The purpose of the society is to promote higher scholarship in training for business and to recognize and reward scholastic achievement in business subjects.

## **College Core Requirements**

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

AC101	Principles of Accounting I
AC102	Principles of Accounting II
BA213	Business Law I
BA471	Business Strategy and Ethics
ET101	Principles of Macroeconomics
ET102	Principles of Microeconomics
FM224	Principles of Financial Management
IB364	International Business
MK201	Principles of Marketing
MN201	Principles of Management
MN321	Organizational Behavior
MT260	Statistics
CIT140	Electronic Spreadsheets

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

## **Accelerated Business Plus + Programs**

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

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

### **3-year Accelerated Business Degree Program**

Complete your undergraduate program in three years.

### **3 + 1 Program**

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

## **4 + 1 Program**

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

## **5 + 1 Program**

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

## **+ 1 Program**

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

## **Applying to the Business + Programs**

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

## **Business + 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 Academic Advisor.
- Work closely with the Business Program Faculty to ensure they stay on track throughout their course of study. Students must meet with their Academic Advisor (either in person or through email) at least two times per semester (at mid-term and at the end of the semester).
- The mid-term meeting will provide early warning signs of issues students may be encountering. The end-of-the semester meeting will be designed to ensure students have registered for classes based on their + education plan and continue to be on track to complete the degree in the desired time frame.

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

- GM510 Seminar in Leadership
- GM520 Legal and Ethical Issues
- GM540 Organizational Behavior

Business Plus students whose CGPA falls below a 3.0 will be placed on Program Probation (Warning) and will receive notification from their program advisor indicating they have one semester to improve on their CGPA.

Students who at the end of the following semester are unable to raise their CGPA to at least 3.0, will step out of the Business Plus Program and will be encouraged to pursue their degree requirements as traditional students. Traditional students who are planning to enroll in an M.B.A. program must complete undergraduate work with a minimum CGPA of 2.8.

## Recommended Curriculum Guide

### 3+1 Accelerated Accounting Program- Accounting Track

First Year					
Fall Semester		Credits	Spring Semester		Credits
AC101	Principles of Accounting I	3	AC102	Principles of Accounting II	3
CIT140	Electronic Spreadsheets	3	ET102	Principles of Microeconomics	3
ET101	Principles of Macroeconomics	3	_____	GLE Elective	3
GLE101	First-Year Inquiry Seminar	3	_____	GLE Elective	3
GLE110	First-Year Composition	3	_____	GLE Elective	3
MK201	Principles of Marketing	3	_____	GLE Elective	3
	Total	18		Total	18
First Summer					
Summer 1		Credits	Summer 2		Credits
_____	Elective	3	_____	Elective	3
	Total	3		Total	3
Second Year					
Fall Semester		Credits	Spring Semester		Credits
BA213	Business Law I	3	AC214	Intermediate Accounting II	3
FM224	Principles of Financial Management	3	MN321	Organizational Behavior	3
AC213	Intermediate Accounting I	3	MT260	Statistics	3
MN201	Principles of Management	3	IB364	International Business	3
_____	GLE Lab Science I	4	_____	GLE Lab Science II	4
_____	GLE Elective	3	GLE230	Second-Year Composition	3
	Total	19		Total	19
Second Summer					
Summer 1		Credits	Summer 2		Credits
AC390 or AC395 or AC495	Internship in Accounting <b>or</b> Advanced Internship in Accounting <b>or</b> Senior Independent Research Project	3	_____	Elective	3
	Total	3		Total	3
Third Year					
Fall Semester		Credits	Spring Semester		Credits
AC314	Cost Accounting	3	AC354	Individual Income Tax	3
AC474	Advanced Accounting I	3	GM520	Legal and Ethical Issues – Grad Term 3 (taken as Elective)	3
GM510	Seminar in Leadership – Grad Term 1 (taken as Elective)	3	BA471	Business Strategy and Ethics	3
_____	GLE Course	3	AC323	Auditing	3
_____	Elective	3	AC_____	Accounting Elective	3
_____	Elective	3	_____	Elective	1
	Total	18		Total	16
				Total Credits	120

## Recommended Curriculum Guide

### 3 + 1 Accelerated Accounting Program- Finance Track

First Year							
Fall Semester			Credits	Spring Semester		Credits	
AC101	Principles of Accounting I		3	AC102	Principles of Accounting II		3
CIT140	Electronic Spreadsheets		3	ET102	Principles of Microeconomics		3
ET101	Principles of Macroeconomics		3	_____	GLE Elective		3
GLE101	First-Year Inquiry Seminar		3	_____	GLE Elective		3
GLE110	First-Year Composition		3	_____	GLE Elective		3
MK201	Principles of Marketing		3	_____	GLE Elective		3
	Total		18		Total		18
First Summer							
Summer 1			Credits	Summer 2			Credits
_____	Elective		3	_____	Elective		3
	Total		3		Total		3
Second Year							
Fall Semester			Credits	Spring Semester		Credits	
BA213	Business Law I		3	FM257	Real Estate Investments		3
FM224	Principles of Financial Management		3	MN321	Organizational Behavior		3
ET223	Money & Banking		3	MT260	Statistics		3
MN201	Principles of Management		3	IB364	International Business		3
_____	GLE Lab Science I		4	_____	GLE Lab Science II		4
_____	GLE Elective		3	GLE230	Second-Year Composition		3
	Total		19		Total		19
Second Summer							
Summer 1			Credits	Summer 2			Credits
FM390	Internship in Finance <b>or</b>		3	_____	Elective		3
FM395	Advanced Internship in Finance <b>or</b>						
FM495	Senior Independent Research Project						
	Total		3		Total		3
Third Year							
Fall Semester			Credits	Spring Semester		Credits	
FM311	Managerial Finance		3	FM454	Problems in Finance		3
GM510	Seminar in Leadership – Grad Term 1 (taken as Elective)		3	GM520	Legal and Ethical Issues – Grad Term 3 (taken as Elective)		3
_____	GLE Elective		3	BA471	Business Strategy and Ethics		3
_____	Elective		3	FM423	Investment Analysis		3
_____	Elective		3	_____	Elective		3
_____	Elective		3	_____	Elective		1
	Total		18		Total		16
					Total Credits:		120

## Recommended Curriculum Guide

### 3 + 1 Accelerated Accounting Program- Forensic Accounting Track

First Year					
<i>Fall Semester</i>			<i>Spring Semester</i>		
		<i>Credits</i>			<i>Credits</i>
AC101	Principles of Accounting I	3	AC102	Principles of Accounting II	3
ET101	Principles of Macroeconomics	3	ET102	Principles of Microeconomics	3
GLE101	First-Year Inquiry Seminar	3		GLE Elective	3
GLE110	First-Year Composition	3	MT260	Statistics	3
MK201	Principles of Marketing	3		GLE Elective	3
	GLE Elective	3		GLE Elective	3
	Total	18		Total	18
First Summer					
<i>Summer I</i>			<i>Summer II</i>		
		<i>Credits</i>			<i>Credits</i>
	General Education Elective	3		General Education Elective	3
	Total	3		Total	3
Second Year					
<i>Fall Semester</i>			<i>Spring Semester</i>		
		<i>Credits</i>			<i>Credits</i>
CIT140	Electronic Spreadsheets	3	AC214	Intermediate Accounting II	3
AC213	Intermediate Accounting I	3	BA213	Business Law	3
FM224	Principles of Financial Management	3	MN321	Organizational Behavior	3
MN201	Principles of Management	3	IB364	International Business	3
	GLE Lab Science I	4		GLE Lab Science II	4
	GLE Elective	3	GLE230	Second-Year Composition	3
	Total	19		Total	19
Second Summer					
<i>Summer I</i>			<i>Summer II</i>		
		<i>Credits</i>			<i>Credits</i>
AC390	Internship in Accounting <i>or</i>	3		Elective	3
AC395	Advanced Internship in Accounting <i>or</i>				
AC495	Senior Independent Research Project				
	Total	3		Total	3
Third Year					
<i>Fall Semester</i>			<i>Spring Semester</i>		
		<i>Credits</i>			<i>Credits</i>
AC312	Forensic Accounting & Fraud Examination	3	AC323	Auditing	3
CJ301	Criminal Investigation & Evidence	3	AC345	Analysis of Financial Statements I	3
GM510	Seminar in Leadership – Grad Term 1 (taken as an Elective)	3	GM520	Legal and Ethical Issues – Grad Term 3 (taken as an Elective)	3
CIT1274	Computer Forensics and Security	3	CJ420	White Collar Crime	3
	GLE Elective	3	BA471	Business Strategy and Ethics	3
	Elective	3		Elective	1
	Total	18		Total	16
				<b>Total Credits:</b>	<b>120</b>



## Recommended Curriculum Guide

### 3 + 1 Accelerated Healthcare Administration Program

First Year					
Fall Semester		Credits	Spring Semester		Credits
AC101	Principles of Accounting I	3	AC102	Principles of Accounting II	3
CIT140	Electronic Spreadsheets	3	ET102	Principles of Microeconomics	3
ET101	Principles of Macroeconomics	3	_____	Elective	3
GLE101	First-Year Inquiry Seminar	3	_____	GLE Elective	3
GLE110	First-Year Composition	3	_____	GLE Elective	3
HCA201	Intro to Healthcare Admin.	3	_____	GLE Elective	3
	Total	18		Total	18
First Summer					
Summer 1		Credits	Summer 2		Credits
_____	GLE Elective	3	_____	Elective	3
	Total	3		Total	3
Second Year					
Fall Semester		Credits	Spring Semester		Credits
BA213	Business Law I	3	IB364	International Business	3
FM224	Principles of Financial Management	3	MN321	Organizational Behavior	3
HCA350	Healthcare Systems Mgmt & Quality	3	MT260	Statistics	3
MN201	Principles of Management	3	HCA360	Healthcare Ethics, Policy & Law	3
_____	GLE Lab Science I	4	HCA340	Healthcare Finance	3
_____	GLE Elective	3	GLE230	Second-Year Composition	3
	Total	19		Total	18
Second Summer					
Summer 1		Credits	Summer 2		Credits
HCA390	Internship in Healthcare Admin. <b>Or</b>	3	EMSP 302	Health Informatics	3
HCA495	Senior Independent Research Project				
	Total	3		Total	3
Third Year					
Fall Semester		Credits	Spring Semester		Credits
HCA315	Epidemiology	3	HCA450	Leadership & Mgt. in Healthcare Orgs.	3
GM510	Seminar in Leadership – Grad Term 1 (taken as Elective)	3	GM520	Legal and Ethical Issues – Grad Term 3 (taken as Elective)	3
_____	GLE Elective	3	BA471	Business Strategy and Ethics	3
_____	Elective	3	_____	GLE Lab Science II	4
_____	Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	1
	Total	18		Total	17
				Total Credits:	120

## Recommended Curriculum Guide

### 3 + 1 Accelerated Management Program

First Year					
<i>Fall Semester</i>			<i>Spring Semester</i>		
		<i>Credits</i>			<i>Credits</i>
AC101	Principles of Accounting I	3	AC102	Principles of Accounting II	3
CIT140	Electronic Spreadsheets	3	ET102	Principles of Microeconomics	3
ET101	Principles of Macroeconomics	3	_____	GLE Elective	3
GLE101	First-Year Inquiry Seminar	3	_____	GLE Elective	3
GLE110	First-Year Composition	3	_____	GLE Elective	3
MN201	Principles of Management	3	_____	GLE Elective	3
	Total	18		Total	18
First Summer					
<i>Summer 1</i>		<i>Credits</i>	<i>Summer 2</i>		<i>Credits</i>
_____	GLE Elective	3	_____	Elective	3
	Total	3		Total	3
Second Year					
<i>Fall Semester</i>			<i>Spring Semester</i>		
		<i>Credits</i>			<i>Credits</i>
BA213	Business Law I	3	MN314	Human Resources Management	3
FM224	Principles of Financial Management	3	MN321	Organizational Behavior	3
MT260	Statistics	3	MN360	Communication Skills for Managers	3
MK201	Principles of Marketing	3	_____	GLE Lab Science II	4
_____	GLE Lab Science I	4	GLE230	Second-Year Composition	3
_____	GLE Elective	3	_____	Elective	3
	Total	19		Total	19
Second Summer					
<i>Summer 1</i>		<i>Credits</i>	<i>Summer 2</i>		<i>Credits</i>
MN390	Internship in Management <i>or</i>	3	_____	Business 300/400 Elective	3
MN395	Advanced Internship in Management <i>or</i>				
MN495	Senior Independent Research Project				
	Total	3		Total	3
Third Year					
<i>Fall Semester</i>			<i>Spring Semester</i>		
		<i>Credits</i>			<i>Credits</i>
MN365	Production and Operations Mgt.	3	MN426	Government and Business	3
GM510	Seminar in Leadership – Grad Term 1 (taken as Elective)	3	GM520	Legal and Ethical Issues – Grad Term 3 (taken as Elective)	3
FM311	Financial Management	3	BA471	Business Strategy and Ethics	3
MN371	Entrepreneurship	3	IB364	International Business	3
_____	Business 300/400 Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	1
	Total	18		Total	16
				<b>Total Credits:</b>	<b>120</b>

## Recommended Curriculum Guide

### 3 + 1 Accelerated Marketing Program

First Year					
Fall Semester		Credits	Spring Semester		Credits
AC101	Principles of Accounting I	3	AC102	Principles of Accounting II	3
CIT140	Electronic Spreadsheets	3	ET102	Principles of Microeconomics	3
ET101	Principles of Macroeconomics	3	_____	GLE Elective	3
GLE101	First-Year Inquiry Seminar	3	_____	GLE Elective	3
GLE110	First-Year Composition	3	_____	GLE Elective	3
MK201	Principles of Marketing	3	_____	GLE Elective	3
	Total	18		Total	18
First Summer					
Summer 1		Credits	Summer 2		Credits
_____	Elective	3	_____	Elective	3
	Total	3		Total	3
Second Year					
Fall Semester		Credits	Spring Semester		Credits
BA213	Business Law I	3	IB364	International Business	3
FM224	Principles of Financial Management	3	MN321	Organizational Behavior	3
MK214	Consumer Behavior	3	MT260	Statistics	3
MN201	Principles of Management	3	_____	GLE Lab Science II	4
_____	GLE Lab Science I	4	GLE230	Second-Year Composition	3
_____	GLE Elective	3	_____	GLE Elective	3
	Total	19		Total	19
Second Summer					
Summer 1		Credits	Summer 2		Credits
MK390	Internship in Marketing <i>or</i>	3	_____	Elective	3
MK395	Advanced Internship in Marketing <i>or</i>				
MK495	Senior Independent Research Project				
	Total	3		Total	3
Third Year					
Fall Semester		Credits	Spring Semester		Credits
MK333	Marketing Research	3	MK350	E-commerce	3
GM510	Seminar in Leadership – Grad Term 1 (taken as Elective)	3	GM520	Legal and Ethical Issues – Grad Term 3 (taken as Elective)	3
_____	GLE Elective	3	BA471	Business Strategy and Ethics	3
_____	Marketing Elective	3	MK474	Marketing Mgt. for Green Economy	3
_____	Marketing Elective	3	_____	Marketing Elective	3
_____	Marketing Elective	3	_____	Elective	1
	Total	18		Total	16
				Total Credits:	120

## Recommended Curriculum Guide

### 3 + 1 Accelerated Sports & Recreation Management Program

First Year					
Fall Semester		Credits	Spring Semester		Credits
AC101	Principles of Accounting I	3	AC102	Principles of Accounting II	3
CIT140	Electronic Spreadsheets	3	ET102	Principles of Microeconomics	3
ET101	Principles of Macroeconomics	3	_____	GLE Elective	3
GLE101	First-Year Inquiry Seminar	3	MN201	Principles of Management	3
GLE110	First-Year Composition	3	_____	GLE Elective	3
SR100	Foundations of Sports & Recreation	3	_____	GLE Elective	3
	Total	18		Total	18
First Summer					
Summer 1		Credits	Summer 2		Credits
MT260	Statistics	3	_____	GLE Elective	3
	Total	3		Total	3
Second Year					
Fall Semester		Credits	Spring Semester		Credits
BA213	Business Law I	3	SR243	Programming in Sports & Rec. Mgt.	3
FM224	Principles of Financial Management	3	SR419	Law & Liability in Sports & Recreation	3
MK201	Principles of Marketing	3	IB364	International Business	3
SR202	Principles of Sports & Rec. Mgt.	3	_____	SR Elective	3
_____	GLE Lab Science I	4	_____	GLE Lab Science II	4
_____	GLE Elective	3	GLE230	Second-Year Composition	3
	Total	19		Total	19
Second Summer					
Summer 1		Credits	Summer 2		Credits
SR390	Internship in Sports & Rec. Mgt. <b>or</b>	3	_____	Elective	3
SR395	Advanced Internship in Sports & Recreation Management <b>or</b>				
SR495	Senior Independent Project				
	Total	3		Total	3
Third Year					
Fall Semester		Credits	Spring Semester		Credits
SR368	Sports & Recreation Facilities Mgt.	3	SR420	Trends & Issues in Sports & Rec Mgt.	3
MN321	Organizational Behavior	3	GM520	Legal and Ethical Issues – Grad Term 3 (taken as Elective)	3
GM510	Seminar in Leadership – Grad Term 1 (taken as Elective)	3	BA471	Business Strategy and Ethics	3
_____	SR Elective	3	_____	SR Elective	3
_____	GLE Elective	3	_____	GLE Elective	3
_____	Elective	3	_____	Elective	1
	Total	18		Total	16
				Total Credits:	120

## **Accounting–Finance**

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- Associate Professor: [Mack Bean](#)
- Assistant Professor: [Christine Betts](#), [Tiffany Lane](#)
- Lecturers: James Barry, Jennifer Targett, Duane Towns

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

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

### **Mission and Learning Outcomes of the Accounting-Finance Program**

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 self-designed business projects.

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 [General and Liberal Education](#) and [College core](#) course requirements. During the Junior and Senior years, emphasis is placed on those areas most necessary for entry into the accounting – finance fields.

### **Learning Outcomes in Accounting/Finance**

- Students will demonstrate knowledge of core tax, accounting, or finance concepts.
- Students will be able to apply quantitative tools and strategies to support organizational decision making in the domains of accounting or finance.
- Students will be able to communicate clearly and effectively both verbally and in writing.
- Students will demonstrate an awareness of the need for ethical leadership within an organization and ethical behavior in the greater global context.

### **Major Requirements**

In addition to all [graduation requirements](#) and [College Core Requirements](#), the following courses must be completed successfully:

#### **Accounting Track-Online**

AC213	Intermediate Accounting I
AC214	Intermediate Accounting II
AC314	Cost Accounting I
AC323	Auditing
AC354	Individual Income Taxes
AC474	Advanced Accounting I

Two Accounting Electives from the following: AC312, AC345, AC355, FM423, AC390, AC395, or AC495

#### **Accounting Track-Traditional**

AC213	Intermediate Accounting I
AC214	Intermediate Accounting II
AC314	Cost Accounting I
AC323	Auditing
AC354	Individual Income Taxes

AC474      Advanced Accounting I  
 AC390      Internship in Accounting **or**  
 AC395      Advanced Internship **or**  
 AC495      Senior Independent Research Project  
 Two Accounting Electives from the following: AC312, AC345, AC355, or FM423

### **Finance Track-Online**

ET223      Money and Banking  
 FM257      Real Estate Investments  
 FM311      Managerial Finance  
 FM423      Investment Analysis  
 FM454      Problems in Finance

### **Finance Track-Traditional**

ET223      Money and Banking  
 FM257      Real Estate Investments  
 FM311      Managerial Finance  
 FM423      Investment Analysis  
 FM454      Problems in Finance  
 FM390      Internship in Financial Management **or**  
 FM395      Advanced Internship **or**  
 FM495      Senior Independent Research Project

### **Forensic Accounting Track-Traditional**

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

### **Minor Requirements—Accounting**

AC101      Principles of Accounting I  
 AC102      Principles of Accounting II  
 AC213      Intermediate Accounting I  
 AC214      Intermediate Accounting II  
 AC323      Auditing  
 AC354      Individual Income Taxes

### **Minor Requirements—Finance**

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

## Recommended Curriculum Guide - Accounting Track

First Year					
<i>Fall Semester</i>			<i>Spring Semester</i>		
		<i>Credits</i>			<i>Credits</i>
AC101	Principles of Accounting I	3	AC102	Principles of Accounting II	3
ET101	Principles of Macroeconomics	3	ET102	Principles of Microeconomics	3
GLE101	First-Year Inquiry Seminar	3		GLE Elective	3
GLE110	First-Year Composition	3	MT260	Statistics	3
	GLE Elective	3		GLE Elective	3
	Total	15		Total	15
Second Year					
<i>Fall Semester</i>			<i>Spring Semester</i>		
		<i>Credits</i>			<i>Credits</i>
CIT140	Electronic Spreadsheets	3	AC214	Intermediate Accounting II	3
AC213	Intermediate Accounting I	3	BA213	Business Law	3
MN201	Principles of Management	3	MK201	Principles of Marketing	3
	GLE Lab Science I	4		GLE Lab Science II	4
	GLE Elective	3	GLE230	Second-Year Composition	3
	Total	16		Total	16
Third Year					
<i>Fall Semester</i>			<i>Spring Semester</i>		
		<i>Credits</i>			<i>Credits</i>
AC314	Cost Accounting I	3	AC323	Auditing	3
FM224	Principles of Financial Management	3	AC354	Individual Income Taxes I	3
MN321	Organizational Behavior	3	IB364	International Business	3
	GLE Elective	3		GLE Elective	3
	Elective	3		Elective	3
	Total	15		Total	15
Fourth Year					
<i>Fall Semester</i>			<i>Spring Semester</i>		
		<i>Credits</i>			<i>Credits</i>
AC474	Advanced Accounting I	3	BA471	Business Strategy and Ethics	3
AC390	Internship in Accounting/Finance <i>or</i>	3		Elective	3
AC395	Advanced Internship in Accounting/ Finance <i>or</i>			Elective	3
AC495	Senior Independent Research Project			Elective	3
	Accounting Elective	3		Elective	1
	Elective	3			
	Elective	3		Total	13
	Total	15		Total Credits	120

## Recommended Curriculum Guide - Forensic Accounting Track

First Year					
<i>Fall Semester</i>			<i>Credits</i>		
AC101	Principles of Accounting I	3	AC102	Principles of Accounting II	3
ET101	Principles of Macroeconomics	3	ET102	Principles of Microeconomics	3
GLE101	First-Year Inquiry Seminar	3	_____	GLE Elective	3
GLE110	First-Year Composition	3	MT260	Statistics	3
_____	GLE Elective	3	_____	GLE Elective	3
		Total	15		
				Total	15
Second Year					
<i>Fall Semester</i>			<i>Credits</i>		
CIT140	Electronic Spreadsheets	3	AC214	Intermediate Accounting II	3
AC213	Intermediate Accounting I	3	BA213	Business Law	3
MN201	Principles of Management	3	MK201	Principles of Marketing	3
_____	GLE Lab Science I	4	_____	GLE Lab Science II	4
_____	GLE Elective	3	GLE230	Second-Year Composition	3
		Total	16		
				Total	16
Third Year					
<i>Fall Semester</i>			<i>Credits</i>		
AC312	Forensic Accounting & Fraud Examination	3	AC323	Auditing	3
CJ301	Criminal Investigation & Evidence	3	AC345	Analysis of Financial Statements I	3
FM224	Principles of Financial Management	3	IB364	International Business	3
MN321	Organizational Behavior	3	PA209	Ethical Reasoning	3
_____	GLE Elective	3	_____	GLE Elective	3
		Total	15		
				Total	15
Fourth Year					
<i>Fall Semester</i>			<i>Credits</i>		
AC 001	Comprehensive Exam		CJ420	White Collar Crime	3
AC390	Internship in Accounting <i>or</i>	3	_____	Elective	3
AC395	Advanced Internship in Accounting <i>or</i>		_____	Elective	3
AC495	Senior Independent Research Project		_____	Elective	3
CIT274	Computer Forensics & Security	3	_____	Elective	1
_____	Elective	3			
_____	Elective	3			
_____	Elective	3			
		Total			13
		Total	15	<b>Total Credits: 120</b>	



## Recommended Curriculum Guide - Finance Track

First Year					
Fall Semester		Credits	Spring Semester		Credits
AC101	Principles of Accounting I	3	AC102	Principles of Accounting II	3
ET101	Principles of Macroeconomics	3	ET102	Principles of Microeconomics	3
GLE101	First-Year Inquiry Seminar	3	_____	GLE Elective	3
GLE110	First-Year Composition	3	MT260	Statistics	3
_____	GLE Elective	3	_____	GLE Elective	3
Total		15	Total		15
Second Year					
Fall Semester		Credits	Spring Semester		Credits
CIT140	Electronic Spreadsheets	3	FM224	Principles of Financial Management	3
ET223	Money & Banking	3	FM257	Real Estate Investments	3
MN201	Principles of Management	3	MK201	Principles of Marketing	3
_____	GLE Lab Science I	4	_____	GLE Lab Science II	4
_____	GLE Elective	3	GLE230	Second-Year Composition	3
Total		16	Total		16
Third Year					
Fall Semester		Credits	Spring Semester		Credits
BA213	Business Law I	3	FM311	Managerial Finance	3
MN321	Organizational Behavior	3	IB364	International Business	3
_____	GLE Elective	3	_____	Elective	3
_____	GLE Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
Total		15	Total		15
Fourth Year					
Fall Semester		Credits	Spring Semester		Credits
FM390	Internship in Finance <b>or</b>	3	BA471	Business Strategy and Ethics	3
FM395	Advanced Internship in Finance <b>or</b>		FM454	Problems in Finance	3
FM495	Senior Independent Research Project		_____	Elective	3
FM423	Investment Analysis	3	_____	Elective	3
_____	Elective	3	_____	Elective	1
_____	Elective	3			
_____	Elective	3		Total	13
Total		15	Total Credits:		120

## Advertising

- Professor: [Jason Little](#)
- Affiliated Faculty: [Christopher Previte](#) (Digital Media Design)

### A minor is offered in Advertising.

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

### Mission and Learning Outcomes of the Advertising Program

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

- To develop and apply effective oral, written, and electronic communication skills.

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

### Minor Requirements

COMM120	Introduction to Media Production
DMD105	Digital Design Foundations
MK201	Principles of Marketing
MK214	Consumer Behavior
MK304	Advertising

*Choose one of the following:*

AD370	Advertising in America: A Cultural and Historical Perspective
DMD330	Social Media
DMD400	Audio and Video for the Web
MK350	E-commerce
MK360	Mobile Marketing

## Business

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**An Associate of Arts degree is offered in Business to online students.**

In addition to all [graduation requirements](#), the following requirements must be completed successfully to complete the degree:

### General and Liberal Education Core Requirements

GLE103	Career Image, Planning, and Management
GLE110	First Year Composition
GLE230	Second-Year Composition
_____	Mathematics Core Elective*
_____	Natural Science Core Elective I
_____	Natural Science Core Elective II

*One course from two of the following areas:*

One 100-200-level Social Science

One 100-200 level Humanities

One 100-200-level Art and Design

*\*Associate of Arts in Business students are required to take MT260-Statistics as a Mathematics core elective, as part of the general education requirements, or as a general elective.*

### Major Requirements

AC101	Principles of Accounting I
AC102	Principles of Accounting II
BA213	Business Law I
CIT101	Microcomputer Applications
ET101	Principles of Macroeconomics
ET102	Principles of Microeconomics

FM224	Principles of Financial Management
MN201	Principles of Management
MK201	Principles of Marketing

### **General Electives**

7 – 10 credits depending on course selection.

## **Business Administration**

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**A minor is offered in Business Administration to non-business majors.**

### **Minor Requirements**

AC101	Principles of Accounting I
BA213	Business Law I
ET101	Principles of Macroeconomics
FM224	Principles of Financial Management
IB364	International Business
MK201	Principles of Marketing
MN201	Principles of Management

## **Emergency Medical Services**

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**A Bachelor of Science degree is offered in Emergency Medical Services to online students.**

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

This program is designed for emergency medical services personnel interested in following a path to degree completion. The program presents two degree offerings that are non-clinical and offered fully online.

Applicants may earn credits for qualifying coursework and certifications. Paramedics will receive 40 credits for an active paramedic license. Additional credits may be earned through Prior Learning Assessment or transfer. Those credits will be applicable to the core requirements and general electives as needed.

### **Expected Learning Outcomes**

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

- Analyze systems development and operations principles in Emergency Medical Services.
- Evaluate personnel management and staffing models in Emergency Medical Services systems.
- Implement operating budgets for emergency and non-emergency transport Emergency Medical Services systems.
- Summarize legal and regulatory guidelines in Emergency Medical Services systems.

### **Bachelor of Science Major Requirements**

In addition to all [graduation requirements](#), the following courses must be completed successfully:

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
MT260	Statistics	3

## **Healthcare Administration**

Associate Professor: [Minghua Li](#)

Affiliated Faculty: Patricia Brown

Lecturers: Rebecca O'Berry, Lara Shea

**A Bachelor of Science degree is offered in Healthcare Administration to online and traditional students.**

**A minor is offered in Healthcare Administration.**

### **Mission and Learning Outcomes of the Healthcare Administration Program**

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

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

### **Major Requirements**

In addition to all [graduation requirements](#) and [College Core Requirements](#), the following courses must be completed successfully:

EMSP302	Health Informatics
HCA201	Introduction to Healthcare Management
HCA315	Epidemiology
HCA340	Healthcare Finance
HCA350	Healthcare Systems Management and Quality Improvement
HCA360	Healthcare Ethics, Policy, and Law
HCA390	Internship <b>or</b>
HCA495	Senior Independent Project
HCA450	Leadership and Management in Healthcare Organizations

## **Minor Requirements**

HCA201 Introduction to Healthcare Management

HCA350 Healthcare System Management and Quality

HCA360 Healthcare Ethics, Policy and Law

HCA450 Leadership and Management in Healthcare Organizations

MN201 Principles of Management

MN314 Human Resource Management

## Recommended Curriculum – Healthcare Administration

First Year					
Fall Semester		Credits	Spring Semester		Credits
GLE101	First-Year Inquiry Seminar	3		GLE Elective	3
GLE110	First-Year Composition	3	MK201	Principles of Marketing	3
	GLE Lab Science I	4	MN201	Principles of Management	3
	GLE Elective	3		GLE Lab Science II	4
	GLE Elective	3		GLE Elective	3
	Total	16		Total	16
Second Year					
Fall Semester		Credits	Spring Semester		Credits
AC101	Principles of Accounting I	3	AC102	Principles of Accounting II	3
HCA201	Introduction to Healthcare Management	3	CIT101	Microcomputer Applications	3
MT260	Statistics	3	ET101	Principles of Macroeconomics	3
	GLE Elective	3	GLE230	Second-Year Composition	3
	Elective	3		GLE Elective	3
	Total	15		Total	15
Third Year					
Fall Semester		Credits	Spring Semester		Credits
BA213	Business Law	3	FM224	Principles of Financial Management	3
ET102	Principles of Microeconomics	3	HCA360	Healthcare Ethics, Policy & Law	3
HCA350	Healthcare Systems Mgt & Quality Improvement	3	HCA315	Epidemiology	3
	Elective	3	MN321	Organizational Behavior	3
	Elective	3	EMSP302	Health Informatics	3
	Total	15		Total	15
Fourth Year					
Fall Semester		Credits	Spring Semester		Credits
HCA390	Healthcare Administration Internship <i>or</i>	3	BA471	Business Strategy and Ethics	3
HCA495	Senior Independent Research Project		HCA340	Healthcare Finance	3
HCA450	Leadership & Management in Healthcare Organizations	3		Elective	3
IB364	International Business	3		Elective	3
	Elective	3		Elective	1
	Elective	3		Total	13
	Total	15		Total Credits	120

## Management

- Associate Professor: [Mack Bean](#)
- Assistant Professor: Ken Clarke
- Lecturers: Michelle Barnhart, Jerry Lettre, Robert McGeough Kent Whitman

A Bachelor of Science degree is offered in Management for online and traditional students.

## A minor is offered in Management.

### Mission and Learning Outcomes of the Management Program

The mission of the Management major is to develop specialized preparation for a career in management in combination with a liberal arts education. The Management program prepares students for positions as managers in the business, private, or non-profit sectors. Specific goals of the program include the following:

- Students will be able to describe the essential functions of an effective business operation and analyze business opportunities.
- Students will demonstrate an understanding of the relationship between businesses and market/nonmarket stakeholders as it pertains to local, societal, and global needs.
- Students will be able to use quantitative and qualitative tools and strategies to support organizational decision making.
- Students will demonstrate an awareness of the need for ethical leadership within an organization and ethical behavior in the greater global context.
- Students will be able to communicate clearly and effectively.

The major in Management combines a basic liberal arts education with specialized preparation for a career in management. Emphasis is placed on General and Liberal Education and College core course requirements during the first two years of study. The Management major prepares the student for a position as a manager in the business, private, or non-profit sector.

### Major Requirements for Online Students

In addition to all [graduation requirements](#) and [College Core Requirements](#), the following courses must be completed successfully:

FM311	Managerial Finance
MN314	Human Resource Management
MN348	Public Administration <b>or</b>
MN426	Government and Business
MN360	Communication Skills for Managers
MN365	Production and Operations Management
MN371	Entrepreneurship

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

### Major Requirements for Traditional Students

In addition to all [degree requirements](#) and [College Core Requirements](#), the following courses must be completed successfully:

FM311	Managerial Finance
MN314	Human Resource Management
MN348	Public Administration <b>or</b>
MN426	Government and Business
MN360	Communication Skills for Managers
MN365	Production and Operations Management
MN371	Entrepreneurship
MN390	Internship in Management <b>or</b>
MN395	Advanced Internship <b>or</b>
MN495	Senior Independent Project

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

### Minor Requirements

The minor in Management requires completion of the following courses:

MK201	Principles of Marketing
MN201	Principles of Management
MN314	Human Resource Management
MN321	Organizational Behavior
MN360	Communication Skills for Managers
MN365	Production & Operations Management

### Recommended Curriculum Guide - Management

First Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
AC101	Principles of Accounting I	3	AC102	Principles of Accounting II	3
CIT101	Microcomputer Applications		ET102	Principles of Microeconomics	3
CIT140	Electronic Spreadsheets			GLE Elective	3
ET101	Principles of Macroeconomics	3		GLE Elective	3
GLE101	First-Year Inquiry Seminar	3		GLE Elective	3
GLE110	First-Year Composition	3			
	Total	15		Total	15
Second Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
BA213	Business Law	3	MK201	Principles of Marketing	3
FM224	Principles of Financial Management	3	MT260	Statistics	3
MN201	Principles of Management	3		GLE Lab Science II	4
	GLE Lab Science I	4	GLE230	Second-Year Composition	3
	GLE Elective	3		GLE Elective	3
	Total	16		Total	16
Third Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
IB364	International Business	3	FM311	Managerial Finance	3
MN365	Production & Operations Management	3	MN314	Human Resource Management	3
MN321	Organizational Behavior	3	MN360	Communication Skills for Managers	3
	GLE Elective	3		Elective	3
	Elective	3		Elective	3
	Total	15		Total	15
Fourth Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
MN348	Public Administration <i>or</i>	3	BA471	Business Strategy and Ethics	3
MN426	Government & Business			Elective	3
MN390	Internship in Management <i>or</i>	3		Elective	3
MN395	Advanced Internship in Management <i>or</i>			Elective	3
MN495	Senior Independent Research Project			Elective	1
MN371	Entrepreneurship	3			
	Elective	3			
	Elective	3			
	Total	15		Total	13
	Total	15		Total Credits	120



## Marketing

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- Professor: [Jason Little](#)
- Associate Professor: [Mack Bean](#)
- Lecturers: Robert McGeough, Kent Whitman

**A Bachelor of Science degree is offered in Marketing for online and traditional students.**

**A minor is offered in Marketing.**

### **Mission and Learning Outcomes of the Marketing Program**

The mission of the Marketing program is to develop the knowledge and skills necessary for graduates to effectively develop, price, promote and distribute earth-friendly, world-class quality products/services that satisfy the needs and wants of consumers and organizations.

The program has the following intended learning outcomes:

- Students will analyze the internal and external environment, including global and ethical perspectives, via appropriate information sources when making marketing decisions.
- Students will distinguish how to develop, distribute, price, and promote quality products that integrate sustainable business practices.
- Students will distinguish consumer and organizational buyer behavior.
- Students will demonstrate effective business writing skills.

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

### **Major Requirements for Online Students**

In addition to all [graduation requirements](#) and [College Core Requirements](#), the following courses must be completed successfully:

MK214	Consumer Behavior
MK333	Marketing Research
MK350	E-commerce
MK474	Marketing Management for a Green Economy
MK____	Marketing Elective*
MK____	Marketing Elective*
MK____	Marketing Elective*

*\*From MK304, MK317, MK335, MK360, MK365, MK299/399/499, AD370, DMD330, MN342, SR310*

### **Major Requirements for Traditional Students**

In addition to all [degree requirements](#) and [College Core Requirements](#), the following courses must be completed successfully:

MK214	Consumer Behavior
MK333	Marketing Research
MK350	E-commerce
MK390	Internship in Marketing <b>or</b>
MK395	Advanced Internship <b>or</b>
MK495	Senior Independent Project
MK474	Marketing Management for a Green Economy

MK\_\_ Marketing Elective\*

MK\_\_ Marketing Elective\*

MK\_\_ Marketing Elective\*

*\*From MK304, MK317, MK335, MK360, MK365, MK299/399/499, AD370, DMD330, MN342, SR310*

### Minor Requirements

A minor is offered to both business and non-business majors. The minor in Marketing requires completion of the following courses:

CIT140 Electronic Spreadsheets

MK201 Principles of Marketing

MK214 Consumer Behavior

MK474 Marketing Management for Green Economy

MK\_\_ Marketing Elective\*

MK\_\_ Marketing Elective\*

*\*From MK304, MK317, MK333, MK335, MK350, MK360, MK365, MK390, MK299/399/499, AD 370, DMD330, MN342, SR310*

## Recommended Curriculum Guide - Marketing

First Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
AC101	Principles of Accounting I	3	AC102	Principles of Accounting II	3
CIT101	Microcomputer Applications	3	ET102	Principles of Microeconomics	3
CIT140	Electronic Spreadsheets		_____	GLE Elective	3
ET101	Principles of Macroeconomics	3	_____	GLE Elective	3
GLE101	First-Year Inquiry Seminar	3	_____	GLE Elective	3
GLE110	First-Year Composition	3			
	Total	15		Total	15
Second Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
BA213	Business Law	3	MN201	Principles of Management	3
FM224	Principles of Financial Management	3	MT260	Statistics	3
MK201	Principles of Marketing	3	MK214	Consumer Behavior	3
_____	GLE Lab Science I	4	_____	GLE Lab Science II	4
_____	GLE Elective	3	GLE230	Second-Year Composition	3
	Total	16		Total	16
Third Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
IB364	International Business	3	MK350	E-commerce	3
MK333	Marketing Research	3	_____	Marketing Elective	3
MN321	Organizational Behavior	3	_____	Marketing Elective	3
_____	GLE Elective	3	_____	Marketing Elective	3
_____	GLE Elective	3	_____	Elective	3
	Total	15		Total	15
Fourth Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
MK390	Internship in Marketing <b>or</b>	3	BA471	Business Strategy and Ethics	3
MK395	Advanced Internship in Marketing <b>or</b>		MK474	Marketing Management for a Green Economy	3
MK495	Senior Independent Research Project		_____	Elective	3
_____	Marketing Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	1
_____	Elective	3			
_____	Elective	3		Total	13
	Total	15		Total Credits	120

## Public Relations

- Professors: [Jason Little](#), [Phyllis Scrocco Zrzavy](#)
- Associate Professors: Paul Bush, [Allan Rachlin](#)
- Affiliated Faculty: Kenneth Clarke, [Kristen Nevious](#)

A minor is offered in Public Relations.

### Mission and Learning Outcomes of the Public Relations Program

The mission of the Public Relations minor is to foster student development of the knowledge and skills necessary to manage the relationships between an organization or individual and its publics through effective communication and persuasion, media and organizational relations, and legal and ethical decision-making practices.

### Specific objectives of this program include:

- To understand communication and persuasion concepts and strategies as they apply to organizations and individuals
- To understand public relations principles and theories as they relate to organizational problem-solving, crisis management, industry practices and strategy development
- To foster the development of research and analysis skills specific to the field of public relations
- To provide an awareness of legal issues as they relate to today's mediated and professional environments
- To promote ethical consideration of public relations decision-making and practices
- To apply public relations knowledge and skills in a real-world setting

### Minor Requirements

BA213	Business Law I
COMM130	Introduction to Media Studies <i>or</i>
MK201	Principles of Marketing
COMM100	Communication, Media, and Society <i>or</i>
COMM110	Journalism I
MK333	Marketing Research
MK335	Public Relations
<i>Choose one of the following:</i>	
MK304	Advertising <i>or</i>
COMM310	Convergent Journalism <i>or</i>
COMM345	American Political Culture and Media

### Sports and Recreation Management

- Assistant Professor: Peter Arsenault
- Affiliated Faculty: Doug Carty, Eilish Devine, Jeannette McKillop

**A Bachelor of Science degree is offered in Sports and Recreation Management to traditional students.**

**A minor is offered in Sports and Recreation Management.**

### Mission and Learning Outcomes of the Sports and Recreation Management Program

The mission of the Sports and Recreation Management program is to prepare professionals capable of managing and enhancing sports and recreational activities through the application of effective business practices, and an understanding of theory, concepts and philosophy of fitness, stress reduction, and social development.

#### Learning Outcomes

- Through a diverse curriculum, students will understand and apply management skills in business as well as sports and recreation.
- Students will understand a wide range of sports and recreation operations and facilities by comparing and contrasting community, commercial, therapeutic and outdoor environmental programs.
- Students will gain the ability to apply management skills by examining operational and service strategies through job shadowing, internships, site visits and conversations with professionals in sports and recreation programs.
- Students will understand the legal environment of sports and recreation programs, including risk management and negligence law.
- Students will develop a personal philosophy and professional understanding of the role of sports and recreation in diverse cultures, communities, and the lives of individuals.

## Major Requirements

In addition to all [graduation requirements](#) and [College Core Requirements](#), the following courses must be completed successfully:

SR100	Foundations of Sports and Recreation
SR202	Principles of Sports and Recreation Management
SR243	Programming in Sports and Recreation Management
SR368	Sports and Recreation Facilities Management
SR390	Internship in Sports and Recreation Management*
SR395	Advanced Internship*
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.*

Select 3 of the following elective courses:

SR115	Foundations of Adventure Sports and Recreation
SR210	The Role and Influence of Leisure on the Culture and Commerce of the International Community
SR238	Training and Treatment of Injuries in Athletics
SR310	Sports and Recreation Marketing
SR338	Fitness Management
SR346	Park and Natural Resource Management
SR357	Inclusive Sports and Recreation
SR439	Snow Sport Facility Management

## Minor Requirements

SR100	Foundations of Sports and Recreation
SR202	Principles of Sports and Recreation Management
SR243	Programming in Sports and Recreation Management
SR368	Sports and Recreation Facilities Management
SR419	Law and Liability in Sports and Recreation
SR420	Trends and Issues in Sports and Recreation Management

Plus one additional 3 credit course, 300 level or higher from the Sports and Recreation (SR) course offerings

## Recommended Curriculum Guide - Sports and Recreation Management

First Year					
Fall Semester		Credits	Spring Semester		Credits
MT260	Statistics <i>or</i>	3	AC102	Principles of Accounting II	3
CIT140	Electronic Spreadsheets		ET101	Principles of Macroeconomics	3
GLE101	First-Year Inquiry Seminar	3	_____	GLE Elective	3
GLE110	First-Year Composition	3	MN201	Principles of Management	3
SR100	Foundations of Sports & Recreation	3	MT260	Statistics <i>or</i>	3
AC101	Accountin I	3	CIT140	Electronic Spreadsheets	
Total		15	Total		15
Second Year					
Fall Semester		Credits	Spring Semester		Credits
BA213	Business Law 1	3	ET102	Principles of Microeconomics	3
SR202	Principles of Sports & Rec. Mgt.	3	_____	Sports & Recreation Elective	3
MK201	Principles of Marketing	3	_____	GLE Lab Science II	4
_____	GLE Lab Science I	4	GLE230	Second-Year Composition	3
_____	GLE Elective	3	_____	GLE Elective	3
Total		16	Total		16
Third Year					
Fall Semester		Credits	Spring Semester		Credits
SR243	Programming in Sports & Rec. Mgt.	3	FM224	Principles of Financial Management	3
SR368	Sports & Recreation Facilities Mgt.	3	IB364	International Business	3
MN321	Organizational Behavior	3	SR419	Law & Liability in Sports Recreation	3
_____	Sports & Recreation Elective	3	_____	GLE Elective	3
_____	GLE Elective	3	_____	Elective	3
Total		15	Total		15
Fourth Year					
Fall Semester		Credits	Spring Semester		Credits
SR390	Internship in Sports & Rec. Mgt. <i>or</i>	3	BA471	Business Strategy and Ethics	3
SR395	Adv. Internship in Sports & Rec. Mgt. <i>or</i>	3	SR420	Trends & Issues In Sports & Rec. Mgt.	3
SR495	Senior Independent Research Project		_____	Elective	3
_____	Sports & Recreation Elective		_____	Elective	3
_____	Elective	3	_____	Elective	1
_____	Elective	3			
_____	Elective	3	Total		13
Total		15	Total Credits		120

## Graduate Degree Programs

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- Professor: [Michael Mooiman](#)
- Associate Professors: [Martin Green](#), Andrea McGill-O'Rourke

### Master of Science in Accounting

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The M.S. in Accounting program is a 12-course, 36 credit degree, designed for students seeking mastery in the area of Accounting. The curriculum provides a broad and deep exposure to the accounting discipline and positions students to pursue professional certifications, such as the CPA or CMA, as well as, employment opportunities in the fields of finance and accounting.

#### Student Learning Outcomes:

- Students will gain technical skills in the areas of tax, non-profit, audit, financial analysis and business ethics.
- Students will develop the ability to assess, analyze, integrate and apply the body of accounting technical knowledge when operating within the accounting environment.
- Students will apply effective oral and written communication skills to become confident, competent writers and presenters in their professional interactions.
- Students will be able to analyze financial information and financial statements using quantitative and qualitative tools and techniques in order to make logical and effective business decisions.

#### M.S. in Accounting Pre-requisites:

Accepted students will have successfully completed the undergraduate accounting course work\*, as follows:

- Intermediate Accounting I & II
- Cost Accounting
- Advanced Accounting
- Auditing

Successful completion means, a CGPA of 2.8 or better, with no grade below a C, in the pre-requisite accounting courses.

*\*Applicants who have not taken one or more of the pre-requisite undergraduate accounting courses, but who have substantially mastered the applicable accounting competencies by other means, such as professional experience, may prepare documentation of how these pre-requisite courses have been met at the time of application. This documentation will be reviewed for consideration of a waiver of one or more pre-requisite courses.*

#### M.S. in Accounting Curriculum

Courses	Credit
AC530 Business Taxation	3
AC560 Non-Profit and Governmental Accounting	3
AC565 Ethics and the Accounting Professional	3
AC630 Audit – Risk Management and Assurance Services	3
AC640 Accounting Information Systems (AIS)	3
AC660 Advanced Financial Statement Analysis	3
AC670 Contemporary and Emerging Accounting Issues	3
GM535 Managerial Communications	3
GM541 Managerial Accounting	3
GM561 Financial Management	3
Two elective business courses with prefixes of GM, GI, or SF	6
<b>Total Credits</b>	<b>36</b>

## **Master of Business Administration**

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Franklin Pierce University M.B.A. graduates are expected to become leaders within their organizations. These prospective leaders are educated to look at situations from a systems wide perspective, addressing human, organizational, and community issues. The Master of Business Administration degree program requires students to develop a Leadership Portfolio. The portfolio enables students to articulate leadership strategies.

The portfolio begins with a “foundation paper,” using an organizational strategic management process to guide students in their progress through the program. Each course requires a module paper to be added to the portfolio, allowing students to track their progress and reflect on their learning, continuously linking learning to their strategic plan. Normal time to completion is 21 months.

### **Student Learning Outcomes:**

- Students will gain the ability to evaluate, compare and contrast, and effectively apply ethical leadership skills and styles within diverse organizations.
- Students will develop the ability to assess, analyze, integrate and apply the body of business and technical knowledge when operating within the business environment.
- Students will apply effective communication skills, including both oral and written skills, among all stakeholders of the business.
- Students will be able to analyze business situations using quantitative and qualitative tools and techniques in order to make well-reasoned and effective decisions.

## **Graduate Certificates**

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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
SF508	Sports Facilities Management
SF512	Analytics in Sports Management



## **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.

### **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.

### **Leadership Track**

The M.B.A. in Leadership track is the flagship degree of the graduate business program. Students pursuing this degree will be exposed to a broad range of business disciplines and will learn both quantitative and qualitative tools and techniques which can be implemented immediately in their workplace to analyze and solve business problems. The degree consists of 13 courses and awards a total of 39 credits.

Core M.B.A. Courses		Credits
GM510	Seminar in Leadership	3
GM520	Legal and Ethical Issues in Organizations	3
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*		12
<b>Total Credits</b>		<b>39</b>

\*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.

### Accounting Track

The M.B.A. in Accounting track is designed for individuals who wish to advance their knowledge of Accounting and to take leadership roles such in the Accounting and Finance departments of organizations. Students enrolling in this track will develop a master's level understanding of Financial Analysis and ethical issues in the Accounting profession. The track also serves as a springboard for students contemplating preparing for their CPA, CMA, or CFA certifications.

This degree consists of 13 courses and awards 39 credits. Course work involves the study of advanced Finance and Accounting topics and is an ideal graduate program for students who have completed their BA degrees with majors or minors in Accounting.

Core M.B.A. Courses		Credits
GM510	Seminar in Leadership	3
GM520	Legal and Ethical Issues in Organizations	3
GM540	Organizational Behavior	3
GM542	Quantitative and Research Techniques for Leaders	3
GM543	Economics for Managers	3
GM561	Financial Management	3
GM562	Marketing Management	3
GM564	Operations Management for Leaders	3
GM691	Strategic Management Seminar**	3

### **Concentration M.B.A. Courses for Accounting Track**

AC565	Ethics and the Accounting Professional	3
AC640	Accounting Information Systems	3
AC660	Advanced Financial Statement Analysis	3
GM541	Managerial Accounting	3
<b>Total Credits</b>		<b>39</b>

\*\*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 for Energy and Sustainability Studies Track

GM550	The Future of Energy, Business and Society	3
GM575	Building a Sustainable Enterprise	3
GM630	Energy Economics	3
Elective M.B.A. Course*		3
<b>Total Credits</b>		<b>39</b>

\*Student chooses one other M.B.A. course offering (subject to pre-requisites).

\*\*The Strategic Management Seminar is normally the last course taken to fulfill degree requirements.

### Health Administration Track

The M.B.A. in Health Administration track is designed specifically for professionals who want to succeed as leaders and managers in healthcare organizations. This degree consists of 13 courses and awards 39 credits. Students will focus on acquiring the knowledge and skills of healthcare managers to assume their roles in health practice management, public health and patient/client advocacy.

Core M.B.A. Courses		Credits
GM510	Seminar in Leadership	3
GM520	Legal and Ethical Issues in Organizations	3
GM540	Organizational Behavior	3
GM542	Quantitative and Research Techniques for Leaders	3
GM543	Economics for Managers	3
GM561	Financial Management	3
GM562	Marketing Management	3
GM564	Operations Management for Leaders	3
GM691	Strategic Management Seminar**	3

### Concentration M.B.A. Courses for Health Administration Track

GM592	Health Policy	3
GM594	Healthcare Payment Systems	3
GM596	Quality Improvement Models in Healthcare	3
Elective M.B.A. Course*		<u>3</u>
<b>Total Credits</b>		<b>39</b>

\*Student chooses one other M.B.A. course offering (subject to pre-requisites).

\*\*The Strategic Management Seminar is normally the last course taken to fulfill degree requirements.

### Human Resource Management Track

The M.B.A. in Human Resource Management track is designed for current or future managers who want the knowledge and skills needed to leverage the human capital within an organization. A company's human resources are critical to ensuring success. It is important to understand and manage those resources within an organization in order to both maximize output and control costs. This degree consists of 13 courses and awards 39 credits. Course work focuses on both the knowledge and skills needed to be a strategic partner in achieving your organization's goals and objectives. The M.B.A. in Human Resource Management program has been recognized by the Society of Human Resource Management as meeting the curricular guidelines critical for human resource professionals.

### The M.B.A. in Human Resource Management program is enhanced by two unique elements:

1. SHRM Approved Program – Franklin Pierce's program is one of the few master's programs in the U.S., and the only program in New Hampshire, that addresses all of the Society for Human Resource Management's (SHRM) critical competencies for human resource professionals.
2. Approved Provider by HR Certification Institute (HRCI) – Participants who have obtained PHR/SPHR professional qualifications by the Society for Human Resource Management will receive 36 Strategic or General CE credits for EACH course taken.

### Core M.B.A. Courses

### Credits

GM510	Seminar in Leadership	3
GM520	Legal and Ethical Issues in Organizations	3
GM540	Organizational Behavior	3
GM542	Quantitative and Research Techniques for Leaders	3
GM543	Economics for Managers	3
GM561	Financial Management	3
GM562	Marketing Management	3
GM564	Operations Management for Leaders	3
GM691	Strategic Management Seminar**	3

### Concentration M.B.A. Courses for Human Resource Management Track

GM563	Human Resource Management	3
GM565	Compensation and Benefits	3
GM570	Training and Development for Adults	3
GM625	Labor Relations and Employment Law	<u>3</u>
<b>Total Credits</b>		<b>39</b>

\*\*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 for Sports Management Track

SF502	Media Relations and Technology in the Sports Industry	3
SF508	Facilities Management	3
SF512	Analytics in Sports Management	3
Elective M.B.A. Course*		<u>3</u>
<b>Total Credits</b>		<b>39</b>

\*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 or Designee before taking courses toward the second degree.

## College of Health and Natural Sciences

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### College of Health and Natural Sciences Mission Statement

The College of Health and Natural Sciences as a leader in education embraces innovation, critical thinking, inquiry and analysis. We provide students opportunities to transform their lives by creating a high-quality interdisciplinary learning environment that promotes academic excellence. We empower students to become collaborative leaders who embrace diversity, equity, and inclusion, contribute to their local and global communities, and advance their profession.

### College of Health and Natural Sciences Vision Statement

The College of Health and Natural Sciences will be celebrated for providing distinctive educational opportunities that are responsive to student needs, empowering them to be ethical leaders and catalysts for positive change and sustainability within and beyond their communities.

### College of Health and Natural Sciences Goals

1. Nurture student progress to optimize professional growth and engagement.
2. Support program growth and experiential learning.
3. Develop and sustain high-quality and accredited academic programs.
4. Train students to demonstrate critical thinking and utilization of evidence-based practice in the health, physical or natural sciences.
5. Prepare students to become leaders in their field engaging professionally within local, global and professional communities.
6. Advance a culture that fosters diversity, equity and inclusion within each program.

## Undergraduate Degree Programs

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Students majoring in the College of Health and Natural Sciences may pursue a minor in an additional area within the College. **A minimum of three of these courses cannot be double-counted between the major and minor.** There is no double count limit for students pursuing a Chemistry minor.

## Major Honors

Undergraduate degree-seeking student must have earned at least 50% of major credits at Franklin Pierce University to be considered eligible for major honors.

An Honors candidate for any undergraduate major in the College of Health and Natural Sciences must have a 3.00 cumulative grade point average and a 3.25 grade point average in all major courses with no grade lower than C-.

A High Honors candidate for any undergraduate major in the College of Health and Natural Sciences must have a 3.00 cumulative grade point average and a 3.50 grade point average in all major courses with no grade lower than a C-.

## Biology

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- Professors: [Rhine Singleton](#), [Jacques Veilleux](#)
- Associate Professor: [Susan E. Arruda](#), [Leila Jabbour](#)
- Assistant Professors: [Thomas E. Bennett](#), [Amy Piispanen](#)

**A Bachelor of Arts and a Bachelor of Science degree are offered in Biology to traditional students.**

**A minor is offered in Biology.**

The mission of the Biology Department is to develop students' breadth and depth of knowledge in the life sciences. We emphasize skill acquisition, including critical thinking, data analysis and interpretation, use of the primary literature, planning and execution of biological experiments and basic field/laboratory techniques. Students graduating from the Biology program will be able to communicate with biologists and non-biologists alike regarding current societal issues in the life sciences. Successful completion of the degree provides a solid foundation for specialized studies at the graduate level or a broad base of educational experience in preparation for career employment.

The Department of Biology offers a program of study leading to a Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree. The basic philosophy of the Department is that a sound undergraduate program should provide either a solid foundation for specialized studies at the graduate level or a broad base of educational experience in preparation for career employment. In keeping with this philosophy, course selection within the major is accorded sufficient flexibility to accomplish the objectives of students desiring to meet entrance requirements of graduate and professional schools, as well as those of students planning to end their formal studies with the Bachelor of Arts or Bachelor of Science Degree. The primary distinction between these two approaches is in the number and specificity of related courses in science and mathematics. In either case, the program provides students with the basic informational content of the life sciences and with the disciplined attitudes, methods, and experiences of biological investigation.

Students who intend to teach Biology in high school should refer to the [School of Education](#) for information on the [Secondary Teacher Certification](#) program.

## Major Requirements

In addition to all [graduation requirements](#), a minimum of 48 credits (Bachelor of Arts) or 56 credits (Bachelor of Science) in the major must be completed successfully:

### All Biology majors take the following major requirements (29-30 credits)

BI101-102	Biology I and II (laboratory) (counts toward GLE core).....	8 credits
BI211	Genetics (laboratory).....	4 credits

BI319	Cellular Biology (laboratory) <b>or</b> .....	4 credits
BI325	Microbiology (laboratory) .....	4 credits
BI215	Biology and Health Sciences Seminar .....	3 credits
BI218	Ecology <b>or</b> .....	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
<i>(First semester counts as core requirement, second semester counts towards major)</i>		
BI460	Internship in Biology <b>or</b> .....	
BI480	Senior Seminar in Biology/Health Sciences <b>or</b> .....	
BI481	Invited Senior Research .....	3 credits

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

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

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

## Biology Electives

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

## Minor in Biology — Requirements

BI101-102	Biology I and II (laboratory).....	8 credits
Two elective courses in Biology at the 200-level or above .....		6-8 credits
Two elective courses in Biology at the 300-level or above .....		6-8 credits
<i>At least two of the four elective courses must be laboratory courses (4 credits or more).</i>		
Total.....		22-24 credits



Biology Major Advising Guide Course	General Electives B.A. or .B.S.	Ecology & Evolution Track B.A. or .B.S.
BI319 Cellular Biology	x*	x*
BI217 Tropical Forest Ecology	x	x
BI218 Ecology	x	x
BI221 Entomology	x	x
BI231 Animal Behavior	x	x
BI235 Human Health and Nutrition	x	
BI241 Evolutionary Biology	x	x
BI250 Introduction to Plant Biology	x	x
BI260 Human Anatomy & Physiology I	x	
BI261 Human Anatomy & Physiology II	x	
BI312 Vertebrate Zoology	x	x
BI325 Microbiology	x*	x*
BI326 Parasitology	x	x
BI327 Principles of Immunology	x	
BI351 Endocrinology	x	
BI375 Mammalogy	x	x
BI400 Kinesiology	x	
BI402 Physiology of Exercise	x	
BI403 Assessment and Prescription of Fitness	x	
BI404 Strength and Conditioning	x	
BI430 Forest Ecology	x	x
ES320 Wetland Ecology and Protection	x	x
ES342 Wildlife Conservation and Management	x	x
PS304 Introduction to Neuroscience	x	
PS430 Introduction to Psychopharmacology	x	

## Recommended Curriculum Guide – Bachelor of Arts - Biology

First Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
BI101	Biology I (laboratory)	4	BI102	Biology II (laboratory)	4
CH101	General Chemistry I (laboratory)	4	CH102	General Chemistry II (laboratory)	4
GLE110	First-Year Composition	3	_____	GLE Elective	3
MT151 or MT260	College Algebra or Statistics	3	MT151 or MT260 or MT221	College Algebra or Statistics or Calculus I	3-4
GLE101	First-Year Inquiry Seminar	3			
	Total	17		Total	14
Second Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
BI218 or BI211	Ecology (laboratory) or Genetics (laboratory)	4	BI211 or BI241	Genetics (laboratory) or Evolutionary Biology	4
BI215 or BI ____	Biology and Health Sciences Seminar or Biology Elective	3 or 4	BI215 or BI ____	Biology and Health Sciences Seminar or Biology Elective	3 or 4
_____	GLE Elective	3	GLE230	Second-Year Composition	3
_____	GLE Elective	3	_____	GLE Elective	3
_____	Elective	3	_____	Elective	3
	Total	16		Total	16
Third Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
BI235 or BI319	Biology Elective or Cellular Biology (laboratory)	4	BI235 or BI319	Microbiology (laboratory) or Cellular Biology (laboratory)	4
_____	Biology Elective	4	_____	Biology Elective	4
_____	GLE Elective	3	_____	GLE Elective	3
_____	GLE Elective	3	_____	Elective*	3
_____	Elective*	3	_____	Elective	3
	Total	17		Total	17
Fourth Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
BI ____	Internship in Biology/Health Sciences or Senior Seminar in Biology/Health Sciences or Invited Senior Research or Biology Elective	3-4	BI460 or BI480 or BI ____	Internship in Biology/Health Sciences or Senior Seminar in Biology/Health Sciences or Invited Senior Research or Biology Elective	3-4
BI ____	Biology Elective	4	BI ____	Biology Elective	3
_____	Elective*	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
	Total	13		Total	12
				<b>Total Credits</b>	<b>122</b>

## Recommended Curriculum Guide – Bachelor of Science - Biology

First Year					
Fall Semester		Credits	Spring Semester		Credits
BI101	Biology I (laboratory)	4	BI102	Biology II (laboratory)	4
CH101	General Chemistry I (laboratory)	4	CH102	General Chemistry II (laboratory)	4
GLE110	First Year Composition	3	_____	GLE Elective	3
MT151 <b>or</b> MT260	College Algebra or Statistics	3	MT151 <b>or</b> MT260 <b>or</b> MT221	College Algebra or Statistics or Calculus I	3 <b>or</b> 4
GLE101	First Year Inquiry	3	_____	GLE Elective	3
	Total	17		Total	17
Second Year					
Fall Semester		Credits	Spring Semester		Credits
BI218 <b>or</b> BI211	Ecology or Genetics (laboratory)	3 <b>or</b> 4	BI215 <b>or</b> BI_____	Genetics (laboratory) <b>or</b> Evolutionary Biology (laboratory)	3 <b>or</b> 4
BI215 <b>or</b> BI_____	Biology and Health Sciences Seminar <b>or</b> Biology Elective	3 <b>or</b> 4	BI215 <b>or</b> BI_____	Biology and Health Sciences Seminar <b>or</b> Biology Elective	3 <b>or</b> 4
CH211	Organic Chemistry I (laboratory)	4	BI_____	Biology Elective	3
_____	Biology elective	3	GLE230	Second-Year Composition	3
	Total	13		Total	12
Third Year					
Fall Semester		Credits	Spring Semester		Credits
BI319 <b>or</b> BI_____	Cellular Biology or Biology Elective	4	BI235 <b>or</b> BI319	Microbiology (laboratory) <b>or</b> Cellular Biology (laboratory)	4
PH101	General Physics I (laboratory)	4	PH102	General Physics II (laboratory)	4
_____	GLE Elective	4	_____	GLE Elective	3
_____	GLE Elective	3	_____	GLE Elective	3
_____	Elective	3	_____	Elective	3
	Total	18		Total	17
Fourth Year					
Fall Semester		Credits	Spring Semester		Credits
BI460 <b>or</b> BI480 <b>or</b> BI_____	Internship in Biology/Health Sciences <b>or</b> Senior Seminar in Biology/Health Sciences <b>or</b> Invited Senior Research or Biology Elective	3 <b>or</b> 4	BI460 <b>or</b> BI480 <b>or</b> BI_____	Internship in Biology/Health Sciences <b>or</b> Senior Seminar in Biology/Health Sciences or Invited Senior Research <b>or</b> Biology Elective	3 <b>or</b> 4
_____	GLE Elective	3	BI_____	Biology Elective	3
_____	Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
_____	Elective	3			
	Total	15		Total	12
				Total Credits	121

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

## Chemistry

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- Associate Professor: [Shallee T. Page](#)
- Assistant Professor: Morris E. Jones, [Shannon Stroble](#)

### A minor is offered in Chemistry.

The mission of the Chemistry minor is to strengthen the laboratory science credentials of students enrolled in Biology, Health Sciences, and Environmental Science, Criminal Justice, or Education Certification programs.

The minor is designed to engage students in an active learning environment that enhances their understanding and appreciation for the study of chemistry and of science in general. An active learning environment is offered both in the lecture, through the use of hands-on learning activities and interactive classroom demonstrations, and in the lab via guided inquiry laboratory investigations utilizing modern analytical instrumentation.

### Minor Requirements

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

CH101–102 General Chemistry I and II (laboratory)

CH211–212 Organic Chemistry I and II (laboratory)

CH312 Quantitative Analysis

CH\_\_\_\_ Elective

## Climate Action Certificate

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- Steering Committee: [Verna DeLauer](#) (Environmental Studies), [Catherine O. Koning](#) (Environmental Science), [Rhine Singleton](#) (Environmental Science)
- Affiliated Faculty: [Paul Bush](#) (Communication), [Douglas Challenger](#) (Sociology), Doug Carty (Campus Recreation), [Jed Donelan](#) (Philosophy), [Frank Cohen](#) (Political Science), [Melinda Jetté](#) (History), [Jason Little](#) (Marketing), [Fred S. Rogers](#) (Geology), [Susan Silverman](#) (Fine Arts), and [Phyllis Zrzavy](#) (Communication)

### A Certificate in Climate Action is offered to traditional students.

Human-caused climate change threatens human civilization and all life on earth. The Climate Action Certificate Program provides you with the specialized knowledge and skills needed to address this existential crisis. Work with the Franklin Pierce Institute for Climate Action on projects designed to reduce greenhouse gas production and increase climate resiliency. The knowledge areas of this Certificate encompass the science of the atmosphere, greenhouse gas pollution, and impacts on human health and the environment, as well as the social, economic and humanitarian dimensions that underlay both the problem and its many solutions. Improve your skills in problem-solving, communication, data analysis, information management and digital literacy as you implement solutions to the climate crisis. Students will work together on a problem-solving group project in the capstone course.

### Foundational Knowledge Course: One of the following:

**GL120** Global Change: The Atmosphere **OR**

**ES104** Introduction to Natural Resource Conservation

### Other Required courses:

**ES108** Nature and Culture **OR**

**ES265** Environmental Law

**ES240** Sustainable Communities **OR**

**ES245** Alternate Energy

### **ES305** Health, Human Rights and Environmental Justice

**Capstone Experience:** ES302 Sustainability Project, focused on climate  
(pre-requisites: GL120 or ES104, and ES240 or ES245)

*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
ES210	Evolution of Environmental Thought
ES245	Alternate Energy
ES301	Place, Community, and Regional Studies
ES307	Natural Resources Law and Policy
ES320	Wetland Ecology and Protection (laboratory)
ES342	Wildlife Conservation and Management
FA235	Printmaking I
FA322-323-324	Ceramics II, III, IV
GL115	Global Change: The Oceans
GL120	Global Change: The Atmosphere
GL205	Environmental Geology (laboratory)
HS214	Introduction to Public History
HS240	American Environmental History
MK201	Principles of Marketing
MK214	Consumer Behavior
MK304	Advertising
MK333	Marketing Research
MK335	Public Relations
MK350	E-commerce
MK474	Marketing Management for a Green Economy
PA306	Philosophy of Science and Nature
PS261	Research Methods in Psychology (laboratory)
PS322	Social Psychology
SO101	Introduction to Sociology
SO203	Grassroots Activism for Social Change
SO450	Seminar in Sociological Perspectives
SR115	Foundations of Adventure Sports and Recreation
SR346	Park and Natural Resource Management

## **Computer Information Technology**

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- Professor: [Sudarshan Erramilli](#)

### **Mission of the Computer Information Technology Program**

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

Information Technology represents the continuing convergence of technology in the computing and communications fields. The growth of the World Wide Web and the use of the Internet and intranet in business have resulted in the need for technically competent professionals.

## **Environmental Science and Policy**

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- Professors: [Catherine O. Koning](#), [Frederick S. Rogers](#), [Rhine Singleton](#), [Jacques Veilleux](#)
- Associate Professor: [Verna DeLauer](#)
- Affiliated Faculty: [James Donelan](#) (Philosophy), John Harris (Sustainability)

**A Bachelor of Arts degree and a Bachelor of Science degree is offered in Environmental Science and Policy to traditional students.**

**A minor is offered in Environmental Studies.**

The mission of the Environmental Science and Policy program is to develop the values, knowledge and skills needed to solve environmental problems. We emphasize an experiential, interdisciplinary approach to teaching and learning.

Class projects, independent and group research, and/or community engagement are a part of all of our courses. We expect our graduates to understand relevant content areas and demonstrate proficiency in critical thinking, problem solving, inquiry and analysis, information literacy, quantitative skills, communication, technological literacy, teamwork, and civic engagement, as well as specific career and professional skills needed in the environmental field. The (B.S.) serves as preparation for careers in more heavily science-oriented fields.

The B.A. emphasizes the human dimensions of environmental issues, including the ethical, psychological, social, political, and economic factors involved in creating sustainable solutions. Successful completion of either of the Environmental Science and Policy majors provides students with a solid foundation for specialized graduate study, and the depth and breadth needed to find employment in the diverse fields addressing environmental problems.

The Environmental Science and Policy B.S. program is teacher certifiable in Secondary School Biology. Students who intend to teach Biology in high school should refer to the School of Education for information on the [Secondary Teacher Certification](#) program.

### **B.S. and B.A. in Environmental Science and Policy Core Requirements Core Requirements**

In addition to all [degree requirements](#), the following courses must be completed successfully:

BI218	Ecology (laboratory)
CIT222	Introduction to Geographic Information Systems: ArcView
ES103	Introduction to Ecosystem and Wildlife Conservation
ES104	Introduction to Natural Resource Conservation
ES108	Nature and Culture
ES210	Evolution of Environmental Thought
ES307	Natural Resource Law and Policy
ES480	Junior Seminar in Environmental Science
ES490	Environmental Issues: Senior Capstone Project
Math	MT151 or higher

### **B.A. in Environmental Science and Policy: Major Electives Requirements**

In addition to the Environmental Science and Policy Core Requirements, choose at least 3 from the Human Society Electives list, and at least 1 from the Natural Science Electives list. (Minimum of 12 credits). Note: No course can count for two requirements in the major.

## **B.S. in Environmental Science and Policy Major Requirements and Major Electives**

In addition to the Environmental Science and Policy Core Requirements, choose 2 from the Human Society Electives list, 3 from the Natural Sciences Electives list, and take all the Major Requirements required courses listed below. Note: No course can count for two requirements in the major.

### **B.S. Environmental Science and Policy Major Requirements**

Choose any 3 of the following: CH101, CH103, GL101 GL102, GL205, PH101, PH102

(In addition to earlier math course):

MT221      Calculus I **or**

MT222      Calculus II **or**

MT260      Statistics

Choose one of the following:

BI430      Forest Ecology (laboratory) **or**

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

ES367      Water Resources (laboratory)

### **Human Society Electives**

AN220      Global Problems

CIT230      Intermediate Geographic Information Systems: Arc/Info

ES210      Evolution of Environmental Thought

ES236      Environmental Education and Citizen Engagement

ES240      Creating Sustainable Communities

ES245      Alternate Energy

ES301      Place, Community, and Regional Studies

ES305      Health, Human Rights, and Environmental Justice

ES307      Natural Resources Law and Policy

HS240      American Environmental History

HS329      The National Parks

PA306      Philosophy of Science and Nature

PUBH310      Foundations of Environmental Health

SR346      Park and Natural Resource Management

### **Natural Science Electives**

BI101      Biology (laboratory)

BI214      Coastal Ecology

BI217      Tropical Forest Ecology

BI218      Ecology (laboratory)

BI231      Animal Behavior

BI241      Evolutionary Biology

BI250      Introduction to Plant Biology (laboratory)

BI312      Vertebrate Biology (laboratory)

BI375      Mammalogy (laboratory)

BI430      Forest Ecology (laboratory)

CH221      Environmental Chemistry

CIT230      Intermediate Geographic Information Systems: Arc/Info

ES245      Alternative Energy

ES320      Wetland Ecology and Protection (laboratory)

ES342      Wildlife Conservation

ES367      Water Resources (laboratory)

ES460-2      Internship in Environmental Science

GL101      General Geology I (laboratory)

GL102	General Geology II (laboratory)
GL115	Global Change: The Oceans
GL120	Global Change: The Atmosphere (laboratory)
GL205	Environmental Geology (laboratory)
HCA315	Epidemiology
PH101	General Physics I (laboratory)
PH102	General Physics II (laboratory)
PUBH310	Foundations of Environmental Health

### **Minor in Environmental Studies**

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

The minor requires completion of six courses:

ES103 Introduction to Ecosystem and Wildlife Conservation

ES104 Introduction to Natural Resource Conservation

Two courses from the Human Society Electives listed above.

Two courses from the Natural Science Electives listed above.



## Recommended Curriculum Guide for B.S. in Environmental Science and Policy

First Year					
Fall Semester		Credits	Spring Semester		Credits
ES103	Introduction to Ecosystems and Wildlife Conservation	4	ES104	Introduction to Natural Resource Conservation	4
ES108	Nature and Culture	3	ES210	Evolution of Environmental Thought	3
GLE101	First-Year Inquiry Seminar	3	_____	GLE Elective	3
GLE110	First-Year Composition	3	MT____	Second Math - MT151 or higher	3-4
_____	GLE Elective	3	_____	GLE Elective	3
Total		16	Total		16
Second Year					
Fall Semester		Credits	Spring Semester		Credits
BI218	Ecology (laboratory)	4	ES____	Human Society Electives I	3
_____	Choose 3 from this list: CH101, CH102, GL101, GL102, GL205, PH101, PH102		_____	Choose 3 from this list: CH101, CH102, GL101, GL102, GL205, PH101, PH102	
_____	GLE Elective	3	CIT222	Introduction to Geographic Information Systems: ArcView	3
_____	GLE Elective	3	MT151	MT151 or higher -- Mathematics Requirement II	3-4
_____	Elective	3	GLE230	Second-Year Composition	3
Total		17	Total		13
Third Year					
Fall Semester		Credits	Spring Semester		Credits
_____	Choose 3 from this list: CH101, CH102, GL101, GL102, GL205, PH101, PH102	4	ES480	Junior seminar in Environmental Issues	3
BI430 or ES320 or ES367	Forest Ecology (laboratory) or Wetland Ecology (laboratory) or Water Resources (laboratory)	4	ES____	Human Society Electives II	3
_____	GLE Elective	3	_____	Natural Science Elective I	4
_____	Elective	3	_____	GLE Elective	3
_____	Elective	3	ES307	Natural Resource Law and Policy	3
Total		17	Total		16
Fourth Year					
Fall Semester		Credits	Spring Semester		Credits
ES490	Environmental Issues: Senior Capstone Project	4	_____	Natural Science Elective III, 300 level or higher	4
_____	Natural Science Elective II	4	_____	Elective	3
_____	Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
Total		14	Total		13
			Total credits		122

## Recommended Curriculum Guide for B.A. in Environmental Science and Policy

First Year					
Fall Semester		Credits	Spring Semester		Credits
ES103	Introduction to Ecosystems and Wildlife Conservation	4	ES104	Introduction to Natural Resource Conservation	4
ES108	Nature and Culture	3	ES210	Evolution of Environmental Thought	3
GLE101	First-Year Inquiry Seminar	3	_____	GLE Elective	3
GLE110	First-Year Composition	3	MT_____	MT151 or higher -- Mathematics Requirement	3-4
_____	GLE Elective	3	_____	GLE Elective	3
Total		16	Total		16
Second Year					
Fall Semester		Credits	Spring Semester		Credits
BI218	Ecology (laboratory)	4	ES_____	Human Society Electives I	3
_____	GLE Elective	3	GLE230	Second-Year Composition	3
_____	GLE Elective	3	CIT222	Introduction to Geographic Information Systems: ArcView	3
_____	Elective	3	MT151	MT151 or higher -- Mathematics Requirement II	3-4
_____	Elective	3	_____	Elective	3
Total		16	Total		15-16
Third Year					
Fall Semester		Credits	Spring Semester		Credits
_____	GLE Elective	3	ES307	Natural Resources Law and Policy	3
_____	Elective	3	ES480	Junior seminar in Environmental Issues	3
_____	Elective	3	ES_____	Human Society Electives II	3
_____	Elective	3	_____	Natural Science Elective I	4
_____	Elective	3	_____	GLE Elective	3
Total		15	Total		16
Fourth Year					
Fall Semester		Credits	Spring Semester		Credits
ES490	Environmental Issues: Senior Capstone Project	4	_____	Elective	3
_____	Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
_____	Elective	3	Total		12
Total		13	Total Credits		121-122

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

### 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.

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.

## Certificate in Exercise Physiology

The Certificate in Exercise Physiology is a collection of courses geared at educating the student towards a career as an Exercise Physiologist. These courses include:

- BI260            Anatomy and Physiology I
- BI261            Anatomy and Physiology II
- BI370            Medical Terminology and Health Systems
- BI400            Kinesiology
- BI402            Exercise Physiology
- BI403            Assessment and Prescription of Fitness
- BI404            Strength and Conditioning
- BI405            Clinical Exercise Physiology

Upon completion of this certificate, along with an undergraduate degree, students would meet the prerequisites established by the American College of Sports Medicine to sit for the Certification in Exercise Physiology. Sitting for the ACSM's Certification is above and beyond the expectations of our certificate program however a viable option after completion. If you do choose the path of certification through the ASCM, it is a nationally recognized and a required achievement for employment in many clinical and health related setting. Typical areas of employment would include cardiac rehabilitation centers and fitness facilities.

## Health Sciences

- Assistant Professors: [Robert Anzalone](#), [Thomas E. Bennett](#), [Leila S. Jabbour](#), [Tongyu Ma](#), [Lindsay Vago](#)

**A Bachelor of Science degree is offered in Health Sciences to traditional students.**

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

The curriculum develops critical thinking skills, the ability to use the medical and basic scientific primary literature, a broad biomedical knowledge base, and a clear understanding of the requirements necessary to succeed in the application to graduate schools in healthcare related fields. Students interested in careers and graduate programs in healthcare are encouraged to meet with a member of the Health Sciences Advising Committee early in their program. Faculty members of this committee will assist the student in self-assessment, development of career goals, and construction of a realistic plan for the student's successful attainment of their goals.

## **Accelerated Bachelor of Science degree in Health Science**

Franklin Pierce offers motivated students the opportunity to complete their undergraduate Health Science degrees in just three years. Students completing their undergraduate degrees through the Accelerated Program save a year's tuition and fees and enter the job market earlier or can choose to apply to our graduate program a year earlier. Several accelerated options are available to new and continuing students who have a record of strong academic achievement and a desire to advance their education.

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

### **3-year Accelerated Health Science degree**

Complete your undergraduate Health Science degree in three years.

### **3+2.5 Accelerated Health Science degree + Doctor of Physical Therapy**

Complete your undergraduate Health Science degree in three years and the Doctor of Physical Therapy degree in 2.5 years.

### **4+2.5 Traditional Health Science degree + Doctor of Physical Therapy**

Complete your undergraduate Health Science degree in four years and the Doctor of Physical Therapy degree in 2.5 years.

### **3+2 Accelerated Health Science degree + Master of Physician Assistant Studies**

Complete your undergraduate Health Science degree in three years and the Master of Physician Assistant Studies in 2 years.

### **4+2 Traditional Health Science degree + Master of Physician Assistant Studies**

Complete your undergraduate Health Science degree in four years and the Master of Physician Assistant Studies in 2 years.

### **3+1.5 Accelerated Health Science degree + Master's Entry to Practice Nursing**

Complete your undergraduate Health Science degree in three years and the Master's Entry to Practice Nursing in 1.5 years.

### **4+1.5 Traditional Health Science degree + Master's Entry to Practice Nursing**

Complete your undergraduate Health Science degree in four years and the Master's Entry to Practice Nursing in 1.5 years.

## Applying to the Accelerated Health Science Programs

- Minimum cumulative grade point average (CGPA), in academic courses only, of a 3.0 on a 4.0 scale (84/100)
- Equivalent of four years of math with a final grade of B+ (87/100) or higher in each class
- Equivalent of four years of science with a final grade of B+ (87/100) or higher in each class
- Demonstrated leadership through community and school activities; related healthcare experience is highly desirable.

## Accelerated Health Science Requirements

To be eligible for a Health Science degree, students must fulfill the major and GLE requirements. In addition, the following are the program requirements for students admitted into the accelerated programs:

- Maintain a minimum cumulative grade point average of 3.2.
- Obtain no less than a “B” in all of the Health Science major requirements.

In the event that students do not meet these requirements they will be transitioned into our standard Health Science program.

## Health Science Curriculum

The curriculum for the accelerated and traditional Health Science program is the same, the difference being that the accelerated program requires course work to be completed over the summer terms. The Health Science program is able to accommodate prerequisites for the DPT, MPAS, and MEPN program. You do not need to determine the specific graduate program you wish to pursue until the spring semester of your junior year, this is where the program prerequisites diverge. Since the Health Science program incorporates elective courses in their curriculum, we have suggested courses which will directly benefit that chosen graduate profession.

## All Health Sciences majors take the following major requirements (39 credits):

In addition to all [graduation requirements](#), the following courses must be completed successfully:

BI101-102	Biology I and II (laboratory).....	8 credits
BI215	Biology and Health Sciences Seminar .....	3 credits
BI235	Human Health and Nutrition.....	3 credits
BI260	Human Anatomy & Physiology I.....	4 credits
BI261	Human Anatomy & Physiology II.....	4 credits
BI370	Medical Terminology and Health Systems .....	3 credits
BI400	Kinesiology (laboratory) <b>or</b> .....	4 credits
BI402	Exercise Physiology (laboratory).....	4 credits
BI460	Internship in Biology <b>or</b>	
BI480	Senior Seminar in Biology/Health Sciences <b>or</b>	
BI481	Invited Senior Research .....	3 credits
CH101-102	General Chemistry I & II (laboratory).....	8 credits

## Health Sciences Electives

In addition to the major requirements, students must choose 20 elective credits with a minimum of 6 credits above the 300-level from the list below:

AN325	Medical Anthropology
BI261	Anatomy & Physiology II (laboratory)
BI302	Food Production
BI310	Research Methods

BI325	Microbiology (laboratory)
BI326	Parasitology
BI327	Principles of Immunology
BI329	Special Topics
BI337	Advanced Nutrition
BI351	Endocrinology
BI353	Introduction to Pharmacology
BI400	Kinesiology/Biomechanics (laboratory)
BI402	Physiology of Exercise (laboratory)
BI403	Assessment and Prescription of Fitness
BI404	Strength and Conditioning Science
CH211	Organic Chemistry 1
CH212	Organic Chemistry 2
CH321	Biochemistry (laboratory)
ES305	Health, Human Rights, and Environmental Justice
HCA315	Epidemiology
HCA340	Healthcare Finance
HCA350	Healthcare Systems Management and Quality Improvement
HCA360	Healthcare Ethics, Policy, and Law
HCA390	Internship
HCA450	Leadership and Management in Healthcare Organizations
PH101	Physics 1
PH102	Physics 2
PS304	Introduction to Neuroscience (laboratory)
PS430	Introduction to Psychopharmacology
PUBH303	Biostatistics
PUBH310	Foundations of Environmental Health Sciences
PUBH313	Psychological, Behavioral, and Social Issues in Public Health

## Recommended Curriculum Guide - Health Sciences

First Year					
Fall Semester		Credits	Spring Semester		Credits
BI101	Biology I (laboratory)	4	BI102	Biology II (laboratory)	4
	GLE Elective	3	MT260	Statistics	3
PS101	Intro to Psychology	3		GLE Elective	3
GLE101	First-Year Inquiry	3		GLE Elective	3
GLE110	First-Year Composition	3		GLE Elective	3
	Total	16		Total	16
Second Year					
Fall Semester		Credits	Spring Semester		Credits
B235	Human Health and Nutrition	3	BI215	Biology and Health Sciences Seminar	3
BI260	Human Anatomy & Physiology I (Laboratory)	4	GLE230	Second-Year Composition	3
CH101	Chemistry I (laboratory)	4	CH102	Chemistry II (laboratory)	4
	GLE Elective	3	BI261	Human Anatomy & Physiology II (laboratory)	4
	Elective	3			
	Total	17		Total	14
Third Year					
Fall Semester		Credits	Spring Semester		Credits
BI370	Medical Terminology and Health Systems	3		Health Sciences Elective	4
BI400 or 402	Kinesiology (laboratory) or Exercise Physiology	4		Health Sciences Elective	4
	GLE Elective	3	BI460 or 480 or 481	Internship in Biology or Senior Seminar in Biology or Senior Seminar in Biology/Health Sciences or Invited Senior Research	3
	Health Sciences Elective	4		Elective	3
	Total	14		Total	14
Fourth Year					
Fall Semester		Credits	Spring Semester		Credits
	Health Sciences Elective	4		Health Sciences Elective	4
	Health Sciences Elective	3		Elective	3
	Elective	3		GLE Elective	3
	Elective	3		Elective	3
	Elective	3		Total	13
	Total	16		Total Credits	120

## Accelerated 3 Year Health Science Curriculum

First Year					
Fall Semester		Credits	Spring Semester		Credits
BI101	Biology I (laboratory)	4	BI102	Biology II (laboratory)	4
CH101	Chemistry I (laboratory)	4	MT260	Statistics	3
PS101	Intro to Psychology	3	CH102	Chemistry II (laboratory)	4
GLE101	First-Year Inquiry	3	_____	GLE Elective	3
GLE110	First-Year Composition	3	_____	GLE Elective	3
Total		17		Total	17
Second Year					
Summer Courses					
Fall Semester		Credits	Spring Semester		Credits
B235	Human Health and Nutrition	3	BI215	Biology and Health Sciences Seminar	3
BI260	Human Anatomy & Physiology I (Laboratory)	4	GLE230	Second-Year Composition	3
_____	Health Science Elective	4	_____	Health Science Elective	4
_____	Elective	3	BI261	Human Anatomy & Physiology II (laboratory)	4
_____	Elective	3	_____	Elective	3
Total		17	Total		17
Third Year					
Summer Courses					
Fall Semester		Credits	Spring Semester		Credits
BI370	Medical Terminology and Health Systems	3	_____	Health Sciences Elective	4
BI400 or 402	Kinesiology (laboratory) or Exercise Physiology	4	_____	Health Sciences Elective	4
_____	Elective	3	_____	Elective	3
_____	Health Sciences Elective	4	_____	Elective	3
_____	Elective	3	_____	Elective	3
Total		17	Total		16
			Total Credits		120

## Mathematics

- Professor: [Carl T. Brezovec](#)
- Lecturers: Thomas O'Brien

### A minor is offered in Mathematic Modeling.

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

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



## Minor Requirements

The minor in Mathematical Modelling requires successful completion of the following courses:

MT221	Calculus I
MT222	Calculus II
MT260	Statistics
MT301	Introduction to Mathematical Proofs
MT300-level	Mathematics Elective
MT300-level	Mathematics Elective

## Nutrition

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### A minor is offered in Nutrition.

The Nutrition Minor gives students a broad perspective of different areas of nutrition. Through coursework, students will learn the basics on nutritional biochemistry, study nutritional issues through the lifespan, examine the relationship between nutrition and chronic disease, and assess the psychosocial, and environmental and political factors that affect our nutritional choices and overall health.

## Minor Requirements

The minor in Nutrition requires successful completion of the following courses:

BI235	Human Health and Nutrition
BI302	Food production
BI337	Advanced Nutrition
PUBH101	Introduction to Public Health

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

BI310	Research Methods
BI325	Microbiology
CH321	Biochemistry
HCA315	Epidemiology
PUBH313	Psychological, Behavioral, and Social Issues in Public Health

## Public Health

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- Associate Professor: [Verna DeLauer](#) (Environmental Studies)
- Adjunct Instructors: Ashley Pettit, Patricia Brown

### A minor is offered in Public Health.

The mission of the Public Health program is to impart in students a broad understanding of the factors that shape the health of populations and equip them with evaluative tools for improving the health of the community. The Public Health minor is designed to build the 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 <b>or</b>
PUBH202	Introduction to Global Health
PUBH310	Foundations of Environmental Health Sciences
PUBH313	Psychological, Behavioral, and Social Issues in Public Health

## Graduate Degree Programs

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

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- Director/Associate Professor: Kristi Collins
- Medical Director: Patrick Francis

Physician Assistants (P.A.s) are nationally certified and licensed healthcare professionals who practice medicine with a physician's collaboration and/or supervision working as a team. As part of their comprehensive responsibilities, P.A.s conduct physical exams, diagnose and treat illnesses, order and interpret tests, counsel on preventive healthcare, assist in surgery, and write prescriptions.

Within the P.A.-physician relationship, physician assistants exercise autonomy in medical decision making and provide a broad range of diagnostic and therapeutic services. A P.A.'s practice may also include education, research, and managerial/administrative services.

Physician Assistants, while trained in general medicine, often specialize in emergency medicine, surgery, orthopedics, obstetrics, pediatrics and other specialties. Students in the Franklin Pierce University M.P.A.S. program attend classes in West Lebanon, New Hampshire. Our modern, spacious facility includes classrooms, a computer lab and a clinical lab where students learn hands-on practical skills. Clinical experience is a vital part of the program and is conducted at sites throughout the country, with a focus on rural and underserved regions of New Hampshire and Vermont.

This full-time day program is designed to be completed in 27 calendar months. Graduates of the M.P.A.S. program will be skilled and compassionate clinicians who promote health and wellness, diagnose and treat acute illnesses and manage chronic disease.

### Mission

The mission of the M.P.A.S. Program is to prepare P.A.s who demonstrate clinical excellence; embrace diversity, equity and inclusion; advocate for their patients; lead and advance the profession; and serve their communities.

### Program Goals:

- Prepare students to function as competent healthcare providers in a primary care setting.
- Nurture student progress to optimize professional growth and retention.
- Recruit students from rural and underserved communities, particularly those from New Hampshire and Vermont.
- Train students in rural and medically underserved communities with a focus on New Hampshire and Vermont.
- Graduate students who practice in rural and medically underserved communities with emphasis on New Hampshire and Vermont

## Program-level Student Learning Outcomes

Students will be able to:

- Demonstrate core medical knowledge regarding established and evolving biomedical and clinical sciences and the application of this knowledge to patient care. (Medical Knowledge)
- Employ interpersonal and communication skills (including oral and written) to enable effective information exchange with patients, their families, and members of the healthcare team. (Interpersonal & Communication Skills)
- Provide safe, entry-level patient care to include effective information gathering, appropriate diagnostic evaluation and implementation of therapeutic management plans. (Patient Care)
- Exhibit professionalism as demonstrated by assuming responsibility for actions, recognizing personal limitations, expressing sensitivity to diversity, and respecting colleagues, faculty/staff, preceptors, and patients. (Professionalism)
- Demonstrate ability to self-analyze current knowledge and clinical skills and enhance capabilities through reflection and critical appraisal of the medical literature. (Practice- based Learning & Improvement)
- Demonstrate awareness of the larger system of health services including access to healthcare, continuity of care, and community support services. (System-based Practice)

## Accreditation

The Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) has granted **Accreditation-Continued** status to the **Franklin Pierce University Physician Assistant Program** sponsored by **Franklin Pierce University**. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be **September 2027**. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy.

## Technical Standards

The following technical standards establish the essential qualities necessary for students enrolling in the M.P.A.S. program. Students must possess these qualities in order to achieve the required level of competency stipulated for program advancement and graduation, must demonstrate the standards upon admission to the program and continue to demonstrate these standards throughout their matriculation in the M.P.A.S. program. Failure to do so will be grounds for dismissal from the program.

### Sensation

Students must possess sufficient visual, auditory and tactile sensation to receive appropriate information in the classroom, laboratory and other education settings. Sensation must be sufficient to receive verbal and non-verbal information while interviewing patients and to perform inspection, auscultation and palpation techniques during physical examination of patients.

### Communication

Students must be able to communicate effectively with patients, family members and other clinicians. This includes expressive and receptive modes of verbal, non-verbal and written communication. Further it includes the ability to accurately assess receptive communication in order to make appropriate and timely responses. Finally, it includes the ability to communicate with attention, empathy and sensitivity.

### Motor Function

Students must have sufficient strength and coordination to perform the activities required of a P.A. These include performing a physical examination involving techniques in palpation and percussion and utilizing diagnostic instruments.

Students must have sufficient stamina to sit, stand and move within the classroom, laboratory, examination rooms, treatment rooms and operating rooms for extended periods of time. They must have sufficient coordination to move about patient care environments and sufficient dexterity to use common medical instruments. All students must arrange their own transportation between educational and clinical settings.

### **Intellectual Capability**

Clinical problem solving, a critical ability for P.A.s, encompasses abilities to accurately measure, calculate, reason, analyze, integrate, learn and retain information and make decisions in a timely manner. Students must be able to:

- Independently access and interpret medical data
- Identify significant findings from history, physical examination and laboratory data
- Perform a reasoned explanation for likely diagnoses and recommend treatment regimens
- Recall and retain information in an efficient and timely manner

### **Behavioral/Social Proficiency**

Students must possess the ability to establish and maintain appropriate professional relationships. Factors included in this requirement are the abilities to prioritize competing demands, to function in stressful circumstances, to exercise good clinical judgment, to behave ethically, to be compassionate, empathetic, responsible and tolerant toward patients and other healthcare professionals.

### **Advanced Placement**

The M.P.A.S. program is a full-time day program and does not offer advanced placement for students.

### **Work Policy**

In order to enhance student learning and assure student success in the M.P.A.S. program, it is recommended that students not work while enrolled in the program. If a student chooses to work while enrolled in the program, work schedules cannot interfere with class attendance, academic performance, or clinical rotation schedules. Students are never required to work for the program in any capacity.

### **Physician Assistant Program Academic Policies**

The policies below are in addition to the standards noted above as set by the College of Health and Natural Sciences.

### **Satisfactory Academic Progress**

M.P.A.S. students are held to same graduate academic standards as other programs at Franklin Pierce University, which states that all graduate students must achieve a term grade point average (TGPA) and cumulative grade point average (CGPA) of 3.0 (B) or higher to remain in good academic standing. A passing grade for courses within the program is a C (73%) or better. Graduate students may have no more than two grades lower than a B- on the academic record at the time of graduation.

Any student not meeting this minimum will be required to meet with their academic advisor to establish and sign a Learning Contract to address academic deficiencies. A student will be considered to have attained satisfactory academic progress when the student receives consistent course grades of B- or better and maintains a cumulative and TGPA of 3.0.

Students with a history of academic probation or deferred suspension will be referred for academic dismissal from the program if they fail to maintain the academic standards of the University. The Student Progress Committee meets throughout the term to review and discuss each individual student's progress. Concerns regarding student academic performance will be documented and referred to the students' academic advisor and/or the M.P.A.S. Student Affairs Committee for follow up.

At the close of each term, academic records will be reviewed by the Program Director in conjunction with the Dean if necessary. Appropriate sanctions will be applied. Students on Academic Probation at the end of the didactic year cannot progress to the clinical year. In addition to academic expectations regarding Academic Standing, recipients of all forms of financial assistance are expected to meet Satisfactory Academic Progress.

### **M.P.A.S. Promotion Policy**

In addition to the University's Graduate Academic Standing Policy, as listed in the FPU Academic Catalog, the M.P.A.S. program implements the following Promotion Policy that is more stringent.

### **Good Academic Standing**

The course sequence in the curriculum is designed to provide incremental knowledge and skills necessary for PA practice. The M.P.A.S. program has determined that the sequence must be followed to achieve this goal. A student in good academic standing will progress through the curriculum as designed. Since courses are arranged in a specific sequence, repeating a course will result in delay of the student's progress through the curriculum, and require a longer period of time to successfully complete the entire curriculum. Good academic standing is obtained by achieving a term grade point average (GPA) of 3.00 or greater, maintaining a cumulative GPA of 3.00 or greater, passing all Pass/Fail courses/assignments and maintaining appropriate technical and professional standards.

### **Disciplinary Sanctions**

#### **Academic Probation**

- Any student whose term GPA is below 3.00 for a single term, or
- Any student whose cumulative GPA is below 3.00, or
- Any student who receives a final course grade of C or C+ in any course regardless of GPA.

#### **Academic Suspension with Deceleration**

- Any student who has a final course grade of C or C+ in any two courses, or
- Any student who has been on academic probation without demonstrating satisfactory academic progress. Satisfactory academic progress means maintaining a term GPA greater than 3.00.
- Any student on academic probation at the end of term 4 of the M.P.A.S. program (as those students are not eligible to progress to the clinical year).

### **Program Dismissal**

- Any student who receives a failing final course grade in any course, or
  - Any student who receives three final course grades of C or C+, or
  - Any students whose term GPA is below 3.00 for three terms (need not be consecutive terms), or
  - Any student whose cumulative GPA is below 3.00 for two terms and who has not shown satisfactory academic progress. Satisfactory academic progress means maintaining a term GPA greater than 3.00.
- 
- Any student who fails to earn a Pass (for a Pass/Fail course) or a final course grade of B+ or better in any repeated graded course, or
  - Any student who fails to adhere to the technical and/or professional standards of the program, as documented on the M.P.A.S. program's Technical Standards & Professionalism Assessment Tool, or
  - Students who re-matriculate for academic reasons and fail to maintain a term GPA greater than 3.0.

Notice of a Disciplinary Sanction shall be delivered in writing (electronic or paper format) to the student within five (5) days of the start of the next term and shall take effect immediately upon delivery.

Appeal of the decision may be made to the Dean of CHNS in writing within seventy-two hours of delivery of the decision to the student. Students on Probation at the end of the didactic year will not progress to the clinical year and will be referred to the M.P.A.S. Student Affairs Committee.

## Part-time Enrollment and Deceleration

The design of the curriculum within the M.P.A.S. program does not allow for students to attend part-time. Students who cannot continue on a full time basis or who are on Academic Probation at the end of the didactic year may be decelerated or considered for readmission on a case-by-case basis. Deceleration is defined as movement from the student's entering cohort to a subsequent cohort. Students may be required to repeat some or all of the coursework completed at the time of withdrawal or probation.

## Summative Evaluation

Students must demonstrate satisfactory performance in the summative evaluation. The summative evaluations are administered during Term 9 prior to graduation. Students may remediate up to two components that do not meet expectations. Each remediation can be performed only once. Successful remediation will result in the original score being raised to a passing score (typically, 83%).

## Course Sequence

### Didactic Phase

<b>PA Program Term 1</b>	<b>November – February</b>	<b>17 credits</b>
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
<b>PA Program Term 2</b>	<b>March – May</b>	<b>17 credits</b>
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
<b>PA Program Term 3</b>	<b>June – August</b>	<b>15 credits</b>
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
<b>PA Program Term</b>	<b>September – November</b>	<b>17 credits</b>
ME556	Understanding and Accessing the Medical Literature	1 credit
ME560	Advanced Clinical Skills	3 credits
ME582	Healthcare for the Rural and Medically Underserved	2 credits
ME580	Clinical Reasoning III	2 credits
ME584	Evidence-based Medicine in Clinical Practice	1 credit
ME588	Clinical Pharmacology	2 credits
ME592	Clinical Medicine IV	5 credits

## **Clinical Phase**

<b>PA Program Term 5</b>	<b>December – February</b>	<b>11 credits</b>
ME576	Preparation for Clinical Education	1 credit
ME631	Clinical Rotation 1	5 credits
ME632	Clinical Rotation 2	5 credits
<b>PA Program Term 6</b>	<b>March – May</b>	<b>12 credits</b>
ME633	Clinical Rotation 3	5 credits
ME634	Clinical Rotation 4	5 credits
ME645	Seminar I	2 credits
<b>PA Program Term 7</b>	<b>June – August</b>	<b>12 credits</b>
ME635	Clinical Rotation 5	5 credits
ME636	Clinical Rotation 6	5 credits
ME646	Seminar II	2 credits
<b>PA Program Term 8</b>	<b>September – November</b>	<b>12 credits</b>
ME637	Clinical Rotation 7	5 credits
ME638	Clinical Rotation 8	5 credits
ME647	Seminar III	2 credits

## **Professional Phase**

<b>PA Program Term 9</b>	<b>December – February</b>	<b>14 credits</b>
ME619	Elective Clinical Experience	4 credits
ME648	Seminar IV	2 credits
ME690	Senior Seminar	6 credits
ME692	Preparation for Clinical Practice	2 credits

**Total Credits over 9 Terms = 126 credit hours earned**

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

- Program Director/Associate Professor: [Marci Contreras](#)
- Director of Clinical Education/Assistant Professor: Michael Gengle
- Director of Program Evaluation/Assistant Professor: Christi Kobald
- Program Coordinator: Melanie McMaster
- Assistant Professor: [Daniel Anderson](#)
- Medical Director: [Harold Gottlieb](#)

Physician Assistants (PAs) are nationally certified and licensed healthcare professionals who practice medicine with a physician's collaboration and/or supervision working as a team.

As part of their comprehensive responsibilities, PAs conduct physical exams, diagnose and treat illnesses, order and interpret tests, counsel on preventive healthcare, assist in surgery, and write prescriptions. Within the PA-physician relationship, physician assistants exercise autonomy in medical decision making and provide a broad range of diagnostic and therapeutic services.

A PA's practice may also include education, research, and managerial/administrative services. Physician Assistants, while trained in general medicine, often specialize in emergency medicine, surgery, orthopedics, obstetrics, pediatrics as well as other specialties. Students in the Franklin Pierce University M.P.A.S. Hybrid Program will attend classes virtually during the didactic year and attend mandatory immersion experiences on-campus in Goodyear, Arizona (just 30 miles west of Phoenix). Our modern, spacious facility includes classrooms, simulated exam rooms, and clinical lab space where students will learn hands-on practical skills. Clinical experience will be a vital part of the program and is conducted at sites throughout the country. The full-time program is designed to be completed in 24 months.

## Mission

Our mission is to prepare Physician Assistants (PAs) to provide compassionate care with the highest level of clinical excellence and ethical standards. We develop PAs who are patient advocates, critical thinkers, and lifelong learners. We nurture the development of culturally sensitive leaders who embrace diversity, equity, and inclusion to serve patients within their communities.

## Program Goals

- Recruit a talented and multicultural student body that corresponds to the diversity of the U.S. population.
- Offer a flexible schedule that encourages mindfulness and work-life balance. Our program utilizes multiple teaching and learning strategies using innovative technology to promote student success.
- Prepare graduates to become competent PAs with a first-time PANCE pass rate that meets or exceeds the national average.

## Program Learning Outcomes

- Competently address a patient's chief complaint by eliciting a focused and/or comprehensive patient history and conducting a focused and/or comprehensive physical exam. (*Competency 1: Medical Knowledge and Patient Care; Competency 5: Clinical reasoning and problem-solving abilities*)
- Develop a differential diagnosis for medical and behavioral problems seen in a primary care setting based on fundamental knowledge of the basic and clinical sciences. (*Competency 1: Medical Knowledge and Patient Care; Competency 5: Clinical reasoning and problem-solving abilities*)
- Apply critical-thinking principles to patient care using current medical literature and evidence-based medicine to order and interpret the proper diagnostic studies and recommend treatments. (*Competency 3: Clinical and Technical skills; Competency 5: Clinical reasoning and problem-solving abilities*)
- Implement health maintenance and disease prevention screening and counseling to patients across the lifespan. (*Competency 1: Medical Knowledge and Patient Care; Competency 2: Interpersonal and Communication Skills*)
- As a collaborative member of the healthcare team, accurately and concisely communicate in both oral and written forms, patient encounters and their outcomes. (*Competency 2: Interpersonal and Communication Skills*)
- Communicate effectively and respectfully with patients, families and caregivers while considering a patient's emotional state, culture, and/or socioeconomic background for shared medical decision-making. (*Competency 2: Interpersonal and Communication Skills; Competency 4: Professional behaviors*)
- Develop, implement, and monitor management plans for patients across the life span and in a variety of health care delivery settings with emergent, acute, chronic, and ongoing conditions. (*Competency 1: Medical Knowledge and Patient Care, Competency 3: Clinical and Technical skills; Competency 5: Clinical reasoning and problem-solving abilities*)
- Perform clinical and medical interventions as necessary to include diagnostic procedures, surgery, counseling, therapeutic procedures, and rehabilitative therapies. Obtain informed consent for such tests and/or procedures as needed. (*Competency 3: Clinical and Technical skills, Competency 4: Professional behaviors; Competency 5: Clinical reasoning and problem-solving abilities*)
- Demonstrate behaviors consistent with the highest ethical and legal standards. (*Competency 4: Professional behaviors*)

## Accreditation

Accreditation information changes will need to be made where noted, and with the following update (verbatim as per ARC-PA): The ARC-PA has granted Accreditation-Provisional status to the Franklin Pierce University Master of Physician Assistant Studies Hybrid Program sponsored by Franklin Pierce University.



Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding Accreditation[1]Provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students. Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class. The program's accreditation history can be viewed on the ARC-PA website at [http://www.arc-pa.org/accreditation-history-franklin-pierce-university\[1\]goodyear-az/](http://www.arc-pa.org/accreditation-history-franklin-pierce-university[1]goodyear-az/).

## **Technical Standards**

The following technical standards establish the essential qualities necessary for students enrolling in the M.P.A.S. Hybrid Program. Students must possess these qualities upon admission to the program and continue to demonstrate these standards throughout the program, in order to achieve the required level of competency stipulated for program advancement and graduation. Failure to do so will be grounds for dismissal from the program.

### **Observation and Sensation**

- Candidates and graduates must possess sufficient visual, auditory, and tactile sensation to participate in the classroom, laboratory, and other educational or clinical settings.
- Must be able to receive verbal and nonverbal communications from patients and others, and to perform a complete patient physical exam.

### **Communication**

- Candidates and graduates must be able to speak, hear, and observe patients, family members, and other clinicians.
- Communicate clearly and effectively through oral and written communication.
- Candidates and graduates must have the ability to receive and process communication from the healthcare team to respond in a timely manner and make appropriate decisions.
- Candidates and graduates must possess the skills to communicate attentively and sensitively to others while honoring the HIPAA policy.

### **Motor Function**

- Candidates and graduates must have sufficient strength, coordination, dexterity, and equilibrium to perform the activities required of a physician assistant, including performing a physical examination utilizing diagnostic instruments and techniques required in auscultation, palpation, percussion, and diagnostic maneuvers.
- Must be able to manipulate medical equipment for basic laboratory tests and procedures such as airway management, suturing, needle placement & IV, stethoscope & ophthalmoscope, tongue blades, gynecologic speculum and scalpel.
- Candidates and graduates must have the physical stamina to sit, stand, and move within classroom, laboratory, examination rooms, treatment rooms, and operating rooms for long periods of time.

### **Intellectual Capability**

- Candidates and graduates must possess clinical problem solving and reasoning skills to think critically with sound judgment, emotional stability, maturity, and empathy.
- Candidates and graduates must be able to accurately collect, measure, organize, prioritize, calculate, reason, analyze and integrate data to make decisions in a timely manner.
- Must be able to comprehend the medical literature to use this knowledge in problem solving and patient care.
- Must be able to interpret diagnostic testing and treatment regimens.

### **Behavioral and Social Proficiency**

- Candidates and graduates must be able to establish and maintain appropriate professional relationships.

- Must work cooperatively with other members of the health care team.
- Must be able to prioritize competing demands and exercise good clinical judgment.
- Must be able to respond to emergencies in a calm and reasonable manner and handle physical, mental, and emotional stress while functioning effectively.
- Must be able to develop rapport with patients and their families as well as their colleagues.
- Must be able to demonstrate compassion, empathy, motivation, integrity, and flexibility while interacting with a diverse population.
- Must be able to accept criticism and modify behavior and practice as needed.
- Candidates and graduates must understand and apply ethical standards and responsibility in their daily practice.
- Candidates and graduates must demonstrate emotional stability to deliver the appropriate patient care in all settings.

## **Advanced Placement**

The M.P.A.S. Hybrid Program is a full-time program and does not offer advanced placement for students.

## **Work Policy**

In order to enhance student learning and assure student success in the M.P.A.S. Hybrid Program, it is recommended that students do not work while enrolled in the program. If a student chooses to work while enrolled in the program, work schedules cannot interfere with class attendance, academic performance, or clinical rotation schedules. Students are never required to work for the program in any capacity.

## **Physician Assistant Hybrid Program Academic Policies**

The policies below are in addition to the standards noted above as set by the College of Health and Natural Sciences.

### **Satisfactory Academic Progress**

All M.P.A.S. Hybrid Program students must achieve and maintain a term grade point average (TGPA) and cumulative grade point average (CGPA) of 3.0 (B) or higher to remain in good academic standing. M.P.A.S. Hybrid Program students may have no more than two grades lower than a B- on the academic record at the time of graduation. Any student not meeting this minimum will be required to meet with their academic advisor to establish and sign a Learning Contract to address academic deficiencies. A student will be considered to have attained satisfactory academic progress when the student receives consistent course grades of B- or better and maintains a cumulative and TGPA of 3.0. Students with a history of academic probation will be referred for academic dismissal from the program if they fail to maintain the academic standards of the program or University. The M.P.A.S. Progress and Promotions Committee meets throughout each term to review and discuss each individual student's progress.

Concerns regarding a student's academic performance will be documented and referred to the student's academic advisor. At the close of each term, academic records will be reviewed by the Program Director. Appropriate sanctions will be applied if necessary. Students on Academic Probation at the end of the didactic year cannot progress to the clinical year without approval of the M.P.A.S. Progress and Promotions Committee. In addition to academic expectations regarding Academic Standing, recipients of all forms of financial assistance are expected to meet Satisfactory Academic Progress.

\*Note: The standards and policies of the M.P.A.S. Hybrid Program supersede any university policy regarding academic probation and/ or dismissal.

### **Part-time Enrollment and Deceleration**

The design of the curriculum within the M.P.A.S. Hybrid Program does not allow for students to attend part-time.

Students who cannot continue on a full-time basis may consider applying for a Leave of Absence (LOA), which then must be approved by the Program Director. Poor academic performance is not a valid reason for taking a LOA. Only those students with an approved LOA (or other extenuating circumstance approved by the Program Director) will be allowed to decelerate. Deceleration is defined as movement from the student's entering cohort to a subsequent cohort. Students who decelerate may be required to repeat some or all of the coursework completed at the time of withdrawal.

## Summative Evaluation

The Summative Evaluation is administered within the last four (4) months of the program in Professional Practice IV, and is used to assess the culmination of the following: (1) medical knowledge, (2) clinical and technical skills, (3) interpersonal skills, (4) clinical reasoning and problem-solving abilities, and (5) professional behaviors. As the Summative Evaluation is the means by which we verify each student is prepared to enter clinical practice, a student will be permitted to take the Summative Evaluation only after successful completion of all courses in the didactic and clinical phases of the program AND they are in good academic standing. An exception to this rule will be permitted only under extenuating circumstances on a case-by-case basis and at the sole discretion of the Program Director. Students must demonstrate satisfactory performance in the Summative Evaluation in order to successfully complete the program.

## Course Sequence

### Didactic Phase

<b>Grad Term II Winter</b>	<b>November-March</b>	<b>Credit hours</b>
	Anatomy I	2
	Basic Science I	2
	Patient Assessment I	3
	Clinical Pharmacology I	2
	Clinical Medicine I	2
	Mindfulness in Medicine	1
	Evidence-based Medicine	1
	Preventive Medicine	2
	Introduction to Health Professions	1
	Diagnostic Methods I	1
	Total 17 Credits	
<b>Grad Term III Spring</b>	<b>March-May</b>	<b>Credit hours</b>
	Anatomy II	3
	Basic Science II	2
	Patient Assessment II	3
	Clinical Pharmacology II	2
	Clinical Medicine II	3
	Diagnostic Methods II	2
	Behavioral Health	1
	Total 16 Credits	
<b>Grad Term IV Summer</b>	<b>June-August</b>	<b>Credit hours</b>
	Anatomy III	3
	Basic Science III	2
	Patient Assessment III	3
	Clinical Pharmacology III	2
	Clinical Medicine III	3
	Diagnostic Methods III	2
	Cross Cultural Health	1
	Total 16 Credits	

<b>Grad Fall Term I</b>	<b>August-November</b>	<b>Credit hours</b>
	Anatomy IV	2
	Basic Science IV	2
	Patient Assessment IV	3
	Clinical Pharmacology IV	2
	Clinical Medicine IV	3
	Clinical Skills	4
	Research	1
	Medical Ethics	1
	Total 18 Credits	

<b>Clinical Phase</b>	<b>YEAR TWO</b>	<b>Credit hours</b>
	SCPE Internal Medicine	5
	SCPE Family Medicine	5
	SCPE Emergency Medicine	5
	SCPE Surgery	5
	SCPE Pediatrics	5
	SCPE Women's Health	5
	SCPE Behavioral Medicine	5
	SCPE Elective 1	5
	SCPE Elective 2	5
	Professional Practice I	1
	Professional Practice II	1
	Professional Practice III	1
	Professional Practice IV	1
	Total 49 Credits	

**Total Credits over 8 Terms = 116 credit hours earned**

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

- Department Chair & Academic Director (A.Z.): Letha B. Zook
- Academic Director (N.H.): Meghan Rohde
- Associate Professors (A.Z.): RuiPing Xia, Scott R. Richardson, Robert Phillips, Tamara Hefferon,
- Associate Professors (N.H.): Ann W.B. Coventry, Allison Kellish,
- Assistant Professors (A.Z.): David Lorello, Shaina Ettinger, Elise Harris
- Assistant Professors (N.H.): Maureen Clancy, Lisa Doyle, Willow L. Henry, Olga McSorley, Theresa O'Neil, Elke Schaumberg

### **One University – Two DPT Programs**

Franklin Pierce University offers two full-time DPT programs with distinct formats, both are fully accredited by the Commission on Accreditation in Physical Therapy. The faculty in both programs stay clinically relevant by engaging in clinical work. Both programs have the same mission and goals and curriculum outcomes.

Students in both D.P.T. programs are required to hold a bachelor's degree from an accredited college/university and complete all prerequisite courses and requirements prior to matriculating into the program. The Essential Functions provide specific core performance standards that every student must be able to meet, with or without reasonable accommodation, for admission and progression in the D.P.T. program.

The New Hampshire DPT program is an on-site program which is 30 months in length in Manchester, New Hampshire. It has 38 weeks of clinical experience in 10 graduate terms. An early full-time experience of 8 weeks is done during the fifth term.

The Arizona DPT program uses the hybrid mode of delivery and is 25.5 months in length. The curriculum is a blend of online learning (synchronous and asynchronous) and intensive 4–5-day lab sessions, held in Goodyear, Arizona. In addition to the 30 weeks of full-time clinical experiences at the end of the didactic portion, the student participates in early hands-on experiences in the FPU clinic during the intensive lab weeks.

### **The Physical Therapy Profession**

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 in Goodyear, Arizona. Both facilities are newly renovated with state-of-the-art equipment and learning technologies. Clinical experience is a vital part of the program and is conducted at sites throughout the country.

### **Mission**

The Mission of the D.P.T. program is to graduate competent practitioners who are prepared to enhance the physical health and functional abilities of the members of the public. Our graduates render independent judgment in collaboration with others to advocate for and meet the needs of the patient/client and to ensure equal access for all individuals. They critically analyze, appropriately utilize, and contribute to evidence-based practice. Our graduates embrace life-long learning and consciously apply ethical values. They contribute to society and the profession in practice, teaching, administration, community service, and the discovery and application of new knowledge related to physical therapy.

### **Expected Graduate Goals and Outcomes:**

Graduates of the D.P.T. program will:

1. Have the knowledge and skills of a PT capable of working as an autonomous practitioner
  - Achieve 100% ultimate pass rate on the NPTE
  - Employed as autonomous practitioners in a variety of practice settings
  - Integrate current research, clinical expertise, and patient values into practice
2. Demonstrate empathetic and compassionate practice
  - Adhere to the APTA Code of Ethics
  - Respect and treat each patient as an individual, without regard to gender, race, color, sexual orientation, or religious affiliation
3. Demonstrate commitment to the physical therapy profession
  - Promote the profession through education
  - Possess skills to advocate for the profession

### **Franklin Pierce University's D.P.T. Educational Philosophy**

- The curriculum and teaching are guided by the following values:
- The inherent worth of the individual and the value of diversity;
- The autonomous practice of the profession;
- The inherent value of inter-professional collaboration and consultation;

- That community service is a powerful mechanism for teaching and learning;
- That life-long learning is critical for all physical therapy practitioners;
- That ethical thinking, behavior and social responsibility are central to physical therapist education;
- That the development of critical thinking and the application of evidence-based practice are core skills for all graduates;
- That graduates contribute to society through work, teaching, community involvement, and the application of new knowledge.

Faculty, graduates, and employers continue to contribute to the development of the D.P.T. curriculum preparing our students and graduates to have the skills to practice in a changing society and health care delivery system.

Special consideration for entrance into the FPU D.P.T. program is offered for FPU undergraduates in three pathways:

(See more information under [D.P.T. Direct Admit](#))

1. **Freshman D.P.T. Direct Admit:** High School Seniors who meet specific requirements (see below) are guaranteed entrance into the FPU D.P.T. program upon satisfactory completion (see below) of the requirements for entrance into the D.P.T. program.
2. **Current FPU Student D.P.T. Direct Admit:** Current students who meet the established levels of academic success in the undergraduate courses (see below) can apply for D.P.T. Direct Admit in their first three years of undergraduate work. These students will have guaranteed entrance into the FPU D.P.T. program upon satisfactory completion (see below) of the requirements for entrance into the D.P.T. program.
3. **Preferential FPU Application review for current student into the FPU D.P.T. program:** Students who are current students at FPU and are not in the D.P.T. Direct Admit program will have preferential application review than transfer students if they meet the following criteria:
  - Completed application in PTCAS before October the year before expected entrance into the D.P.T. program
  - Recommendation from FPU advisor

## Application Process

The application and admissions process is the same for both Manchester, N.H. and Goodyear, A.Z. D.P.T. programs. Students must apply through the Physical Therapist Centralized Application Service (PTCAS) online at [ptcas.org](https://ptcas.org). The PTCAS application cycle opens midsummer for the following academic year. We evaluate applications throughout the admissions cycle with a soft deadline in the beginning of March and consider qualified applicants until the class is filled.

## Doctor of Physical Therapy Promotion Policy

In addition to the University's Graduate Academic Standing Policy, as listed in the current Catalog, the Doctor of Physical Therapy program implements the following Promotion Policy that is more stringent.

## Good Academic Standing

The course sequence in the curriculum is designed to provide incremental knowledge and skills necessary for PT practice. In general, the sequence must be followed to achieve this goal. A student in good academic standing will progress through the curriculum as designed. Since courses are arranged in a specific sequence, repeating a course will result in deceleration of the student's progress through the curriculum, and require a longer period of time to successfully complete the entire curriculum. Good academic standing is obtained by achieving a term grade point average (GPA) of 3.00 or greater, maintaining a cumulative GPA (CGPA) of 3.00 or greater, passing all Pass/Fail courses, earning course grades of B- or greater and maintaining appropriate standards of professional behavior.

## Doctoral Academic Sanctions

### Academic Probation

- 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.

### Academic Suspension

An Academic suspension requires a student to step out of the lock-step curriculum to repeat a course when:

- A student receives a final course grade of C or below in any course or
- A student receives a Fail grade in a P/F course
- The student must repeat the course earning a B or better grade and may not progress until this course is successfully completed
- The student must complete a Learning Contract and may be encouraged to audit other courses they have already completed in order to engage and remain up-to-date with the other didactic coursework.

### Program Dismissal

- Any student whose term GPA is below 3.00 for two terms, or
- Any students whose CGPA is below 3.00 for two terms, or
- Any student who receives a final course grade of C or below in two courses, or
- Any student who receives a Fail grade in any two Pass/Fail courses, or
- Any student who receives a final course grade of C or below in one course and a Fail grade in any Pass/Fail course, or
- Any student who fails to earn a Pass or a final course grade of B or better in any repeated course. or
- Any student who fails to adhere to the professional standards of the program.

### Academic Status Letter

At the completion of each term, if academic performance is consistent with the criteria set forth for academic probation, suspension or program dismissal, the Dean will issue a letter notifying the student of their academic status.

### Learning Contract

A student who is placed on academic probation, academic suspension or program dismissal will be required to proceed under a Learning Contract. The Learning Contract will identify the academic criteria necessary to return to academic good standing.

### Promotion

- Students must satisfactorily complete all courses maintaining a 3.00 term GPA and CGPA and must have successfully completed a learning contract before proceeding to the full-time clinical experiences.
- Students must pass the comprehensive practical examination in the last didactic term in order to participate in the full-time terminal clinical experiences.
- Students must pass all full-time clinical education experiences in order to graduate. Only one repeat of a full-time clinical experience is allowed.

## Appeals

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 immediately upon receiving formal notice of unsatisfactory performance and file the appeal within 3 days of receipt of the Academic Sanction Letter. The advisor will assist the student in developing an appeal describing the unusual circumstances leading to the unsatisfactory performance and actions the student has undertaken/ or plans to undertake to strengthen their academic performance.

## Curriculum Plan-New Hampshire

### 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
PTH547	Physical Agent Modalities	2 credits
		Term II = 16 credits

### Term III

PTH508	Neuroanatomy	3 credits
PTH517	PYI Integrated Clinical Education Experience	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

### Term V

PTH516	Psychosocial Issues in Healthcare	3 credits
PTH608	Clinical Education Experience I	4 credits
PTH635	Advanced Orthopedic Interventions	2 credits-*elective
		Term V = 7 credits + electives

*\*two - 2 credit electives must be taken during the didactic curriculum (Terms V, VI and/or VII)*



**Term VI**

PTH514	Health Practice Management	3 credits
PTH543	Neurological Clinical Management	5 credits
PTH544	Integumentary System	2 credits
PTH599	Independent Study	1- 2 credits *elective
PTH615	D.P.T. Student Clinic	2 credits *elective
PTH623	Management of Patients with Multisystem Involvement I	3 credits
PTH627	PYII Integrated Clinical Education Experience – Extended	2 credits-*elective
PTH720	Capstone Research Project I	2 credits
LS565	Spanish for Healthcare Professional	2 credits-*elective

Term VI = 15 credits+ electives

*\*two - 2 credit electives must be taken during the didactic curriculum (Terms V, VI and/or VII)*

**Term VII**

PTH511	Management of the Pediatric & Adolescent Patient	5 credits
PTH610	Professional Seminar	1 credit
PTH615	D.P.T. Student Clinic	2 credits *elective
PTH624	Management of Patients with Multisystem Involvement II	4 credits
PTH627	PYII Integrated Clinical Education Experience – Extended	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 (Terms V, VI and/or VII)*

**Term VIII**

PTH701	Clinical Education Experience II	5 credits
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Term VIII = 5 credits

**Term IX**

PTH702	Clinical Education Experience III	5 credits
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Term IX = 5 credits

**Term X**

PTH703	Clinical Education Experience IV	5 credits
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Term X = 5 credits

**Total credits = 118** (*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 118 credits or more.

## **Curriculum Plan-Arizona**

### **Professional Year 1 – Class of 2024**

#### **Term 1: Fall 2022**

PTH504	Physiology of Health and Disease	3 credits
PTH506	Introduction to Professional Development & Patient Education	1 credits
PTH523	Anatomy	5 credits
PTH528	Kinesiology	5 credits
PTH531	Foundations of Physical Therapy Practice I	2 credits
		Term 1 = 16 credits

#### **Term 2: Winter 2022-23**

PTH517b	Integrated Clinical Education Experience- Year 1	1 credit
PTH532	Foundations of Physical Therapy Practice II	2 credits
PTH537	Musculoskeletal System I – Upper Extremity	4 credits
PTH544	Integumentary System	2 credits
PTH545	Therapeutic Exercise & Soft Tissue Mobilization	3 credits
PTH546	Physical Agents	1 credit
PTH550	EBP- Research I*	3 credits
		Term 2 = 15 credits

#### **Term 3: Spring 2023**

PTH508	Neuroanatomy	4 credits
PTH517a	Integrated Clinical Education Experience- Year 1	1 credit
PTH524	Clinical Pharmacology	3 credits
PTH529	Health Promotion & Wellness I	2 credits
PTH534	Cardiovascular and Pulmonary Physical Therapy	3 credits
PTH538	Musculoskeletal System II – Lower Extremity	4 credits
		Term 3 = 15 credits

#### **Term 4: Summer 2023**

PTH512	Motor Control acr Life Span	4 credits
PTH516	Psychosocial Issues in HC*	3 credits
PTH517b	Integrated Clinical Education Experience- Year 1	1 credit
PTH539	Musculoskeletal System III – Spine	4 credits
PTH560	EBP- Research II*	2 credits
PTH620	Imaging & Diagnostics*	2 credits
		Term 4 = 16 credits

### **Professional Year 2 – Class of 2024**

#### **Term 5: Fall 2023**

PTH514	Health Care Management*	3 credits
PTH527a	Integrated Clinical Education Experience- Year 1	1 credit
PTH543	Neurological Clinical Management	6 credits
PTH623	Management of Patients w/ Multisystem Involvement I	3 credits
PTH646	Orthotics and Prosthetics	2 credits
PTH650	EBP- Research II*	2 credits
		Term 5 = 16 credits

### Term 6: Winter 2023-24

PTH511	Management of the Pediatric & Adolescent Patient	4 credits
PTH527b	Integrated Clinical Education Experience- Year 2	1 credits
PTH610	Professional Seminar I	1 credit
PTH624	Management of Patients with Multisystem Involvement II	4 credits
PTH635	Advanced Orthopedic Interventions	4 credits
PTH690	Comprehensive Exam P/F	1 credit

Term 6 = 15 credits

### Term 7 and 8: March to October 2024

PTH695	License Exam Prep*	1 credit
PTH701	Clinical Education Experience II	5 credits
PTH702	Clinical Education Experience III	5 credits
PTH703	Clinical Education Experience IV	5 credits

Term 7 & 8 = 16 credits

*\*online courses*

**Total credits:** 110 semester credits (2 years + 6 weeks). The sequence of courses offered within the curriculum may be subject to change. Total Contact hours (online and Lab) = 2655

## School of Nursing

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## School of Nursing Faculty

- Interim Director of Nursing/Associate Professor: Joyce O'Reilly
- Assistant Professors: [Lisa R. Chicko](#), [Wendy J. Varnum](#), Catherine Cuchetti

## Bachelor of Science for Registered Nurses (B.S.N.) Program

### R.N. to B.S.N. Mission

The B.S.N. program is committed to preparing registered nurses as ethical leaders in the 21st century delivering innovative, evidence based patient-centered care. Graduates are competent and caring nurses who make sound clinical judgments, communicate effectively, and assume leadership and advocacy roles. We prepare graduates to promote the health and well- being of diverse individuals, families, communities, populations, and systems.

### School of Nursing Philosophy

We, the faculty, believe that professional, caring, and reflective nursing practice occurs with the synergy of clinical excellence and relationship based care. The School of Nursing provides a supportive and respectful learning environment that embraces reflective practice and discovery through deep learning and inquiry. We promote collaborative, experiential learning, leveraging the adult learners' intrinsic motivation to learn with critical engagement in the educational process.

### Learning Outcomes

Graduates of the R.N. to B.S.N. program will:

- Apply patient centered principles of holistic nursing care to individuals and populations across cultures and the lifespan.
- Integrate knowledge from the sciences, humanities, and nursing to guide decisions on best practices in healthcare.

- Function effectively within inter-professional healthcare teams fostering shared decision making to deliver high quality, safe, patient care with positive patient outcomes.
- Utilize quality improvement processes in the delivery and implementation of patient safety and quality initiatives.
- Apply leadership skills within various healthcare systems to promote a culture of safety.
- Integrate knowledge of nursing informatics and emerging technologies for contemporary nursing practice.
- Practice as accountable leaders of conscience demonstrating ethical and professional principles in the care of self individuals, families, and populations in a variety of settings.
- Communicate effectively within a caring framework among healthcare professionals and clients to improve patient satisfaction and health outcomes.
- Analyze healthcare policy, financial, and regulatory processes, which directly influence healthcare systems globally.
- Plan individualized care on best current evidence, patient values, and clinical expertise.

### **R.N. to Bachelor of Science in Nursing (B.S.N.) Program Requirements**

The R.N. to B.S.N. program is designed for students who hold an R.N. license and have earned an Associate degree in nursing or diploma in nursing.

Nursing students matriculated in an Associate degree nursing program may enroll in the R.N. to B.S.N. program before graduating from the ADN program. Students may enroll for part-time or full-time study.

The R.N. student must earn a minimum of 120 credits to graduate, including completion of the [General and Liberal Education \(GLE\) Core requirements](#). Nursing students who have completed an associate's degree at another institution and transfer to Franklin Pierce University will not need to meet the requirements of the [General and Liberal Education](#). Curriculum requirements may be met through transfer credits from regionally accredited institutions, course enrollment, credit for prior learning, and/or challenge exams.

Completion is defined as all courses completed with a grade of "C" or higher. Nursing students will receive 30 credits for an active nursing license. When applicable, additional nursing course work may be transferred as additional credits. The following courses are required of nursing majors:

#### **Major Requirements (30 semester hours)**

NR200	Holistic Health	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
NR001	Pre-course for Capstone	0
NR490	Leadership in Professional Nursing Practice, Seminar & Project	6
Cultural Awareness— <i>Choose One of the Following</i>		3
PA209	Ethical Reasoning	3
PA250	World Religions	3
SO205	Race and Ethnicity in Society	3
SO220	Families in Society	3
SO421	Inequality in Society	3

## Foundation Requirements (21 semester hours)

BI260	Human Anatomy & Physiology I*	3
BI261	Human Anatomy & Physiology II *	3
BI325	Microbiology	3
Chemistry or other science		3
MT260	Statistics	3
PS101	Introduction to Psychology	3
PS234	Human Growth and Development	3

**Note:** BI260, BI261, and BI325 are waived with an Associate Degree in Nursing or proof of RN license.

## Master's Entry Program in Nursing (M.E.P.N.)

Successful graduates will receive a Master of Science in Nursing (M.S.N.) degree and a Healthcare Administration Certificate. As a pre-licensure registered nursing program, the M.E.P.N. program accepts applicants who have completed the following:

### Application Requirements for the Masters Entry to Practice Nursing (M.E.P.N.)

Application materials must be submitted and reviewed prior to acceptance. These materials include the following:

- Completed Franklin Pierce University Graduate Admission application
- ATI Test of Essential Academic Skills (TEAS) admission exam with a passing score of 80
- Interview with nursing faculty
- Essay stating goals and objectives for applying to the M.E.P.N. program

Students must complete the following prerequisite college level courses with a letter grade of B or better prior to starting the M.E.P.N. program:

- General Chemistry-lecture (4 credits, with lab)
- Human Anatomy and Physiology I & II (8 credits, with lab)
- Microbiology (4 credits, with lab)
- Statistics (3 credits)
- Human/Lifespan Development (3 credits)
- Nutrition (3 credits)

### M.E.P.N. Mission Statement

The Master's Entry to Practice Nursing Program (M.E.P.N.) is committed to preparing ethical "leaders of conscience who demonstrate sound critical thinking and clinical judgement, promote health and healing, and who make significant contributions to the local and global communities. The curriculum prepares students to utilize scholarly inquiry to provide care that is patient centered and rooted in evidence. Graduates will be prepared to practice in diverse health care arenas to effect improvements in patient outcomes through leadership in health care delivery systems.

### Expected Learning Outcomes

Upon completion of the M.E.P.N. program, students will be able to:

- Demonstrate critical thinking and decision-making based on biopsychosocial and organizational sciences to improve healthcare quality and outcomes in a variety of settings.
- Integrate organizational and systems leadership to guide and direct clinical decision making and evaluation of patient outcomes and safety.
- Advocate for ethical and culturally sensitive strategies in the design of high quality and cost effective healthcare delivery.
- Apply clinical scholarship and implementation of best practices for the improvement of healthcare delivery.

- Incorporate technology to support and coordinate delivery of high quality, safe patient care.
- Demonstrate advocacy strategies to influence healthcare policy to improve health of the public.
- Collaborate with the inter-professional team to influence the shared goals of disease prevention, health promotion, and patient-centered care to diverse populations.

#### **The M.E.P.N. program prepares the graduate to:**

- Utilize professional codes and standards of professional nursing practice.
- Demonstrate autonomy in critical thinking and decision making to guide care to patient across the lifespan.
- Function effectively within interprofessional healthcare teams, utilizing evidence-based practice to deliver high quality safe patient care and promote positive patient outcomes.
- Apply leadership skills as a change agent within the healthcare system to promote equity and culturally sensitive care

#### **The M.E.P.N. program:**

- Prepares the student to take the NCLEX-RN upon completion of the program
- Consists of six consecutive 12-week terms over 18 months
- Is a full-time program; students are discouraged from working

#### **Dismissal and Termination**

The M.E.P.N. Program is a master's level professional education program. Students enrolled in the program must demonstrate achievement in academic and clinical competencies necessary for professional practice as a registered nurse and meet academic criteria consistent with degree programs at the graduate level. Students are held to both the M.E.P.N. Academic Standards Policies identified in the Nursing Student Handbook as well as the Academic Catalog.

Students in the M.E.P.N. program are expected to earn grades of a B or better to remain in good academic standing. Final course grades of less than a B in a 700-level course will result in program dismissal. In accordance with the current academic standing policy graduate students cannot have more than two grades below a B- at the time of graduation.

Students in the M.E.P.N. program must abide by all policies in the Student Code of Conduct, the Nursing Student Handbook, and all University policies as defined in the current FPU Academic Catalog. Additionally, M.E.P.N. students must abide by the Code of Ethics set forth by the American Nurses Association.

The FPU School of Nursing has established behaviors and standards that are commensurate with those expected of a healthcare professional. For any behavior deemed in violation of the established standards, the School of Nursing will take action. The following are behaviors or conduct that may be deemed noncompliant:

1. Performing acts that violate the N.H. Nurse Practice Act, including but not limited to those acts that go beyond the scope of nursing practice, or fall below the standard of care, as specified by the N.H. Nurse Practice Act Section 326-B:12 Scope of Practice; Registered Nurse.
2. Performing duties and/or assuming responsibilities without adequate preparation, competency, and/or supervision.
3. Diverting supplies, equipment, or medications for personal or other unauthorized use. Ignorance will not be accepted as justification.
4. Falsifying or otherwise altering client, clinical agency, or University records or documents.
5. Misrepresenting his/her clinical hours or providing any false documentation or other written or verbal inaccuracy related to clinical rotations and/or clinical hours.

6. Abusing, neglecting, or abandoning clients and/or families, or violating privacy regulations, laws or rules.
7. Displaying conduct that is unbecoming to a FPU nursing student, or which may be detrimental or dangerous to the health or welfare of the client, family, public, self, or the University.
8. Being charged with or convicted of the commission of any act that is classified as a relevant misdemeanor or any felony under N.H. law.
9. Failure to abide by and/or commission of acts or behaviors that violate University and/or School of Nursing requirements, policies, and procedures as identified in the Nursing Student Handbook or the N.H. Board of Nursing Nurse Practice Act.
10. Inability to perform required essential skills and functions due to chemical, mental, physical or medical impairment.
11. Positive result on any drug test.

### **M.E.P.N. Program Requirements**

Foundational pre-licensure course work is front loaded in the program with master's level content scaffolded throughout. Foundational concepts and health assessment/management across the lifespan are paired with clinical learning experiences throughout the program. Students' studies will culminate with NR790 which requires them to develop a quality improvement project as well as an immersion leadership practicum.

### **Curriculum Plan**

#### **Term 1**

<b>Course</b>	<b>Clinical hours</b>	<b>Credits</b>
NR501 R.N./M.S.N. Bridge		3
NR580 Pathophysiology for the Advanced Generalist		3
NR700 Foundational Concepts of Professional Nursing (lecture)		3
NR701 Foundation: Introduction to Nursing Interventions Practicum/ Health Assessment across the lifespan for the Advanced Generalist (lab)	216	3
<b>Term 1 total:</b>	<b>216</b>	<b>12</b>

#### **Term 2**

NR575 Pharmacology for the Advanced Generalist		3
NR520 Health Policy and Population Health Issues		3
NR710 Nursing Management of Common Health Alterations Across the Lifespan		3
NR711 Nursing Management of Common Health Alterations Across the Lifespan Practicum (clinical/lab)	216	3
<b>Term 2 total:</b>	<b>216</b>	<b>12</b>

#### **Term 3**

GM510 Seminar in Leadership		3
NR720 Nursing Management of Complex Health Alterations Across the Lifespan (Lecture)		3
NR721 Nursing Management of Complex Health Alterations Across the Lifespan Practicum (clinical/lab)	216	3
ATI Medical Surgical Exam		
<b>Term 3 total:</b>	<b>216</b>	<b>9</b>

#### Term 4

GM596	Quality Improvement Models in Healthcare		3
NR730	Psychiatric and Mental Health Nursing (Lecture)		3
NR731	Psychiatric and Mental Health Nursing Practicum (clinical)	72	1
NR740	Community Health Promotion Practicum (clinical)	72	1
<b>Term 4 total:</b>		<b>128</b>	<b>8</b>

#### Term 5

GM594	Healthcare Payment Systems		3
GM520	Legal and Ethical Issues in Business Organizations		3
NR750	Maternal/Child Nursing (lecture)		2
NR751	Women's Health Practicum (OB/Gyn clinical/lab)	36	1
NR752	Pediatrics Practicum (Peds clinical/lab)	36	1
<b>Term 5 total:</b>		<b>72</b>	<b>10</b>

#### Term 6

NR760	Immersion Advanced Generalist Practicum (clinical)	216	3
NR790	Capstone		6
<b>Term 6 total:</b>		<b>216</b>	<b>9</b>
<b>Degree total:</b>		<b>1064</b>	<b>60</b>

## Master of Science in Nursing (M.S.N.)

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### Master of Science in Nursing (M.S.N.) Mission Statement

The Master of Science in Nursing (M.S.N.) program is committed to preparing ethical leaders of conscience who demonstrate high level critical thinking, professional competencies in nursing education and nursing leadership, and who make significant contributions to the local and global communities. Graduates are change agents in diverse healthcare arenas who collaboratively effect improvements in patient outcomes through education of healthcare workers and leadership in healthcare delivery systems.

The curriculum is rooted in the generation, evaluation, and utilization of evidence to support best practices in nursing education and nursing leadership. Graduates are prepared to utilize scholarly inquiry to provide evidence-based healthcare.

### Admission Prerequisites

Admission prerequisites to the Master of Science in Nursing program are track dependent:

- Track 1 is the nurse with a baccalaureate in nursing.
- Track 2 is the nurse with a non-nursing bachelor's degree.
- Track 3 is the nurse with an associate degree or diploma in nursing.

### Admission requirements include:

- Completion of the Franklin Pierce University Graduate Admission online application (all tracks)
- Professional resume (all tracks)
- Statement of professional goals including reasons for pursuing graduate study (all tracks)
- Receipt of all official transcripts from colleges and/or universities previously attended (all tracks)
- Unencumbered license to practice as a registered nurse in the U.S. (all tracks)
- Achievement of a minimum undergraduate cumulative grade point average of 2.8 or higher on a 4.0 scale (all tracks)
- Successful completion of an undergraduate statistics course with a C or higher (all tracks)
- Interview with nursing faculty (Tracks 1 and 2)



## **Application Requirements for the Nursing Education Certificate**

- Completion of the Franklin Pierce University Graduate Admission online application
- Professional resume
- Achievement of a minimum undergraduate cumulative grade point average of 2.8 or higher on a 4.0 scale
- Receipt of all official transcripts from colleges and/or universities previously attended

## **Learner Outcomes**

Upon successful completion of the Master of Science in Nursing program, a graduate will be able to:

- Demonstrate critical thinking and decision-making based on biopsychosocial and organizational sciences to improve healthcare quality and outcomes in a variety of settings.
- Integrate organizational and systems leadership to guide and direct clinical decision making and evaluation of patient outcomes and safety.
- Advocate for ethical and culturally sensitive strategies in the design of high quality and cost effective healthcare delivery.
- Apply clinical scholarship and implementation of best practices for the improvement of healthcare delivery.
- Incorporate technology to support and coordinate delivery of high quality, safe patient care.
- Demonstrate advocacy strategies to influence healthcare policy to improve health of the public.
- Collaborate with the inter-professional team to influence the shared goals of disease prevention, health promotion, and patient-centered care to diverse populations.

## **The Nurse Educator concentration prepares the graduate to:**

- Practice as a nurse educator in an academic or healthcare delivery setting, applying principles consistent with evidence based practice.
- Apply teaching and learning theories, current research findings, and knowledge of educational trends and professional standards to curriculum and instructional design.
- Utilize knowledge of continuous quality improvement methodology to evaluate all components of instructional design and delivery.
- Design and implement change projects in health care delivery systems and evaluate their impact.
- Incorporate knowledge of evidence in clinical and organizational management to improve client outcomes.

## **The Nurse Leader concentration prepares the graduate to:**

- Assume leadership roles in healthcare organizations.
- Integrate leadership skills that facilitate collaborative relationships while functioning as a member of the team.
- Apply knowledge of healthcare payment systems to improve the utilization of clinical and fiscal resources.
- Design and implement change projects in healthcare delivery systems and evaluate their impact.
- Incorporate interdisciplinary knowledge of evidence in clinical and organizational management to improve client outcomes.

## **Master of Science in Nursing Program Requirements**

Graduation from the M.S.N. program requires successful completion of general core courses and specialty concentration courses. The program may be completed as a full-time student taking 2 courses per graduate term or as a part-time student taking 1 course per term. Courses are offered 100% online format.

## Programs of Study

Students apply to the MSN program and select either the Nursing Education or the Nursing Leadership track. Graduates from the Leadership Track will also earn a Healthcare Administration Certificate. Graduates from the Education Track will be prepared to take the NLN Certified Nurse Educator Exam. All students admitted to the MSN program will complete the following courses based on their chosen track:

NR510	Nursing Science in Practice	3 credits
NR520	Health Policy and Population Health Issues	3 credits
NR530	Inferential Statistics	3 credits
NR540	Evidence-Based Practice	3 credits
NR690	Nursing Capstone Seminar and Project	6 credits
NR009	Precourse for Capstone	0 Credits
<b>Total Core Credits</b>		<b>18 credits</b>

### 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 or Education)		18 credits
NR690	Nursing Capstone Seminar and Project	6 credits
NR009	Precourse for Capstone	0 Credits

### Track 2: For the nurse with a non-nursing baccalaureate degree (39 credits)

NR501	R.N.-M.S.N. Bridge Course	3 credits
NR510	Nursing Science in Practice	3 credits
NR520	Health Policy and Population Health Issues	3 credits
NR530	Inferential Statistics	3 credits
NR540	Evidence-Based Practice	3 credits
6 Concentration Courses (Leadership or Education)		18 credits
NR690	Nursing Capstone Seminar and Project	6 credits
NR009	Precourse for Capstone	0 Credits

### Track 3: For the nurse without a baccalaureate degree (150 credits)

Track 3 students are required to complete a combination of core, baccalaureate, and graduate nursing courses. All baccalaureate course requirements must be completed before registering for graduate courses.

Nursing students who have completed an associate's degree at another institution and transfer to Franklin Pierce University will not need to meet the requirements of the [General and Liberal Education program](#) at Franklin Pierce University. The general education curriculum can be transferred and accepted as a stand-alone general education block. Completion is defined as all courses completed with a grade of "C" or higher.

### Core Requirements-Track 3

BI260	Human Anatomy & Physiology I*	3
BI261	Human Anatomy & Physiology II *	3
BI325	Microbiology*	3
Chemistry or other science		3
MT260	Statistics	3
PS101	Introduction to Psychology	3
PS234	Human Growth and Development	3

*\*BI260, BI261 and BI325 are waived with an Associates Degree in Nursing or proof of RN license.*

### Baccalaureate Requirements-Track 3

NR200	Holistic Health	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 & Project	6
NR001	Precourse for Capstone	0
Cultural Awareness—Choose One of the Following		3
PA209	Ethical Reasoning	
PA250	World Religions	
SO205	Race and Ethnicity in Society	
SO220	Families in Society	
SO421	Inequality in Society	

### M.S.N. Courses-Track 3

NR510	Nursing Science in Practice*	3 credits
NR520	Health Policy and Population Health Issues*	3 credits
NR530	Inferential Statistics	3 credits
NR540	Evidence-Based Practice	3 credits
6 Concentration Courses (Leadership or Education)		18 credits
NR690	Nursing Capstone, Seminar and Project	6 credits
NR001	Precourse for Capstone	0 credits

*\*6 credits of Nursing Elective courses (NR510 and NR520) can be applied to the baccalaureate degree.*

### Concentrations

#### Nursing Education

NR545	Clinical and Classroom Teaching Strategies in Nursing	3 credits
NR547	Evidence-Based Curriculum Design in Nursing	3 credits
NR549	Evaluating Learning and Assessing Competencies in Nursing	3 credits
NR575	Advanced Pharmacology	3 credits
NR580	Advanced Pathophysiology	3 credits
NR585	Advanced Health Assessment	3 credits

#### Nursing Leadership

GM510	Seminar in Leadership	3 credits
GM520	Legal and Ethical Issues in Organizations	3 credits
GM594	Healthcare Payment Systems	3 credits
GM596	Quality Improvement Models in Healthcare	3 credits
NR565	Strategic Planning & Project Management For Nurses I	3 credits
NR570	Strategic Planning & Project Management For Nurses II	3 credits

### Nursing Education Certificate (15 credits)

The Certificate in Nursing Education is intended for Master's degree prepared nurses who desire more education in the process of nursing education. Normal time to completion is 1 year.

NR545	Clinical and Classroom Teaching Strategies in Nursing	3 credits
NR547	Evidence-Based Curriculum Design in Nursing	3 credits

NR549	Evaluating Learning and Assessing Competencies in Nursing	3 credits
NR690	Nursing Capstone Seminar and Project	6 credits
NR001	Precourse for Capstone	0 credits

## Master of Science in Nursing (M.S.N.)/Master of Business Administration (M.B.A.) Dual Degree

The M.S.N./M.B.A. dual degree is designed to prepare nurses to develop cross-functional business management skills and leadership competencies in nursing. The integration of advanced healthcare theories and business concepts in the M.S.N./M.B.A. dual degree program equips graduates to successfully manage and grow healthcare organizations of all kinds. This 60 credit dual degree program benefits nurses who are or will be employed in leadership roles, such as Director of Nursing, Vice President of Nursing, or Chief Nurse Executive.

In addition to earning a dual degree, graduates of this program would earn a Healthcare Administration Certificate and be eligible to become certified by the American Nurses Credentialing Commission (AANC) as either a nurse executive or an advanced nurse executive.

### Foundational Competencies

It is expected M.S.N./M.B.A. students possess competencies in financial accounting, statistics, and information technology literacy. Students who do not demonstrate proficiency based on undergraduate coursework, but who have substantially mastered the foundational competencies by other means such as life experience, may prepare documentation of these competencies at the time of application or at any time before taking the graduate level coursework requiring the competency.

### Financial Accounting

This foundational competency emphasizes the interpretation, analysis, and use of key financial issues, which include an understanding of the balance sheet, the income statement, statement of cash flows, as well as cash budgeting and financial forecasting. This competency is required for GM541 and GM561. Students may demonstrate this competency through academic coursework, or by completing a program of self-study administered by the business faculty.

### Statistics

This foundational competency includes an overview of the use of statistics and statistical procedures, with emphasis on probability theory and its applications. Topics covered include computational measures of central tendency; measures of dispersion; probability distribution functions; multiple and bivariate regression; decision theory; population parameters; and statistical inference. This competency is required for GM542 and GM564. Students may demonstrate this competency through academic coursework, or by completing a program of self-study administered by the business faculty.

### Information Technology Literacy

Information technology literacy includes basic productivity tools: word processing, spread- sheets, presentations, Internet, and email. This competency is required before enrolling in the graduate business programs. Demonstration of competency in these areas is intended to assure the student’s success in the program. Students may demonstrate this competency through academic coursework, or by completing a short non-credit workshop administered by the business faculty.

## M.S.N./M.B.A. Course Requirements

### M.S.N. Core Courses

		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	6 credits
NR009	Precourse for Capstone	0 credits
<b>Total M.S.N. Core Credits</b>		<b>18 credits</b>

<b>M.B.A. Core Courses</b>		<b>Credits</b>
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>
<b>Total M.B.A. Core Courses</b>		<b>24 credits</b>

<b>Dual Degree Courses</b>		<b>Credits</b>
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>
<b>Total Dual Degree Courses</b>		<b>18 credits</b>

<b>Total M.S.N./M.B.A. Degree Credits</b>	<b>60 credits</b>
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### **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 program before taking courses toward the second degree.

## **College of Liberal Arts and Social Sciences**

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### **Mission Statement**

The Franklin Pierce College of Liberal Arts & Social Sciences promotes intellectual curiosity and provides supportive opportunities for students to develop the knowledge and skills foundational to their accomplishment of personal fulfillment, career success, and responsible citizenship.

The College of Liberal Arts & Social Sciences engages students in the broad range of liberal arts disciplines essential to developing a respect and appreciation for alternative and complementary ways of understanding and interacting with our world.

The College of Liberal Arts & Social Sciences faculty are dedicated to all of the activities in which faculty and students, together, interact in a process of teaching and learning.

### **Broad-Based Student Learning Goals**

- Critical thinking and reading
- Information literacy
- Written, oral, and digital communication
- Creative thinking and innovation
- Historical, societal, and cultural understanding
- Ethical reasoning
- Application and transmission of knowledge

## Undergraduate Degree Programs

### Major Honors

Undergraduate degree-seeking student must have earned at least 50% of major credits at Franklin Pierce University to be considered eligible for major honors.

An Honors candidate for any undergraduate major in the College of Liberal Arts and Social Sciences must have a 3.00 cumulative grade point average and a 3.25 grade point average in all major courses with no grade lower than C-.

A High Honors candidate for any undergraduate major in the College of Liberal Arts and Social Sciences must have a 3.00 cumulative grade point average and a 3.50 grade point average in all major courses with no grade lower than a C-.

\*History majors also require a grade of B+ or higher on the History Competency Exam for be eligible for High Honors in History.

### Anthropology

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- Professors: [Robert G. Goodby](#)

**As of the fall semester 2021, the undergraduate program in Anthropology is no longer offering major or minor degrees. Courses that this program offers in the General and Liberal Education program will continue to be offered, along with a limited number of electives.**

A Bachelor of Arts degree is offered in Anthropology to traditional students.

A minor is 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.

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 Franklin Pierce University 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. Students who intend to teach Anthropology (Social Studies) in high school should refer to the School of Education for information on the [Secondary Teacher Certification](#) program.

## Major Requirements

In addition to and all [graduation requirements](#), students must complete the following:

### 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
- BI260 Anatomy & Physiology I

#### 300-400-level Courses

- AN311 Museum Studies
- AN325 Medical Anthropology
- AN330 Anthropology of Art
- AN331 Violence and Aggression
- AN350 The Archaeology of New England
- AN400 Readings in Anthropology
- AN424 Advanced Archaeological Laboratory
- AN490 Senior Thesis in Anthropology
- AN499 Independent Study in Anthropology

## Minor Requirements

Students who wish to minor in Anthropology may do so by working with an Anthropology faculty member to complete specified coursework. 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.



## Recommended Curriculum Guide - Anthropology

First Year					
Fall Semester		Credits	Spring Semester		Credits
AN101 or AN113	Introduction to Cultural Anthropology <b>or</b> Introduction to Archaeology (laboratory)	3 or 4	AN102	Human Origins	4
BI101	Biology I (laboratory)	4	AN201	Introduction to Applied Anthropology and Ethnographic Methods	3
GLE101	First-Year Inquiry Seminar	3	_____	GLE Elective	3
GLE110	First-Year Composition	3	_____	GLE Elective	3
			_____	Elective	3
Total		14	Total		16
Second Year					
Fall Semester		Credits	Spring Semester		Credits
AN101 or AN113	Introduction to Cultural Anthropology <b>or</b> Introduction to Archaeology (laboratory)	3 or 4	AN____	Anthropology Elective (100-200 level)	3
MT____	GLE Mathematics	3	GLE230	Second-Year Composition	3
_____	GLE Elective	3	_____	GLE Elective	3
_____	GLE Elective	3	_____	GLE Elective	3
_____	Elective	3	_____	Elective	3
Total		15	Total		15
Third Year					
Fall Semester		Credits	Spring Semester		Credits
AN____	Anthropology Elective (200-300 level)	3	AN____	Anthropology Elective (200-300 level)	3
AN____	Anthropology Practicum+	3	AN____	Anthropology Elective (200-300 level)	3
_____	GLE Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
Total		15	Total		15
Fourth Year					
Fall Semester		Credits	Spring Semester		Credits
AN____ or AN400	Anthropology Elective (200-300 level) <b>or</b> Readings in Anthropology	3	AN485	Anthropology Portfolio Review	3
AN482	Anthropology Theory and Ethics	3	AN490	Senior Thesis in Anthropology (if Honors student)	3
_____	Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
Total		15	Total		15
				<b>Total Credits</b>	<b>120</b>

+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.

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

## Communication

- Professor: [Phyllis Scrocco Zrzavy](#)
- Associate Professors: [Paul Bush](#), [Richard Roth](#)
- Lecturers: Martin Roberts, Deborah Scranton

**A Bachelor of Arts degree is offered in Communication to traditional students.**

**A minor is offered in Communication.**

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

The goals of the Communication Department are:

1. Create messages and acquire skills in media production appropriate to the audience, purpose, and context.
2. Create messages and acquire skills in journalistic writing appropriate to the audience, purpose and context.
3. Demonstrate knowledge of theories and methods to critically analyze media messages.
4. Demonstrate knowledge and skills related to career preparation in the field of Communication.

The mission of the Communication Department is to develop students' professional competence in various aspects of modern professional communication, including 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 video (media production), while also providing an understanding of how communication and media affect identity and culture (media studies). 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.

### Major Requirements

In addition to all [graduation requirements](#), the following courses must be completed successfully to fulfill the major requirements:

#### Major Core (33 credits)

COMM110	Journalism I
COMM120	Introduction to Media Production
COMM130	Introduction to Media Studies
COMM200	Rhetoric & Society
COMM210	Journalism II
COMM230	Interpersonal Communication
COMM310	Convergent Journalism
COMM330	Media Criticism
COMM400	Capstone in Communication
COMM____	Elective
COMM____	Elective

## Choose a Concentration (9 credits):

### 1. 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
COMM221	Multi-Camera Production
COMM311	Broadcast Journalism II
COMM315	Television News Producing
COMM316	Feature Writing
COMM321	Single-Camera Production
COMM324	Audio Production
COMM410	Advanced Journalism
COMM420	Advanced Media Production
COMM202/302/402	Internship in Communication

### 2. Media Studies

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

COMM231	Diversity and Media
COMM232	Understanding Film
COMM234	Film Genres
COMM235	Intercultural Communication
COMM333	Media and Culture
COMM334	Media Theory
COMM336	Gender and Media Representation
COMM337	Children and the Media
COMM345	American Political Culture and Media
COMM430	Advanced Media Studies Seminar
COMM202/302/402	Internship in Communication

## Minor Requirements

### 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 - Communication

First Year					
Fall Semester		Credits	Spring Semester		Credits
COMM120	Introduction to Media Production	3	COMM110	Journalism I	3
COMM130	Introduction to Media Studies	3	COMM200	Rhetoric & Society	3
GLE101	First-Year Inquiry Seminar	3	_____	GLE Mathematics	3
GLE110	First-Year Composition	3	_____	GLE Elective	3
_____	GLE Elective	3	_____	GLE Elective	3
Total		15	Total		15
Second Year					
Fall Semester		Credits	Spring Semester		Credits
COMM210	Journalism II	3	GLE230	Second-Year Composition	3
COMM_____	Comm. Elective	3	COMM230	Interpersonal Communication	3
COMM_____	Comm. Elective	3	_____	GLE Lab Science II	4
_____	GLE Lab Science I	4	_____	GLE Elective	3
_____	GLE Elective	3	_____	Elective	3
Total		16	Total		16
Third Year					
Fall Semester		Credits	Spring Semester		Credits
COMM310 or COMM330	Convergent Journalism or Media Criticism	3	COMM310 or COMM330	Convergent Journalism or Media Criticism	3
_____	Area of Concentration Elective	3	_____	Area of Concentration Elective	3
_____	GLE Elective	3	_____	Elective*	3
_____	Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
Total		15	Total		15
Fourth Year					
Fall Semester		Credits	Spring Semester		Credits
_____	Elective*	3	COMM400	Capstone in Communication	3
_____	Elective	3	_____	Area of Concentration Elective	3
_____	Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
Total		15	Total		15
			Total Credits		122

### Criminal Justice

- Professors: [Douglas Challenger](#)
- Associate Professors: [Jefferson Allen](#), [Jean Dawson](#), [Allan Rachlin](#)
- Assistant Professor: Johnna Pike

A Bachelor of Arts degree is offered in Criminal Justice for online and traditional students.

An Associate of Arts degree is offered in Criminal Justice for online students.

## A minor is offered in Criminal Justice.

The mission of the Criminal Justice program is to produce graduates who have demonstrated competency in administration of justice, corrections, criminological theory, law adjudications, law enforcement, research and analytic methods, and the appropriate skills needed to utilize and apply this understanding. Our Criminal Justice faculty are committed to providing students with a quality liberal arts education and with the knowledge necessary to enter the areas of policing, courts, and corrections. The curriculum provides a theoretical foundation of the discipline, combined with an understanding of social science methodologies as they apply to criminal justice. Major attention is given to the career roles, social interaction and social forces that contribute to social order, conflict and social change.

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

### Major Requirements

In addition to all [graduation requirements](#), the following courses must be completed successfully to fulfill the major requirements:

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 Ethnicity in Society
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 (21 credits)

CJ101	Introduction to Criminal Justice
CJ201	Police Work
CJ210	Courts and Criminal Procedures

CJ221	Corrections
SO101	Introduction to Sociology
CJ ____	Elective course at the 300-or 400-level
CJ ____	Elective course at the 300-or 400-level

## Recommended Curriculum Guide – Criminal Justice

First Year					
Fall Semester		Credits	Spring Semester		Credits
CJ101	Introduction to Criminal Justice	3	CJ201 <u>or</u> CJ221	Police Work <u>or</u> Corrections	3
SO101	Introduction to Sociology	3	SO205	Race and Ethnicity in Society	3
GLE101	First Year Inquiry Seminar	3	_____	GLE Math <u>or</u> GLE Elective	3
GLE110	First-Year Composition	3	_____	GLE Elective	3
_____	GLE Math <u>or</u> GLE Elective	3	_____	GLE Elective	3
Total		15	Total		15
Second Year					
Fall Semester		Credits	Spring Semester		Credits
CJ201 <u>or</u> CJ221	Police Work <u>or</u> Corrections	3	CJ_____	Criminal Justice Elective	3
CJ210	Courts and Criminal Procedure	3	SO321	Social Science Computer Skills	1
_____	GLE Lab Science I	4	GLE230	Second-Year Composition	4
_____	GLE Elective	3	_____	GLE Lab Science II	3
_____	GLE Elective	3	_____	GLE Elective	3
Total		16	Total		14
Third Year					
Fall Semester		Credits	Spring Semester		Credits
SO318	Social Science Research Methods	3	CJ345	Criminology	3
_____	GLE Elective	3	CJ_____	Criminal Justice Elective	3
_____	Elective*	3	_____	Elective*	3
_____	Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
Total		15	Total		15
Fourth Year					
Fall Semester		Credits	Spring Semester		Credits
CJ_____	Criminal Justice Elective	3	CJ470	Senior Criminal Justice Seminar	3
CJ_____	Criminal Justice Elective	3	_____	Elective*	3
_____	Elective*	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
Total		15	Total		15
				Total Credits	120

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

## Accelerated 3 Year Criminal Justice Curriculum

First Year					
Fall Semester		Credits	Spring Semester		Credits
CJ101	Introduction to Criminal Justice	3	CJ201 or CJ221	Police Work <b>or</b> Corrections	3
GLE101	First Year Inquiry Seminar	3	GLE120	First Year Composition II	3
GLE110	First-Year Composition	3	_____	General Education Math <b>or</b> General Education Elective	3
_____	General Education Math <b>or</b> General Education Elective	3	_____	GLE Elective	3
SO101	Introduction to Sociology	3	SO205	Race and Ethnic Relations	3
			SO321	Social Science Computer Skills	1
	Total	15		Total	16
Summer Term 1		Credits	Summer Term 2		Credits
_____	GLE Elective	3	_____	Elective	3
	Total	3		Total	3
Second Year					
Fall Semester		Credits	Spring Semester		Credits
CJ201 <b>or</b> CJ221	Police Work <b>or</b> Corrections	3	SO318	Social Science Research Methods	3
CJ210	Courts and Criminal Procedure	3	_____	CJ Elective	3
_____	General Education Lab Science I	4	_____	General Education Lab Science II	4
_____	GLE Elective	3	_____	GLE Elective	3
_____	GLE Elective	3	_____	GLE Elective	3
	Total	16		Total	16
Summer Term 1		Credits	Summer Term 2		Credits
_____	Elective*	3	_____	Elective	3
_____	Elective**	3			
	Total	6		Total	3
Third Year					
Fall Semester		Credits	Spring Semester		Credits
CJ345	Criminology	3	CJ470	Senior Criminal Justice Seminar	3
_____	CJ Elective	3	CJ____	Criminal Justice Elective	3
_____	Elective	3	_____	Elective*	3
_____	Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
	Total	15		Total	15
Summer Term 1		Credits	Summer Term 2		Credits
_____	CJ Internship (1-15 credits)	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
	Total	6	_____	Elective	3
				Total	9
				<b>Total Credits</b>	120

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

### Associate of Arts in Criminal Justice (CJ)

In addition to all [graduation requirements](#), the following requirements must be completed successfully to complete the degree:

## General and Liberal Education Core Requirements

GLE103	Career Image, Planning, and Management
GLE110	First-Year Composition
GLE230	Second-Year Composition
_____	Mathematics Core Elective
_____	Natural Science Core Elective I
_____	Natural Science Core Elective II

*One course from two of the following areas:*

- One 100-200-level Social Science
- One 100-200-level Humanities
- One 100-200-level Art and Design

## Major Requirements

CJ101	Introduction to Criminal Justice
CJ201	Police Work
CJ203	Juvenile Justice
PA209	Ethical Reasoning
SO101	Introduction to Sociology
SO205	Race and Ethnicity in Society
SO318	Social Science Research Methods

## General Electives

13 – 19 credits depending on course selection

## Digital Media Design

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- Associate Professor: [Christopher Previte](#)
- Affiliated Faculty: [Kristen Nevious](#)

**A Bachelor of Arts degree is offered in Digital Media Design to traditional students.**

**A minor is offered in Digital Media Design.**

The Franklin Pierce Digital Media Design major is uniquely designed to address the needs of many prominent industries in our increasingly interconnected world. The World Wide Web is an ever-evolving, fast moving, content delivery platform that documents history, supports commerce, builds communities, entertains, creates change, and connects us. The variety and type of content is endless, requiring well-trained professionals to create it. Our students learn to create, edit, and manage professional visual, written, and audio content for delivery through the web. Specifically, Digital Media Design majors develop skills in visual, web & mobile design; branding & storytelling; concept development; research & documentation; project management; and writing, proofreading & editing. This focus on foundational web design and content development emphasizes strategic and critical thinking, digital and visual literacy, and applicative and experiential learning. Because of its efficient design, students can combine this degree with another for a double-major combination that significantly enhances a student's career preparedness and marketability.

## Digital Media Design Degree Requirements

In addition to all [graduation requirements](#), the following courses must be completed successfully to fulfill the major requirements:

DMD100	Introduction to Digital Media Design	3 credits
DMD105	Digital Design Foundations	3 credits



DMD120	User Experience and Interface Design	3 credits
DMD200	Exploring Digital Storytelling	3 credits
DMD205	Social Media, Ethics, IP, and Media Law	3 credits
DMD220	Web Design	3 credits
DMD250	Introduction to Data Visualization	3 credits
DMD320	Application and Mobile Design	3 credits
DMD330	Social Media	3 credits
DMD400	Audio & Video for the Web	3 credits
DMD410	Digital Media Design Portfolio	3 credits

## Electives

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

COMM210	Journalism 2	3 credits
COMM310	Convergent Journalism	3 credits
GC201	Graphic Design	3 credits
DMD390	Internship in DMD	1-4 credits
DMD490	Internship in DMD	1-4 credits
MK201	Principles of Marketing	3 credits
MK304	Advertising	3 credits

## Minor Requirements

The department offers the following program of study to all students seeking a minor in Digital Media Design (18 credits):

Minor Core Courses (9 credits)

DMD100	Introduction to Digital Media Design
DMD105	Digital Design Foundations
DMD120	User Experience and Interface Design

Choose one of the following courses (3 credits):

DMD200	Exploring Digital Storytelling
DMD205	Social Media, Ethics, IP, and Media Law
DMD250	Introduction to Data Visualization

Choose two 300-level or above elective courses (6 credits):

DMD320	Application and Mobile Design
DMD330	Social Media
DMD490	Internship in DMD

## Recommended Curriculum Guide – Digital Media Design

First Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
DMD100	Introduction to Digital Media Design	3	_____	GLE Elective	3
DMD105	Digital Design Foundations	3	DMD120	User Experience and Interface Design	3
GLE101	First-Year Inquiry Seminar	3	_____	GLE Elective	3
GLE110	First-Year Composition	3	_____	GLE Elective	3
_____	GLE Elective	3	_____	Elective	3
Total		15	Total		15
Second Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
DMD200	Exploring Digital Storytelling	3	DMD205	Social Media, Ethics, IP, and Media Law	3
DMD220	Web Design	3	DMD250	Introduction to Data Visualization	3
_____	GLE Laboratory Science I	4	DMD____	200- or 300-level Elective	3
_____	GLE Elective	3	_____	GLE Laboratory Science II	4
_____	GLE Elective	3	GLE230	Second-Year Composition	3
Total		16	Total		16
Third Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
DMD320	Application and Mobile Design	3	DMD____	300- or 400-level Elective	3
DMD330	Social Media	3	DMD____	300- or 400-level Elective	3
_____	GLE Elective	3	_____	GLE Elective	3
_____	Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
Total		15	Total		15
Fourth Year					
<i>Fall Semester</i>		<i>Credits</i>	<i>Spring Semester</i>		<i>Credits</i>
DMD400	Audio & Video for the Web	3	DMD410	Digital Media Design Portfolio	3
_____	Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
Total		15	Total		15
			Total Credits		122

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

### Documentary Studies Certificate

- Professors: [Douglas Challenger](#), (Certificate Coordinator), [Lou Bunk](#), [Melinda Jetté](#),
- Associate Professor: [Richard Roth](#)

A Certificate is offered in Documentary Studies for traditional students.

As of the fall semester 2021, the undergraduate program in Documentary Studies is no longer offering a Certificate. Courses that this program offers in the General and Liberal Education program will continue to be offered, along with a limited number of electives

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 in which students learn the craft of producing non-fiction films and audio documentaries.

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.

**Requirements**

Students intending to complete the Documentary Studies Certificate are expected to complete 15 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
DS491	Documentary Studies Project Seminar I	3 credits
HP310	Oral History <i>or</i>	3 credits
EN209	Intro to Creative Non-fiction	

In addition, two courses are required in either:

Audio Production:

MU120	Recording Techniques I
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

**Emergency Medical Services**

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**The Bachelor of Arts in Emergency Medical Services is offered to Traditional students at the Rindge Campus.**

The Bachelor of Arts offers a social science pathway to a degree with a healthcare focus. This program is a hybrid program in which four courses are offered in online format only. Students are advised to develop a long-range plan with their advisors which insures that online courses are scheduled for the online terms when each course is offered.

**Expected Learning Outcomes**

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

- Evaluate their clients’ needs through application of social science principles and practices.
- Interpret implications for their role as emergency medical responders within the changing service models of the U.S. health care system.

- Apply ethical principles and conform to legal requirements applicable to their role as practitioners and members of an emergency medical services organization.

## Bachelor of Arts Major Requirements

In addition to all [graduate requirements](#), the following courses must be completed successfully.

CJ101	Introduction to Criminal Justice <i>or</i>	3 credits
CJ203	Juvenile Justice	3 credits
CJ340	Gender, Race, and Crime	3 credits
EMSP304	Public Health Emergencies	3 credits
EMSP320	Emergency Communications	3 credits
HCA201	Introduction to Healthcare Management	3 credits
HCA315	Epidemiology	3 credits
HCA360	Health Care Ethics, Policy, and law	3 credits
MTA260	Statistics	3 credits
PS101	Introduction to Psychology	3 credits
PS215	Health Psychology	3 credits
PS220	Group Dynamics	3 credits
PS323	Seminar on Addiction	3 credits
SO101	Introduction to Sociology	3 credits
SO205	Race and Ethics in Society	3 credits

## Recommended Curriculum Guide – B.A. in Emergency Medical Services

First Year					
Fall Semester		Credits	Spring Semester		Credits
SO101	Introduction to Sociology	3	HCA201	Introduction to Healthcare Management	3
PS101	Introduction to Psychology	3	_____	GLE Elective	3
GLE110	First-Year Composition	3	MT260	Statistics	3
_____	GLE Elective	3	CJ101 or CJ203	Introduction to Criminology or Juvenile Justice	3
GLE101	First-Year Inquiry Seminar	3	_____	General Education Elective	3
	Total	15		Total	15
Second Year					
Fall Semester		Credits	Spring Semester		Credits
_____	GLE Elective	3	HCA315	Epidemiology	3
_____	GLE Elective	3	GLE230	Second-Year Composition	3
_____	GLE Elective Lab Science	4	_____	GLE Elective	3
PS215	Health Psychology	3	_____	GLE Elective Lab Science	4
SO205	Race and Ethnic Relations	3	PS220	Group Dynamics	3
	Total	16		Total	16
Third Year					
Fall Semester		Credits	Spring Semester		Credits
PS323	Seminar on Addiction	3	CJ340	Gender, Race and Crime	3
EMSP320	Emergency Communications	3	HCA360	Healthcare Ethics, Policy and Law	3
_____	GLE Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
	Total	15		Total	15
Fourth Year					
Fall Semester		Credits	Spring Semester		Credits
_____	400 Level course	3	EMSP403	Integrated Seminar	3
_____	Elective	4	_____	Elective	3
_____	Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
	Total	13		Total	12
				Total Credits	122

### English and Composition

- Professors: [Sarah Dangelantonio](#), [Donna Decker](#),
- Associate Professors: Jess Landis, Zan Walker-Goncalves
- Assistant Professors: Alan Schulte

**A Bachelor of Arts degree is offered in English for traditional students.**

**A minor is offered in English.**

The mission of the English Department is to engage students in the rich heritage of the written word. The curriculum provides for this engagement through the study of literature and of creative writing, with the intention of integrating these two dimensions of literary experience. Our program also cultivates diversity: of historical periods and cultural traditions of literature; of genres and styles of creative writing; of critical and craft approaches, instructional methods, and academic skills development.

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:

- Literary Knowledge;
- Language in Literature;
- Interpretation;
- Research and Presentation;
- Expression;
- Creative Writing;
- Literature and Life

Student progress toward the achievement of these goals is measured through the contents of an electronic portfolio, required of all English majors, and a competency exam administered in the Senior year. Students who intend to teach English in high school should refer to the School of Education for information on the [Secondary Teacher Certification](#) program.

**English Curriculum: Degree Requirements**

In addition to all [graduation requirements](#), the English core requirements, plus appropriate electives for their track must be completed to earn the degree. No more than 6 credits total of EN150/250/350/450 may be used for the major. The English Major offers a choice of three tracks: Creative Writing, Education, and Literature.

**English Core — 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 credits
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 — 24 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 .....	3 credits
EN357	How to Write a Blog .....	3 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 Slavery: Literature and Legacy .....	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
EN115	Banned Books .....	3 credits
EN117	Buddies, Bullies, and Bodies: Young Adult Literature .....	3 credits
EN150	Special Topics in English .....	3 credits
EN250	Special Topics in English .....	3 credits
EN350	Special Topics in English .....	3 credits
EN450	Special Topics in English .....	3 credits
EN215	Slavery: Literature and Legacy .....	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
EN391	Internship in English .....	1-6 credits
EN491	Internship in English .....	1-6 credits
EN492	The Senior Seminar .....	3 credits

### **Minor Requirements**

#### **Minor in English — 18 credits**

EN203	Introduction to British Literature <i>or</i> .....	3 credits
EN204	Introduction to American Literature .....	3 credits
EN210	Introduction to Literary Studies .....	3 credits
EN220	Introduction to Creative Writing .....	3 credits

At least three electives in English (creative writing or literature courses),

one at the 300-level or above, no more than one at the 100-level ..... 9 credits

## Recommended Curriculum Guide - English

First Year					
Fall Semester		Credits	Spring Semester		Credits
EN__	English Elective	3	EN204	Introduction to American Literature	3
GLE101	First-Year Inquiry Seminar	3	EN__	English Elective	3
GLE110	First-Year Composition	3	_____	GLE Math <b>or</b> GLE Elective	3
_____	GLE Elective	3	_____	GLE Elective	3
_____	Elective	3	_____	Elective	3
Total		15	Total		15
Second Year					
Fall Semester		Credits	Spring Semester		Credits
EN203	Introduction to British Literature	3	EN220	Introduction to Creative Writing	3
CN210	Introduction to Literary Studies	3	GLE230	Second-Year Composition	3
EN225	Sophomore Assessment Seminar	1	_____	GLE Lab Science II	4
_____	GLE Lab Science I	4	_____	GLE Elective	3
_____	GLE Elective	3	_____	Elective	3
_____	GLE Elective	3			
Total		17	Total		16
Third Year					
Fall Semester		Credits	Spring Semester		Credits
EN__	English Elective	3	EN__	English Elective	3
EN__	English Elective	3	EN__	English Elective	3
_____	GLE Elective	3	_____	GLE Elective	3
_____	Elective*	3	_____	Elective*	3
_____	Elective	3	_____	Elective	3
Total		15	Total		15
Fourth Year					
Fall Semester		Credits	Spring Semester		Credits
EN485	Senior Assessment Seminar	2	EN010 <b>or</b> EN020	English Competency Oral Exam -- Literary Studies Track <b>or</b> English Competency Exam - - Creative Writing Track	0
EN492	The Senior Seminar	3	EN__	English Elective	3
EN__	English Elective	3	EN__	English Elective	3
_____	Elective*	3	EN__	English Elective	3
_____	Elective	3	_____	Elective	3
			_____	Elective	3
Total		14	Total		15
			Total Credits		122

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

### The English/Business 3 + 1

Program offers motivated students the opportunity to complete their undergraduate English degree in just three years and their Business graduate degree in one year, enabling them to enter the job market earlier with two degrees, a BA and an MBA. This opportunity is for students who have a record of strong academic achievement and a desire to advance their education. The program hones skills that include oral and written communication, problem solving, critical reading and thinking, and team work.



## English/MBA + English Creative Writing Track Curriculum Guide

Year 1			
Semester 1		Semester 2	
GLE101 First-Year Inquiry	3 credits	AD GLE	3 credits
GLE110 First-Year Composition	3 credits	EN220 Intro Creative Writing	3 credits
EN210 Intro Lit Studies	3 credits	EN204 Intro American	3 credits
EN1XX elective (EN and GLE HM)	3 credits	AC101	3 credits
MT260 Statistics	3 credits	SS GLE ET101	3 credits
Online #6 (optional) elective	3 credits	Online #6 GLE HM	3 credits
	18 credits		18 credits
Winter/Summer/Online Overload to equal 6 additional courses over 3 years			
Year 2			
Semester 3		Semester 4	
EN203 Intro British	3 credits	EN225 EN Sophomore Assessment	1 credit
GLE230 Second-Year Composition	3 credits	EN313 Shakespeare	3 credits
ENXXX Creative Writing Elective	3 credits	ENXXX Creative Writing Elective	3 credits
CIT140	3 credits	ENXXX American/Brit Elective (can float)	3 credits
NS GLE	4 credits	NS GLE	4 credits
		FM224 or MN201 or MK201 (pick 1)	3 credits
	16 credits		17 credits
Winter/Summer as needed			
Year 3			
Semester 5		Semester 6	
EN492 Senior Seminar	3 credits	EN485 Senior Assessment	2 credits
ENXXX Creative Writing Elective	3 credits	ENXXX NNER	0 credits
ENXXX Nevermore	3 credits	EN010 English Comp Exam	3 credits
AD GLE	3 credits	ENXXX Creative Writing Elective	3 credits
GM510 Seminar in Leadership	3 credits	HM GLE (not EN prefix)	3 credits
Online #6 (optional) elective	3 credits	SS GLE (not ET prefix)	3 credits
		GM520 Legal & Ethical Issues in Orgs	3 credits
	18 credits		17 credits
Winter/Summer as needed to be at 120 minimum			
Year 4.5			
Grad Term 1	Grad Term 2	Grad Term 3	Grad Term 4
GM540 Organizational Behavior	GM543 Econ for Managers	GM562 Marketing Management	Elective MBA*
GM542 Quantitative & Research Techniques for Leaders	GM561 Financial Management	GM564 Operations Management for Leaders	Elective MBA*
Grad Term 1	Grad Term 2	Grad Term 3	Grad Term 4
Elective MBA*	GM691 Strategic Management Seminar*		
Elective MBA*			

\*Electives have been placed in Grad Term 4 of MBA year 1 since GM543, GM561, GM562, and GM564 are not offered that term. All other courses are offered each term. GM691 Strategic Management Seminar is normally the last course taken.

## English/MBA LIT Track Curriculum Guide

Year 1			
Semester 1		Semester 2	
GLE101 First-Year Inquiry	3 credits	AD GLE	3 credits
GLE110 First-Year Composition	3 credits	EN220 Intro Creative Writing	3 credits
EN210 Intro Lit Studies	3 credits	EN204 Intro American	3 credits
EN1XX elective (EN and GLE HM)	3 credits	AC101	3 credits
MT260 Statistics	3 credits	SS GLE ET101	3 credits
Online #6 (optional) elective	3 credits	Online #6 GLE HM	3 credits
	18 credits		18 credits
Winter/Summer/Online Overload to equal 6 additional courses over 3 years			
Year 2			
Semester 3		Semester 4	
EN203 Intro British	3 credits	EN225 EN Sophomore Assessment	1 credit
ENXXX American/Brit Elective (can float)	3 credits	EN313 Shakespeare	3 credits
GLE230 Second-Year Composition	3 credits	ENXXX American/Brit Elective (can float)	3 credits
CT140	3 credits	ENXXX American/Brit Elective (can float)	3 credits
NS GLE	4 credits	NS GLE	4 credits
		FM224 or MN201 or MK201 (pick 1)	3 credits
	16 credits		17 credits
Winter/Summer as needed			
Year 3			
Semester 5		Semester 6	
EN492 Senior Seminar	3 credits	EN485 Senior Assessment	2 credits
ENXXX American/Brit Elective (can float)	3 credits	ENXXX American/Brit Elective (can float)	3 credits
ENXXX American/Brit Elective	3 credits	EN010 English Comp Exam	3 credits
AD GLE	3 credits	ENXXX American/Brit Elective (can float)	3 credits
GM510 Seminar in Leadership	3 credits	HM GLE (not EN prefix)	3 credits
Online #6 (optional) elective	3 credits	SS GLE (not ET prefix)	3 credits
		GM520 Legal & Ethical Issues in Orgs	3 credits
	18 credits		17 credits
Winter/Summer as needed to be at 120 minimum			
Year 4.5			
Grad Term 1	Grad Term 2	Grad Term 3	Grad Term 4
GM540 Organizational Behavior	GM543 Econ for Managers	GM562 Marketing Management	Elective MBA*
GM542 Quantitative & Research Techniques for Leaders	GM561 Financial Management	GM564 Operations Management for Leaders	Elective MBA*
Grad Term 1	Grad Term 2	Grad Term 3	Grad Term 4
Elective MBA*	GM691 Strategic Management Seminar*		
Elective MBA*			

\*Electives have been placed in Grad Term 4 of MBA year 1 since GM543, GM561, GM562, and GM564 are not offered that term. All other courses are offered each term. GM691 Strategic Management Seminar is normally the last course taken.

## Fine Arts

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- Associate Professors: [Susan Silverman](#), [Nathan Sullivan](#)

### 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 (i.e., Glassblowing I, II, III, IV).

### Visual Arts Minor Requirements:

A minimum of 6 courses, maximum of 8.

*Required:*

FA180	Foundations of Art <i>or</i>
FA183	History of Art
FA201	Drawing I

*One of the following:*

FA101	2 Dimensional Design <i>or</i>
FA102	Introduction to Sculpture

*2-4 additional electives in studios:*

FA217	Photographic Processes I
FA221	Ceramics I
FA231	Painting I
FA235	Printmaking I
FA251	Glassblowing I
FA302	Drawing II

*1-3 electives in studio:*

FA227	Photographic Processes II
FA303-304	Drawing III-IV
FA310	Photographic Processes III
FA322-324	Ceramics II-IV
FA332-334	Painting II-IV
FA335-338	Printmaking II-IV
FA352-354	Glassblowing II-IV

## General Studies

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**An Associate of Arts degree is offered in General Studies for online students.**

In addition to all [graduation requirements](#), the following requirements must be completed successfully to complete the degree:

### General and Liberal Education Core Requirements

GLE103	Career Image, Planning, and Management
GLE110	First-Year Composition
GLE230	Second-Year Composition
_____	Mathematics Core Elective

_____	Natural Science Core Elective I
_____	Natural Science Core Elective II

*One course from two of the following areas:*

One 100-200-level Social Science

One 100-200-level Humanities

One 100-200-level Art and Design

## Major Requirements

CIT101	Microcomputer Applications
CIT130	Database Applications <b>or</b>
CIT140	Electronic Spreadsheets
ET101	Principles of Macroeconomics
MT260	Statistics

## General Electives

19-24 credits depending on course selection

## Global Citizenship Certificate

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- Assistant Professor: Johnna Pike (Certificate Coordinator)

### A certificate is offered in Global Citizenship for traditional students.

The Global Citizenship Certificate aims to give students access to the development of 21st Century collaborative leadership skills by building a dynamic global community that proactively responds to human interdependence, equality, and justice on our ever-changing planet.

The program complements the needs of professionals in fields including: cultural anthropology, education, social services, business management, public administration, public relations, marketing, sports and recreation, criminal justice, journalism, community development, and political science, among others. The Global Citizenship Certificate Program strongly encourages participation of international and internationally minded students.

## Requirements

Students intending to earn the Global Citizenship Certificate are required to complete 10 credits of course work, and a significant documented on or off campus practicum of no fewer than 20 hours including (but not limited to) SGA clubs, related paid or volunteer work experience, Global Living Learning Community Housing, English Conversation Group, or other germane experience as mutually agreed upon with GCC Coordinator. A separate, optional internship may also be taken for credit as outlined below.

A Franklin Pierce student from outside the United States may use their experience at Franklin Pierce in lieu of the practicum or the internship for completion of requirements for the Global Citizenship Certificate program but may not use it for both.

Required Courses:

AN220	Global Problems.....	3 credits
GCC490	The Global Citizenship Seminar.....	1 credit
Two electives	.....	6 credits

Optional Internship

GCC491	Global Citizenship Internship.....	3 credits
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Students may use up to 3 credits from a language-proficiency exam, such as CLEP, to satisfy the ML (Modern Language) or LS (Latinx Studies) course work elective. 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.

AN101	Introduction to Cultural Anthropology	HS340	Ireland Since 1500
AN105	Culture Through Film	IB364	International Business
AN245	Living and Working Abroad	LS101	Elementary Spanish I
AN311	Museum Studies	LS102	Elementary Spanish II
BI217	Tropical Forest Ecology (lab)	LS105	Language for Travelers
BI235	Human Health and Nutrition	LS201	Intermediate Spanish I
COMM235	Intercultural Communication	LS202	Intermediate Spanish II
EN110	Many Voice: Multicultural Literature	LS311	Spanish Culture and Civilization
EN215	Slavery: Literature and Legacy	LS312	Spanish-American Culture and Civilization
EN270	Women Writers	MK365	International Marketing
ES103	Introduction to Ecosystem and Wild life Conservation	ML101	Beginning Language I
ES305	Environmental Health and Justice	MU102	Special Topics in Music
GLE200	The 20th Century: A Global Approach	PO205	International Relations
HS229	Thrones and Drones: Modern European History	PO206	Comparative Politics
HS235	Topics in World History	PO330	Global Security
HS314	American Immigrant History	PO331	Prosperity and Freedom in the World
		PUBH202	Introduction to Global Health
		SO240	Religion and Society

## Global Irish Studies Certificate

- Steering Committee: [Mary C. Kelly](#), [Seamus Pender](#)
- Affiliated Faculty: [Christina Cliff](#), [Melinda Marie Jetté](#), [Jessica Landis](#)

### A certificate is offered in Global Irish Studies.

Ireland's historical course features legend and folklore, ancient tradition, storied military engagements and dynamic political campaigns. Franklin Pierce University's Certificate in Global Irish Studies invites students to explore a culture where centuries of colonizers from the Vikings to the Ulster Scots reformed native Celtic foundations within a turbulent historical progression. The mission of the Certificate is to develop students' knowledge of Ireland's rich literature, politics, music, and arts, and study the worldwide impact of the ethnic diaspora. Irish cultural and political nationalism(s), gender, tradition, and religious affiliation(s) will constitute critical, sources of inquiry and analysis within this Certificate. Students can achieve the learning outcomes Intercultural Knowledge and Critical Reading in ID132 Irish Identity: Art and Music. They could also fulfill outcomes such as Inquiry and Analysis, Information Literacy and Applied and Experiential Learning. The Certificate's Global Irish introductory course, upper-level and experiential coursework is sequenced within a 12-credit structure that aims to credential students in knowledge of Ireland and the Irish at home and abroad. Internship or practicum options, further, should facilitate student application of critical and knowledge-based skills in professional settings. Ultimately, the Global Irish Certificate offers a rich introduction to Ireland's history and culture, and a foundation for ongoing exploration of this ancient land.

Students intending to complete the Global Irish Studies Certificate are expected to complete 12 credits:

ID132 Irish Identity: Art and Music (3 credits)

HS340 Ireland Since 1500 (3 credits)

and 6 additional credits chosen from the courses listed below are required.

Students choosing HS399 will study a pre-determined focus on Irish-America or the Irish Diaspora. Students choosing the Internship/Practicum will work with a GISC Program faculty member to coordinate the internship between a supervising FPU coordinator and a site supervisor providing a documentable Irish Studies connection-cultural, political, business, religious, legislative, administrative, or other direct association.

Goals and objectives are contracted prior to registration. Internships require a minimum of 40 hours (per credit), which includes on-the-job work and documentation procedures. Practicums take the form of research opportunities with faculty on a selected Irish Studies focus, with goals and objectives contracted prior to registration.

#### **Global Irish Studies Electives:**

HS235	Topics in World History
HS314	American Immigrant History
HS399	Independent Study in History (Diaspora or Irish-American focus)

HS491	Field-based Experience in History (Internship or Practicum)
PO205	International Relations
EN150, 250, 350, 450	Special Topics in English

## **History**

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- Professors: [Mary C. Kelly](#), [Melinda Marie Jetté](#)

### **A Bachelor of Arts degree is offered in History for traditional students.**

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

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 History are awarded High Honors in History. The GPA in the History major and for Honors in the History major is calculated by averaging the grades of all courses used to fulfill the requirements of the major. Any non-HS course used to fulfill a major requirement must be approved through the completion of a course substitution form and is included in the major GPA calculation.

Students who intend to teach History (Social Studies) in high school should refer to the [School of Education](#) for information on the [Secondary Teacher Certification](#) program.

### **Major Requirements**

In addition to all [graduation requirements](#), student must complete a minimum of 37 credits in History. History majors, especially those who contemplate graduate study, are encouraged to pursue the study of a foreign language.

### **Required Core Courses**

HS214	Popular History Today
HS275	History Workshop

HS410 History Research Seminar  
Select one experiential course: HS491, HS395, HS495, HS246, HS310, HS329, HS377  
HS450 History Senior Portfolio Assessment  
Two 200-level HS courses  
Three 300-level HS courses

*Choose one Concentration:*

**Public History Concentration – 9 credits**

HS395 or HS495 Internship in Public History  
Select Two Public History electives: HS246, HS310, HS329, HS377

**Social Studies Concentration – 9 credits**

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

**Professional Concentration – 9 credits**

HS200 Who's Who in American History  
Select one course in social, cultural, or intellectual history: HS313, HS320, HS322, HS323, HS341  
Select one course in European or world history: HS235, HS337, HS340, HS376

**History Minor**

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

## Recommended Curriculum - History

First Year					
Fall Semester		Credits	Spring Semester		Credits
HS__	200-level History Elective	3	HS__	200-level History Elective	3
GLE101	First-Year Inquiry	3	_____	GLE Elective	3
GLE110	First-Year Composition	3	_____	GLE Elective	3
_____	GLE Mathematics	3	_____	Elective	3
_____	GLE Elective	3	_____	Elective	3
Total		15	Total		15
Second Year					
Fall Semester		Credits	Spring Semester		Credits
HS__	200-level History Elective	3	HS214	Popular History Today	3
_____	GLE Lab Science I	4	HS275	History Workshop	3
_____	GLE Elective	3	GLE230	Second-Year Composition	3
_____	GLE Elective	3	_____	GLE Lab Science II	3
_____	Elective	3	_____	Elective	3
Total		16	Total		16
Third Year					
Fall Semester		Credits	Spring Semester		Credits
HS__	Experiential History Course	3	HS__	300-level History Elective	3
HS__	300-level History Elective	3	HS__	300-level History Elective	3
_____	GLE Elective	3	HS__	History Elective	3
_____	Elective*	3	_____	GLE Elective	3
_____	Elective	3	_____	Elective <b>or</b> remaining HS200-level course	3
Total		15	Total		15
Fourth Year					
Fall Semester		Credits	Spring Semester		Credits
HS410	History Research Seminar	3	HS450	History Senior Portfolio Assessment	1
HS__	300-level History Elective	3	HS__	300-level History Elective	3
HS__	History Elective	3	HS__	History Elective	3
_____	Elective*	3	_____	Elective	3
_____	Elective*	3	_____	Elective	3
Total		16	Total		13
Total		16	Total Credits		120

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

## Human Services

- Professor: [Douglas Challenger](#)
- Associate Professor: [Jean Dawson](#), [Allan Rachlin](#)
- Assistant Professor: Johnna Pike

A Bachelor of Arts degree is offered in Human Services for online and traditional students.

An Associate of Arts degree is offered in Human Services for online students.

A Certificate is offered in Human Services for online students.



The mission of the Human Services Program is to produce graduates who have demonstrated competency in understanding the administration and organization of human service agencies, community resources and advocacy, research and analytic methods, and the appropriate skills needed to utilize and apply this understanding to promote individual empowerment, community development and public policy.

Human Services faculty are committed to providing students with a quality liberal arts education and the theoretical foundation of the discipline, combined with an understanding of social science methodologies as they apply to policies and practices that support vulnerable populations as well as children and families. Major attention is given to the career roles, social interaction and social forces that contribute to improving the capacity of systems, organizations, and individuals to cope with changes in fiscal, administrative and political realities.

The goals of the Franklin Pierce Human Services Program are for students to develop a sociological understanding of the nature of human systems; learn to critically analyze how communities are organized and how national policy is created; understand the conditions that promote or limit human development, consider problems and formulate solutions, and become literate and trained in contemporary social scientific methods of data collection, analysis and program evaluation. Students will strengthen their speaking, writing, and presentation skills. Students will be encouraged to rethink current social welfare policies and be actively engaged in positive reform of the system (Praxis) when they enter into their professional careers.

### **Major Requirements**

In addition to completing [graduation requirements](#), Human Services majors will complete the following sequence of courses:

HCA360	Healthcare Ethics, Policy and Law
HU101	Introduction to Human Services
HU450	Contemporary Social Problems in Human Services
HU489	Senior Human Services Project
MT260	Statistics
SO101	Introduction to Sociology
SO203	Grassroots Activism for Social Change
SO205	Race and Ethnicity in Society
SO318	Social Science Research Methods
SO320	Social Welfare Policy
SO321	Social Science Computer Skills

### **Major Electives**

Choose four of the following electives, at least one from each group, and two must be 300 level or higher:

#### Human Services Management:

HCA201	Introduction to Healthcare Management
HU495	Internship in Human Services
MN321	Organizational Behavior

#### Case Management:

PS220	Group Dynamics
PS340	Techniques of Counseling
PS345	Crisis Intervention

#### Human Society:

HU211	Death and Dying
HU220	Creating a Family
SO220	Families in Society
SO421	Inequality in Society

# Recommended Curriculum Guide-Human Services

First Year					
Fall Semester		Credits	Spring Semester		Credits
HU101	Introduction to Human Services	3	SO203	Grassroots Activism for Social Change	3
GLE101	First-Year Inquiry Seminar	3	_____	MT260 Statistics	3
GLE110	First-Year Composition	3	_____	General Education Elective	3
_____	General Education Elective	3	_____	General Education Elective	3
SO101	Introduction to Sociology	3	_____	General Education Elective	3
	Total	15		Total	15
Second Year					
Fall Semester		Credits	Spring Semester		Credits
SO205	Race and Ethnicity in Society	3	SO318	Social Science Research Methods	3
HU____	Human Services Elective	3	SO321	Social Science Computer Skills	1
_____	General Education Lab Science I	4	GLE230	Second-Year Composition	3
_____	General Education Elective	3	_____	General Education Lab Science II	3
_____	General Education Elective	3	_____	General Education Elective	3
	Total	16		Total	13
Third Year					
Fall Semester		Credits	Spring Semester		Credits
SO320	Social Welfare Policy	3	HCA360	Healthcare Ethics, Policy and Law	3
_____	General Education Elective	3	HU____	Human Services Elective	3
HU____	Human Services Elective	3	_____	Elective*	3
_____	Elective*	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
	Total	15		Total	15
Fourth Year					
Fall Semester		Credits	Spring Semester		Credits
HU450	Contemporary Social Problems in Human Services	3	HU489	Senior Human Services Project	3
HU____	Human Services Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
	Total	15		Total	15
				Total Credits	121

## Associate of Arts Degree in Human Services

In addition to [graduation requirements](#), students must complete the following requirements to obtain the degree:

### General and Liberal Education Core:

- GLE103 Career Image, Planning, and Management
- GLE110 First-Year Composition
- GLE230 Second-Year Composition
- MT260 Statistics
- \_\_\_\_\_ Natural Science Core Elective I
- \_\_\_\_\_ Natural Science Core Elective II

One course from two of the following areas:

- One 100-200-level Social Science
- One 100-200-level Humanities
- One 100-200-level Art and Design

## Major Requirements:

HU101	Introduction to Human Services
SO101	Introduction to Sociology
SO205	Race and Ethnicity in Society
SO318	Social Science Research Methods

*Two of the following must be completed:*

PS101	Introduction to Psychology
PS211	Psychology of Aging
PS215	Health Psychology
PS230	Child and Adolescent Development
SO203	Grassroots Activism for Social Change
SO220	The Family

## General Electives

13-19 electives depending on course selection.

## Certificate in Human Services

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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. Normal time to completion is 1.6 years. In addition to [certificate requirements](#), students must complete the following:

HU101	Introduction to Human Services
PS322	Social Psychology*
PS340	Techniques of Counseling I*
SO101	Introduction to Sociology
SO220	The Family*

*Three of the following must be completed:*

MN321	Organizational Behavior*
PS101	Introduction to Psychology
PS211	Psychology of Aging
SO205	Race and Ethnicity in Society*

*\*Requires prerequisites*

## Intelligence and Security Studies

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- Associate Professor: [Jennie R. Brown](#), [Frank S. Cohen](#), [Christina Cliff](#)

### A minor is offered in Intelligence and Security Studies.

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

### Program objectives include:

- Identify and analyze critical issues for intelligence and security.
- Develop an understanding of contemporary intelligence issues from psychological, political, technological, and historical perspectives.
- Identify ethical issues involved in intelligence and security studies and make ethical judgments.
- Conduct research on contemporary intelligence issues.
- Understand and learn from intelligence failures.

- Communicate effectively in a variety of formats (written communication, oral communication, and interpersonal communication).

**Requirements (21 credits)**

CIT274	Computer Forensics and Security.....	3 credits
PA209	Ethical Reasoning.....	3 credits
PO201	U.S. Government .....	3 credits
PO205	International Relations <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

**Spanish**

- Lecturer: Victoria Maillo

A minor is offered in Spanish.

**As of the fall semester 2021, the undergraduate program in Spanish is no longer offering a Minor. Courses that this program offers in the General and Liberal Education program will continue to be offered, along with a limited number of electives.**

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’ view of the world
- Addressing the challenges and opportunities facing not only the U.S. but the 21<sup>st</sup> 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

**Spanish Minor Requirements**

One may minor in Spanish by successfully completing 15 credits in Spanish beyond the 100- level. The Spanish minor provides a solid foundation in speaking, listening, reading and writing, and a broad approach to cultural heritage and literature.

**Music**

- Professor: [Lou Bunk](#)
- Lecturers: Morgan Bothwell, Floyd Oster, Richard L. Page, George Robinson, Scott Sanchez, Cornelia Schwartz, James Sharrock, Christopher Swist, Vladimir Odinekikh

**A Bachelor of Arts degree is offered in Music for traditional students.**

**A minor is offered in Music.**

The mission of the Department of Music is to prepare students for careers in performance, the music industry or graduate work in music. We provide a strong foundation in performance studies, music theory, music history, and music technology for all students majoring or minoring in music. The Music Department also provides a creative opportunity for Franklin Pierce students not majoring in music through private instruction (\$275 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.

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 \$275 per course.

**Major Requirements**

In addition to all [graduation requirements](#), the following core courses must be completed successfully to fulfill the major requirements:

MU151 Theory of Music I .....	2
MU200 Sophomore Portfolio .....	0
MU209 Theory of Music II .....	2
MU215 Computer Music I .....	3
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
	33 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.

**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 (22 Credits)**

MU151 Theory of Music I .....	2
MU209 Theory of Music II .....	2
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

# Recommended Curriculum Guide - Performance Concentration

First Year					
Fall Semester		Credits	Spring Semester		Credits
MU150	Fundamentals of Music (if needed)	3	MU103	Piano I	3
MU_____	Private Instruction	2	MU151	Theory of Music I	3
MU_____	Ensemble	1	MU_____	Private Instruction	3
GLE101	First-Year Inquiry	3	MU_____	Ensemble	2
GLE110	First-Year Composition	3	_____	GLE Mathematics Elective	1
_____	GLE Elective	3	_____	GLE Elective	3
Total		15	Total		15
Second Year					
Fall Semester		Credits	Spring Semester		Credits
MU209	Theory of Music II	3	MU200	Sophomore Portfolio	3
MU_____	Private Instruction	2	MU309	Theory of Music III	3
MU_____	Ensemble	1	MU_____	Ensemble	1
_____	GLE Lab Science I	4	GLE230	Second-Year Composition	3
_____	GLE Elective	3	_____	GLE Lab Science II	3
_____	Elective	3	_____	GLE Elective	3
Total		16	Total		16
Third Year					
Fall Semester		Credits	Spring Semester		Credits
MU318	History of Western Music I	3	MU319	History of Western Music II	3
MU409	Theory of Music IV	3	MU_____	Private Instruction	2
MU_____	Private Instruction	2	MU_____	Ensemble	1
MU_____	Ensemble	1	_____	GLE Elective	3
_____	GLE Elective	3	_____	Elective*	3
_____	GLE Elective	3	_____	Elective	3
Total		15	Total		15
Fourth Year					
Fall Semester		Credits	Spring Semester		Credits
MU215	Computer Music I	3	MU450	Senior Recital	3
MU_____	Ensemble	1	MU_____	Ensemble	1
MU401	Seminar in Music	3	_____	Elective*	3
_____	Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
_____	Elective	3	Total		13
Total		16	Total Credits		122

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

Recommended Curriculum Guide – Professional Concentration

First Year					
Fall Semester		Credits	Spring Semester		Credits
MU150	Fundamentals of Music (if needed)	3	MU151	Theory of Music I	3
MU__	Private Instruction	2	MU__	Private Instruction	3
MU__	Ensemble	1	MU__	Ensemble	2
GLE101	First-Year Inquiry	3	_____	GLE Mathematics Elective	1
GLE110	First-Year Composition	3	_____	GLE Elective	3
_____	GLE Elective	3	_____	Elective	3
Total		15	Total		15
Second Year					
Fall Semester		Credits	Spring Semester		Credits
MU209	Theory of Music II	3	MU200	Sophomore Portfolio	3
MU__	Private Instruction	2	MU309	Theory of Music III	3
MU__	Ensemble	1	MU__	Ensemble	1
_____	GLE Lab Science I	4	GLE230	Second-Year Composition	3
_____	GLE Elective	3	_____	GLE Lab Science II	4
MU__	Private Instruction	2	MU__	Private Instruction	2
Total		15	Total		16
Third Year					
Fall Semester		Credits	Spring Semester		Credits
MU318	History of Western Music I	3	MU319	History of Western Music II	3
MU215	Computer Music I	3	MU__	Music Elective	3
MU409	Theory of Music IV	3	_____	GLE Elective	3
MU__	Ensemble	1	_____	Elective*	3
_____	GLE Elective	3	_____	Elective	3
MU__	Private Instruction	2			
Total		15	Total		15
Fourth Year					
Fall Semester		Credits	Spring Semester		Credits
MU103	Piano I	3	MU451	Senior Project	3
MU__	Ensemble	1	MU__	Ensemble	1
MU401	Seminar in Music	1	MU__	Music Elective	3
_____	Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
Total		14	Total		16
			Total Credits		121

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



## Recommended Curriculum Guide – Music Technology Concentration

First Year					
Fall Semester		Credits	Spring Semester		Credits
MU150	Fundamentals of Music (if needed)	3	MU120	Recording Techniques	3
MU__	Private Instruction	2	MU151	Theory of Music I	3
MU__	Ensemble	1	MU__	Private Instruction	2
GLE101	First-Year Inquiry	3	MU__	Ensemble	1
GLE110	First-Year Composition	3	_____	GLE Mathematics Elective	3
_____	GLE Elective	3	_____	GLE Elective	3
Total		15	Total		15
Second Year					
Fall Semester		Credits	Spring Semester		Credits
MU209	Theory of Music II	3	MU200	Sophomore Portfolio	3
MU215	Computer Music I	3	MU309	Theory of Music III	3
MU__	Private Instruction	2	MU310	Computer Music II	3
MU__	Ensemble	1	MU__	Private Instruction	2
_____	GLE Lab Science I	4	GLE230	Second-Year Composition	3
_____	GLE Elective	3	_____	GLE Lab Science II	3
Total		16	Total		17
Third Year					
Fall Semester		Credits	Spring Semester		Credits
MU318	History of Western Music I	3	MU319	History of Western Music II	3
MU409	Theory of Music IV	3	MU218	History of Electronic Music	3
MU__	Private Instruction	2	MU__	GLE Elective	3
_____	GLE Elective	3	_____	GLE Elective	3
_____	GLE Elective	3	_____	Elective*	3
Total		14	Total		15
Fourth Year					
Fall Semester		Credits	Spring Semester		Credits
MU__	Ensemble	1	MU451	Senior Project	3
MU401	Seminar in Music	3	MU__	Ensemble	1
_____	Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
_____	Elective	3	Total		13
Total		16	Total Credits		122

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

### Paralegal Program

The Paralegal program is offered exclusively on-line. This program includes ten courses and is completed in one year. Students take nine substantive paralegal courses and Microcomputer Applications. The program prepares qualified students to sit for the prestigious National Certification Exam, sponsored by the National Association for Legal Assistants.

*Note: In order to be qualified for this examination, a Bachelor's degree is required.*

The paralegal program culminates in a certificate and is open to anyone possessing a high school diploma, or its equivalent. All paralegal course credits are transferable to an Associate's or Bachelor's degree at the University. Prospective students must interview with an advisor to determine if any other classes are needed before entering the program.

## Paralegal Certificate Requirements

In addition to [certificate requirements](#), students must complete the following:

CIT101	Microcomputer Application
PL101	Introduction to Paralegal Studies
PL102	Legal Analysis, Research and Writing
PL103	Tort Law
PL104	Probate Law
PL105	Litigation
PL106	Real Estate Law
PL107	Corporate and Business Law
PL108	Family Law
PL109	Criminal Law

## Philosophy

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- Professor: [Jed Donelan](#)
- Lecturers: James Russell Couch

A minor is offered in Philosophy.

**As of the fall semester 2021, the undergraduate program in Philosophy is no longer offering a Minor. Courses that this program offers in the General and Liberal Education program will continue to be offered, along with a limited number of electives.**

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.

### 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.

## Political Science

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- Associate Professors: [Christina Cliff](#), [Frank S. Cohen](#)

**A Bachelor of Arts degree is offered in Political Science for traditional students.**

**A minor is offered in Political Science.**

The 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.

### **Major Requirements (37 total credits):**

In addition to all [graduation requirements](#), the following courses must be completed successfully to fulfill the major requirements:

#### **First Year Experience (3 credits):**

PO110 Political Violence *or*  
PO111 Politics and Popular Culture

#### **Methodology & Political Thought (9 credits):**

PO200 Political Science Research Methods  
PA2XX Any PA 200-level course except PA 209 Ethical Reasoning  
HS2XX Any HS 200-level course

#### **Foundations (9 credits- choose any 3)**

PO201 U.S. Government  
PO202 State and Local Government  
PO205 International Relations  
PO206 Comparative Politics

#### **Applied Learning in Political Science (12 credits- choose any 4)**

##### *American Politics*

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

*Global/International Politics*

- PO330 Global Security and Diplomacy
- PO331 Prosperity and Freedom in the World
- PO332 Disinformation and Propaganda

**Capstone (4 credits)**

- PO410 Senior Seminar

**Field Experience (1 credit):**

- PO491 Field Experience in Political Science

**Minor Requirements (15 total credits):**

**First Year Experience (3 credits):**

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

**Foundations (6 credits; choose two)**

- PO201 U.S. Government
- PO202 State and Local Government
- PO205 International Relations
- PO206 Comparative Politics
- PA2XX Any PA200-level course except PA209 Ethical Reasoning

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

*American Politics*

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

*Global/International Politics*

- PO330 Global Security and Diplomacy
- PO331 Prosperity and Freedom in the World
- PO332 Disinformation and Propaganda

## Recommended Curriculum Guide - 4-year Political Science

First Year					
Fall Semester		Credits	Spring Semester		Credits
PO110 or PO111	Political Violence or Politics & Pop Culture	3	PO2__	US Government or State and Local Government	3
GLE101	First-Year Inquiry	3	PA2__	Any PA200-level except PA209	3
GLE110	First-Year Composition	3	_____	GLE Elective	3
_____	GLE Math	3	_____	GLE Lab Science I	4
_____	Elective	3	_____	Elective	3
Total		15	Total		16
Second Year					
Fall Semester		Credits	Spring Semester		Credits
PO205 or PO206	International Relations or Comparative Politics	3	_____	GLE Elective	3
_____	GLE Lab Science II	4	PO200	Political Science Research Methods	3
_____	GLE Elective	3	GLE230	Second-Year Composition	3
_____	GLE Elective	3	_____	GLE Elective	3
HS__	History 200-level	3	_____	Elective	3
Total		16	Total		15
Third Year					
Fall Semester		Credits	Spring Semester		Credits
PO205 or PO206	International Relations or Comparative Politics	3	PO_____	PO 300-level	3
PO_____	PO 300-level	3	PO_____	PO 300-level	3
_____	GLE Elective or Elective	3	_____	Elective	3
_____	GLE Elective or Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
Total		15	Total		15
Fourth Year					
Fall Semester		Credits	Spring Semester		Credits
PO_____	PO 300-level	3	PO410	Senior Research Seminar	3
PO491	Field-Based Experience in Political Science	1	_____	Elective	3
_____	Oustanding GLE Requirement	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
Total		13	Total		15
			Total Credits		120

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

## Recommended Curriculum Guide - 3-year Political Science

First Year					
Fall Semester		Credits	Winter Semester		Credits
PO110 or PO111	Political Violence or Politics & Pop Culture	3	_____	GLE Art or Humanities	3
GLE101	First-Year Inquiry	3			
GLE110	First-Year Composition	3			
PO200	PO Research Methods	3			
_____	GLE Lab Science	4			
Total		16		Total	3
Spring Semester		Credits	Summer Semester		Credits
PO205 or PO206	International Relations or Comparative Politics	3	PA201	US Government	3
PA2__	Any PA200-level except PA209	4	_____	GLE Soc Science	3
HS2__	History 200-level	3	_____	GLE Art	3
_____	GLE Math	3	_____	GLE Elective	3
_____	GLE Lab Science II	4			
Total		16		Total	12
Second Year					
Fall Semester		Credits	Winter Semester		Credits
PO205 or PO206	International Relations or Comparative Politics	3	_____	Elective	3
PO3__	PO 300-level	3			
_____	GLE Elective or Elective	3			
_____	GLE Elective or Elective	3			
_____	Elective	3			
Total		15		Total	3
Spring Semester		Credits	Summer Semester		Credits
PO__	PO 300-level	3	_____	Elective	3
GL210	Composition II	3	_____	Elective	3
_____	GLE Elective or Elective	3	_____	Elective	3
_____	Elective	3			
_____	Elective	3			
Total		15		Total	9
Third Year					
Fall Semester		Credits	Winter Semester		Credits
PO__	PO 300-level	1	_____	Elective	3
_____	Elective	3			
_____	Elective	3			
_____	Elective	3			
_____	Elective	3			
Total		15		Total	3
Spring Semester		Credits	Summer Semester		Credits
PO3__	PO 300-level	3			
PO410	Senior Research Seminar	3			
PO491	Field Experience PO	1			
_____	Elective	3			
_____	Elective	3			
Total		13		Total Credits	120

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

## Psychology

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- Professors: [William B. Flynn, Jr.](#)
- Associate Professor: [Jennie R. Brown](#)
- Assistant Professors: [Leslie Buddington](#), [Brandi Klein](#)

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

**Three minors are offered in Psychology: Experimental Psychology, Forensic Psychology, and Psychology.**

The mission of the Franklin Pierce University Psychology program is to prepare undergraduates for a wide range of careers in which the understanding of behavior and mental processes is beneficial, or for further study in graduate and professional schools. The program adheres to a scientist/practitioner model and is compliant with American Psychological Association (APA) guidelines for undergraduate education in psychology. The program's curriculum is designed to help students achieve mastery in each of the five goal areas delineated by those APA guidelines:

- knowledge base in psychology,
- scientific inquiry and critical thinking,
- ethical and social responsibility in a diverse world,
- communication, and
- professional development.

The program provides students the opportunity to engage in research and internship experiences. Students who intend to teach Psychology (Social Studies) in high school should refer to the [School of Education](#) for information on the [Secondary Teacher Certification](#) program. See Course List and [Course Descriptions](#).

*Note: For the B.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 all [graduation requirements](#), the following courses must be completed successfully to fulfill the major requirements:

PS101	Introduction to Psychology
PS230	Child and Adolescent Development <b>or</b>
PS231	Adult Development and Aging
PS260	Statistics for Behavioral Science
PS261	Research Methods in Psychology (laboratory)
PS303	Psychology of Learning (laboratory) <b>or</b>
PS306	Cognitive Psychology (laboratory)
PS304	Introduction to Neuroscience (laboratory) <b>or</b>
PS308	Evolutionary Psychology (laboratory)
PS322	Social Psychology <b>or</b>
PS320	Theories of Personality
PS489	Senior Thesis in Psychology (Literature Review) <b>or</b>
PS490 & 491	Senior Thesis in Psychology (Empirical Study) <b>or</b>
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**

Please note that the Psychology major includes a required sequence of four courses: Statistics for Behavioral Science, Research Methods, and two additional 300-level laboratory courses. Because Statistics for Behavioral Science 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 for Behavioral Science by end of Fall semester, sophomore year
- PS261            Research Methods in Psychology by end of Spring semester, sophomore year
- Two laboratory courses (PS303, 304, 306, or 308) within the junior year

**Minor Requirements— Experimental Psychology**

Students may not be Psychology majors.

Requirements (24 credits)	
PS101	Introduction to Psychology ..... 3 credits
PS260	Statistics for Behavioral Science ..... 4 credits
PS261	Research Methods in Psychology (laboratory) ..... 4 credits
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

**Minor Requirements— Forensic Psychology**

The mission of the Forensic Psychology minor is to allow students to explore the field and their interest in pursuing graduate programs that would prepare them to be scientist-practitioners of clinical and forensic psychology. This program prepares students to understand the many ways psychology plays a part of the American Justice System including criminals, victims, juries, witnesses and judges, assessment and profiling, family and workplace law, and the effectiveness of punishment and social advocacy. Students will develop skills in analysis, writing, critical thinking, research, and communication.

**Program objectives include:**

- Apply psychological science to understand cognitive processing errors of victims, juries, witnesses and judges, assessment and profiling, family and workplace law, and the effectiveness of punishment, and criminal behavior.
- Apply critical thinking skills to forensic issues (from psychological, anthropological, and/or sociological perspectives).
- Develop skills in behavioral research and statistical analysis, and apply those skills to forensic issues.
- Critically evaluate research involving forensic issues and behavioral science.
- Understand the ethical issues that arise in forensic contexts.
- Communicate effectively in a variety of formats (written communication, oral communication, and interpersonal communication).



Requirements

PS101	Introduction to Psychology <i>or</i> CJ101 Introduction to Criminal Justice .....	3 credits
PS235	Forensic Psychology .....	3 credits
PS260	Statistics for Behavioral Science <i>or</i> MT260 Statistics .....	4 credits

Four of the following courses (12 credits):

PO110	Political Violence .....	3 credits
PO332	Disinformation and Propaganda .....	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	Family and Intimate Partner Violence .....	3 credits

Minor Requirements— Psychology

Students may not be Psychology majors.

Requirements (21 credits)

PS101	Introduction to Psychology .....	3 credits
Eighteen additional credit hours of Psychology electives, including at least two courses at the 300-level or higher.		

## Recommended Curriculum Guide - Psychology

First Year					
Fall Semester		Credits	Spring Semester		Credits
PS101	Introduction to Psychology	3	PS230 or PS231	Child and Adolescent Development or Adult Development and Aging	3
BI101 or AN102 or _____	Biology I (laboratory) or Human Origins++ or other GLE Lab Science	4	BI102 or _____	Biology II (laboratory)++ or other General Education Lab Science	4
GLE101	First-Year Inquiry	3	_____	GLE Elective	3
GLE110	First-Year Composition	3	_____	GLE Elective	3
_____	Elective	3	_____	Elective	3
Total		16	Total		16
Second Year					
Fall Semester		Credits	Spring Semester		Credits
PS____	Psychology Elective	3	PS261	Research Methods in Psychology (laboratory)	4
PS260	Statistics for Behavior Science (laboratory)	4	PS____	Psychology Elective	3
PS____	Psychology Elective	3	GLE230	Second-Year Composition	3
_____	GLE Elective	3	_____	GLE Elective	3
_____	Elective	3	_____	_____	_____
Total		16	Total		13
Third Year					
Fall Semester		Credits	Spring Semester		Credits
_____	Psychology Elective	3	PS320	Theories of Personality	3
PS____	Psychology Elective	3	PS____	Psychology Elective	3
PS____	300-level Psychology Lab Elective	4	PS____	300-level Psychology Lab Elective	4
_____	GLE Elective	3	_____	GLE Elective	3
_____	Elective**	3	_____	_____	_____
Total		16	Total		13
Fourth Year					
Fall Semester		Credits	Spring Semester		Credits
PS489 or 490 or PS495	Senior Thesis in Psychology (Literature Review)* or PS490 Senior Thesis in Psychology (Empirical Study)** or Senior Internship in Psychology	3	PS491	PS491 Senior Thesis in Psychology (Empirical Study)*	3
PS494	Psychology Senior Seminar: Systems and Theories in Psychology	3	PS____	Psychology Elective	3
PS____	Psychology Elective	3	_____	Elective	3
PS____	Psychology Elective	3	_____	Elective	3
_____	Elective**	3	_____	Elective	3
Total		15	Total		15
			Total Credits		120

\*PS494 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 \(GLE\)](#).

\*\*\*PS490 and PS491 are both required to complete the empirical thesis option.

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

++ for the B.S. degree in Psychology, students are required to take one of the following sequences: BI101 and BI102, or BI101 and AN102, or CH101 and CH102

## Accelerated 3 Year Recommended Curriculum Guide – Psychology

First Year						
Fall Semester		Credits		Spring Semester		Credits
PS101	Introduction to Psychology	3		PS260	Statistics for Behavioral Sciences (counts as MT GLE)	4
BI101 or AN 102 or _____	Biology I or Human Origins or Other GLE Lab Science	4		GLE ____	Humanities GLE	3
GLE101	First-Year Inquiry	3		_____	Social Science GLE	3
GLE110	First-Year Composition	3		BI102 or GLE_____	Biology II or Other GLE Lab Science	4
_____	Humanities GLE	3		_____	Elective	3
Total		16		Total		17
Winter		Credits		Summer		Credits
_____	Elective	3		_____	Elective	3
_____				_____	Elective	3
Total		3		Total		6
Second Year						
Fall Semester		Credits		Spring Semester		Credits
PS261	Research Methods in Psychology	4		PS30X	300 Level Psychology Lab	4
PS23x	Child and Adolescent Development or Adult Development and Aging	3		_____	Art & Design GLE	3
_____	Humanities GLE	3		PS322/320	Social Psychology or Theories of Personality	3
_____	Elective	3		GLE230v	Second-Year Composition	3
PS____	Psychology Elective	3		_____	Elective	3
Total		16		Total		16
Winter		Credits		Summer		Credits
_____	Elective	3		_____	Elective	3
_____	Elective	3		_____	Elective	3
Total		6		Total		6
Final Year						
Fall Semester		Credits		Spring Semester		Credits
PS30X	300 Level Psychology Lab	4		PS____	Psychology Elective	3
PS____	Senior Thesis in Psychology (Literature Review)* or PS490 Senior Thesis in Psychology (Empirical Study)** or Senior Internship in Psychology	3		PS____	Psychology Elective	3
PS494	Senior Seminar in Psychology	3		_____	Elective	3
_____	Art & Design GLE	3		_____	Elective	3
_____	Elective	3		_____	Elective	3
Total		16		Total		15
Winter		Credits				
_____	Elective	3				
Total		3		Overall Total		120

\*PS494 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 \(GLE\)](#).

*\*\*\*PS490 and PS491 are both required to complete the empirical thesis option.*

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

*++ 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*

## Sociology

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- Professors: [Douglas F. Challenger](#)
- Associate Professors: [Jean Dawson](#), [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.

The program helps to prepare students for graduate study and occupations utilizing sociological perspectives and methods. Students who intend to teach Sociology (Social Studies) in high school should refer to the School of Education for information on the [Secondary Teacher Certification](#) program.

### Minor Requirements

21 credits in Sociology, including 6 credits that are 300-level or above.

## Sports Media

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- Professors: [Phyllis Scrocco Zrzavy](#)
- Associate Professors: [Paul Bush](#), [Richard Roth](#)

### A Bachelor of Arts degree is offered in Sports Media for traditional students.

### A minor is offered in Sports Media.

The Sports Media program allows students to capitalize on two of the greatest strengths of Franklin Pierce University—our sports programs and the Marlin Fitzwater Center for Communication. Students will gain experience in all facets of sports communication, from play-calling to marketing, as they prepare themselves for entry-level positions as sports journalists, commentators, PR practitioners, or on-air broadcasters.

### Major Requirements

In addition to all [graduation requirements](#), the following courses must be completed successfully to fulfill the major requirements:

#### *Core Courses (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

SPME400                      Capstone in Sports Media  
SR310                        Sports Marketing **or**  
MK335                        Public Relations

*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 - Sports Media

First Year					
Fall Semester		Credits	Spring Semester		Credits
SPME101	Foundations of Sports Media	3	COMM110	Journalism I	3
GLE101	First-Year Inquiry Seminar	3	COMM120	Introduction to Media Production	3
GLE110	First-Year Composition	3	_____	GLE Elective	3
_____	GLE Elective	3	_____	GLE Elective	3
_____	GLE Mathematics or GLE Elective	3	_____	GLE Mathematics or GLE Elective	3
Total		15	Total		15
Second Year					
Fall Semester		Credits	Spring Semester		Credits
COMM215	Sports Reporting	3	COMM231	Diversity and Media	3
COMM221	Multi-Camera Production	3	SPME250	Sports Media Production	3
_____	GLE Lab Science I	4	GLE230	Second-Year Composition	3
_____	GLE Elective	3	_____	GLE Lab Science II	3
_____	Elective	3	_____	Elective	3
Total		16	Total		15
Third Year					
Fall Semester		Credits	Spring Semester		Credits
SPME300	International Sports Culture	3	SR310 or MK335	Sports Marketing or Public Relations	3
SPME310	Convergent Journalism	3	SPME____	300- or 400-level course	3
_____	Elective	3	_____	GLE Elective	3
_____	Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
Total		15	Total		15
Fourth Year					
Fall Semester		Credits	Spring Semester		Credits
SPME____	300- or 400-level course	3	SPME400	Capstone in Sports Media	3
_____	Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
Total		15	Total		15
			Total Credits		122

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

### Sports Media Minor

The Sports Media Minor allows student majoring in a variety of related programs (Communications, Marketing, Sports & Recreation Management, etc.) to gain as secondary focus in the growing area of sports communication. Students will learn about the history and cultural impact of sports media, as well as have opportunities for hands-on experience in various facets of sports communication, such as play-calling and color commentary, sports marketing, and sports reporting.

### Minor Requirements

COMM110	Journalism I
COMM120	Introduction to Media Production
COMM215	Sports Reporting <b>or</b>
COMM221	Multi-Camera Production
SPME101	Foundations of Sports Media
SPME235 & 236	Sports Media Practicum (2 credits)

## **Women, Gender, and Leadership Certificate**

- Professors: [Donna Decker](#), [Melinda Jetté](#), [Mary C. Kelly](#), [Phyllis Zrzavy](#)
- Associate Professors: [Jessica Landis](#) (Certificate Coordinator), [Jean Dawson](#), [Verna DeLauer](#),
- Assistant Professor: [Leslie Buddington](#)

### **A Certificate is offered in Women, Gender, and in Leadership for traditional students.**

The mission of the interdisciplinary Women, Gender, and Leadership Certificate program is to develop students' knowledge of women's and gender issues, including the interconnections among gender, race, class, sexuality, power, and transnational issues. As critical terms of inquiry, gender and sexuality are examined as social constructs and analyzed for their impact on culture(s). The program includes courses that engage current scholarship in women's and/or gender studies, including embracing intersectionality, welcoming the LGBTQIA+ community, and eschewing biological essentialism.

The Women, Gender, and Leadership Certificate that offers an integrative approach to learning about the interconnections among gender, race, class, sexuality, and transnational issues. The program aims to build a supportive environment for women, trans, and gender non-binary students to assist them in the development of leadership skills through a program that integrates theory and practice. To meet this goal, the program combines academic study with participation in internships both on and off campus.

The program and the resulting certificate will credential students as theoretically and materially knowledgeable in women's and gender issues and thus qualify them for leadership positions requiring such expertise. The program complements the needs of professionals in fields including: education, law, social services, counseling, business, health services, public administration, public relations, media, sports and recreation, criminal justice, journalism, and politics.

### **Requirements**

Students intending to complete the Women, Gender, and Leadership Certificate are expected to complete 13 credits of course and internship work. Of these credits, WL115 Introduction to Women, Gender, and Leadership (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. 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.

### **Women in Leadership Electives:**

CJ340	Gender, Race, and Crime
COMM230	Interpersonal Communication
COMM231	Diversity and Media
COMM336	Gender in Media Representation
COMM337	Children and the Media
EN270	Women Writers
HS322	Comparative American and European Gender History Since 1650
HS341	American Women's History: Beyond Sisterhood
MU210	Women and Music
PS405	Theories of Intimate Violence
SO220	Families in Society
SPME260	Gender, Sports, and Media

# School of Education

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## School of Education Faculty

- Associate Professor: [Joan Swanson](#), [John Villemaire](#)
- Assistant Professor: [Dale Boyle](#), [Elizabeth Lapon](#)

## Mission

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

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

## Teacher Certification

Education majors will complete programs leading toward teacher certification in the state of New Hampshire. However, students who are interested in obtaining certification in a state other than New Hampshire will need to consult with the Department of Education in the state for which they desire to obtain a teaching license.

## Undergraduate Education Programs

### Major Honors

Undergraduate degree-seeking student must have earned at least 50% of major credits at Franklin Pierce University to be considered eligible for major honors.

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



An Honors candidate in Educational Studies must have a 3.00 cumulative grade point average and a 3.25 grade point average in all major courses with no grade lower than C-. A High Honors candidate in Educational Studies must have a 3.00 cumulative grade point average and a 3.50 grade point average in all major courses with no grade lower than a C-.

### **Pi Lambda Theta**

A Franklin Pierce University's chapter of Pi Lambda Theta Honors Society member must have a Junior or Senior status, with a 3.5 GPA or higher pursuing and Education major.

National membership is given directly through [Pi Lambda Theta](#).

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

#### **Majors: Non-Certification:**

- Educational Studies

#### **Teacher Certification:**

- Elementary Education (K-6 or K-8)
- Middle (5-8) or Secondary English (5-12)
- Secondary Life Science (7-12)
- Middle (5-8) or Secondary Social Studies (5-12)
- General Special Education (K-21)

### **Requirements for Education Certification Majors**

All licensure programs are approved by the New Hampshire State Department of Education and must fulfill the requirements described in N.H. Ed Administrative Rules 500 and 600 series. Students must meet the following gates to progress through the teacher preparation programs. Students seeking certification in states other than NH are advised to consult that state for their respective certification requirements.

## Teacher Licensure Gates

Gate 1	<ul style="list-style-type: none"> <li>• Gain Admission into Franklin Pierce University</li> <li>• Pass a New Hampshire background check and a background check from every state you have lived in for the past 5 years.</li> </ul> <p>*Gate 1 is a requirement for any courses that require field experience.</p>
Gate 2	<ul style="list-style-type: none"> <li>• Fulfilling the Basic Assessment of Academic Skills requirement</li> <li>• Pass courses ED105, ED112 and ED224 with a C grade or higher</li> <li>• Maintain a minimum cumulative grade point average of 2.5</li> <li>• Submit a Teacher Licensure Program Application.</li> </ul> <p>*Gate 2 is a requirement for official acceptance into a Teacher Licensure Program.</p>
Gate 3	<ul style="list-style-type: none"> <li>• Open an on-line account with the New Hampshire Department of Education</li> <li>• Be in good academic standing</li> <li>• Maintain a minimum cumulative grade point average of 2.5</li> <li>• Complete all required courses in Education with a C grade or higher</li> <li>• Complete all field placement requirements and receive positive results on evaluations</li> <li>• Complete all content area requirements</li> <li>• Submit an application for student teaching.</li> </ul> <p>*Gate 3 is a requirement for student teaching</p>
Gate 4	<ul style="list-style-type: none"> <li>• Complete all subject area testing</li> <li>• Complete student teaching seminar and the New Hampshire TCAP assessment</li> <li>• Successfully complete your undergraduate degree requirements</li> <li>• Successfully complete the student teaching experience</li> <li>• Apply for recommendation to the state of New Hampshire (optional)</li> </ul> <p>*Gate 4 is a requirement for graduation and recommendation for licensure.</p>

## Education Studies Major

The Bachelor's in Education Studies prepares students to work in educational settings outside of the traditional public school classroom settings. An Education Studies major does not qualify students for recommendation for New Hampshire teaching certification.

Students are encouraged to think broadly about an area of interest to develop an interdisciplinary plan which will include a content area sequence of classes with no less than 6 courses (18 credits). The Educational Studies Major must include approximately 50 hours of field placement or lab experiences and must include a capstone experience through an internship or thesis.

## Required Education Courses for Education Studies

Course number and name	Credits
ED105 Educational Psychology	3
ED112 Teaching and Learning in a Democratic Society	3
PS220 Group Dynamics	3
ED275 Community Education	3
ED373 Legal issues in Community Education	3
PS230 Child and Adolescent Development <b>or</b>	
PS231 Adult Development and Aging	

ED372	Learning Theory for Experiential Settings	3
ED471	Senior Thesis in Education Studies (Literature Review) <b>or</b>	
ED472	Internship in Education Studies	
ED473	Education Studies Senior Seminar	
18 credits in an interdisciplinary concentration		18
Total		43

## Recommended Curriculum Guide – Education Studies

First Year					
Fall Semester		Credits	Spring Semester		Credits
ED105 ED112	Educational Psychology <b>OR</b> Teaching & Learning in a Democratic Society	3	ED105 ED112	Educational Psychology <b>OR</b> Teaching & Learning in a Democratic Society	3
GLE101	First-Year Inquiry Seminar	3	_____	GLE Elective	3
GLE110	First-Year Composition	3	_____	GLE Math Elective	3
_____	GLE Lab Science 1	4	_____	GLE Lab Science 2	4
_____	Elective	3	_____	Elective	3
Total		16	Total		16
Second Year					
Fall Semester		Credits	Spring Semester		Credits
ED275	Community Education	3	GLE230	Second-Year Composition	3
_____	GLE Elective	3	PS230 or PS231	Child and Adolescent Development or Adult Development and Aging	3
_____	GLE Elective	3	_____	Concentration Class 1	3
_____	Elective	3	_____	GLE Elective	3
_____	Elective	3	_____	Elective	3
Total		15	Total		15
Third Year					
Fall Semester		Credits	Spring Semester		Credits
ED371	Learning Theory for Professional Education Settings	3	_____	Concentration Class 4	3
_____	Concentration Class 2	3	_____	Concentration Class 5	3
_____	Concentration Class 3	3	_____	GLE Elective	3
_____	GLE Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
Total		15	Total		15
Fourth Year					
Fall Semester		Credits	Spring Semester		Credits
ED372	Legal Issues in Professional Educational Settings	3	ED472	Internship in Education Studies or	TBA
_____	Concentration Class 6	3	ED471	Senior Thesis in Education Studies	3
_____	Concentration Class 7	3	ED473	Education Studies Senior Seminar	1
_____	Elective	3	_____	Elective	3
_____	Elective	3	_____	Elective	3
_____			_____	Elective	3
Total		15	Total		13
			Total Credits		Varies

## Pre-clinical/Field Placement Experiences

Many courses in the School of Education require field-based assignments to ensure that the teacher certification majors experience authentic teaching situations.

We work with community partners to ensure that there is a mutually beneficial experience for the students in the local school districts and for our teacher certification students.

Professional attire and travel to local schools are required for field work. Any student participating in a field experience must follow the New Hampshire Department of Education's background check policy, listed in the School of Education Teacher Preparation Program manual.

Teacher certification majors must successfully complete all required field experience hours to pass the associated course. If a student has to retake a course with field placement hours, the student must also redo the full set of field hours and all relevant field assignments assigned through the course. Students should expect to travel up to 30 miles/45 minutes each way for field placement opportunities. Students are responsible for transportation. Carpooling is encouraged.

**Clinical/Student Teaching Experiences**

A student teaching clinical experience is the final summative experience for all Teacher Certification majors. All certification programs are approved by the New Hampshire State Department of Education and must fulfill the requirements described in N.H. Ed Administrative Rules 500 and 600 series. Students must complete Teacher Licensure Gates 1-3 before they are placed in a student teaching experience.

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

Students may elect to major in Elementary Education (K-6 or K-8). 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.

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.

**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		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	15 hours	3
ED314	Scientific Inquiry and Teaching Methods	15 hours	3
ED316	Methods in Teaching Social Studies	15 hours	3
ED350	Teaching Literacy across the Curriculum	15 hours	3
EN204	Introduction to American Literature		3
EN232	The Teaching of Writing		3
HS202	American History in the Age of Slavery and the Civil War <i>or</i>		3
HS204	U.S. History Since 1945		
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
PO201	US Government		3

<b>Total field hours prior to student teaching</b>		<b>120 hours</b>	
ED483	Elementary Student Teaching Seminar		1
ED490	Elementary Student Teaching	16 weeks	14

### Specific Testing for Certification

**For K-6:** Basic Academic Skills Assessment (BASA) and Subject Area Testing, Foundation of Reading

**For K-8:** Basic Academic Skills Assessment (BASA) and Subject Area Testing, Foundations of reading, MS Content area testing in concentration area.

### Suggested General and Liberal Education Core

Elementary Education (K-6 or K-8) and Education Studies majors are suggested to take the following courses to meet [general and liberal education core requirements](#). These courses will better prepare students for the content-areas taught in elementary and middle school, as well as for the Praxis exams and the Foundations of Reading Test required for teaching certification.

<b>First Year Experience, Composition I, and Second-Year Composition</b>		<b>9</b>
<b>Mathematics</b>		<b>3</b>
MT151	College Algebra	
<b>Humanities</b>		<b>9</b>
(Select HS202 or HS204 and two others)		
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	
<b>Arts and Design</b>		<b>6</b>
Open Choice		
<b>Natural Sciences (Select 2 courses)</b>		<b>8</b>
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)	
<b>Social Sciences</b>		<b>6</b>
ED112	Teaching and Learning in a Democratic Society <i>or</i>	
ED105	Educational Psychology	
PO201	U.S. Government	

## Recommended Curriculum Guide – Elementary Education K-6 or K-8

First Year					
Fall Semester		Credits	Spring Semester		Credits
GLE101	First-Year Inquiry Seminar	3	HS202 or 204	U.S. History	3
GLE110	First-Year Composition	3	ED105 ED112	Educational Psychology <i>OR</i> Teaching & Learning in a Democratic Society	3
ED105 ED112	Educational Psychology <i>OR</i> Teaching & Learning in a Democratic Society	3	EN204	American Literature	3
MT130	Math for K-8 Educators	3	MT151	College Algebra	3
_____	GLE Humanities	3	_____	Elective	3
Total		15	Total		15
Second Year					
Fall Semester		Credits	Spring Semester		Credits
ED224	Design and Management of the Learning Environment	3	ED263	Methods in Teaching Mathematics	3
ED231	Primary Literacy	3	GLE230	Second-Year Composition	3
_____	GLE Natural Science	4	ED314	Scientific Inquiry and Teaching Methods	3
PO201	US Government	3	_____	GLE Natural Science	4
_____	Elective	3	_____	Elective	3
Total		16	Total		16
Third Year					
Fall Semester		Credits	Spring Semester		Credits
ED316	Methods in Teaching Social Studies	3	ED350	Teaching Literacy Across the Curriculum	3
EN232	Teaching of Writing	3	HS308	From Sea to Shining Sea: the Geography of the United State	3
HS319	History of New England	3	_____	GLE Art and Design	3
ED 308	Introduction to Assessment	3	ED312	Understanding and Teaching Exceptional Learners	3
_____	GLE Humanities	3	_____	GLE Humanities	3
Total		15	Total		15
Fourth Year					
Fall Semester		Credits	Spring Semester		Credits
_____	GLE Art and Design	3	ED483	Elementary Student Teaching Seminar	1
_____	Elective	3	ED490	Elementary Student Teaching	14
_____	Elective	3			
_____	Elective	3			
_____	Elective	3	Total		15
Total		15	Total Credits		122

### 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 Core requirements](#), students in this program complete a major in English (the student must be enrolled in the Education 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.

Required Education Courses for English Language Arts Education

Course number and name		Field hours
ED105	Educational Psychology	
ED112	Teaching and Learning in a Democratic Society	
ED224	Design and Management of the Learning Environment	30 hours
ED308	Introduction to Assessment	
ED312	Understanding and Teaching Exceptional Learners	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		90 hours
ED487	Secondary Student Teaching Seminar	
ED492	Student Teaching	16 weeks

Specific Testing for Certification

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

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.

## Recommended Curriculum Guide – Secondary English

First Year					
Fall Semester		Credits	Spring Semester		Credits
MT130	Math for K-8 Educators	3	ED105 <b>or</b> ED112	Educational Psychology <b>or</b> Teaching and Learning in a Democratic Society	3
ED105 <b>or</b> ED112	Educational Psychology <b>or</b> Teaching and Learning in a Democratic Society	3	_____	Primary Major	3
GLE101	First-Year Inquiry Seminar	3	_____	Primary Major	3
GLE110	First-Year Composition	3	_____	GLE Social Science	3
_____	Major or GLE Social Science	3	_____	GLE Humanities	3
Total		15	Total		12
Second Year					
Fall Semester		Credits	Spring Semester		Credits
ED224	Design and Management of the Learning Environment	3	ED350	Teaching Literacy Across the Curriculum	3
_____	Primary Major	3	_____	Primary Major	3
_____	Primary Major	3	_____	Primary Major	3
_____	GLE Natural Science	4	_____	GLE Natural Science	4
_____	GLE Social Science -if needed	3	GLE230	Second-Year Composition	3
Total		16	Total		16
Third Year					
Fall Semester		Credits	Spring Semester		Credits
ED308	Introduction to Assessment	3	ED312	Understanding and Teaching Exceptional Learners	3
_____	Primary Major	3	_____	Primary Major	3
_____	Primary Major	3	_____	Primary Major	3
_____	GLE Art and Design	3	_____	GLE Art and Design	3
_____	GLE Humanities	3	_____	GLE Humanities	3
Total		15	Total		15
Fourth Year					
Fall Semester		Credits	Spring Semester		Credits
ED360	Best Practices in a Secondary Context	3	ED492	Secondary Student Teaching	14
_____	Primary Major	3	ED487	Secondary Student Teaching Seminar	1
_____	Primary Major	3			
_____	Primary Major	3			
_____	Primary Major	3	Total		15
Total		15	Total Credits		122

### Life Sciences Education

Certification in Life Sciences Education is for grades 7-12. In addition to completing the [General and Liberal Education Core requirements](#), students in this program complete a major in either Biology or Environmental Science designed for certification candidates, and complete the required education courses listed below. 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.



## Required Education Courses for Life Science Education

Course number and name	Field hours
ED105 Educational Psychology	
ED112 Teaching and Learning in a Democratic Society	
ED224 Design and Management of the Learning Environment	30 hours
ED308 Introduction to Assessment	
ED312 Understanding and Teaching Exceptional Learners	15 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
<b>Total field hours prior to student teaching</b>	<b>105 hours</b>
ED487 Secondary Student Teaching Seminar	
ED492 Student Teaching	16 weeks

## Specific Testing for Certification

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

## Biology Education Track

BI101-102	Biology I and II (laboratory) (counts toward GLE core).....	8 credits
BI211	Genetics (laboratory).....	4 credits
BI319	Cellular Biology (laboratory) or .....	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
<i>(First semester counts as core requirement, second semester counts towards major)</i>		
BI460	Internship in Biology or	
BI480	Senior Seminar in Biology/Health Sciences or	
BI481	Invited Senior Research .....	3 credits

*Note: Students wishing to complete the Secondary Teacher Certification may substitute ED487 Secondary Student Teaching Seminar (1 credit), and ED492 Secondary Student Teaching (14 credits), for Biology Seminar and Biology Thesis.*

## Environmental Science Education Track

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 MT151 or higher	

## Environmental Science Education Track 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). Note: No course can count for two requirements in the major.

## Recommended Curriculum Guide – Life Sciences

First Year					
Fall Semester		Credits	Spring Semester		Credits
ED112 or ED105	Teaching and Learning in a Democratic Society/ Educational Psychology	3	ED112 or ED105	Teaching and Learning in a Democratic Society/ Educational Psychology	3
_____	Primary Major	3	_____	Primary Major	3
_____	Primary Major	3	MT151 or MT260	GLE Mathematics Elective	3
GLE101	First-Year Inquiry Seminar	3	_____	GLE Social Science	3
GLE110	First-Year Composition	3	_____	GLE Humanities	3
	Total	15		Total	15
Second Year					
Fall Semester		Credits	Spring Semester		Credits
ED224	Design and Management of the Learning Environment	3	ED350	Teaching Literacy Across the curriculum	3
_____	Primary Major	3	_____	Primary Major	3
_____	Primary Major	3	_____	Primary Major	3
_____	GLE Natural Science	4	_____	GLE Natural Science	4
_____	GLE Social Science	3	GLE230	Second-Year Composition	3
	Total	16		Total	16
Third Year					
Fall Semester		Credits	Spring Semester		Credits
ED308	Introduction to Assessment	3	ED312	Understanding and Teaching Exceptional Learners	3
_____	Primary Major	3	ED314	Scientific Inquiry and Teaching Methods	3
_____	Primary Major	3	_____	Primary Major	3
_____	GLE Art and Design	3	_____	Primary Major	3
_____	GLE Humanities	3	_____	GLE Art and Design	3
	Total	15		Total	15
Fourth Year					
Fall Semester		Credits	Spring Semester		Credits
ED360	Best Practices in a Secondary Context	3	ED492	Secondary Student Teaching	14
_____	Primary Major	3	ED487	Secondary Student Teaching Seminar	1
_____	Primary Major	3			
_____	GLE Humanities	3		Total	15
	Total	12		Total Credits:	120

## 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 Core requirements](#), it is recommended that students in this program complete a major in History (Social Studies) 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 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.

**Required Education Courses for Social Studies Education**

Course number and name	Field hours
ED105 Educational Psychology	
ED112 Teaching and Learning in a Democratic Society	
ED224 Design and Management of the Learning Environment	30 hours
ED308 Introduction to Assessment	
ED312 Understanding and Teaching Exceptional Learners	15 hours
ED316 Methods in Teaching Social Studies	
ED350 Teaching Literacy across the Curriculum	15 hours
ED360 Best Practices in a Secondary Context	30 hours
<b>Total field hours prior to student teaching</b>	<b>90 hours</b>
ED487 Secondary Student Teaching Seminar	
ED492 Student Teaching	16 weeks

**Specific Testing for Certification**

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

**History Education Track**

In addition to all [graduation requirements](#), student must complete a minimum of 35 credits in History.

**Required Core Courses**

- HS214 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 courses

*Choose one Concentration:*

**Social Studies Concentration – 9 credits**

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

## Recommended Curriculum Guide – Social Studies

First Year					
Fall Semester		Credits	Spring Semester		Credits
MT130	Mathematics for K-8 Educators	3	ED112 or ED105	Teaching and Learning in a Democratic Society or Educational Psychology	3
ED112 or ED105	Teaching and Learning in a Democratic Society or Educational Psychology	3	_____	Primary Major	3
GLE101	First Year Inquiry Seminar	3	_____	Primary Major	3
GLE110	First Year Composition	3	PO201	U.S. Government	3
_____	HS 102 or 104	3	_____	GLE Humanities	3
Total		15		Total	15
Second Year					
Fall Semester		Credits	Spring Semester		Credits
ED224	Design and Management of the Learning Environment	3	ED 350	Teaching Literacy Across the curriculum	3
ET101 or 102	Economics	3	_____	Primary Major	3
_____	Primary Major	3	_____	Primary Major	3
_____	Primary Major	3	_____	GLE Natural Science	4
_____	GLE Natural Science	4	GLE230	Second-Year Composition	3
Total		16		Total	16
Third Year					
Fall Semester		Credits	Spring Semester		Credits
ED308	Introduction to Assessment	3	ED312	Understanding and Teaching Exceptional Learners	3
_____	Primary Major	3	_____	GLE Humanities	3
_____	Primary Major	3	_____	Primary Major	3
_____	GLE Art and Design	3	_____	Primary Major	3
ED316	Methods in teaching Social Studies	3	_____	GLE Art and Design	3
Total		15		Total	15
Fourth Year					
Fall Semester		Credits	Spring Semester		Credits
ED360	Best Practices in a Secondary Context	3	ED492	Secondary Student Teaching	14
_____	Primary Major	3	ED487	Secondary Student Teaching Seminar	1
_____	Primary Major	3			
_____	Primary Major	3			
_____	Primary Major	3		Total	15
Total		15		Total Credits	122

### General Special Education

Certification in K-12 General Special Education is a single major or can be combined with the K-6 Elementary Education Certification. Combining the two majors result in 1 16-week Elementary placements and an additional 8-week student teaching placement in Special Education.

The content area courses follow the requirements of the Elementary Education certification to give the candidate the breadth of knowledge consistent with a K-12 certification.

- MT151 College Algebra
- EN204 Introduction to American Literature
- EN232 The Teaching of Writing

HS308	From Sea to Shining Sea: the Geography of the United States
HS319	History of New England
PO201	US Government
HS202	American History <i>or</i>
HS204	US History

Required Courses for General Special Education Major			
Course number and name		Field Hours	Credits
ED105	Educational Psychology		3
ED112	Teaching and Learning in a Democratic Society		3
ED224	Design and Management in the Public School Setting	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 <i>or</i>	15 hours	3
ED316	Methods in Teaching Social Studies	15 hours	
ED328	Special Education Law		3
ED340	Assessment/Identification of the Exceptional Learner Exceptional Learner		3
ED341	IEPs and Instructional Considerations	15 hours	3
ED345	Effective Communication and Consultation		3
ED350	Teaching Literacy across the Curriculum	15 hours	3
ED360	Best Practices in Secondary Context		3
MT130	Math for Educators		3
<b>Total field hours prior to student teaching</b>		<b>135 hours</b>	
ED462	GSE Student Teaching (16 weeks)		14
ED463	GSE Student Teaching Seminar		1
		<b>Total Credits:</b>	<b>60</b>

**Specific Testing for Certification**  
 Basic Academic Skills Assessment (BASA)

## Recommended Curriculum Guide - General Special Education

### First Year

<i>Fall Semester</i>			<i>Credits</i>		
<i>Fall Semester</i>			<i>Spring Semester</i>		
ED105	Educational Psychology	3	ED112	Teaching and Learning in a Democratic Society	3
GLE101	First-Year Inquiry Seminar	3	EN204	Intro to American Literature	3
GLE110	First-Year Composition	3	MT 151	College Algebra	3
MT130	Math for K-8 Educators	3	HS202 or 204	U.S. History	3
PO201	US Government	3		GLE Natural Science	4
	Total	15		Total	16

### Second Year

<i>Fall Semester</i>			<i>Credits</i>		
<i>Fall Semester</i>			<i>Spring Semester</i>		
ED224	Design and Management of the Learning Environment	3	ED312	Understanding and Teaching Exceptional Learners	3
ED231	Primary Literacy	3	ED314	Scientific Inquiry and Teaching Methods	3
	GLE Natural Science	4		GLE Art and Design	3
ED316	Methods in Teaching Social Studies	3	ED263	Methods in Teaching Math	3
	GLE Humanities	3	GLE230	Second-Year Composition	3
	Total	16		Total	15

### Third Year

<i>Fall Semester</i>			<i>Credits</i>		
<i>Fall Semester</i>			<i>Spring Semester</i>		
ED328	Special Education and the Law	3	ED340	Assessment & Identification	3
ED341	IEP Development	3	ED345	Effective Communication	3
ED308	Introduction to Assessment	3	ED350	Teaching Literacy Across the Curriculum	3
EN232	Teaching of Writing	3	HS308	From Sea to Shining Sea	3
HS319	History of New England	3		GLE Humanities	3
	Total	15		Total	15

### Fourth Year

<i>Fall Semester</i>			<i>Credits</i>		
<i>Fall Semester</i>			<i>Spring Semester</i>		
ED360	Best Practices in Secondary Education	3	ED462	General Special Education Student Teaching	14
	GLE Arts & Design	3	ED463	General Special Education Student Teaching Seminar	1
	Two Electives	6		Total	15
	GLE Natural Science	4			
	Total	16		Total Credits	122

## Education Minor

The School of Education minor consists of six courses (18 credits) that enable students to experience the world of education and the dynamic interplay of teaching and learning. Students can learn instructional approaches and strategies that are based on evidence-based practices designed to meet the needs of classroom instruction or the needs of other professional education settings.

### Required courses:

- ED105 Educational Psychology
- ED112 Teaching and Learning in a Democratic Society
- ED224 Design and Management of the Learning Environment **OR**
- ED275 Community Education
- EDXXX 3 Education electives at the 300/400 level OR additionally select from the following electives:

PS230 Child and Adolescent Development, PS303 Psychology of Learning, or PS330 Child Abuse and Neglect, Advisors may approve substitutes from a Content Area Education Studies pathway if this is appropriate. Students may take courses from the teacher certification track which require field placement hours if they have completed the necessary background checks.

## Graduate Education Programs

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

### Program Mission and Philosophy

In keeping with the mission and philosophy of the University, the Graduate Education programs in the School of Education adheres 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 and other settings, Franklin Pierce seeks to prepare educators who:

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

### 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

*\* All students must meet the Bachelor’s/ undergraduate content area requirements for K-6. Students must also demonstrate a 15 credit content concentration in English, Mathematics, Science or Social Studies for the 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

*\*All students must meet the Bachelor’s/ undergraduate content area requirements for social studies or life sciences.*

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

M.Ed. Degree and Certification	42 credits
M.Ed. only	36 credits
Certification only	39 credits

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

**General Special Education\* (K-12)**

M.Ed. and Certification	48 credits
M.Ed. only	42 credits
Certification only	45 credits

*\* All students must meet the Bachelor's/ undergraduate content area requirements for K-6.*

**Educational Leadership**

M.Ed. Only	36 credits
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**Admissions and Acceptance**

Criteria for initial application can be found in the Admissions section of the Catalog. Students applying to the School of Education Teacher Certification M.Ed. and Bachelor's Conversation programs should provide transcripts to demonstrate a CGPA of 2.8 or higher. Applicants who provide transcripts to demonstrating a CGPA of 2.79 or lower may work through the School of Education to explore potential solutions and/or alternative pathways to acceptance. The undergraduate transcripts of teacher certification applicants will be reviewed to ensure content requirements are complete. Any applicant with a deficiency of content required at the Bachelor's level will be required to develop a plan to complete required content. Evidence of the required content must be completed prior to student teaching.

**Requirements for Teacher Certification Programs**

All licensure programs are approved by the New Hampshire State Department of Education and must fulfill the requirements described in N.H. Ed Administrative Rules 500 and 600 series. Students must meet the following gates to progress through the teacher preparation program. Students seeking certification in states other than NH are advised to consult that state for their respective certification requirements.



## Teacher Licensure Gates

<b>Gate 1</b>	<ul style="list-style-type: none"> <li>• Gain Admission into Franklin Pierce University</li> <li>• Sign the Academic Admissions worksheet</li> <li>• Pass a New Hampshire background check and a background check from every state you have lived in for the past 5 years.</li> </ul> <p>*Gate 1 is a requirement for any courses that require field experience.</p>
<b>Gate 2</b>	<ul style="list-style-type: none"> <li>• Fulfilling the Basic Assessment of Academic Skills requirement</li> <li>• Pass courses ED501 and ED505 or ED506 with a B- grade or higher</li> <li>• Maintain a minimum cumulative grade point average of 3.0</li> <li>• Submit a Teacher Licensure Program Application.</li> </ul> <p>*Gate 2 is a requirement for official acceptance into a Teacher Licensure Program.</p>
<b>Gate 3</b>	<ul style="list-style-type: none"> <li>• Open an on-line account with the New Hampshire Department of Education</li> <li>• Be in good academic standing</li> <li>• Maintain a minimum cumulative grade point average of 3.0</li> <li>• Complete all required courses in Education with a B- grade or higher</li> <li>• Complete all field placement requirements and receive positive results on evaluations</li> <li>• Complete all content area requirements</li> <li>• Submit an application for student teaching.</li> </ul> <p>*Gate 3 is a requirement for student teaching</p>
<b>Gate 4</b>	<ul style="list-style-type: none"> <li>• Complete all subject area testing</li> <li>• Complete student teaching seminar and the New Hampshire TCAP assessment</li> <li>• Successfully complete your graduate degree requirements</li> <li>• Successfully complete the student teaching experience</li> <li>• Apply for recommendation to the state of New Hampshire (optional)</li> </ul> <p>*Gate 4 is a requirement for graduation and recommendation for licensure.</p>

### 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 and pass background check for New Hampshire and any state they have lived in in the past 5 years.

### Certification Only

Students pursuing Teacher Certification without a degree will need to meet all requirements for enrollment in the teaching certification program. Total number of credits for "Certification Only" may vary. Students pursuing only certification may submit their bachelor's degree transcript for consideration of transfer 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 take all applicable coursework in each area, complete a full student teaching clinical (16 weeks) in the first certification area and 8-weeks in each additional certification area. The N.H. TCAP must also be completed for recommendation.

Use of Undergraduate Credits

Undergraduate credits may be approved by the School of Education Director as credits only when a candidate is enrolled for the sole purpose of certification. Undergraduate credits will not count towards the Master's Degrees. Candidates may transfer in graduate credits with the Director's approval.

Preclinical/Field Placement and Clinical Student Teaching Experiences

All certification programs are approved by the New Hampshire State Department of Education and must fulfill the requirements described in N.H. Ed Administrative Rules 500 and 600 series. All students taking courses in the teacher certification program are required to meet all enrollment criteria and to take part in field placement hours. Those students seeking certification also participate in student teaching.

Pre-clinical/Field Experiences

Many courses in the School of Education require field-based assignments to ensure that the teacher certification majors are experience authentic teaching situations. We work with community partners to ensure that there is a mutually beneficial experience for the students in the local school districts and for our teacher certification students. Teacher certification majors must successful complete all required field experience hours to pass the associated course. If a student has to retake a course with field placement hours, the student must also redo the full set of field hours and all relevant field assignments assigned through the course. Professional attire and travel to local schools are required for this course. Any student participating in a field experience must pass a New Hampshire background check and a background check from every state you have lived in for the past 5 years, before a placement will be made.

Clinical/Student Teaching

A student teaching clinical experience is the final summative experience for all Teacher Certification majors. All certification programs are approved by the New Hampshire State Department of Education and must fulfill the requirements described in N.H. Ed Administrative Rules 500 and 600 series. Students must complete Teacher Licensure Gates 1-3 before they are placed in a student teaching experience.

M.Ed./Teacher Certification in Elementary Education (K-6 or K-8)

Students lacking an appropriate major or general education requirements will be required to complete content area deficiencies in addition to the program education courses. Courses are listed in the order they should be taken.

		Field Hours	Credits
ED501	Graduate Teacher Education Program Orientation		2
ED506	Educational Psychology		3
ED505	Teaching and Learning in a Democratic Society		3
ED510	Design and Management of the Learning Environment	30	3
ED515	Primary Literacy	15	3
ED518	Methods in Teaching Mathematics	15	3
ED508	Introduction to Assessment		3
ED519	Scientific Inquiry and Teaching Methods	15	3
ED517	Methods in Teaching Social Studies	15	3
ED509	Understanding and Teaching Exceptional Learners	15	3
ED516	Teaching Literacy across the Curriculum	15	3
ED578	Action Research in the Classroom		3
	Total field hours prior to student teaching	120	
ED531A	Student Teaching for Elementary Certification		3
ED531B	Student Teaching for Elementary Certification		3
ED574	Student Teaching Seminar		1
ED585	Student Research Capstone (required for M.Ed. Only)		1

### Specific Testing for Certification

**For K-6:** Basic Academic Skills Assessment (BASA) and Subject Area Testing, Foundation of Reading

**For K-8:** Basic Academic Skills Assessment (BASA) and Subject Area Testing, Foundations of reading, MS Content area testing in concentration area.

### M.Ed./Teacher Certification in Social Studies Education (Grades 5-8 or 5-12)

Students applying to this program should have a Social Studies or History major or degree. Social Studies Certification encompasses the disciplines of history, civics, geography and economics. Students lacking an appropriate major or general education requirements will be required to complete content area deficiencies in addition to the program education courses. Courses are listed in the order they should be taken.

		Field Hours	Credits
ED501	Graduate Teacher Education Program Orientation		2
ED506	Educational Psychology		3
ED505	Teaching and Learning in a Democratic Society		3
ED510	Design and Management of the Learning Environment	30	3
ED508	Introduction to Assessment		3
ED517	Methods in Teaching Social Studies	15	3
ED509	Understanding and Teaching Exceptional Learners	15	3
ED516	Teaching Literacy across the Curriculum	15	3
ED526	Best Practices in Secondary Contexts	30	3
ED578	Action Research in the Classroom ( <i>required for Certification</i> )		3
	Elective 1- ED/SOE elective *		3
	Elective 2- ED/SOE elective*		3
	<b>Total field hours prior to student teaching</b>	<b>105</b>	
ED532A	Student Teaching for Middle/Secondary Certification		3
ED532B	Student Teaching for Middle/Secondary Certification		3
ED574	Student Teaching Seminar		1
ED585	Student Research Capstone (required for M.Ed. Only)		1

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

### Specific Testing for Certification

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

### 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 will be required to complete content area deficiencies in addition to the program education courses. Courses are listed in the order they should be taken.

		Field Hours	Credits
ED501	Graduate Teacher Education Program Orientation		2
ED506	Educational Psychology		3
ED505	Teaching and Learning in a Democratic Society		3
ED510	Design and Management of the Learning Environment	30	3
ED508	Introduction to Assessment		3
ED519	Scientific Inquiry and Teaching Methods	15	3
ED509	Understanding and Teaching Exceptional Learners	15	3
ED516	Teaching Literacy across the Curriculum	15	3
ED526	Best Practices in Secondary Contexts	30	3
ED578	Action Research in the Classroom ( <i>required for Certification</i> )		3
	Elective 1- ED/SOE elective *		3
	Elective 2- ED/SOE elective*		3
	<b>Total field hours prior to student teaching</b>	<b>105</b>	
ED532A	Student Teaching/Seminar for Middle/Secondary Certification		3
ED532B	Student Teaching/Seminar for Middle/Secondary Certification		3
ED574	Student Teaching Seminar		1
ED585	Student Research Capstone (required for M.Ed. Only)		1

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

### Specific Testing for Certification

- Basic Academic Skills Assessment (BASA) and Subject Area Testing in Life Sciences

### 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 will be required to complete content area deficiencies in addition to the program education courses. Courses are listed in the order they should be taken.

		Field Hours	Credits
ED501	Graduate Teacher Education Program Orientation		2
ED506	Educational Psychology		3
ED505	Teaching and Learning in a Democratic Society		3
ED510	Design and Management of the Learning Environment	30	3
ED508	Introduction to Assessment		3
ED509	Understanding and Teaching Exceptional Learners	15	3
ED516	Teaching Literacy across the Curriculum	15	3
ED526	Best Practices in Secondary Contexts	30	3
ED578	Action Research in the Classroom ( <i>required for certification</i> )		3
	Elective 1- ED/SOE elective *		3
	Elective 2- ED/SOE elective*		3
	Elective 3- ED/SOE elective*		3
	<b>Total field hours prior to student teaching</b>	<b>90</b>	
ED532A	Student Teaching/Seminar for Middle/Secondary Certification		3
ED532B	Student Teaching/Seminar for Middle/Secondary Certification		3
ED574	Student Teaching Seminar		1
ED585	Student Research Capstone (required for M.Ed. Only)		1

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

Specific Testing for Certification

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

M.Ed./Teacher Certification in General Special Education

Students applying to this program should have earned a baccalaureate degree. The Elementary areas constitute appropriate background. Students lacking an appropriate major or general education requirements will be required to complete content area deficiencies in addition to the program education courses. Courses are listed in the order they should be taken.

Course		Field Hours	Credits
ED501	Graduate Teacher Education Program Orientation		2
ED506	Educational Psychology		3
ED505	Teaching and Learning in a Democratic Society		3
ED510	Design and Management of the Learning Environment	30	3
ED515	Primary Literacy	15	3
ED518	Methods in Teaching Mathematics	15	3
ED508	Introduction to Assessment		3
ED509	Understanding and Teaching Exceptional Learners	15	3
ED512	Special Education Law		3
ED540	Assessments/Identification of the Exceptional Learner	15	3
ED541	IEPs and Instructional Considerations	15	3
ED545	Effective Consultation and Communication		3
ED516	Teaching Literacy across the Curriculum	15	3
ED578	Action Research in the Classroom ( <i>required for Certification</i> )		3
	<b>Total field hours prior to student teaching</b>	<b>120</b>	
ED562A	Student Teaching for General Special Education		3
ED562B	Student Teaching for General Special Education		3
ED574	Student Teaching Seminar		1
ED585	Student Research Capstone (required for M.Ed. Only)		1

Specific Testing for Certification For Special Education

Basic Academic Skills Assessment (BASA)

M.Ed. in Educational Leadership

The Masters in Educational Leadership prepares educators with skills that provide the background to lead in a broad range of educational settings, looking forward to the needs of the future. Through a common core, elective courses and fully implemented action research projects, leaders can design an educational plan that meets individualized professional goals. After completing core courses, students will select from an array of electives to build expertise in a content area which supports the individualized action research project. Each Master's degree is comprised of 36 credits. The general M.Ed. in Educational Leadership has 6 required courses and 6 electives. Areas of specialization, such as Curriculum and Instruction may have more required courses.

Core required courses for the M.Ed. in Educational Leadership

Course		Credits
SOE501	Foundations in Education	3
SOE505	Learning and Educational Practice	3
SOE601	Authentic Leadership	3
SOE511	Action Research I	3

SOE512	Action Research II	3
SOE611	Action Research III	3

### Elective courses for the M.Ed. in Educational Leadership

Course		Credits
ED/SOE Electives at the 500 or above level or the following:		
GM520	Legal and Ethical Issues in Organizations	3
GM540	Organizational Behavior	3
GM563	Human Resource Management	3
GM570	Training and Development for Adults	3

## Interdisciplinary Programs

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### Integrated Studies

A Bachelor of Science degree is offered in Integrated Studies for online students.  
 An Associate of Arts degree is offered in Integrated Studies for online students.

The Integrated Studies program prepares students for a variety of career pathways and builds on a profile of skill-based learning outcomes.

The Bachelor of Science requires an associate degree or a minimum of 60 semester hours of prior academic credit. The key skills are defined as major requirements and are validated through the capstone course, ID403 Integration Seminar.

### Learning Outcomes

- Students will be able to communicate clearly and effectively orally, electronically and in writing.
- Students will develop the skill to use quantitative and qualitative tools and strategies to support decision making.
- Students will demonstrate the ability to apply the concepts and theories learned in their areas of concentration to address challenging real world issues.

## Bachelor of Science in Integrated Studies Requirements

### General and Liberal Education Core Requirements

It is expected that many of the [General and Liberal Education Core](#) requirements will be met by Integrated Studies students through transfer credits. Nevertheless, it is expected that the required Knowledge and Understanding areas of inquiry will be met.

The following considerations should also be kept in mind.

- 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\*

*\*Custom Concentrations require prior approval*

### Prerequisite Requirements

Any three related 100-200-level courses

### Concentration options

Any five 300-400-level related courses

## 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 **or** HU101 Introduction to Human Services **or**

CJ101 Introduction to Criminal Justice

SO205 Race and Ethnicity in Society **or** CJ201 Police Work

### Concentration Options

Any five 300-400-level Criminal Justice, Human Services, Psychology, or Sociology courses.

## Associate of Arts in Integrated Studies Requirements

### General and Liberal Education Core Requirements (26 credits)

It is expected that many of the [General and Liberal Education Core](#) requirements will be met by Integrated Studies students through transfer credits. Nevertheless, it is expected that the required Knowledge and Understanding areas of inquiry will be met.

GLE103 Career Image, Planning, and Management

GLE110 First Year Composition

GLE230 Second-Year Composition

\_\_\_\_\_ Mathematics Core Elective

\_\_\_\_\_ Natural Science Core Elective I

\_\_\_\_\_ Natural Science Core Elective II

*One course from two of the following areas:*

One 100-200-level Social Science

One 100-200-level Humanities

One 100-200-level Art Appreciation

### Major Requirements (10 Credits)

MN201 Principles of Management

SO321 Social Science Computer Skills

Any two related 100-200-level courses

## Student-Designed (Interdisciplinary) Major or Minor

To be eligible to propose a Student-Designed Major or Minor, students should be in good academic standing (a minimum 3.00 cumulative grade point average is recommended). Proposals to the Curriculum Committee should be filed before the end of the fourth semester of study. To propose a Student-Designed Major or Minor, students obtain a proposal form online and discuss the procedures with the Associate Provost. Advisors appropriate to the proposed areas of study will be identified. These advisors will collaborate in the development of the proposal, possibly recommending other faculty with whom the student should confer.

At least one advisor must submit a letter of support explaining what they perceive to be the rationale for the courses listed in the application. The letter should briefly describe the advisor's collaborative role in the development of the major/minor. The Committee will not accept an application without the attachment of this letter.

The Student-Designed Major or Minor proposal should be carefully constructed. The major should consist of no fewer than thirty and no more than fifty-four credits, at least twelve of which have to be at the 300 or 400-level. The minor should consist of no fewer than eighteen and no more than twenty-one credits. In addition to the major/minor, the student will be required to complete [General and Liberal Education Core requirements](#) and accumulate a total of 120 credits in order to graduate. The proposal must represent a coherent educational goal with attention given to the nature of introductory, middle-level, upper-level, and culminating work in the Student-Designed Major or Minor. Each such major must include a methods course appropriate to the field of study and must fulfill the capstone requirements: portfolio assessment and a Senior thesis or independent project that pulls together the experience of the Student-Designed Major.

The course choices must represent a coherent program as opposed to a set of electives. In other words, there is a difference between one thoughtfully arranging courses to comprise a program of study and one freely choosing elective courses. Following the above guidelines for coherence of program content, the student reviews the proposal with their Undergraduate College Coordinator or their College Coordinator, and then forward to the Curriculum Committee. The student may be asked to meet with the Curriculum Committee to further explain the proposal. The Curriculum Committee will report its recommendation to the Dean of the appropriate College for the proposed major or minor, who will communicate the decision to the student and the Associate Provost. If approved by the Associate Provost, then the Associate Provost should forward a copy of the proposal to 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 Associate Provost.

## Course Descriptions

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Course descriptions are arranged in alphabetical order by prefix.

### Accounting (AC) Course Descriptions

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#### **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 College of Business 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. *Prerequisite: 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.*

**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 College Coordinator or the Dean of College of Business. Normally, the student will be expected to have a cumulative grade point average of 3.00 and possess the appropriate background and interest to pursue the proposed area of study. A "Proposal for Independent Study" form may be obtained from the Registrar or the College Coordinator or the Dean of College of Business. 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.*

**AC345 Analysis of Financial Statements****3 credits**

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

**AC354 Individual Income Taxes****3 credits**

Examines the Internal Revenue Code as it applies to individuals and sole proprietorships. The student will apply this knowledge in the preparation of income tax returns and related schedules and forms. There are no prerequisites for this course. *Sophomore or junior class standing recommended.*

**AC355 Taxation of Partnerships and Corporations (offered only as a Directed Study)****3 credits**

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

**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 student's major academic advisor. An agreement is drawn up and approved by the student, the proposed employer, the major academic advisor and College Coordinator or the Dean of College of Business. Internships require a minimum of 55 hours of on-the-job work for each hour of credit.

Evaluation is made by the major academic advisor in consultation with the employer. Prerequisites: Completion of Junior year or permission of the College Coordinator or the Dean of College of Business. *Prerequisites: Completion of Junior year and permission of College Coordinator or the Dean of College of Business.*

**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 College Coordinator or the Dean of College of Business, 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.

**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.*

**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 Dean of the College of Business. Projects include a thesis, business plan, or other significant research project. *Prerequisites: senior class standing; declared major in the College of Business or permission of College Coordinator or the Dean of College of Business.*

**AC530 Business Taxation** 3 credits

This course will examine all forms of taxable entities; Including Individuals, C corporations, Partnerships, and S corporations. Topics will cover the history of taxation, income determinations, deductions and credits, acquisitions and dispositions of property and related gains and losses. In addition, distributions and liquidations of business entities, tax planning, and tax research will be studied. Choice of entity will be discussed from the tax, legal, and accounting aspects.

**AC560 Non-Profit and Governmental Accounting and Auditing** 3 credits

This course will provide an in-depth study of the specialized accounting and financial reporting practices of governmental and not-for-profit organizations, as well as understanding how those organizations can better meet the information needs of a diverse set of financial statement users and decision makers.

**AC565 Ethics and the Accounting Professional** 3 credits

This course examines the legal and ethical issues and the professional conduct expectations faced by the accounting practitioner. Using AICPA Code of Professional Conduct, the AICPA and SEC rules and regulations related to the Sarbanes-Oxley Act, students will examine and study the application of these concepts to the public accounting professional and the private sector. Real world ethical dilemmas will be examined utilizing current events.

**AC630 Audit-Risk Management and Assurance Services** 3 credits

This course will cover the relationship between the client's financial statements and the business risks, controls, strategies, and performance. The interconnected subjects of accounting, business strategy and ethics will be explored. Using both problems and case studies, the student will develop the skills necessary to perform a quality financial statement audit.

The role of investigatory skills in the case of fraud and forensic accounting will be examined. In addition, the importance of moral reasoning will be covered along with how conflicting business and stakeholder considerations may influence decision making.

#### **AC640 Accounting Information Systems**

**3 credits**

This course will explore the interaction of accounting information systems and an organization's account processes. Students will be introduced to researching the systems best suited to an organization along with developing the appropriate accounting structure. Control and efficiency issues necessary to automate functions will be covered.

#### **AC660 Advanced Financial Statement Analysis**

**3 credits**

This course will provide students with skills necessary to analyze and interpret financial statements efficiently and effectively. Topics will include earnings quality, ratio analysis, valuation, off-balance sheet financing, inter-corporate investments and consolidations, equity carve-outs, employee stock options, derivatives, foreign currency translation, leases, pension, and deferred taxes.

#### **AC670 Research on Contemporary and Emerging Accounting Issues**

**3 credits**

This course will examine current and topical issues in accounting today. The course will include the study of internal controls and XBRI (eXtensible Business Reporting Language). Current issues will include: study of IFRS (International Financial Reporting Standards) and the COSO Framework and Compendium, inversion, and international issues. Other issues to be highlighted include identity theft, crowd-funding and fraud control. Sustainability accounting will be studied in relation to economic viability, social responsibility and environmental responsibility.

### **Advertising (AD) Course Descriptions**

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#### **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.

### **Anthropology (AN) Course Descriptions**

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#### **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.

**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.

**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.

**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.

**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 Rindge campus. 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).*

**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.

**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.*

**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. These 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 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 College Coordinator or the Dean of CLASS. Normally, the student will be expected to have a cumulative grade point average of 3.00 and possess the appropriate background and interest to pursue the proposed area of study.

A “Proposal for Independent Study” form may be obtained from the Registrar or the College Coordinator or the Dean of CLASS. *Prerequisite: Anthropology major and 3.00 cumulative grade point average.*

## **Business Administration (BA) Course Descriptions**

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### **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.

### **BA258 Legal and Social Environment of Business**

**3 credits**

A study of the legal, economic, ethical, and political environments which influence the decision-making process of profit and not-for-profit organizations. Topics include the nature of law and the legal system, consumer law, securities and antitrust law, labor law, environmental law and corporate social responsibility.

### **BA471 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.

## **Biology (BI) Course Descriptions**

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### **BI101—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).* *Prerequisite: Must be majoring or minoring in Biology, or majoring in Health Science, Public Health, Psychology, Environmental Science, Environmental Studies*

### **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.*

### **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 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 (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 December/January. *Prerequisite: BI102 or ES104 or ES103 or instructor permission. Preference will be given to Juniors and Seniors majoring in Biology or Environmental Science. Students must be in good academic standing; permission of the instructors required. In addition, attendance at an information session prior to course registration is required for enrollment.* Fall, with December travel, 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 or ES104.* Fall

### **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

### **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.

### **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 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).* *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).* *Prerequisite: BI260 with a grade of C- or above.* Spring

#### **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. *Prerequisite: BI235 or permission of instructor.*

#### **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

#### **BI319 Cellular Biology (laboratory)**

**4 credits**

Cell chemistry, structure/function, molecular mechanisms of eukaryotic cellular processes. Eukaryotic cells are considered with the objective of developing a conceptual model of the cell adequate to explain its operation. Techniques utilized by cell biologists, with a focus on Bioinformatics, will be featured in the laboratory. *Prerequisite: BI211*

#### **BI325 Microbiology (laboratory)**

**4 credits**

Overview of the microbial world including the fundamental concepts of microbial genetics, pathogenesis, physiology and diversity. Laboratory emphasizes sterile technique, microscopy and characterization of microorganisms through molecular, metabolic and physical characteristics. *Prerequisites: BI102, CH102.*

#### **BI326 Parasitology**

**3 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.

**BI337 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.

**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 be engaged in for discussions of each unit. *Prerequisite:* BI102.

**BI353 Introduction to Pharmacology****3 credits**

This course provides students with an overview of pharmacology with an emphasis on mechanisms and clinical applications, using a body systems approach. Explores indications, modes of action, effects, contraindications and interactions for selected drugs. *Prerequisites:* BI101, BI102, CH211 or permission of instructor.

**BI370 Medical Terminology and Health Systems****3 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

**BI400 Kinesiology/Biomechanics (laboratory)****4 credits**

Application of knowledge of human physical structure and function in the analysis and appreciation of human movement; theory and practice of human movement analytic techniques. *Prerequisite:* BI 260. Fall, Spring.

**BI402 Exercise Physiology (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 and BI261. Fall, Spring.

**BI403 Assessment and Prescription of Fitness (laboratory)****4 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: BI400.* Fall, Spring.

**BI404 Strength and Conditioning (laboratory)**

**4 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. *Prerequisite: BI400.* Fall, Spring.

**BI405 Clinical Exercise Physiology**

**3 credits**

This course provides students with a detailed understanding and clinically relevant ability to comprehend the pathophysiology on a range of conditions, including CVD, pulmonary, metabolic, older adults, pregnancy, and assess the health risk impact on various people. This case-based course with emphases on the major related health factors of the apparently healthy person, as well as individuals with various health conditions is a capstone for the Certificate in Exercise Physiology. *Prerequisites: BI260, BI261, BI370, BI400, BI402, BI403, BI404*

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

**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 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 College Coordinator or the Dean of CHNS. 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 College of Health and Natural Sciences. The student and sponsoring faculty member will establish a contract of expectations and outcomes. The student will be required to offer either a presentation or research paper at the end of their research experience. Senior Capstone option. *Prerequisites: Senior standing, permission of instructor.*

**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 College Coordinator or the Dean of CHNS. Normally, the student will be expected to have a cumulative grade point average of 3.00 and possess the appropriate background and interest to pursue the proposed area of study. A "Proposal for Independent Study" form may be obtained from the Registrar or from the office of the College Coordinator or the Dean of CHNS. Independent Study courses are assigned numbers of 299, 399 or 499, depending on the level of the course.

**Chemistry (CH) Course Descriptions**

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

Fundamental principles of chemistry including atomic structure, the periodic system, kinetic molecular theory, properties of elements and compounds, chemical equilibrium, reaction kinetics, and chemical thermodynamics. A strong background in mathematics is required. *Prerequisite: High school GPA  $\geq 3.0$  or MT151 with a grade of C- or above or permission of instructor. 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

**CH203 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.*

**CH229, 329, 429 Special Topics in Chemistry****1-4 credits**

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

**CH299, 399, 499 Independent Study in Chemistry****1-4 credits**

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

## **Computer Information Technology (CIT) Course Descriptions**

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### **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: GLE110.*

### **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) Course Descriptions**

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### **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.

### **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**

This courses 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 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: 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 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: Sophomore Status.*

**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: Sophomore Status.*

**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. *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 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.*

**Communication (COMM) Course Descriptions****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 software).



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

### **COMM130 Introduction to Media Studies**

**3 credits**

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

### **COMM200 Rhetoric and Society**

**3 credits**

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

### **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**

**3 credits**

This hands-on course teaches high standards, ethical behavior and professional conduct in fact gathering, interviewing and writing about sports. Students will practice jargon-free, unbiased reporting as they cover campus sports, at times using new forms of digital coverage. *Prerequisite: COMM110.*

### **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 or by permission of the 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 Applied Learning (AL).* *Prerequisite: GLE110.*

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

**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).*

**COMM240 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. *Prerequisite: Sophomore Status.* *Addresses GLE Learning Outcomes: Arts & Design (AD), Oral Communication (OC), and Applied Learning (AL)*

**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. Students will write stories, create graphics, and film and edit video packages for the newscasts. *Prerequisite COMM120. COMM110 strongly recommended.*

**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: permission of the instructor.*

**COMM323 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.*

**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: permission of instructor.*

**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 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.*

### **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**

**3 credits**

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

### **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 College Coordinator or the Dean of CLASS. 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 College Coordinator or the Dean of CHNS. 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 College Coordinator or the Dean of CLASS 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: permission of instructor.*

## **Digital Media Design (DMD) Course Descriptions**

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### **DMD100 Introduction to Digital Media Design**

**3 credits**

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

### **DMD105 Digital Design Foundations**

**3 credits**

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

### **DMD120 User Experience and Interface Design**

**3 credits**

The interface between everyday users and the World Wide Web has expanded beyond the browser window. User experience is the human experience and therefore must be mindful of how we navigate space, process information, and communicate with each other.

This course delves deeper into the processes and technologies that serve as the building blocks of modern web design. As the availability and variety of internet-connected devices has grown, so too has the need to think beyond the desktop and deliver an effective, efficient, and satisfying user experience across screens of all shapes and sizes.

### **DMD200 Exploring Digital Storytelling**

**3 credits**

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

*Prerequisite: DMD100.*

### **DMD205 Social Media, Ethics, IP, 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: DMD100 and DMD110, or permission of instructor.* Spring

### **DMD220 Web Design**

**3 credits**

This course continues from DMD 120 where students developed UX/UI skills in the research, planning, prototyping, and testing stages of web design. Here, students continue the web design workflow and learn how to design, build, and launch custom websites. Students will explore complex web design concepts visually and by writing code. The course focusses on HTML, CSS and JavaScript; responsive web design; accessibility; flexbox; content management systems; and CSS grids. Course projects are built on teamwork and collaboration. *Prerequisite: DMD120.*

**DMD250 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. *Prerequisite: DMD100 or instructor's permission.*

**DMD320 Application and Mobile Design****3 credits**

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

**DMD330 Social Media****3 credits**

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

**DMD390 Internship****1-4 credits****DMD490 Internship****1-4 credits**

These field-based experiences allow students to work with DMD specialists in a professional setting to enhance their employment potential upon graduation. An agreement is drawn up and approved by the student, the on-site supervisor, the DMD faculty internship advisor, the College Coordinator, if there is one, 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 DMD faculty internship advisor. Credits are based upon the work hours completed (minimum of 40 hours per credit). *Prerequisite: junior standing, or permission of faculty advisor.*

**DMD400 Audio & Video for the Web****3 credits**

Multimedia places a high demand on network connections and the internet and yet professional audio and video content is an essential part of today's web experience. In this class, students learn how to properly optimize audio and video content for web consumption. Student will also explore the creation and editing of podcasts, web videos, original music and voice recording. *Prerequisite: DMD200 or Advertising Major.*

**DMD410 Digital Media Design Portfolio****3 credits**

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

## **Documentary Studies (DS) Course Descriptions**

**DS101 Introduction to Documentary Studies****3 credits**

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

**DS491 Documentary Studies 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, 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.*

**Education (ED) Course Descriptions**

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**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 the federal Every Student Succeeds Act (ESSA); 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.* May be repeated for credit for a maximum of three times.

**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 as a requirement of this course. 15 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.* 15 hours of field experience is required.

**ED275 Community Education****3 credits**

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

**ED308 Introduction to Assessment****3 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.* 15 hours of field experience is required.



**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, 15 hours of field experience is required.*

**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. 15 hours of field experience is required.*

**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, N.H. Rules for the Education of Children with Disabilities, Assistive Technology Act, ADA, Section 504, and NCLB. Students work in teams for selected assignments. Course is appropriate for regular and special educators. *Prerequisite: ED312 or instructor permission.*

**ED340 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.*

**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. Undergraduate *Prerequisite: ED224 or Instructor Permission.* If this class is taken at the 500 level, it is a graduate course and expectations for student performance are at an advanced level. Course requirements and/or evaluation of requirements are more rigorous than at the lower division section of this course. 15 hours of field experience is required.

**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 College Coordinator or the Dean of CLASS.* 30 hours of field experience is required

### **ED371 Learning Theories in Professional Educational Settings** **3 credits**

This course examines the unique nature of the learner in educational settings beyond the traditional classroom. Emphasis will be placed on theories and practices affiliated with experiential learning theory and adult learning theory. Students will engage in an analysis of concepts and theories including motivation, learning styles which work best in professional learning settings. Students must successfully complete 20 hours of field placement in a professional practice setting. *Prerequisite: ED225, PS 230 or PS 231.*

### **ED372 Legal Issues in Professional Educational Settings** **3 credits**

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

### **ED462 General Special Education Student Teaching** **14 credits**

This is an 16 week culminating, capstone experience. It involves a sequentially developed program of observation, participation, and full immersion teaching in an approved public or private school setting. Students are double majoring in elementary and special education and 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 Placement Coordinator will secure this last placement for a concentrated experience in general special education. Insights into case management, push-in/pull-out support, IEP meetings, teaching materials and their use, lesson plans, units, and curriculum delivery are developed during this experience. Classroom management and discipline skills are strengthened. Daily travel is required. Students are responsible for their own transportation. Student teachers follow the public school calendar, not the Franklin Pierce calendar. *Prerequisites: Completion of the Student Teaching application process*

### **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 N.H. TCAP focused on Teacher Education Standards (N.H. Chapter Ed 600, Part Ed 610 found at [http://www.gencourt.state.nh.us/rules/state\\_agencies/ed600.html](http://www.gencourt.state.nh.us/rules/state_agencies/ed600.html)). Job search strategies and interview skills will be developed.

### **ED471 Internship in Education Studies** **9-15 credits**

Education Students majors are encouraged to participate in field work in a professional education setting to further their skills. Students will work with Career Service to establish placement opportunities. *Prerequisites: ED 275, ED 371, ED372, completion of 12 credits in the content area, senior standing.*

### **ED472 Senior Thesis in Education Studies (Literature Review)** **3 credits**

This opportunity is available for those Education Studies majors who are not able to complete an Internship. Students will conduct a literature review on a topic selected by the student and a advisor. The thesis is to be written with the continuous guidance of the advisor in American Psychological Association style, and must be defended successfully before a professional practice panel that includes the advisor. *Prerequisites: PS275, and senior standing.*

**ED473 Education Studies Senior Seminar****1 credit**

A capstone course that assesses the student's progress in achieving the goals of the Education Studies major, focusing on the ability to understand and communicate important concepts of education studies in the chosen professional practice area. Activities include student presentations on thesis and internship experiences, and preparation for post-secondary plans. *Prerequisites: Educational Studies major with senior status. Taken concurrently with ED471 or ED472.*

**ED483 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 N.H. TCAP focused on Teacher Education Standards (N.H. Chapter Ed 600, Part Ed 610 found at [http://www.gencourt.state.nh.us/rules/state\\_agencies/ed600.html](http://www.gencourt.state.nh.us/rules/state_agencies/ed600.html)). Job search strategies and interview skills will be developed. Students are recommended to take Content area testing (i.e., Praxis II test) and the Foundations of Reading Test prior to the start of student teaching.

**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 N.H. TCAP focused on Teacher Education Standards (N.H. Chapter Ed 600, Part Ed 610 found at [http://www.gencourt.state.nh.us/rules/state\\_agencies/ed600.html](http://www.gencourt.state.nh.us/rules/state_agencies/ed600.html)). Job search strategies and interview skills will be developed. Students are recommended to take Praxis II tests prior to the start of student teaching.

**ED490 Elementary Student Teaching****14 credits**

A 16-week sequentially developed program of observation, participation, and classroom teaching in an approved public or private school for elementary certification (14 credits). Insights into teaching materials and their use, lesson plans, units, and curriculum development are developed during this experience. Classroom management and discipline skills are strengthened. Daily travel is required. Students are responsible for their own transportation. Student teachers follow the public school calendar, not the Franklin Pierce calendar. *Prerequisites: Completion of the Student Teaching application process*

**ED492 Secondary Student Teaching****14 credits**

A 16-week sequentially developed program of observation, participation, and classroom teaching in an approved public or private school for an approved secondary certification (14 credits). Insights into teaching materials and their use, lesson plans, units, and curriculum development are developed during this experience. Classroom management and discipline skills are strengthened. Daily travel is required. Students are responsible for their own transportation. Student teachers follow the public school calendar, not the Franklin Pierce calendar. *Prerequisites: Completion of the Student Teaching application process.*

**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 admissions 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. *Prerequisite: ED510*

**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. 15 hours Field Experience is required. *Prerequisite: ED506 and ED510*

**ED510 Design and Management of the Teaching and Learning Environment****3 credits**

This 3-credit course focuses on the overall management of K-12 classroom settings which foster an inclusionary model to address all learners’ needs. In addition, the design and management of other models will be explored. Teacher intervention techniques to minimize disruptive behavior and affective education will be reinforced. Other topics will focus on effective use of space, time, resources organizational structures and pre-post assessment management systems. *Prerequisite: Students must be fully accepted into the Teacher Certification program, including fulfilling the BASA requirements.* 30 hours Field Experience is required.

**ED511 Introduction to Autism Spectrum Disorders****3 credits**

This course is devoted to exploration and discussion of autism spectrum disorder (ASD) and what the teacher, parent, or community member needs to know. Topics to be covered include the early history of ASD, characteristics, treatments, interventions, family, education, community, workplace needs, and transitions and transition planning for those with ASD.

**ED512 Special Education Law****3 credits**

This course emphasizes laws pertaining to students with disabilities. It is mandatory for GSE majors. Laws covered are IDEA 2004, N.H. 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. *Prerequisite: ED509*

**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. *Prerequisite: ED 510 (may be taking concurrently with Advisor approval)*

**ED516 Teaching Literacy across the Curriculum****3 credits**

Focus is on strategies for developing literacy in the Language Arts classroom and across the curriculum for grades 4-8. Students design an interdisciplinary thematic unit, using: narrative and expository literature, content frameworks, Common Core Curriculum State Standards, and best research-based practices.

Study of quantitative assessment includes discussion of state and national accountability initiatives, as well as the use of assessment results to improve instruction. Undergraduate Prerequisite: ED224 or Instructor Permission. If this class is taken at the 500 level, it is a graduate course and expectations for student performance are at an advanced level. Course requirements and/or evaluation of requirements are more rigorous than at the lower division section of this course. 15 hours of 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. 15 hours Field Experience is required. *Prerequisite: ED510*

### **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. *Prerequisite: ED510*

### **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. 15 hours of Field Experience is required *Prerequisite: ED510*

### **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 Program Director.* 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. *Prerequisites: Completion of the Student Teaching application process*

### **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. *Prerequisites: Completion of the Student Teaching application process*

### **ED540 Assessment/Identification of the Exceptional Learner**

**3 credits**

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: ED508 and ED509.*

**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. *Prerequisite: ED540*

**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 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 Program Director. *Prerequisites: Completion of the Student Teaching application process*

**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 Program Director. The amount of time spent in a variety of settings and grade levels will be equally distributed so as to provide a full opportunity for teaching and learning in both areas of certification. 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 Program Director. *Prerequisites: Completion of the Student Teaching application process*

**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 N.H.-TCAP. *Prerequisites: all Education methods courses, or Program Director 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 Program Director 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 Program Director.* 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 Program Director.* 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 Program Director.* 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.

**ED620 Autism Spectrum Disorder: Transition, Sexuality, and Legal Issues****3 credits**

This course focuses on three critical areas that directly impact the student with autism spectrum disorder: Transition, Sexuality, and Legal Cases. Thoughtful and reflective transition planning from secondary education is a major consideration for those with autism spectrum disorders to be successful as they transition into adulthood. This course will provide participants with an in-depth understanding of the concepts related to positive transition planning for youth with autism. Additionally, this course explores two other topics where there is little information shared on a routine basis among schools, practitioners, and families. Sexuality and how to sensitively teach topics related to one's growth and development in this area will be examined. Further, this course examines legal cases that involve adolescents and adults on the spectrum with dialogue around why and around prevention strategies for those considered to be some of our most vulnerable as it comes to applications and understanding of the law.

**ED625 Strategies and Methods Supporting Individuals with Autism****3 credits**

This course focuses on research-based methods and instructional approaches to use in educating children and youth with autism. Particular attention is given to addressing the social, communication and behavioral deficits many students with autism have as part of their disorder. Practical application of these techniques will be explored through interactive dialogue and engaging assignments aimed at real world approaches to meeting the needs of a student with autism. Social communication, cognitive development, behavior management, and daily living skills are some of the areas addressed in this course.

**ED627 Current Trends and Issues in Autism Spectrum Disorder****3 credits**

Autism Spectrum Disorder (ASD) is a neurodevelopmental disorder that affects 1 in 68 children. This course will lay the foundation for the current trends in ASD. Theories of practice will be discussed in depth. Throughout this course, connections will be made to the historical development, the governing legislation, the theoretical foundations, and developmental theories that support our current understanding of ASD. Students will gain a solid understanding for the support networks that are needed for individuals with ASD and their families. *Prerequisite: ED509, ED540, ED541, ED511 or permission of instructor/Director.*

**ED629 Social Communication and Autism Spectrum Disorder****3 credits**

Pragmatics, often referred to as social communication, relates to how one interprets and uses language within a social context. It is the implicit meaning of our communication rather than the explicit meaning. Individuals with autism have varying social communication deficits, thus, require individualized instruction and specific strategies and supports to make gains in this area. This course will be devoted to a discussion of pragmatics and what the teacher, parent, or community member needs to know. Topics to be covered include how language impacts pragmatics, typical and atypical development of social communication, current research, treatment options, and social and educational impact in school, at home and in the community. *Prerequisite: ED509, ED540, ED541, ED511 or permission of instructor/Director.*

**SOE501 Foundations in Education****3 credits**

Examines the historical, philosophical, and sociological foundations of education in k-12 public and private schools, higher education and corporate / non-profit agencies. Explores the role of innovative practices, including technology to expand access to education. Introduces the legal and ethics boundaries for professional practices.



**SOE505 Learning and Educational Practices****3 credits**

The course provides a broad overview of some of the influential learning theories and the implications of these theories for educational practice. This course will distinguish pedagogy from andragogy, allowing students to demonstrate knowledge through design of learning activities designed for an appropriate audience.

**SOE511 Action Research I****3 credits**

This course is designed to assist educators to explore a significant issue in a specific professional setting. The course introduces the principles and methodology of Action Research. Students will develop the introduction and literature sections of their Action Research proposal, review the IRB request form, and submit a preliminary outline for a personalized Action Research project including possible collaborators, participants, approaches, and data collection methods.

**SOE512 Action Research II****3 credits**

This course is designed to assist educators to refine and carry out an Action Research study. Students will ensure that all appropriate research approvals and consent forms are completed and properly submitted, and that all needed permissions and approvals, including the IRB, are received. Students will begin the process of data collection and report as to the progress of their research. *Prerequisite: SOE511*

**SOE521 Legal issues in K-12 schools****3 credits**

This course explores legal, ethical and politics issues governing PreK-12 education in America. Students will examine the powers of state and local governing bodies and the rights and responsibilities of teachers, staff, administration, and families in elementary and secondary schools. This course allows educators to learn about law and legal research

**SOE541 Legal Issues in Higher Education****3 credits**

This course explores the legal issues affecting higher education. While the course will explore a board array of legal areas, it will focus primarily on student affairs profession. The course allows educators to learn about law and legal research.

**SOE525 Foundations of Curriculum and Instruction****3 credits**

This course will explore the national, state, and local standards for student learning as they relate to the curriculum development process. Participants will design meaningful curriculum models and contextualized learning activities in the context of these standards. The course will pay particular attention to the theoretical and conceptual foundations of curriculum and development and instructional design for the elementary grades, secondary grades, and Special Education K-12.

**SOE532 Foundations in Technology for Educational Leaders****3 Credits**

This course is an innovative educational technology course which focuses on techniques, strategies, resources, and tools for designing, developing, implementing and evaluating aspects of technology use in a variety of education settings. It examines the latest research-based approaches to technology use as it also explores the ethical, social, and scientific ramifications of technological developments in education. The course will provide a foundation in educational technology to help navigate and lead in the rapidly changing educational environment.

**SOE545 Foundations in Higher Education****3 credits**

This course will explore the philosophical perspectives that shape higher education. Particular attention will be paid to the history of higher education and the shifting focus on who is served, what is instructed and how success is measured.

**SOE555 Implications of Diversity and Multicultural Viewpoints in Education****3 credits**

The course will examine how students in the school setting are impacted by issues related to race, diversity, and equity in modern society.

This course encourages sensitivity to help learners take an unbiased look at many different cultural groups, and how using both culture and student experiences in the learning environment will help students achieve at the highest level. It will explore cultural assumptions, attitudes, and values that shape our perceptions and predicate our actions. Learners will gain an appreciation and understanding of diversity and how to identify effective practices and teaching styles to use to foster learning. Those who participate in this course will come to appreciate the importance of an equitable education for all children.

### **SOE599 Independent Study**

**3 credits**

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

### **SOE601 Authentic Leadership**

**3 credits**

This course prepared students to become leaders in educational settings by examining one's personal leadership development. Students will explore leadership theory through a series of self-reflective activities that will be applicable to their proposed educational settings.

### **SOE611 Action Research III**

**3 credits**

This course is designed to assist educators to complete the Action research project. Students will complete the collection of data related to their personalized Action Research projects, analyze the collected data and assemble all documentation related to their study. As part of their capstone project, students will prepare a poster session explaining their research, and prepare a report of their research suitable for publication. Can be retaken one time to complete the project. *Prerequisite: SOE512*

### **SOE621 Universal Design for Learning**

**3 credits**

This course focuses on the application of Universal Design for Learning (UDL) principles, which emphasize the use of multiple means of representation, expression and engagement during lesson development in order to effectively reach the widest possible number of students from the outset, rather than through individual "retrofits" of instruction and assessment. Participants will learn to transform assessments and instruction using tools and strategies that make curricular access for all students a reality.

### **SOE625 Data Driven Decision Making**

**3 credits**

This course examines the impact of current trends of data driven decision making as a national and state level movement. Students will critically analyze the strengths and limitations of standardized testing and of competency/performance-based assessments. Students will examine, explore, analyze, and utilize student's/learner's data to guide decision making and reform efforts in an educational setting.

### **SOE627 Educational Leadership**

**3 credits**

This course provides educators with an exploration of the systems and structures in a K-12 school system. Students will examine the purpose of mission, vision and core values, the role of responsive leadership, the diversity and complexity of stakeholders. Educators will ultimately identify a critical systemic concern and develop a detailed strategic plan.

### **SOE641 Principles and Practices of Student Affairs**

**3 credits**

This course provides an introduction to student affairs in higher education. It examines the student affairs professions in the effects these roles have on the development of diverse student populations.

### **SOE699 Practicum in Educational Leadership**

**1-3 credits**

The practicum creates an opportunity for a student to immerse one's self into an authentic situation in which to gain valuable career experience. Each credit is approximately 40 hours. Can be taken multiple terms.

## **Emergency Medical Services (EMSP) Course Descriptions**

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### **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 must have completed a Paramedic certification prior to registering for this course. 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.

### **EMSP306 Mobile Integrated Healthcare and Community Paramedicine (MIH-CP)**

**3 credits**

EMS agencies are partnering with hospitals, primary care physicians, nurses and mental health and social services providers on innovative programs that navigate patients to the right level of care. The goal is to lower costs, improve care and enable EMS practitioners to use their skills and resources to improve pre-hospital and post-hospital care. This course will explore emerging trends, strategies and structures impacting the role of EMS personnel.

### **EMSP320 Emergency Communications**

**3 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) Course Descriptions

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### **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).*

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

### **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.*

### **EN209 Introduction to Creative Nonfiction**

**3 credits**

Writing and reading in selected creative nonfiction genres.

### **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 Slavery: Literature and Legacy**

**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).*

### **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.

### **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. *Prerequisite: Instructor Approval.*

### **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 elementary and secondary school students and write using forms and subjects of their own choice. *Prerequisite: GLE110, ED224 or permission of the instructor.*

### **EN235 Fiction Workshop**

**3 credits**

A course in the basic techniques of fiction writing. Readings from major works selected for their relevance. *Prerequisites: EN220 or permission of the instructor.*

### **EN237 Poetry Workshop**

**3 credits**

A course in the basic techniques of writing poetry. Readings from major works selected for their relevance. *Prerequisites: EN220 or permission of the instructor.*

### **EN241 Editing and Publishing**

**3 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.*

### **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 K&U; 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, Melville, Twain, Stowe, James, Crane 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 Brontës, Defoe, Dickens, Eliot, Fielding, Hardy, Shelley, Sterne and Wollstonecraft. *Prerequisite:* EN203 or EN204 or 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.
- 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.
- EN357 How to Write a Blog** 3 credits  
In this workshop course, students will create and polish their distinct, clear, sharp, and engaging blog-writing skills in order to position themselves as rhetorically sound and to gain and keep an audience. *Prerequisite:* GLE 110 or equivalent.
- 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.
- 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: GLE230 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: GLE230, EN220 and EN235 or EN237.*

**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.*

**EN391, 491 Internship in English****1-6 credits each**

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.*

**EN299, 399 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 College Coordinator or the Dean of CLASS. 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 College Coordinator or the Dean of CLASS. Independent Study courses are assigned numbers of 299, 399 or 499, depending on the level of the course.

## **Environmental Studies (ES) Course Descriptions**

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**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 over population 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).*

**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.

**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.*

**ES245 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.

**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.*



**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.*

**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.*

**ES307 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.*

**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**

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 ES103 or ES104 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 College Coordinator or the Dean of CHNS. 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.*

**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.

**ES229, 329, 429: Special Topics about the Environment****1-4 credits**

Constructed around a timely issue in Environmental Science or Environmental Studies, generally in a field of expertise of the faculty member facilitating the course. Prerequisites may vary.

**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 College Coordinator the Dean of CHNS. Normally, the student will be expected to have a cumulative grade point average of 3.00 and possess the appropriate background and interest to pursue the proposed area of study. A "Proposal for Independent Study" form may be obtained from the Registrar or from the office of the College Coordinator the Dean of CHNS. Independent Study courses are assigned numbers of 299, 399 or 499, depending on the level of the course.

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**Economics (ET) Course Descriptions**

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**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.*

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**Fine Arts (FA) Course Descriptions**

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**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 Introduction to Sculpture****3 credits**

An investigation of design fundamentals associated with sculptural methods and materials. Positive and negative space, mass, volume and scale may be explored as well as an understanding of the organizing principles of design. Both figurative and non-figurative work will be explored. *Addresses GLE Learning Outcomes Arts & Design (AD), Creative Thinking (CV) and Problem Solving (PS).*

**FA180 Foundations of Art****3 credits**

Studies the major forms of art—architecture, sculpture, painting and graphic arts, and crafts—in terms of their elements, techniques and individual expression. By focusing on the nature of each of these forms separately, we will be able to observe that each form has its own set of rules which apply regardless of the culture or period in which a work was produced. *Addresses GLE Learning Outcomes Arts and Design (AD), Applied Learning (AL), and Oral Communication (OC).*

**FA183 History of Art****3 credits**

This course surveys architecture, sculpture and painting from prehistoric times to the present, primarily in western art, with selected world cultures and stylistic traditions including Asian and African art. How did one style grow from another? Which cultures influenced one another? Which cultures have most strongly influenced the art of our culture? *Addresses GLE Learning Outcomes Arts & Design (AD), Applied Learning (AL) and Oral Communication (OC)*

**FA201 Drawing I****3 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**

This is an introductory course in the use of aqueous media. It will include the history and development of the medium as well as the variety of techniques and approaches. This will give students the techniques and visual vocabulary relevant to the use of this transparent painting medium. It will include the basics of color theory, color mixing and its use. The course will include lectures, readings, demonstrations, in and out of class work and critiques. *Addresses GLE Learning Outcomes Arts & Design (AD), Applied Learning (AL), and Creative Thinking (CV).*

**FA205–206 East Asian Brush Painting I & II****3 credits each**

The introduction to the art and discipline of sumi-e, Oriental Ink Painting, through the study of the four traditional subjects: orchid, bamboo, chrysanthemum and plum. Emphasis will be placed on acquiring skill with specific brush strokes, composition and concentration. Study and analysis of ancient and contemporary masterworks of Oriental painting will be included. For the beginning and continuing students of sumi-e. *Addresses GLE Learning Outcomes Arts & Design (AD), Applied Learning (AL), and Creative Thinking (CV).*

**FA217 Photographic Processes I****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 and some materials.** *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).*

**FA227 Photographic Processes II****3 credits**

This studio course builds on the digital and analogue photographic imaging processes learned in Introduction to Photographic Processes. Assignments synthesize approaches incorporating various imaging methods to produce a portfolio of analogue and/or digital images suitable for exhibition and/or publication. Students begin to develop a personal voice through research, synthesis and conceptual actualization. *Prerequisite: FA217.*

**FA231 Painting I****3 credits**

Introduction to painting on paper, panels and stretched canvas. Characteristics, application and techniques of painting are emphasized along with methods of rendering space and forms in space. Subjects may include still life, landscape, the human form and genre. *Addresses GLE Learning Outcomes Arts & Design (AD), Applied Learning (AL) and Creative Thinking, (CT)*

**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).*

**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.

**FA310 Photographic Processes III****3 credits**

This studio course builds on the digital and analogue photographic imaging processes learned in Introduction to Photographic Processes. Assignments synthesize approaches incorporating various imaging methods to produce a portfolio of analogue and/or digital images suitable for exhibition and/or publication. Students begin to develop a personal voice through research, synthesis and conceptual actualization. *Prerequisite: FA227.*

**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.*

**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.*

## **Financial Management (FM) Course Descriptions**

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**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. *Prerequisite: FM311, FM423, or permission of instructor.*

## **Graphic Communication (GC) Course Descriptions**

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**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).*

**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.*

## Global Citizenship (GCC) Course Descriptions

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### **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.*

### **GCC491 Internship in Global Citizenship**

**1-3 credits**

Offers the opportunity to gain global or globally minded experience in profit or non-profit organizations. The internship is taken after most of the certificate requirements have been met. The internship may be arranged with the assistance of the certificate coordinator and/or administrative representative. An agreement is drawn up and approved by the student, the proposed employer, the major internship advisor and/or an administrative representative. Internships require a minimum of 55 hours of on-the-job work for each hour of credit, and require an experience log, and final reflective paper. Evaluation certificate coordinator/advisor, in consultation with the employer. *Prerequisites: Permission of GCC coordinator.*

## Graduate Information Technology (GI) Course Descriptions

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### **GI550 Database Technologies**

**3 credits**

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**

**3 credits**

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**

**3 credits**

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**

**3 credits**

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**

**3 credits**

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****3 credits**

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****3 credits**

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.

## **Geology (GL) Course Descriptions**

**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.*



## General and Liberal Education (GLE) Course Descriptions

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### **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).* *\*Students who transfer in 26 or more credits are not required to take GLE101.*

### **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).* *\*Students who transfer in 26 or more credits are not required to take GLE103.*

### **GLE110 First-Year Composition (FYC)**

**3 credits**

First-Year Composition 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).* A student must earn a C or better in GLE110 to enroll in GLE230

### **GLE110T First-Year Composition (FYC) Tutorial**

**3 credits**

Second-Year Composition is designed to give students the support they need to succeed in GLE110 and move on to succeed in GLE230 Second-Year Composition. GLE110T sections include 3 hours of class time, MWF. Attendance at one tutoring session with the class-linked tutor four times during the semester is required. All writing projects, consisting of at least 3 drafts, will also include direct instruction on vocabulary and grammar for each of the 4-5 writing projects. *Addresses GLE Learning Outcomes Critical Reading (CR) and Written Communication (WC).* A student must earn a C or better in GLE110 to enroll in GLE230

### **GLE112, GLE113 Integrated Science I and II**

**4 credits each**

A multi-disciplinary introduction to the sciences from an environmental perspective, presenting basic concepts and controversies with discussions on biology, chemistry, energy, geology, natural resources, and current environmental issues. Students will study how the foundations of natural sciences interconnect with the environment. This course is designed to improve the scientific and technical literacy of students not majoring in a scientific discipline. Students become familiar with some of today's primary scientific concepts, how these concepts have developed, and how they evolve. *Addresses GLE Learning Outcomes Natural Inquiry & Analysis (IA), Critical Thinking (CT), Technology Literacy (TL), Problem Solving (PS), Civic Knowledge & Engagement (CE), and Ethical Reasoning (ER).*

### **GLE200 The Twentieth Century: A Global Approach**

**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). Prerequisite: Sophomore Status.*

### **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).*

### **GLE230 Second-Year Composition**

**3 credits**

GLE230 Second-Year Composition is the second writing-intensive course required of all undergraduates at the University, offering discipline-specific sections serving a variety of academic interests. The course emphasizes persuasive and researched writing, revision, and composing in various forms and media.

Students will continue to develop reading comprehension, rhetorical knowledge and facility with the writing process as well as the conventions of Standard Academic English in both writing and presentation. *Addresses GLE Learning Outcomes for Written Communication (WC) and Oral Communication (OC), as well as opportunities to further develop Information Literacy (IL) and Inquiry and Analysis (IA). Prerequisite: C or better in GLE110.*

## **Healthcare Administration (HCA) Course Descriptions**

### **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 non-infectious 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 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 second semester of the Junior year. The internship may be arranged with the assistance of the student's major academic advisor.

An agreement is drawn up and approved by the student, the proposed employer, the major academic advisor and College Coordinator or the Dean of College of Business. Internships require a minimum of 55 hours of on-the-job work for each hour of credit. Evaluation is made by the major academic advisor in consultation with the employer. Prerequisites: Completion of Junior year or permission of the College Coordinator or the Dean of College of Business. *Prerequisites: Junior class standing, and permission of the College of Business.*

#### **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 Dean of the College of Business. Projects include a thesis, business plan, or other significant research project. *Prerequisites: Declared major in the College of Business, senior class standing and permission of the Dean.*

### **History (HS) Course Descriptions**

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#### **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).*

#### **HS200 Who's Who in American History** **3 credits**

This course takes a biographical approach to topics of power and influence in American history. Students will study leaders in activism/reform, politics, business, the military, popular culture and other spheres, to reveal constructions of power and diverse forms of national influence. From presidents to crusading change-agents, focuses could include President George Washington, Dolley Madison, Frederick Douglass, Sitting Bull, Chief Joseph, Ida Tarbell, J. Edgar Hoover, FDR, Marilyn Monroe, Malcolm X, Jackie Kennedy or Jay Z. As students explore the mystique of these historical game-changers, they will enhance their understanding of how power works to shape a nation, and who really is who in American history. *Addresses GLE Learning Outcomes Humanities (HM), Critical Reading (CR), Intercultural Awareness (IK).*

#### **HS201 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 War & Peace in Modern America, 1877–1945****3 credits**

During the period from the end of Reconstruction through World War II the United States became an urbanized, industrialized nation and a global power. To understand this transformation, the course will examine the experience of African Americans in the South and Native Americans in the West, the struggles between labor and capital, the Progressive responses to industrial America, and the experience of women and immigrants. The paramount importance of World War I, the Great Depression, and World War II will also be explored along with the dynamic social and cultural impulses that marked the first half of the twentieth century.

**HS204 U.S. History Since 1945****3 credits**

Contemporary history of the United States. Particular attention will be paid to national politics (Truman to Nixon to Reagan), the Cold War and its domestic impact, along with movements to extend rights to women and minorities. *Addresses GLE Learning Outcomes Humanities (HM), Critical Reading (CR), and Written Communication (WC).*

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

Sports offer a unique and multi-hued window into American society, culture and history. In this course, we will survey the development of sports cultures in the US since 1850, examining issues and case studies on topics such as gambling, professionalism, and exploitation. *Addresses GLE Learning Outcomes Humanities (HM), Critical Reading (CR), Ethical Reasoning (ER), and Written Communication (WC).*

**HS214 Popular History Today****3 credits**

This course acquaints students with the field of public history. The course will examine the various ways in which stories of the past are presented to the general public—for the benefit of the citizenry and in a public venue. It is especially useful for students considering careers in public service, historical museums, historic sites, historical societies, archives, historic preservation, digital history, and filmmaking. By gaining a familiarity with the professional standards and skills applicable in field, the course will also assist students seeking professional internships.

**HS222 Ancient History****3 credits**

This course examines the history of the ancient Near East, the Mediterranean Basin, and Europe from the dawn of urbanized civilization several thousand years before the Common Era (B.C.E) to the end of the Roman Era in the fifth century of the Common Era (C.E). It explores the ways people lived and how they thought about themselves, their relations with one another, the gods, and the state. During these millennia the Near East, the Mediterranean, and Europe underwent a series of profound changes as these regions made the transition from hunter-gatherer societies to global empires. To understand these transitions, the course will focus on several major topics, including the Fertile Crescent, Egypt, Greece, the Hellenistic World, the Roman Republic, and the Roman Empire. While charting larger social forces, the course examines everyday life and the central roles of religion and war. *Addresses GLE Learning Outcomes Humanities (HM), Written Communication (WC), and Intercultural Knowledge (IK).*

**HS223 Medieval History****3 credits**

This course examines a thousand years of European history from the end of the Roman Empire (400s) through the crisis of late medieval society (1400s). During this millennium Europe underwent a series of profound changes as it made the transition from Antiquity to the early Renaissance. To understand these changes, the course will focus on several major topics, including the rise of the medieval state, the role of Christianity in society, the expansion of education and literacy, the Byzantine Empire, the Islamic World, the Crusades, the Hundred Years' War, and the Black Death.

**HS224 Renaissance to Napoleon****3 credits**

This course examines the history of Europe from the waning days of the Middle Ages through the early nineteenth century. During this period Europe underwent a series of profound changes as it made the transition from the medieval period to the modern era.

To understand these changes, the course will focus on several major topics, including the Renaissance, the Reformation and Counter-Reformation, absolutism, the Enlightenment, the French Revolution, European expansion, global warfare, and the emergence of the modern nation-state. *Addresses GLE Outcomes Humanities (HM), Written Communication (WC), and Intercultural Knowledge (IK)*

### **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).*

### **HS246 Multimedia History**

**3 credits**

In this course, students use digital-literacy tools and platforms to engage in and deliver historical content in exciting new ways. Readings and digital material by academic and popular historians, public-history leaders and social-media influencers guide students in new modes of historical documentation and presentation, with attention to purpose, bias, and data-usage. Students create applied historical knowledge using cloud-based, digital-timeline/mapping, virtual tours, audio and screencast-based tools, and other platforms. Incorporating experiment, inquiry and time for play, students train digital lenses on episodes from the past and historic sites. In the process, they build valuable digital-literacy skills and personal agency as creators of historical content.

### **HS275 History Workshop**

**3 credits**

In this course, students study the foundations, principles and techniques of historical research and apply them in creating their own history projects. From the idea stage to final presentation, students explore, research, write, collaborate and present on a topic of their choosing, using appropriate traditional and digital platforms. The course affords students immersive experience with historical topics in imaginative and creative ways.

### **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.

### **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.

**HS313 The Civil War****3 credits**

This course explores a seminal period in American history from the sectional crisis of the 1850s to the end of Reconstruction in 1877. The Civil War lasted four years, 1861 to 1865, and it contributed to debates about nationalism, citizenship, the morality of violence, and the power and expanse of the federal government. The crisis of disunion resulted in a devastating war that saw death on a monumental scale, millions displaced, and the emancipation of four million enslaved Americans. The conflict also initiated profound transformations in American society and culture. The legacy of the Civil War continues to reverberate today in American history and memory.

**HS314 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.

**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.

**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.

**HS322 American Gender History****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 explores American gendered historical experiences from the era of the North American colonies onward. Focuses on gender according to class, race, and sexual preference. From witchcraft to suffrage and revolution to LGBTQI+ identities today, this course explores gender identity in the American historical record.

**HS323 The Big Idea: American Intellectual History****3 credits**

This course introduces students to great thinkers, powerful intellectual developments, progress in industry, government, education, the arts, and intellectual forces that have shaped the U.S. since its inception and constructed its national identity. The Great American Experiment will be probed from multiple perspectives, and student projects will explore aspects of American national identity based on one or more of its formative Big Ideas. The course will be useful for students considering careers in public service, cultural institutions, education, law, and non-profits.

**HS329 The National Parks****3 credits**

This course acquaints students with the history of national parks in the United States and opportunities for employment in the National Park Service. Students will gain familiarity with cultural and natural resource management in the national parks. Students will also explore the various challenges and opportunities in the National Park Service—ideally preparing them for an internship at an NPS site.

**HS337 Nazi Germany****3 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.



**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.

**HS341 American Women's History****3 credits**

The idea of equal rights for all is familiar today, but legal, cultural, political and economic restrictions separated women from men for much of America's historical course. This course examines women as Americans who could not achieve full citizenship, and for whom the idea of "rights" proved long in coming. We explore how these ideas moved from the margins through 19th century private worlds, abolitionism, suffrage, wartime involvement, Women's Lib campaigns, and ME Too activism; to understand why the voices of half the population were hushed and why the goal of equal rights is still not historical.

**HS375 Topics in American History****3 credits**

Study of an American historical topic chosen by the professor.

**HS376 Topics in European/World History****3 credits**

Study of an historical topic in European/World History chosen by the professor.

**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, History and the World Wide Web, and Public History and Museums.

**HS410 History 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 the History major concentrations. *Prerequisite: limited to Junior and Senior History majors.*

**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.*

**HS395, 495 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.*

**HS396, 496 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 College Dean or Dean's Designee. Normally, the student will be expected to have a cumulative grade point average of 3.00 and possess the appropriate background and interest to pursue the proposed area of study. Independent Study courses are assigned the number of 396 or 496 depending on the level of the course.



## **HS199, 299, 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 College Dean or Dean's Designee. Normally, the student will be expected to have a cumulative grade point average of 3.00 and possess the appropriate background and interest to pursue the proposed area of study. A "Proposal for Independent Study" form may be obtained from the Registrar or from the office of the College Dean or Dean's Designee. Independent Study courses are assigned numbers of 299, 399 or 499, depending on the level of the course.

## **Human Services (HU) Course Descriptions**

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### **HU101 Introduction to Human Services**

**3 credits**

This course introduces the human services profession and interweaves contemporary themes of strength, human rights and social issues. It covers the three broad areas of practice in social work and human services (case work, group work and community organization), policy analysis and formulation, management issues, budgeting and grant writing. We also explore the different levels of social work (micro, mezzo and macro). The course content is centered on discussion and exercises based on cases from the different levels and areas of social work and human service advocacy.

### **HU211 Death and Dying**

**3 credits**

This course is designed to introduce students to basic concepts of death and dying across the lifespan. In addition students are challenged to examine their own personal attitudes and beliefs toward the issues discussed, including but not limited to psychological, medical, legal, ethical, religious, and cultural aspects of death, dying, and bereavement. It is designed to help students understand the many dimensions of death and dying.

### **HU220 Creating a Family**

**3 credits**

This course examines the process of contraception, conception, fetal development, and human birth. It emphasizes the emergent technologies of human reproduction, assisted fertility technologies, prenatal diagnosis and treatment, as well as alternative means of family formation, including same sex couples, single parents, blended families and adoption. While this course will focus on the social, cultural, political and historical context for development and application of these technologies, there will be an emphasis on women from underserved populations.

### **HU450 Contemporary Social Problems in Human Services**

**3 credits**

Upon arrangement, seminars are offered which encourage in-depth exploration beyond the competency of introductory and intermediate levels. *Prerequisites: HU101, junior class standing or permission of the instructor.*

### **HU489 Senior Human Services Project**

**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 (IB) Course Descriptions

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### **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

## Interdisciplinary (ID) Course Descriptions

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### **ID291, 391, 491 Interdisciplinary Internship**

**1-12 credits**

This course is for students pursuing an internship opportunity outside of the student's major program. Internship level to be determined by student class standing and level of responsibility expected by internship. Credit hours to be determined by amount of hours required by internship, with a general guide being 45 hours of work equals 1 credit. The standard Internship Contract will have to be completed, submitted, and approved. *Prerequisite: Sophomore standing*

### **ID132 Irish Identity: Art and Music**

**3 credits**

This course introduces students to traditional Irish art and musical forms, including fine arts, music, dance, film, illuminated manuscripts, folkloric and other conceptual representations. Students taking this arts-based interdisciplinary approach will examine how artistic and musical expression manifested at key stages in the evolution of Ireland's history, society, and culture. *Prerequisite: Global Irish Studies Certificate.*

### **ID403 Integration Seminar**

**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.*

## Spanish (LS) Course Descriptions

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### **LS101–102 Elementary Spanish**

**3 credits each**

Presentation of basic grammatical concepts. Introduction of basic vocabulary clusters including body parts, clothing, house words, foods, and workplace. Emphasis will be placed on enhancing oral- aural skills. *Prerequisite for LS102: LS101 or permission of instructor.*

### **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).*

### **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.

**LS399 Independent Study in Spanish** 3-6 credits each  
*Prerequisites: senior standing and permission of instructor.*

**LS565 Spanish for Healthcare Professionals** 2 credits each  
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.*

## **Management (MN) Course Descriptions**

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**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.

**MN208: Fostering Diversity in the Workplace** 3 credits  
Managing workplace diversity is essential in today's workforce. Human potential is unleashed when employees feel they are accepted and belong. This belonging leads to higher motivation, performance, and profits. In this course, the student will; learn what diversity means for the workplace in relation to affirmative action laws and EEOC policies; identify discrimination in the workplace and examine strategies to address bias within policy, procedure and practice; guided case studies, self-assessments and guest lecturers will support the further application of fostering diversity and belonging in the workplace. A significant part of the course will focus on unconscious bias and how to effectively reduce bias from becoming part of the workplace culture.

**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.

**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.

**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**

In this course students apply behavioral science concepts to understand and analyze their organizational experiences. Individual behavior, interpersonal relations, small groups and relations between groups are examined in the context of a larger organization. The class is treated as an organization. *Prerequisite: MN201*

**MN342 Creativity and Innovation****3 credits**

Students will learn how to tap into their creative potential on demand. The class will explore and synthesize various ideas from the field of creativity studies, including systems theory and creative problem solving. Students will analyze the synergies between creativity and innovation. The class will investigate how innovation plays a role in organizations and society. Minimum Junior Standing or approval of instructor.

**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.*

**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 Entrepreneurship****3 credits**

Organizational structure, financing, accounting and budgeting, advertising, purchasing, risk management, and personnel administration. *Prerequisite: AC101 and MN201.*

**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 student's major academic advisor. An agreement is drawn up and approved by the student, the proposed employer, the major academic advisor and College Coordinator or the Dean of College of Business. Internships require a minimum of 55 hours of on-the-job work for each hour of credit. Evaluation is made by the major academic advisor in consultation with the employer. *Prerequisites: Completion of Junior year or permission of the College Coordinator or the Dean of College of Business. Prerequisites: completion of junior year and permission of College Coordinator or the Dean of College of Business.*

**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 College Coordinator or the Dean of College of Business, 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.

**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.*

**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 College Coordinator or the Dean of College of Business. Projects include a thesis, business plan, or other significant research project. *Prerequisites: declared major in the College of Business, senior class standing, permission of instructor and permission of College Coordinator or the Dean of College of Business.*

**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 College Coordinator or the Dean of College of Business. Normally, the student will be expected to have a cumulative grade point average of 3.00 and possess the appropriate background and interest to pursue the proposed area of study. A “Proposal for Independent Study” form may be obtained from the Registrar or from the office of the College Coordinator or the Dean of College of Business. Independent Study courses are assigned numbers of 299, 399 or 499, depending on the level of the course.

**GM510 Seminar in Leadership****3 credits**

This course examines effective approaches to leadership. This includes examination of leadership models, problem solving, ethics, strategic styles of interaction, decision-making techniques and effective strategies for implementing goals. *Students may not transfer a course in substitution for Seminar in Leadership.*

**GM520 Legal and Ethical Issues in Organizations****3 credits**

This course examines legal and ethical dimensions of decision making and impact on corporate and public policy. It places emphasis on exerting effective leadership as related to ethical behavior. 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****3 credits**

This course provides the fundamental concepts necessary to understand, develop, and manage information systems in organizations. Students will examine the operational, managerial, and strategic issues of managing information technologies to support business operations. Topics include the role of information technology in organizations, hardware, software, ethical issues, and the control of information technology.

**GM535 Managerial Communications****3 credits**

The purpose of this course is to develop the ability to communicate effectively as managers. The course uses communication theories, techniques and strategies to present a functional communication model. Topics include communication strategy and analysis, managerial presentation skills, managerial writing, and corporate communication.

**GM540 Organizational Behavior****3 credits**

This course is about the human side of the organization. Students will analyze organizations using the "four-frame approach": structure, people, power/politics, and perception. This includes methods of evaluation, change, and development influencing behavior through motivation, short- term/long-term behavioral factors, and satisfaction through job design.

**GM541 Managerial Accounting****3 credits**

This course takes the student beyond the preparation of financial statements to budgeting, recording, reporting and analyzing both financial and nonfinancial accounting information to be used by managers within organizations. This analysis provides the basis for managers to make informed business decisions.

*Prerequisite: Competency in Accounting.*

**GM542 Quantitative and Research Techniques for Leaders****3 credits**

This course examines the role of quantitative research methods in leadership and decision-making. It requires students to take an analytical view of decision-making by quantifying trade-offs, specifying constraints and allowing for uncertainty. Students explore the development of models and the role of managerial judgment in assessing the appropriateness of these applications as a basis for leadership decisions.

*Prerequisite: Competency in Statistics.*

**GM543 Economics for Managers****3 credits**

This course deals with the application of fiscal and monetary policy tools. The framework for achieving the goal is threefold: 1) understand economic analysis, 2) use economic analysis to evaluate current developments and the financial news, and 3) use economic tools and principles to predict future events.

**GM550 The Future of Energy, Business, and Society****3 credits**

This course examines the interaction of energy usage, business and society. Students study corporate social responsibility, socially responsible investing, doing business in less developed countries and the role energy will play in future business development, including the social, community and political road blocks encountered in new and existing energy ventures.

**GM561 Financial Management****3 credits**

This course concerns the management of financial resources. Topics include capital structure, present value, valuation, financial planning, as well as risk management. Sound management strategy is applied to decision-making. *Prerequisite: Competency in Accounting.*

**GM562 Marketing Management****3 credits**

This course provides a managerial approach to the identification and analysis of marketing problems through strategy development. It covers processes for searching for and identifying prospective opportunities, as well as a review of the marketing mix elements relating to planning, development and implementation of a marketing plan.

**GM563 Human Resource Management****3 credits**

This course deals with the real-world objectives, actions and practices involved in human resource management, using an analytical and systematic approach. It describes relevant theories and research about human behavior and presents leading-edge practices that illustrate how human resource management can achieve both efficiency and equity in the employment relationship.

**GM564 Operations Management for Leaders****3 credits**

This course provides an understanding and appreciation of the concepts and methods used in the daily control of production and inventory in manufacturing and service organizations. It also addresses the efficient and effective use of resources, systematic direction and control, transformation of inputs into finished goods and operations strategy. *Prerequisite: Competency in statistics.*

**GM565 Compensation and Benefits****3 credits**

This course examines compensation and benefits plans and practices within U.S. and global organizations and the ways in which they impact the management functions throughout the organization. *Prerequisite: GM563*

**GM570 Training and Development for Adults****3 credits**

This course focuses on methods for using training and development to create more productive organizations. It explores the conduct of needs assessments and the design and implementation of training programs to address those needs. Topics include analysis and application of adult learning theories. *Prerequisite: GM563*

**GM575 Building a Sustainable Enterprise****3 credits**

Adopting a systems approach, this course studies the concepts of sustainable business practices. Students discuss resources such as food, water, energy and raw materials, as they consider their effect on a business enterprise. This course examines how profitability and sustainability interact in the triple bottom line concept.

**GM592 Health Policy****3 credits**

This course provides an in-depth analysis of the issues and laws affecting health policy. It explores the political and social environment in which policy decisions are made, and the consequences of such decisions. Students discuss specific health issues in local communities to determine the effect of local and governmental policies on those problems.

**GM594 Healthcare Payment Systems****3 credits**

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****3 credits**

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****3 credits**

Independent study offers an opportunity to explore an area of study not included in the Catalog listing of approved courses. The topic of an Independent Study should be selected and carefully designed by the student and faculty sponsor, and must meet with the approval of the Program Director and Dean no later than the end of the add/drop period of the term in which the Independent Study is to occur.



Normally, the student will be expected to have a cumulative grade point average of 3.50 and possess the appropriate background and interest to pursue the proposed area of study. A “Proposal for Independent Study” form may be obtained from the Office of the Registrar.

### **GM625 Labor Relations and Employment Law**

**3 credits**

This course focuses on essential aspects of employment law at the international, federal, and state levels throughout the employment life cycle, from hiring through termination. Students will have the opportunity to apply topics through applied learning assignments in order to develop a solid understanding on how to implement appropriate and effective HR policies and procedures for an organization. *Prerequisite: GM563*

### **GM630 Energy Economics**

**3 credits**

This course provides the student with an overview of energy production, transportation and usage and how economics, technology, and sustainability issues interact. Students examine traditional non-renewable energy sources and renewable sources. The course studies worldwide markets for energy and the need for conservation, and considers further exploitation and improved technology. *Prerequisite: GM561*

### **GM640 International Management**

**3 credits**

This course focuses on leading a global enterprise, including the challenges of managing across national boundaries and within foreign countries, and the coordination of global management programs. It introduces the nature of international operations, including issues of culture, politics, physical geography, and infrastructure.

### **GM691 Strategic Management Seminar**

**3 credits**

This course integrates leadership skills and knowledge from all functional business areas to develop, implement and evaluate organizational strategic plans. This capstone course challenges students to work cooperatively to design a complex organization using concepts learned throughout the course of study. *Note: This course may not be transferred into the program. GM691 should be taken as one of the final courses in the M.B.A. curriculum.*

## **Marketing (MK) Course Descriptions**

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### **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.*

### **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 Logistics & Supply Chain Management**

**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.

### **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.* Fall, odd years

**MK350 E-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, or permission of the instructor.* Spring

**MK360 Mobile Marketing****3 credits**

Mobile marketing is a disruptive force facing marketing decision makers, who are increasingly allocating more resources to this phenomenon. Students interested in new media and digital marketing will develop skills and knowledge that include effective mobile design, app marketing, mobile search, mobile advertising, augmented and virtual realities, location-based devices and beacons, near field communications, mobile payment systems, and mobile analytics. *Prerequisite: MK201*

**MK365 International Marketing****3 credits**

The structure of foreign as well as home-based marketing and the financial features of international marketing. *Prerequisites: ET101, ET102, MK201, and 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 student's major academic advisor. An agreement is drawn up and approved by the student, the proposed employer, the major academic advisor and College Coordinator or the Dean of College of Business. Internships require a minimum of 55 hours of on-the-job work for each hour of credit. Evaluation is made by the major academic advisor in consultation with the employer. *Prerequisites: Completion of Junior year or permission of the College Coordinator or the Dean of College of Business.* *Prerequisites: Completion of junior year and permission of College Coordinator or the Dean of College of Business.*

**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 College Coordinator or the Dean of College of Business, 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.

**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 College Coordinator or the Dean of College of Business. Projects include a thesis, business plan, or other significant research project. *Prerequisites:* declared major in the College of Business, senior class standing and permission of College Coordinator or the Dean of College of Business.

#### **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 College Coordinator or the Dean of College of Business. Normally, the student will be expected to have a cumulative grade point average of 3.00 and possess the appropriate background and interest to pursue the proposed area of study. A “Proposal for Independent Study” form may be obtained from the Registrar or from the office of the College Coordinator or the Dean of College of Business. Independent Study courses are assigned numbers of 299, 399 or 499, depending on the level of the course.

### **Mathematics (MT) Course Descriptions**

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#### **MT102 Basic College Mathematics**

**3 credits**

This course introduces basic, introductory mathematics required to be successful in other courses in Math, Sciences, Health Sciences, Computer Information Systems, Business, Economics, and other fields. With the focus on fundamental concepts and problem solving skills, the course emphasizes solving real-world, practical problems. Technology tools are utilized where appropriate and available. Open to students from any major.

#### **MT104 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). Co-requisite:* ED105 or ED112.

#### **MT151 College Algebra**

**3 credits**

Develops manipulative algebraic skills and mathematical reasoning required for further study and use in mathematical modelling. Emphasis is placed on the understanding of mathematical concepts, functions, and their graphs. *Addresses GLE Learning Outcomes Mathematics (MT), Quantitative Literacy (QL), and Problem Solving (PS).*

#### **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 MT104 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.*

**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.

**MT399 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 College Coordinator or the Dean of CHNS. Normally, the student will be expected to have a cumulative grade point average of 3.00 and possess the appropriate background and interest to pursue the proposed area of study. A “Proposal for Independent Study” form may be obtained from the Registrar or from the office of the College Coordinator or the Dean of CHNS. 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.*

## **Music (MU) Course Descriptions**

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**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, 209, 309, 409 Theory of Music I-IV****2 credits each**

A multilevel course designed to teach Music Theory I-IV concurrently. All students will complete theory-based composition projects and assignments specific to their level. Critique of student compositions, ear training, and in-class analysis of specific pieces of music will provide a common point of discussion and learning. Musical examples will come from a variety of styles including Jazz, Folk, Popular, and Classical.

**Specific content for each level is as follows:****MU151 Theory of Music I****2 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.

**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, and compositional devices and analysis related to: Impressionism, Atonality, Jazz, Aleatory, and Popular Music. *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. *Addresses GLE Learning Outcomes Arts & Design (AD), Applied Learning (AL) and Creative Thinking (CV).*

**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).*

**MU234 The Beatles: Voice of a Generation** **3 credits**  
This course is designed to examine how the musical group, the Beatles, influenced the worlds of music, film, fashion, art, business, and spirituality in the context of the 1960s. The band’s impact will be studied by use of recordings, primary documents, subsequent scholarly writings, and DVDs.

**MU318 History of Western Music I** **3 credits**  
A survey of music from its origins through the Classical period. Major composers and their works are discussed and experienced. Special attention is paid to musical developments with related developments in other arts. A technical knowledge of music is presupposed. *Prerequisite: MU151.*

**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 (Additional fees may be required. [See Fees for Private Music Instruction](#))**

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 Vocal Ensemble 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. *Vocal Ensemble 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 College Coordinator or the Dean of CLASS. 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.*

**Nursing (NR) Course Descriptions****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 initiative, and is predicated on a working knowledge of growth and development, cultural awareness, socioeconomic forces, and health assessment. Course content includes diversity of health beliefs, health promotion and belief models, assessing individuals, families, and communities, barriers to healthy behaviors, at risk populations, and 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, identifying trends and health related needs will be examined with emphasis on health promotion and disease prevention. Health disparities and vulnerable populations will be explored and their impact on communities. The role of the nurse in community disaster preparedness and response will be discussed.

**NR001 Pre-Course NR490 0 credits, ungraded**

All students are required to enroll in this course prior to taking NR490. This pre-course is designed to collect all required documents to start NR490 Leadership in Professional Nursing Practice, Seminar, and Project Cultural Awareness Course (6 credits)

**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. Students will be required to register for and complete NR001-Nursing Document Collection in the term prior to taking NR490. *Prerequisite:* NR300, NR320, NR330, NR400, NR420, NR445, NR446, or Senior status with permission from the Academic Director.

**NR501 R.N.-M.S.N. Bridge Course** **3 credits**

This graduate level course is designed for the registered nurse with a baccalaureate degree in a discipline other than nursing and an associate's degree or diploma in nursing.

The course will facilitate a bridge of understanding and knowledge development between the currently held nursing degree and the 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 Sustainable 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. Successful completion of this course will help prepare the student for the NLN Certified Nurse Educator examination.

**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. Successful completion of this course will help prepare the student for the NLN Certified Nurse Educator examination.

**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. Successful completion of this course will help prepare the student for the NLN Certified Nurse Educator examination.

**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.

**NR009 Pre-Course NR690****0 credits, ungraded**

All students are required to enroll in this course prior to taking NR690. This pre-course is designed to collect all required documents to start NR 690 Nursing Capstone Seminar and Project (6) Concentration Courses (Leadership or Education)

**NR690 Nursing Capstone Seminar and Project****6 credits**

The capstone course focuses on the integration and application of major concepts covered throughout the graduate nursing program. The course integrates learning approaches of seminar discussions, completion of a project, and a precepted capstone project experience. Seminar time focuses on analysis of theoretical and practical components of the advanced nursing role in nursing education and practice.

**NR700 Foundational Concepts of Professional Nursing (lecture)****3 credits****NR701 Foundation: Introduction to Nursing Interventions Practicum/  
Health Assessment Across the Lifespan for the Advanced Generalist****3 credits**

This fundamentals course is designed to teach the didactic components of a comprehensive, holistic health history and physical examination of individuals/ families across the lifespan.

The course provides an opportunity for students to develop competencies necessary to provide care to individuals using the nursing process framework and critical thinking. Students learn theories and concepts intrinsic to the art and science of nursing practice.

**NR710 Nursing Management of Common Health Alterations Across the Lifespan** 3 credits

**NR711 Nursing Management of Common Health Alterations Across the Lifespan Practicum (clinical/lab)** 3 credits

This course focuses on the common acute or chronic health alterations of individuals across the lifespan. Cultural, psychosocial and ethical considerations for these physiological conditions will be explored. Evidence based interventions will be introduced, and concepts of health promotion and prevention emphasized. *Co-requisite: NR711 Nursing Management of Common Health Alterations Across the Lifespan Practicum (clinical).*

**NR720 Nursing Management of Complex Health Alterations Across the Lifespan** 3 credits

**NR721 Nursing Management of Complex Health Alterations Across the Lifespan Practicum (clinical/lab)** 3 credits

This course prepares the student to provide comprehensive, patient-centered care for the individual with complex health alterations. Building on previous M.E.P.N. courses, theory will focus on concepts associated with complex illness and injury, and interventions that are grounded in evidence, and take into consideration cultural, psychosocial and ethical considerations. *Pre-requisite: NR7111 Nursing Management of Complex Health Alterations Across the Lifespan Practicum (clinical/lab).* *Co-requisite: NR721 Nursing Management of Common Health Alterations Across the Lifespan Practicum (clinical/ lab).*

**NR730 Psychiatric and Mental Health Nursing (Lecture)** 3 credits

**NR731 Psychiatric and Mental Health Nursing Practicum (clinical)** 3 credits

This course promotes exploration of factors that affect psychological wellness and illness of individuals. Students will explore the unique needs of individuals with mental-health issues across the lifespan, examining their responses to life stressors while considering cultural, psychosocial and ethical factors. *Co-requisite: NR731 Psychiatric and Mental Health Nursing Practicum (clinical).*

**NR740 Community Health Promotion Practicum (clinical)** 1 credit

This clinical practicum introduces the student to concepts relevant to community-based nursing practice including informatics, communicable diseases, epidemiology, and disasters. Students will identify factors influencing community health including the determinants of health and its impact on vulnerable populations in diverse practice settings. There is a clinical rotation included in this course.

**NR750 Maternal/Child Nursing (lecture)** 2 credits

**NR751 Women's Health Practicum (OB/Gyn clinical/lab)** 1 credit

**NR752 Pediatrics Practicum (Peds clinical/lab)** 1 credit

The focus of these courses is exploring the needs of the individual as they relate to childbearing and children. Health issues involving ante-partum, intra-partum, and post-partum as well as growth and development are explored. The student is introduced to content within a theoretical context of individuals as part of a family unit, and larger culturally diverse society. *Co-requisite: NR751 Women's Health Practicum & Pediatric Health Practicum (clinical).*

**NR760 Immersion Advanced Generalist Practicum (clinical)** 3 credits

This course is a clinical immersion experience designed to provide comprehensive learning opportunities in a variety of hospital settings. The clinical immersive platform allows students to apply main theories, professional leadership, critical thinking, health promotion and risk reduction, illness and disease management, ethical practices, evidence-based practices and global cultural competencies in clinical practice. The application of these theories and principles will occur during students' mentored clinical experiences and during clinical seminar activities.

## **NR790 Capstone: Clinical Project Development and Implementation**

**6 credits**

This capstone course focuses on the integration and application of major concepts covered throughout the M.E.P.N. program. Emphasis will be on quality improvement incorporating concepts such as quality and safety, patient engagement, change, teamwork and communication, and leadership. The course consists of seminar discussions and the application of knowledge and clinical experiences in the development and presentation of a quality improvement project. The quality improvement project can serve as a bridge to future employment.

## **Physician Assistant Studies (ME) Course Descriptions**

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### **ME500 Introduction to Clinical Reasoning**

**1 credit**

This course will introduce students to the process of integrating data collection into a patient assessment and plan in lecture and facilitated small-group format. Concepts of differential diagnoses, use of diagnostic studies, and synthesizing data will be discussed. Students will learn oral and written case presentation skills. Students demonstrate competence through written evaluations, small group presentations, and written assignments.

### **ME501 Introduction to the Health Professions (Arizona)**

**1 credit**

In this course the student will be given the opportunity to: 1) examine the role of the physician assistant in health care delivery and the scope of PA practice; 2) interpret health policy and law; 3) review the physician assistant profession and its history; 4) discuss the ethical dimensions in health care; and 5) recognize the PA role in interprofessional health care.

### **ME503 Clinical Pharmacology I (Arizona)**

**2 credits**

This course is the first in a series of four courses designed to introduce students to the broad scope of clinical pharmacology through an organ systems-based approach. The Clinical Pharmacology I course will specifically cover the basic principles of pharmacology, principles of pharmacogenomics, anti-infective agents, and dietary supplements and herbal medications, as well as cover therapeutics used to treat conditions found in the dermatological, ophthalmological, and otorhinolaryngological (ENT) organ systems. During this course, the student will be given the opportunity to demonstrate the ability to: 1) identify the classes of drugs used to treat diseases commonly encountered in a primary care and emergency settings; 2) recognize the commonly used drugs in each class; 3) identify the basic pharmacodynamic properties of each class of drug, the mechanism of action, and important consequences of using each class of drug; 4) recognize the signs and symptoms of common adverse effects and of possible toxic or life-threatening effects of drugs; 5) identify precautions or contraindications to the use of a drug; 6) identify significant drug-drug interactions; 7) recognize the importance of patient education in determining compliance, avoidance of potential problems, and success of therapy; 8) apply statistical and critical thinking skills to evaluate literature data; 9) use resource materials for determining proper usage of chemotherapeutic agents; and 10) understand the role of the physician assistant in writing prescriptions.

### **ME504 Pharmacology I**

**2 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.

**ME507 Patient Assessment I (Arizona)****3 credits**

This course is the first in a series of four courses designed to introduce students to patient assessment using an organ systems-based approach to history taking and the completion of physical examinations. The Patient Assessment I course will specifically cover general principles of history taking and physical examinations, as well as assessment components in the disciplines of dermatology, ophthalmology, and otorhinolaryngology (ear, nose, and throat). During this course, the student will be given the opportunity to 1) communicate skillfully with patients using appropriate interviewing and patient education methods; 2) obtain thorough focused and general medical histories; 3) demonstrate proper use of instruments and techniques in the performance of physical examinations; 4) apply knowledge acquired in anatomy, physiology, and other courses to the assessment of patients; 5) detect and analyze abnormal interview and physical exam findings; 6) correlate essential historical data with exam findings; and 7) discuss pertinent available patient resources.

**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.

**ME515 Clinical Medicine I (Arizona)****2 credits**

This course is the first in a series of four courses designed to introduce students to the broad scope of clinical medicine through an organ systems-based approach. The Clinical Medicine I course will specifically cover diseases found in dermatology, ophthalmology, and otorhinolaryngology (ear, nose, and throat). During this course, for each disease/disorder covered, the student will be given the opportunity to: 1) identify pathophysiological processes; 2) understand biological processes and genetics in relation to pathologic disease; 3) recognize common and atypical presentations of disease; 4) develop a high quality list of differential diagnoses; 5) design an appropriate diagnostic approach; 6) interpret common radiological and laboratory studies needed for evaluation; 7) construct an appropriate treatment plan; and 8) recognize the impact of consulting other healthcare professionals in a patient's management as clinically indicated.

**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 two which introduces the student to the Physician Assistant profession and their 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.

**ME522 Mindfulness in Medicine (Arizona)****1 credit**

The most efficient way of understanding others is by understanding oneself. This course explores the inner workings of conscious and subconscious awareness through the applied intention of mindfulness. The human psyche is designed to observe, interpret, adapt, take action, and/or change with every piece of information it receives; however, most decisions take place without the conscious mind.

**ME523 Diagnostic Methods I (Arizona)****1 credit**

This course is the first in a series of three courses designed to introduce students to the different diagnostic methods available for the evaluation and diagnosis of medical conditions. The Diagnostic Methods I course will specifically cover general laboratory tests encountered in primary care as well as an introduction to the different imaging modalities including plain radiography (X-ray), computed tomography (CT), magnetic resonance imaging (MRI), and ultrasonography. During this course, the student will be given the opportunity to: 1) list commonly used diagnostic studies; 2) understand risks associated with these studies; 3) list contraindications to the use of certain studies; 4) provide basic interpretations of each diagnostic study; 5) understand the use of contrast in certain radiological studies; and 6) appreciate the difference between routine, urgent, and emergent studies.

**ME524 Clinical Reasoning I****1 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.

**ME531 Human Anatomy I (Arizona)****2 credits**

This course is the first in a series of four courses designed to acquire understanding of normal clinical anatomy, through an organ systems-based approach. This course will start with a comprehensive review of histology and an in-depth coverage of the integumentary system. It will additionally examine the normal clinical anatomy and physiology associated with eyes, ears, nose and throat.

Lectures will be synchronous and include both anatomy and physiology content. We will use programs that provide the opportunity to explore anatomy in a virtual setting. Laboratory assignments will be completed using Visible Body®, Primal Pictures software and Anatomy Physiology Revealed®. Offered Term IV (Summer)

**ME532 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.



**ME533 Basic Science I (Arizona)****2 credits**

This course is the first in a series of four courses designed to introduce students to the broad scope of pathophysiology through an organ systems-based approach. Students will learn the evaluation, management, and therapeutics by learning the pathophysiology of the different organ systems. This course will explore diseases of the skin and eyes, ears, nose and throat.

**ME534 Evidence-Based Medicine (Arizona)****1 credit**

This course is designed to help students navigate the medical literature to find answers to clinical questions that are based on valid medical research evidence, referred to as evidence-based medicine (EBM). Understanding of research methods is essential for an effective practice of EBM as future clinicians. During this course, students will learn and practice how to: 1) formulate research and clinical questions; 2) search common databases of available medical literature; 3) differentiate between various types of research studies; 4) recognize different types of biases in research and threats to validity of research findings; 5) compare and contrast different types of sampling methods; 6) critically appraise the literature for selected clinical topics; and 7) appreciate the value of lifelong learning in the health professions.

**ME535 Preventive Medicine (Arizona)****2 credits**

This course is designed to introduce students to the discipline of health promotion and preventive medicine. Many illnesses that patients suffer from and succumb to could be avoided with timely and appropriate behavioral intervention, screening, and preventive measures. Benjamin Franklin understood this concept in 1736 when he famously stated that “an ounce of prevention is worth a pound of cure”. This Preventive Medicine course will give students the evidence-based knowledge and tools necessary to impart meaningful changes in their patients’ lives. Specifically, the student will be given the opportunity to: 1) gain familiarity with methods to promote overall health and well-being; 2) discuss the importance of identifying risk factors for disease; 3) explore commonly used preventive medicine guidelines; 4) discuss different types of commonly used screening tools; 5) understand common cancer screening guidelines, 6) gain familiarity with routine immunization schedules for both pediatric and adult patients; 7) discuss the importance of smoking cessation for all patients; 8) discuss the social determinants of health and how they impact patient well-being; 9) describe patient advocacy; and 10) discuss disease reporting and surveillance, the public health system, and population health.

**ME536 Patient Care II****2 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 hematologic, pulmonary, psychiatric, and cardiovascular systems.

**ME541 Human Anatomy II (Arizona)****3 credits**

This course is the second in a series of four courses designed to acquire understanding of normal clinical anatomy, through an organ systems-based approach. This course covers the cardiovascular, pulmonary and gastrointestinal systems. Lectures will be synchronous and include both anatomy and physiology content. We will use programs that provide the opportunity to explore anatomy in a virtual setting. Laboratory assignments will be completed using Visible Body®, Primal Pictures software and Anatomy Physiology Revealed®. Offered Term I (Fall)



**ME542 Diagnostic Methods II (Arizona)****2 credits**

This course is the second in a series of three courses designed to introduce students to the different diagnostic methods available for the evaluation and diagnosis of medical conditions. The Diagnostic Methods II course will specifically cover chest, abdomen, and vascular imaging, as well as electrocardiograms (ECGs), echocardiograms (ECHOs), and pulmonary function tests (PFTs). During this course, the student will be given the opportunity to: 1) list commonly used diagnostic studies; 2) understand risks associated with these studies; 3) list contraindications to the use of certain studies; 4) provide basic interpretations of each diagnostic study; 5) understand the use of contrast in certain radiological studies; and 6) appreciate the difference between routine, urgent, and emergent studies.

**ME543 Basic Science II (Arizona)****2 credits**

This course is the second in a series of four courses designed to introduce students to pathophysiology with an organ systems-based approach. Students will integrate anatomic and physiologic principles to develop an understanding of selected diseases with an emphasis on epidemiology, etiology, pathophysiology, and clinical manifestations. This course will explore diseases of cardiovascular, pulmonary and gastroenterological systems.

**ME544 Clinical Medicine II****5 credits**

This course continues the exploration of clinical medicine and disease processes including evaluation, management, and therapeutics pertaining to diseases of the cardiovascular and pulmonary systems. This course will also include modules discussing the diagnosis and treatment of psychiatric disorders and hematological disorders.

**ME545 Clinical Medicine II (Arizona)****3 credits**

This course is the second in a series of four courses designed to introduce students to the broad scope of clinical medicine through an organ systems-based approach. The Clinical Medicine II course will specifically cover diseases found in the cardiovascular, pulmonary, and gastrointestinal systems. During this course, for each disease/disorder covered, the student will be given the opportunity to: 1) identify pathophysiological processes; 2) understand biological processes and genetics in relation to pathologic disease; 3) recognize common and atypical presentations of disease; 4) develop a high quality list of differential diagnoses; 5) design an appropriate diagnostic approach; 6) interpret common radiological and laboratory studies needed for evaluation; 7) construct an appropriate treatment plan; and 8) recognize the impact of consulting other healthcare professionals in a patient's management as clinically indicated.

**ME547 Patient Assessment II (Arizona)****3 credits**

This course is the second in a series of four courses designed to introduce students to patient assessment using an organ systems-based approach to history taking and the completion of physical examinations. The Patient Assessment II course will specifically cover assessment components in the disciplines of cardiology, pulmonology, and gastroenterology. During this course, the student will be given the opportunity to 1) communicate skillfully with patients using appropriate interviewing and patient education methods; 2) obtain thorough focused and general medical histories; 3) demonstrate proper use of instruments and techniques in the performance of physical examinations; 4) apply knowledge acquired in anatomy, physiology, and other courses to the assessment of patients; 5) detect and analyze abnormal interview and physical exam findings; 6) correlate essential historical data with exam findings; and 7) discuss pertinent available patient resources.

**ME548 Clinical Reasoning II****1 credit**

This third course in a series of four continues to develop a student's clinical reasoning skills. Students will develop a thorough assessment of the patient. In addition, the students will begin to develop a therapeutic plan. Students will continue to practice interviewing and oral presentation skills.

**ME549 Clinical Pharmacology II (Arizona)****2 credits**

This course is the second in a series of four courses designed to introduce students to the broad scope of clinical pharmacology through an organ systems-based approach.

The Clinical Pharmacology II course will specifically cover therapeutics used to treat conditions found in the cardiovascular, pulmonary, and gastrointestinal organ systems. During this course, the student will be given the opportunity to demonstrate the ability to: 1) identify the classes of drugs used to treat diseases commonly encountered in a primary care and emergency settings; 2) recognize the commonly used drugs in each class; 3) identify the basic pharmacodynamic properties of each class of drug, the mechanism of action, and important consequences of using each class of drug; 4) recognize the signs and symptoms of common adverse effects and of possible toxic or life-threatening effects of drugs; 5) identify precautions or contraindications to the use of a drug; 6) identify significant drug-drug interactions; 7) recognize the importance of patient education in determining compliance, avoidance of potential problems, and success of therapy; 8) apply statistical and critical thinking skills to evaluate literature data; 9) use resource materials for determining proper usage of chemotherapeutic agents; and 10) understand the role of the physician assistant in writing prescriptions.

#### **ME550 Behavioral Health (Arizona)**

**1 credit**

During this course, the student will be given the opportunity to: 1) Identify normal physical, social, and psychosocial processes and distinguish these from processes due to illness and injury; 2) Understand the neurobiological processes and genetics in relation to mental illness; 3) Provide a foundation for assessing a patient's state of mental health and development; 4) Explain the classification of common mental illnesses set forth in the *Diagnostic and Statistical Manual of Mental Disorders* 5) Recognize the importance of an appropriate and timely referral; 6) Recognize the importance of other healthcare professionals in the management of patients with mental illness; 7) Recognize the importance of family and community dynamics in the management of patients with mental illness; and 8) Discover health and well-being in the clinician's personal life and how this may intertwine in the clinician-patient relationship, professionalism, and cultural competence.

#### **ME551 Human Anatomy III (Arizona)**

**3 credits**

This course is the third in a series of four courses designed to acquire understanding of normal clinical anatomy, through an organ systems-based approach. The systems that will be covered in this course are the nervous, musculoskeletal, and endocrine systems. Additionally, the immune system will be explored for better understanding of infectious diseases. Lectures will be synchronous and include both anatomy and physiology content. We will use programs that provide the opportunity to explore anatomy in a virtual setting. Laboratory assignments will be completed using Visible Body®, Primal Pictures software and Anatomy Physiology Revealed®. Offered Term II (Winter)

#### **ME552 Professional Seminar II**

**1 credit**

This course is the second in a series of two which explores relevant healthcare law, policy issues, ethics, and medical errors which impact the Physician Assistant profession and the US healthcare system.

#### **ME553 Basic Science III (Arizona)**

**2 credits**

This course is the third in a series of four courses designed to introduce students to pathophysiology with an organ systems-based approach. Students will integrate anatomic and physiologic principles to develop an understanding of selected diseases with an emphasis on epidemiology, etiology, pathophysiology, and clinical manifestations. This course will explore diseases of neurology, musculoskeletal system, endocrinology and infectious diseases.

#### **ME554 Cross Cultural Health (Arizona)**

**1 credit**

In this course, the student will be challenged to interrogate and refine his/her own belief systems as he/she works to build a general understanding of cultural knowledge. The student will be given the opportunity to recognize and mitigate factors that contribute to health disparities and limited access. The student will also learn practical strategies for engaging patients in a manner that demonstrates cultural humility.

**ME555 Clinical Medicine III (Arizona)****3 credits**

This course is the third in a series of four courses designed to introduce students to the broad scope of clinical medicine through an organ systems-based approach. The Clinical Medicine III course will specifically cover diseases found in the neurological, musculoskeletal, and endocrine systems as well as infectious diseases. During this course, for each disease/disorder covered, the student will be given the opportunity to: 1) identify pathophysiological processes; 2) understand biological processes and genetics in relation to pathologic disease; 3) recognize common and atypical presentations of disease; 4) develop a high quality list of differential diagnoses; 5) design an appropriate diagnostic approach; 6) interpret common radiological and laboratory studies needed for evaluation; 7) construct an appropriate treatment plan; and 8) recognize the impact of consulting other healthcare professionals in a patient's management as clinically indicated.

**ME556 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.

**ME557 Patient Assessment III (Arizona)****3 credits**

This course is the third in a series of four courses designed to introduce students to patient assessment using an organ systems-based approach to history taking and the completion of physical examinations. The Patient Assessment III course will specifically cover assessment components in the disciplines of neurology, orthopedics, endocrinology, and infectious disease. During this course, the student will be given the opportunity to 1) communicate skillfully with patients using appropriate interviewing and patient education methods; 2) obtain thorough focused and general medical histories; 3) demonstrate proper use of instruments and techniques in the performance of physical examinations; 4) apply knowledge acquired in anatomy, physiology, and other courses to the assessment of patients; 5) detect and analyze abnormal interview and physical exam findings; 6) correlate essential historical data with exam findings; and 7) discuss pertinent available patient resources.

**ME558 Diagnostic Methods III (Arizona)****2 credits**

This course is the final in a series of three courses designed to introduce students to the different diagnostic methods available for the evaluation and diagnosis of medical conditions. The Diagnostic Methods III course will specifically cover neuroimaging, orthopedic imaging, pelvic imaging, pediatric imaging, and point of care ultrasound. During this course, the student will be given the opportunity to: 1) list commonly used diagnostic studies; 2) understand risks associated with these studies; 3) list contraindications to the use of certain studies; 4) provide basic interpretations of each diagnostic study; 5) understand the use of contrast in certain radiological studies; and 6) appreciate the difference between routine, urgent, and emergent studies.

**ME559 Clinical Pharmacology III (Arizona)****2 credits**

This course is the third in a series of four courses designed to introduce students to the broad scope of clinical pharmacology through an organ systems-based approach. The Clinical Pharmacology III course will specifically cover therapeutics used to treat conditions found in the neurological, musculoskeletal, and endocrine systems, as well as drugs used to treat obesity and special topics in infectious disease. During this course, the student will be given the opportunity to demonstrate the ability to: 1) identify the classes of drugs used to treat diseases commonly encountered in a primary care and emergency settings; 2) recognize the commonly used drugs in each class; 3) identify the basic pharmacodynamic properties of each class of drug, the mechanism of action, and important consequences of using each class of drug; 4) recognize the signs and symptoms of common adverse effects and of possible toxic or life-threatening effects of drugs; 5) identify precautions or contraindications to the use of a drug; 6) identify significant drug-drug interactions; 7) recognize the importance of patient education in determining compliance, avoidance of potential problems, and success of therapy; 8) apply statistical and critical thinking skills to evaluate literature data; 9) use resource materials for determining proper usage of chemotherapeutic agents; and 10) understand the role of the physician assistant in writing prescriptions.

**ME560 Advanced Clinical Skills****3 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.

**ME561 Human Anatomy IV (Arizona)****3 credits**

This course is the fourth in a series of four courses designed to acquire understanding of normal clinical anatomy, through an organ systems-based approach. The systems covered in this course will be renal and male and female genitourinary systems with an emphasis on female physiology. Lectures will be synchronous and include anatomy and physiology content. Lectures will be synchronous and include both anatomy and physiology content. We will use programs that provide the opportunity to explore anatomy in a virtual setting. Laboratory assignments will be completed using Visible Body®, Primal Pictures software and Anatomy Physiology Revealed®. Offered Term III (Spring)

**ME563 Basic Sciences IV (Arizona)****2 credits**

This course is the fourth in a series of four courses designed to introduce students to pathophysiology with an organ systems-based approach. Students will integrate anatomic and physiologic principles to develop an understanding of selected diseases with an emphasis on epidemiology, etiology, pathophysiology, and clinical manifestations. This course will explore diseases of Nephrology/GU, Women's Health, Extremes of Age and Hematology.

**ME564 Clinical Application 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, ear, nose and throat, endocrine, gastrointestinal, renal, and genitourinary/reproductive systems.

**ME565 Clinical Medicine IV (Arizona)****3 credits**

This course is the final in a series of four courses designed to introduce students to the broad scope of clinical medicine through an organ systems-based approach. The Clinical Medicine IV course will specifically cover diseases found in the renal and genitourinary organ systems, as well as drugs used in women's health, pediatrics, geriatrics, hematology, and rheumatology. During this course, for each disease/disorder covered, the student will be given the opportunity to: 1) identify pathophysiological processes; 2) understand biological processes and genetics in relation to pathologic disease; 3) recognize common and atypical presentations of disease; 4) develop a high quality list of differential diagnoses; 5) design an appropriate diagnostic approach; 6) interpret common radiological and laboratory studies needed for evaluation; 7) construct an appropriate treatment plan; and 8) recognize the impact of consulting other healthcare professionals in a patient's management as clinically indicated.

**ME567 Patient Assessment IV (Arizona)****3 credits**

This course is the final in a series of four courses designed to introduce students to patient assessment using an organ systems-based approach to history taking and the completion of physical examinations. The Patient Assessment IV course will specifically cover assessment components in the disciplines of nephrology, urology, women's health, pediatrics, geriatrics, hematology, and rheumatology. During this course, the student will be given the opportunity to 1) communicate skillfully with patients using appropriate interviewing and patient education methods; 2) obtain thorough focused and general medical histories; 3) demonstrate proper use of instruments and techniques in the performance of physical examinations; 4) apply knowledge acquired in anatomy, physiology, and other courses to the assessment of patients; 5) detect and analyze abnormal interview and physical exam findings; 6) correlate essential historical data with exam findings; and 7) discuss pertinent available patient resources.

**ME568 Clinical Medicine III****5 credits**

This course continues the exploration of clinical medicine and disease processes including evaluation, management, and therapeutics pertaining to eye, ear, nose, and throat disorders and diseases of the renal/genitourinary, gastrointestinal, endocrine, and reproductive systems.

**ME569 Clinical Pharmacology IV (Arizona)****2 credits**

This course is the final in a series of four courses designed to introduce students to the broad scope of clinical pharmacology through an organ systems-based approach. The Clinical Pharmacology IV course will specifically cover therapeutics used to treat conditions found in the renal and genitourinary organ systems, as well as drugs used in women's health, pediatrics, geriatrics, hematology/oncology, and rheumatology. During this course, the student will be given the opportunity to demonstrate the ability to: 1) identify the classes of drugs used to treat diseases commonly encountered in a primary care and emergency settings; 2) recognize the commonly used drugs in each class; 3) identify the basic pharmacodynamic properties of each class of drug, the mechanism of action, and important consequences of using each class of drug; 4) recognize the signs and symptoms of common adverse effects and of possible toxic or life-threatening effects of drugs; 5) identify precautions or contraindications to the use of a drug; 6) identify significant drug-drug interactions; 7) recognize the importance of patient education in determining compliance, avoidance of potential problems, and success of therapy; 8) apply statistical and critical thinking skills to evaluate literature data; 9) use resource materials for determining proper usage of chemotherapeutic agents; and 10) understand the role of the physician assistant in writing prescriptions.

**ME573 Clinical Skills (Arizona)****4 credits**

This course is designed to prepare the student for supervised clinical practice by introducing procedures commonly performed in the clinical setting. The student will be given the opportunity to demonstrate the ability to: 1) Understand the indications for performing specific clinical procedures; 2) perform the appropriate procedures; 3) counsel the patient regarding both procedures and management; 4) interpret data acquired from procedures in the primary care and relevant subspecialty areas; 5) successfully perform resuscitative procedures under simulated clinical conditions and 6) appreciate the significance of cultural and ethnic factors in patient management. This course is taught using a variety of instruction methods including textbooks, lectures, online videos, class discussion, and small group work.

**ME574 Research (Arizona)****1 credit**

This is the second of two sequential courses in the track of evidence-based medicine. Building on the knowledge gained from the Evidence-based Medicine course, students will be engaged in critically appraising synthesized evidence such as scoping review, systematic reviews and meta-analyses, and to analyze clinical practice guidelines. They will be given opportunities to complete a project on critically appraised topics and to disseminate this project in a manuscript format and a poster presentation.

**ME575 Medical Ethics (Arizona)****1 credit**

As stated by William Osler, "the practice of medicine is an art, not a trade; a calling, not a business; a calling in which your heart will be exercised equally with your head". One must always act by a code of ethics and a duty of service that, in medicine, puts patient care above self-interest. This course is designed to introduce students to the field of medical ethics and allow students to think through common ethical scenarios they may face throughout clinical practice. The Franklin Pierce University PA Program supports the AAPA's Guidelines for Ethical Conduct for the Physician Assistant Profession <https://www.aapa.org/wp-content/uploads/2017/02/16-EthicalConduct.pdf> and the NCCPA's Code of Conduct for Certified and Certifying Physician Assistants <https://www.nccpa.net/wp-content/uploads/2020/09/Code-of-Conduct.pdf>. During this course, the student will be given the opportunity to discuss topics covered in each of these publications as well as discuss patient cases in which ethical decision making was required.

**ME576 Preparation for Clinical Education****1 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.

**ME582 Healthcare for the Rural and Medically Underserved****2 credits**

This course explores healthcare of rural and medically underserved communities/populations and explores related topics of health disparities, social determinants of health, health literacy and education, access, and barriers to healthcare.

**ME584 Evidence-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****5 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 Seminar courses will enhance students' clinical rotations through discussion and evaluation of their experiences in the healthcare system. Selected case presentations, lectures, skills sessions and assessments will also be delivered. Across the series, students will develop and implement a capstone project with a faculty mentor.

**ME648 Seminar IV****2 credits**

This Seminar course is designed for continued reflection and discussion of clinical experiences, lectures in clinical medicine, and case presentations. Students will undergo a written and practical summative evaluation designed to assess their mastery of the Competencies for the Physician Assistant profession. Completion of the capstone project and dissemination will also be included.

**ME650 Internal Medicine (Arizona)****5 credits**

In the supervised clinical practice experience (SCPE) setting, the student will apply the fundamental medical knowledge developed during the didactic year. The Internal Medicine SCPE will advance the students' clinical skills in the primary and specialty care areas of medicine.

In this five-week clinical course/ rotation, the student will have the opportunity to (1) build and increase the ability to develop critical thinking and problem-solving skills while seeing patients within the outpatient and/ or inpatient setting, (2) assess commonly encountered medical problems, (3) order and interpret appropriate diagnostic studies, (4) manage common medical problems in patients, (5) practicing medicine as part of a health care team, and (6) observe, assist, or perform common internal medicine procedures under the supervision of a clinical preceptor. Patient-centered, physician assistant practice reflects a number of overarching themes including an unwavering commitment to patient safety, cultural competence, quality health care, lifelong learning, and professional growth. This course may include extended clinical care hours, inpatient services, emergency department, hospital call, and community responsibilities as deemed appropriate by the supervising preceptor.

#### **ME651 Family Medicine (Arizona)**

**5 credits**

This course is designed to allow students to use knowledge, skills, and abilities gained throughout the didactic year to interact with, evaluate, diagnose, and treat primary care patients under appropriate supervision. During this five-week course, students will be given the opportunity to: 1) Apply a fund of knowledge in basic and clinical sciences to the understanding of common diseases encountered in family medicine; 2) effectively interact and communicate with patients to obtain a thorough history and conduct pertinent physical examinations; 3) use critical thinking to generate high-quality differential diagnoses; 4) formulate, justify, and carry out appropriate diagnostic and management plans based on current medical evidence; 5) successfully practice common procedures encountered in primary care settings; 6) Organize and present information and medical decision making to other members of the healthcare team through oral presentation and construction of clinical notes; 7) provide high-yield education to patients and their families; and 8) showcase professionalism and respect for patients, their families, other students, and all members of the healthcare team throughout the clerkship. This course may include extended clinical care hours, inpatient services, emergency department, hospital call, and community responsibilities as deemed appropriate by the supervising preceptor.

#### **ME652 Emergency Medicine (Arizona)**

**5 credits**

This five-week course is designed to allow students to use knowledge, skills, and abilities gained throughout the didactic year to interact with, evaluate, diagnose, and treat emergency patients under appropriate supervision. During this course, students will be given the opportunity to: 1) prepare and present patient records and a problem list in an organized fashion appropriate for the emergency medicine service; 2) understand the indications, contraindications, possible complications, and limitations in the management of emergent conditions; 3) understand the indications and limitations of various emergency procedures; 4) assist effectively with emergency procedures in the emergency room setting; 5) manage and document patient information in the emergency room setting; 6) assist in all particulars delegated by the supervising practitioner; 7) apply previously-acquired problem-solving skills in the management of patients; 8) apply principles of evidence-based medicine; 9) create a diagnosis sheet that the student and peers may use to study for end of block examinations; and 10) make written and oral presentations on selected patient conditions; 11) organize and present information and medical decision making to other members of the healthcare team through oral presentation and construction of clinical notes; 12) provide high-yield education to patients and their families; and 13) showcase professionalism and respect for patients, their families, other students, and all members of the healthcare team throughout the clerkship. This course may include extended clinical care hours, inpatient services, emergency department, hospital call, and community responsibilities as deemed appropriate by the supervising preceptor.

#### **ME653 Surgery (Arizona)**

**5 credits**

This five-week course is designed to allow students to use knowledge, skills, and abilities gained throughout the didactic year to interact with, evaluate, diagnose, and treat surgery patients under appropriate supervision. During this course, students will be given the opportunity to: 1) prepare and present patient records and a problem list in an organized fashion appropriate for the surgical service; 2) understand the indications, contraindications, possible complications, and limitations in the management of surgical conditions; 3) understand the indications and limitations of various surgical procedures;



4) assist effectively with surgical procedures in the intraoperative setting and patient and information management in the pre- and post-operative periods; 5) assist in all particulars delegated by the supervising practitioner; 6) apply previously-acquired problem-solving skills in the management of patients; 7) apply principles of evidence-based medicine; 8) create a diagnosis sheet that the student and peers may use to study for end of block examinations; 9) make written and oral presentations on selected patient conditions; 10) organize and present information and medical decision making to other members of the healthcare team through oral presentation and construction of clinical notes; 11) provide high-yield education to patients and their families; and 12) showcase professionalism and respect for patients, their families, other students, and all members of the healthcare team throughout the clerkship. This course may include extended clinical care hours, inpatient services, emergency department, hospital call, and community responsibilities as deemed appropriate by the supervising preceptor.

#### **ME654 Pediatrics (Arizona)**

**5 credits**

The Pediatrics supervised clinical practice experience (SCPE) allow for the students' application of history taking, physical examination, diagnosis, and management of patients in the pediatric population. During this five-week course the student will be given the opportunity to: (1) perform well child exams, (2) perform pediatric problem-oriented exams, (3) evaluate common pediatric illnesses, and (4) evaluate the care of the newborn. Emphasis will also be placed on patient and family education on treatment and preventative measures for common pediatric conditions. This course may include extended clinical care hours, inpatient services, emergency department, hospital call, and community responsibilities as deemed appropriate by the supervising preceptor. This course may include extended clinical care hours, inpatient services, emergency department, hospital call, and community responsibilities as deemed appropriate by the supervising preceptor.

#### **ME655 Women's Health (Arizona)**

**5 credits**

This course is designed to allow students to use knowledge, skills, and abilities gained throughout the didactic year to interact with, evaluate, diagnose, and treat women's health patients under appropriate supervision. During this five-week course, students will be given the opportunity to: 1) Apply a fund of knowledge in basic and clinical sciences to the understanding of common diseases encountered in women's health; 2) effectively interact and communicate with patients to obtain a thorough history and conduct pertinent physical examinations; 3) use critical thinking to generate high-quality differential diagnoses; 4) formulate, justify, and carry out appropriate diagnostic and management plans based on current medical evidence; 5) successfully practice common procedures encountered in women's health; 6) understand key components of pre-operative, intra-operative, and post-operative care of surgical conditions encountered in women's health; 7) Organize and present information and medical decision making to other members of the healthcare team through oral presentation and construction of clinical notes; 8) provide high-yield education to patients and their families; and 9) showcase professionalism and respect for patients, their families, other students, and all members of the healthcare team throughout the clerkship. This course may include extended clinical care hours, inpatient services, emergency department, hospital call, and community responsibilities as deemed appropriate by the supervising preceptor.

#### **ME656 Behavioral Medicine/ Psychiatry (Arizona)**

**5 credits**

The Behavioral Medicine (Psychiatry) supervised clinical practice experience (SCPE) allow for the students' application of history taking, physical examination, diagnosis, and management of patients with behavioral health and/or psychiatric conditions. During this five-week course the student will be given the opportunity to: (1) perform basic psychiatric evaluations, (2) monitor medications, and (3) support the clinical management plan for patients following psychiatric evaluation and treatment. This course may include extended clinical care hours, inpatient services, emergency department, hospital call, and community responsibilities as deemed appropriate by the supervising preceptor.

#### **ME657, ME658 Elective Rotations I and II (Arizona)**

**5 credits each**

Each five-week course/rotation for Electives I and II provide students with supervised clinical practice experiences chosen from medical/surgical specialties and/or subspecialties. In each of these elective course/rotations the student will be given the opportunity to:



(1) gain clinical skills specific to the specialty of the rotation, (2) recognize conditions treatable by the specialty so appropriate referrals can be made, (3) continue to develop skills in systematic medical problem-solving and patient management, (4) continue to establish or reinforce patterns of independent learning, self-evaluation, professional behavior, and communication skills.

#### **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.

#### **ME693 Professional Practice I (Arizona)**

**1 credit**

This course is part one of a 4-part course series during the students' clinical year. During this course, the student will be given the opportunity to: 1) Exhibit their clinical skills and review didactic knowledge gained throughout the curriculum; 2) Prepare for clinical practice by developing an understanding of billing and coding, reimbursement, and professionalism issues; and 3) Prepare for the physician assistant national certification exam (PANCE) by early study of board review questions.

#### **ME694 Professional Practice II (Arizona)**

**1 credit**

This course is part two of a 4-part course series during the students' clinical year. During this course, the student will be given the opportunity to: 1) Exhibit their clinical skills and review didactic knowledge gained throughout the curriculum; 2) Understand the importance of ethical behavior within a healthcare team; and 3) Prepare for the physician assistant national certification exam (PANCE) by early study of board review questions.

#### **ME695 Professional Practice III (Arizona)**

**1 credit**

This course is part three of a 4-part course series during the students' clinical year. During this course, the student will be given the opportunity to: 1) Exhibit their clinical skills and review didactic knowledge gained throughout the curriculum; 2) Understand the importance of interprofessional practice within a healthcare team; and 3) Prepare for the physician assistant national certification exam (PANCE) by early study of board review questions.

#### **ME696 Professional Practice IV (Arizona)**

**1 credit**

This course is part four of a 4-part course series during the students' clinical year. During this course, the student will be given the opportunity to: 1) exhibit their clinical skills and review didactic knowledge gained throughout the curriculum through summative assessments; 2) recognize the importance of the physician assistant national certification exam (PANCE), state licensure maintenance, and continuing medical education (CME) requirements; 3) prepare for successful completion of the national certification examination through assignments, self-learning, and board review questions; and 4) prepare for employment.

### **Paralegal (PL) Program Courses**

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#### **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 (PA) Course Descriptions**

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**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).*

**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).*

**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: Sophomore Status. 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).*

**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.*

**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.*

**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.

**PA260 Mythology****3 credits**

An examination of myths and mythology as a philosophical and literary expression as well as an essential feature of significant religious and theological historical developments. Through primary and secondary sources, this course examines classical myths as they originate in Mesopotamian, Egyptian, Hebraic, Greek, and Roman traditions.

**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.*

### **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).

## **Physics (PH) Course Descriptions**

### **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).*

## **Pierce on the Camino (NT) Course Descriptions**

### **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).*

## **Political Science (PO) Course Descriptions**

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### **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

### **PO2xx State and Local Government**

**3 credits**

Examines the actors, institutions, policies, and politics of American state and local governments and how they interact with each other and the federal government. Issues such as comparative taxation, political participation, the legal system, and government services such as education, environmental regulations, and health will be investigated. *Addresses GLE Learning Outcomes Social Science (SS), Civic Knowledge & Engagement (CE), Inquiry & Analysis (IA), and Information Literacy (IL)*

### **PO200 Political Science Research Methods**

**3 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 International Relations**

**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).*

**PO3xx Disinformation and Propaganda****3 credits**

Examines the factors that make people vulnerable to disinformation, propaganda, and conspiracy theories. Issues such as the role of technology, social media, and political polarization, will be evaluated.

Both contemporary and historic examples of the use of disinformation, propaganda, and conspiracy theories will be investigated, including the use of these tactics by governments, media, and non-state actors.

Prerequisite: any PO class or Second Semester Freshman Status.

**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 Second Semester Freshman Status.* 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 Second Semester Freshman Status.* 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 Second Semester Freshman Status.* 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 Second Semester Freshman Status.* 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 other 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**

**1-9 credits**

An internship designed to facilitate applied learning of political science. Goals and objectives are contracted prior to registration and designed to complement or directly relate to political science course work and student interests. The 1 credit required field-based experience course for the major consists of a minimum of 40 hours in a semester which includes on-the-job work and documentation procedures. This internship can be done in conjunction with the Fitzwater Center participating in Tuesday Briefings, Politics FitzU, or election polling and coverage, or an outside entity with approval of Political Science faculty. May be repeated for elective credit.

## **Prior Learning Assessment (CAEL) Course Descriptions**

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### **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 (PS) Course Descriptions**

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### **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 influences on gender development and sexual orientation. Gender identity and sexual orientations will also be discussed.

### **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.

### **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: sophomore class status.*

### **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.



**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.

**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.

**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.

**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.

**PS235 Forensic Psychology****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.

**PS243 Positive Psychology****3 credits**

This course focuses on an introduction to the history of positive thinking. Additional emphasis is on the physiological and psychological factors contributing to positive thinking and happiness. Other detractors of positive thinking will be examined including trait and personality characteristics, personal experiences and mental states influencing behavior as well as intervention studies. These include relationships, mindfulness and other variables impacting positive thinking.

**PS251 Abnormal Psychology****3 credits**

An understanding of abnormal behavior from both a historical and contemporary perspective. Emphasis will be placed on organic, psychosocial, and cultural factors that influence the development of psychopathology. This course will also include an examination of several theories of psychotherapy and their application in treating abnormal behavior.

**PS252 Psychology of Motivation and Emotions****3 credits**

This course focuses on understanding the psychological and physiological domains of motivation and emotions in human and animal behavior. Particular emphasis will be on the social-cognitive processes triggering emotional and motivational responses that drive behavior.

**PS260 Statistics for Behavioral 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).

**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.



**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.*

**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.

**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.*

**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 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.*

**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.*

**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 or permission of the instructor.*

**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 or permission of the instructor.*

**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: Sophomore status.*

**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. *Prerequisite: Sophomore status.*

**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: PS101 and 6 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: 6 credit hours of Psychology or sociology, anthropology, or criminal justice or permission of instructor.*

**PS340 Techniques of Counseling I****3 credits**

Acquaints students with psychoanalytical, behavioral, cognitive, and humanistic techniques of counseling. *Prerequisite: 6 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: 6 credit hours of psychology.*

**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. *Prerequisite: 9 credit hours of psychology or 12 credit hours of Biology.*

**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-).*

**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 Research in Psychology****1-3 credits each**

The course provides advanced research experience for students interested in pursuing graduate school and/or a career in research by working closely with a faculty member on her research. By working on various projects, students will serve as research assistants and have the opportunity to learn about literature review, the planning and design of research projects, the use of human participants and application for Institutional Review Board approval of research projects, data collection and analyses, and/or the presentation of research findings. This course may be repeated.

**PS299, 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 College Coordinator or the Dean of CLASS. The student will be expected to have a cumulative grade point average of 3.00 and possess the appropriate background and interest to pursue the proposed area of study. A "Proposal for Independent Study" form may be obtained from the Registrar or from the office of the College Coordinator or the Dean of CLASS. Independent Study courses are assigned numbers of 299, 399, or 499, depending on the level of the course.

**Physical Therapy (PTH) Course Descriptions****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 Motor Control Across the Lifespan**

**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**

**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 (New Hampshire)**

**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.*

**PTH540 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.*

**PTH547 Physical Agent Modalities****2 credits**

This 2 credit 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.*

**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.*

**PTH512 Motor Control Across the Lifespan (Arizona)****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.* In addition, students will gain understanding of the intricacies of plasticity and neurogenesis as a basis for development, learning, and recovery of function. Finally, students will learn the basic PT examination components for patients with neurological deficits. Emphasis will be placed on selection and skill acquisition of appropriate examination tests and measures with utilization of standardized outcome measures from current evidence.

**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.*

**PTH523 Anatomy (Arizona)****5 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 (Arizona)****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.*

**PTH527 PYII Integrated Clinical Education Experience (Arizona)****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.*



**PTH528 Kinesiology (Arizona)****5 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 (Arizona)****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.*

**PTH531 Foundations of Physical Therapy Practice I (Arizona)****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 (Arizona)****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 (Arizona)****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 (Arizona)****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 (Arizona)****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 (Arizona)****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 spine. Students apply the principles and techniques of therapeutic exercise to various orthopedic disorders. Prerequisite: Successful completion of all prior Physical Therapy courses.



**PTH543 Neurological Clinical Management (Arizona)****6 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 selection of appropriate examination components, formulating an evaluation and determining appropriate interventions, including assessment and modification of treatment plans based on patient response. Students will utilize a top-down approach through representative case studies of upper motor neuron to lower motor neuron conditions, exploring PT care of the patient with neurological involvement. Emphasis will be placed on synthesis of information gathered from use of the ICF to develop an appropriate plan of care for each condition covered. Students will utilize current evidence to inform their decisions. Prerequisite: Successful completion of prior coursework.

**PTH543 Neurological Clinical Management****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.

**PTH545 Therapeutic Exercise & Soft Tissue Mobilization (Arizona)****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 (Arizona)****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)****2 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.*

**PTH599 Independent Study****1 or 2 credits**

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.

**PTH606 Integrated Clinical Experience (PY1) (Arizona)****0 credit**

This course is an integrated clinical experience that will occur throughout the didactic curriculum. It is a weekly clinical experience with Franklin Pierce's pro bono clinic that coincides with a classroom requirement devoted to preparation for terminal full-time experiences. Similar to the didactic curriculum, this is a hybrid experience with both live- and virtual patient encounters. It provides each student with an opportunity to work with skilled clinicians evaluating and treating patients/clients with varied diagnoses and disabilities. Prerequisite: Successful completion of prior coursework.

**PTH607 Integrated Clinical Experience (PY1) (Arizona)****1 credit**

This course is an integrated clinical experience that will occur throughout the didactic curriculum. It is a weekly clinical experience with Franklin Pierce's pro bono clinic that coincides with a classroom requirement devoted to preparation for terminal full-time experiences. Similar to the didactic curriculum, this is a hybrid experience with both live- and virtual patient encounters. It provides each student with an opportunity to work with skilled clinicians evaluating and treating patients/clients with varied diagnoses and disabilities. Prerequisite: Successful completion of prior coursework.

**PTH608 Clinical Education Experience I****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.*

**PTH615 D.P.T. Student Clinic (New Hampshire)****2 credits**

This course is an elective integrated clinical experience prior to the terminal clinical internships. Under the supervision of licensed physical therapists, students will work directly with patients/clients with complex diagnoses and disabilities, providing pro-bono services while honing their evaluation and treatment skills. *Prerequisite: Successful completion of all prior Physical Therapy courses.*

**PTH616 Integrated Clinical Experience (PY2) (Arizona)****0 credit**

This course is an integrated clinical experience that will occur throughout the didactic curriculum. It is a weekly clinical experience with Franklin Pierce's pro bono clinic that coincides with a classroom requirement devoted to preparation for terminal full-time experiences. Similar to the didactic curriculum, this is a hybrid experience with both live- and virtual patient encounters. It provides each student with an opportunity to work with skilled clinicians evaluating and treating patients/clients with varied diagnoses and disabilities. Prerequisite: Successful completion of prior coursework.

**PTH617 Integrated Clinical Experience (PY2) (Arizona)****1 credit**

This course is an integrated clinical experience that will occur throughout the didactic curriculum. It is a weekly clinical experience with Franklin Pierce's pro bono clinic that coincides with a classroom requirement devoted to preparation for terminal full-time experiences. Similar to the didactic curriculum, this is a hybrid experience with both live- and virtual patient encounters. It provides each student with an opportunity to work with skilled clinicians evaluating and treating patients/clients with varied diagnoses and disabilities. Prerequisite: Successful completion of prior coursework.

**PTH620 Imaging & Diagnostics (Arizona)****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.*

**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 PYII Integrated Clinical Education Experience - Extended****2 credits**

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**

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**

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.*

**PTH635 Advanced Orthopedic Interventions (New Hampshire)****2 credits**

This course explores a variety of advanced orthopedic interventions within the field of physical therapy practice. Topics may vary based upon student interest. Modules of advanced treatment techniques are presented and practiced. The course includes lectures and hands on lab experience. *Prerequisite: Successful completion of prior coursework. Prerequisites: Successful completion of all prior Physical Therapy courses.*

**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.*

**PTH690 Comprehensive Exam (Arizona)****1 credit**

Each student is required to show comprehensive competency by completing a Comprehensive Practical Examination before moving onto the full-time clinical setting at the end of Term 6. During Term 6, students are given opportunities to practice these skills through case based and problem-based activities. All coursework in Term 6 emphasizes critical thinking and clinical decision making. The faculty in this term work together to provide opportunities in this course to work in areas of difficulty identified in the other courses. *Prerequisite: Successful completion of prior coursework.*

**PTH695 Licensure Prep (Arizona)****1 credit**

This course is designed to assist students in the preparation for taking the Licensure Examination at the end of their program. In PTH 610 students take the ScoreBuilders assessment and create a plan of study for the comprehensive practical examination at the end of Term 6. The student takes diagnostic tests during the clinical experiences. The tests determine areas of strengths and weaknesses in the student knowledge. Individualized study plans are reviewed with the instructor and modified during the clinical phase of the program. *Prerequisite: Successful completion of prior coursework.*

**PTH701 Clinical Education Experience II****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 Education Experience III****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 Education Experience IV****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.*

**PTH720 Capstone Research Project I (New Hampshire)****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 (New Hampshire)**

**2 credits**

This is the second course in the Capstone series during which the student will complete their capstone project. Students will complete the results, discussion and conclusion sections of the project, resulting in a full manuscript. All students will create a conference quality poster and deliver a platform presentation of their completed project. *Prerequisite: Successful completion of prior coursework*

## **Public Health (PubH) Course Descriptions**

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### **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: PubH202.*

### **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.

## **Sports Facilities Management (SF) Course Descriptions**

### **SF502 Media Relations and Technology in the Sports Industry**

**3 credits**

This course helps students develop the ability to communicate effectively in media relations as it pertains to the Sports Industry. It uses communication theories, media techniques and technology to develop an effective communication strategy.

### **SF508 Sports Facilities Management**

**3 credits**

This course examines and enhances key skills and abilities regarding the leadership and management of large and complex sports facilities.

These skills include Program Evaluation Review Technique and other quantitative programs to respond to the specific needs of quality sports facilities and permit profit maximizing operations.

### **SF 512 Analytics is Sports Management**

**3 credits**

Analytics in Sports Management addresses analysis and data visualization across all levels of sports administration (amateur, collegiate, professional). Students will examine, address, and evaluate various approaches to develop data into information in a sports organization. Through assignments, case studies, readings, and discussions, students will examine various analytical tools, techniques, and software to develop information and effective decision making. This course will also address predictive analytics, data science, modeling, probability theory, and statistics

### **SF582 Internship and Action-Based Research Project**

**3 credits**

Students will be partnered with an internship site that matches student career goals. This internship is intended to provide career path advancement and the establishment of key skills in sports management. Prior to the beginning of the internship, each student will submit a provisional action-based research project design for their advisors approval.

## **Sociology (SO) Course Descriptions**

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### **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).*

### **SO203 Grassroots Activism for Social Change**

**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 Ethnicity in Society**

**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.*

### **SO220 Families in Society**

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

### **SO230 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 Sports Center. The organization of sport reflects, and contributes to, the organization of society. This course will apply the sociological imagination to the study of sport to enable us to better understand the significance of sport and the nature of contemporary U.S. society. *Addresses GLE Learning Outcomes Social Sciences (SS), Critical Thinking (CT), and Ethical Reasoning (ER).*

### **SO240 Religion 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. *Addresses GLE Learning Outcomes Social Sciences (SS), Inquiry and Analysis (IA), and Critical Reading (CR).*

### **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 Social Welfare 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. *Prerequisites: 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.

### **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.*

### **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 Inequality in Society**

**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 Special Topics in Sociology**

**3 credits**

Seminars are offered which encourage in-depth exploration of a limited or specialized area within sociology beyond the competency of an introductory level. *Prerequisites: SO101, and one additional 200 level or higher Sociology course.*

## **Sports Media (SPME) Course Descriptions**

### **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.



**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.*

**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.*

**SPME260, 360 Special Topics in Sports Media** **3 credits**

This course focuses on in-depth exploration of either a timely or historical topic related to the intersection of sports and media. Students may repeat the course, once, for additional credit if the topic is different. *Prerequisite for SPME260: SPME101. Prerequisite for SPME360: SPME260 and different topic.*

**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 College Coordinator or the Dean of CLASS. 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.*

## **Sports and Recreation Management (SR) Course Descriptions**

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### **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. Note: SR100 must be completed with a C- or higher before additional SR courses may be taken. Fall and Spring.

### **SR115 Foundations of Adventure Sports and Recreation**

**3 credits**

Designed to develop in students the skills and competencies needed for group facilitation within a broad range of adventure sport and recreation settings. Emphasis will be given to risk-management and planning strategies. Experiential education methods will be the focus of much of the material. Fall Semester, even years, or as needed.

### **SR202 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 the 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.*

### **SR310 Sports and Recreation Marketing**

**3 credits**

This course will direct students to a better understanding of the theoretical backbone that makes marketing such a distinctive and vibrant component of the sports and recreation profession. Through the examination of real-world examples and practical application exercises, students will learn how to understand the tools and skills involved in marketing, evaluate marketing efforts, and use the strategies necessary for successful marketing campaigns in sports and recreation. *Prerequisites: SR100, or declaration of marketing major or marketing minor.* 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 Inclusive Sports and Recreation**

**3 credits**

Inclusive Sports and Recreation provides knowledge and skills that students will need to deliver programs and services to individuals with disabilities in their entry-level careers and also the ability to ensure that people of both sexes and all abilities, ages, cultures, ethnicities, races, and religions will be able to participate in the sports and recreation programs they provide. *Prerequisite: SR243. May be taken concurrently.* Spring, or as needed.

### **SR368 Sports 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.*

### **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 student's major academic advisor. An agreement is drawn up and approved by the student, the proposed employer, the major academic advisor and College Coordinator or the Dean of College of Business. Internships require a minimum of 55 hours of on-the-job work for each hour of credit. Evaluation is made by the major academic advisor in consultation with the employer. *Prerequisites: Completion of Junior year or permission of the College Coordinator or the Dean of College of Business. Prerequisites: Completion of Junior Year and permission of College Coordinator or the Dean of College of Business.*

### **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 College Coordinator or the Dean of College of Business, 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.

### **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*

### **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. *Prerequisites:* SR100, SR243, SR368. Spring or as needed

### **SR439 Snow Sport Facility Management**

**3 credits**

For this course snow sport is skiing (Nordic and alpine), snowboarding, snowshoeing, and fat biking at commercial facilities. An overview of snow sports facility management will be presented that includes programming, staffing, maintenance, equipment, financial, legal, emergency, and hospitality. On-site observations will be used to highlight management best practices. *Prerequisites:* SR243, SR368, SR419, or permission of instructor. As needed Winter Term.

### **SR495 Senior Independent Project**

**4 credits**

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

### **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 College Coordinator. Normally, the student will be expected to have a cumulative grade point average of 3.00 and possess the appropriate background and interest to pursue the proposed area of study. A “Proposal for Independent Study” form may be obtained from the Registrar or from the office of the College Coordinator. Independent Study courses are assigned numbers of 299, 399 or 499, depending on the level of the course.

## **Theater Arts (TH) Course Descriptions**

### **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.

### **TH141–144 Production/Dance Performance I–IV**

**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.

### **TH161–164 Production/Performance I–IV**

**1 credit each**

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

### **TH171–173 Production/Design and Technical Theater I–III**

**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.

## English as a Second Language (TR) Course Descriptions

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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 semester GPA and cumulative, 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.

### 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 all 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 all 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 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 all grade point average calculations.

## Women, Gender, and Leadership (WL) Course Descriptions

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### WL115 Introduction to Women, Gender, and Leadership

**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 Internship in Women, Gender, and Leadership

**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 College Coordinator or the Dean of CLASS and a selected agency supervisor within the student's targeted work-area.

Goals and objectives are contracted prior to registration and designed to complement or directly relate to a student's major area of study. Internships require a minimum of 40 hours (per credit), which includes on-the-job work and documentation procedures.

# University Directory

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## 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 to the President*, A.S., A.A., College of Coastal Georgia, B.A., Armstrong State University

## Academic Affairs

**Catherine M. Paden**, *Provost and Vice President for Academic Affairs*, B.A., Vassar College, Ph.D., Northwestern University

**Sarah T. Dangelantonio**, *Associate Provost, Professor of English*, B.A., Spring Hill College, M.A., Saint Louis University, Ph.D., University of Georgia

**Stephani B. Cuddie**, *Coordinator of Online Education and Training*, B.S., St. Leo University, M.S., Florida Institute of Technology, Ed.D., Regent University

**Heather A. Ladue**, *Executive Director of Professional Programs & Partnerships*, B.S., Plymouth State University

**Jessica Schanz**, '05 *Assistant to the Provost*, B.A., Franklin Pierce University, M.S. Antioch University New England

## 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

**Samuel R. Horning**, *Athletic Academic Coordinator*, B.S., Nichols College, M.S.A., Fairleigh Dickinson University

**Tracy Mendham G'12**, *Coordinator of Learning Assistance*, A.B., Smith College, M.F.A., Vermont College, M.Ed., Franklin Pierce University

**Victoria A. Rank '02, '05, G'12**, *Administrative Assistant, Academic Affairs* A.A., B.S., Franklin Pierce College, M.B.A., Franklin Pierce University

## College of Business

### Administration

**Norman A. Faiola**, *Dean of the College of Business*, B.S., M.P.S., Cornell University, Ph.D., Syracuse University

**Rebecca R. Weidner**, *Administrative Assistant*, B.A., Keene State College

### Faculty

**Peter A. Arsenault**, **Assistant Professor**, *Sports & Recreation Management*, B.S., Merrimack College, Ph.D., State University of New York

**Michelle Barnhart** MBA, SHRM-CP, *Lecturer Management*

**Mack A. Bean G'00**, *Associate Professor of Finance*, B.S., Greenville College, M.B.A., Franklin Pierce College, Ed.D., Nova Southeastern University

**Christine Betts**, *Assistant Professor of Accounting*, B.S., Roger Williams University, M.S.T., Bryant University, E.A., C.P.A.

**Doug Carty**, '06, *Lecturer Sports and Recreation Management*, A.A., Garrett Community College, B.S., Franklin Pierce College

**Ken Clarke**, *Visiting Assistant Professor*, Bowdoin College, A.B. Philosophy, Vermont Law School, J.D., Harvard Divinity School, M.Div.

**Martin S. Green**, *Associate Professor of Business Administration*, B.S., University of Maine, M.P.A., George Washington University, D.P.A. Ph.D., Virginia Commonwealth University

**Tiffany Lane**, *Assistant Professor of Accounting*, B.S., University of Massachusetts, J.D., New England School of Law, LL.M., Boston University School of Law

**Jerry Lettre**, *Lecturer Management*, BA University of South Florida, MBA Rivier College

**Minghua Li**, *Associate Professor of Economics*, B.A., Nankai University at Tianjin P.R. China, M.A., Ph.D., University of New Hampshire

**Jason Little**, *Professor of Marketing*, B.Mus., Keene State College, M.B.A., New Hampshire College, Ed.D., Nova Southeastern University

**Andrea McGill-O'Rourke**, *Associate Professor of Business Administration*, B.A. Ithaca College, M.S.W. University of Pennsylvania, Ph.D. University of Maine

**Jeannette McKillop**, *Lecture Management*, B.A., University of San Diego, M.Ed., East Stroudsburg University

**Rebecca O'Berry MSM-HCA**, *Lecturer Health Care Administration*

**Lara Shea, MSM**, *Lecturer Health Care Administration*

**Jennifer Targett, MBA** *Lecturer Accounting/Finance*

**Duane Towns**, *Lecturer Accounting/Finance*, M. S. Robert Morris College, B.A. Allegheny College, CPA

**Michael Mooiman**, *Professor of Business Administration*, B.S.c., M.S.c., University of Witwatersrand, M.B.A., Northeastern University, Ph.D., University of Utah

**Rebecca O'Berry MSM-HCA**, *Lecturer Health Care Administration*

**Lara Shea, MSM**, *Lecturer Health Care Administration*

**Jennifer Targett, MBA** *Lecturer Accounting/Finance*

**Kent Whitman**, *Lecturer Management*

## College of Health and Natural Sciences

### Administration

**Priscilla S. Marsicovetere**, *Dean of the College of Health and Natural Sciences*, B.S., Bryn Mawr College, J.D., Vermont Law School, M.P.A.S., Northeastern University

**Katrina DeShaney**, *Interim Director of the Master of Physician Assistant Studies Program, Assistant Professor of Master of Physician Assistant Studies*, B.A., Ball State University, M.H.S. Physician Assistant Studies, Lock Haven University

**Letha B. Zook** *Academic Program Director of Doctor of Physical Therapy Program-A.Z., Associate Professor*, B.S., University of Pennsylvania, M.S., New York University, Ed.D., Teachers College- Columbia University

**Kristi Collins**, *Academic Program Director MPAS, Assistant Professor*, B.S, M.S., Eastern Michigan University., M.S., Thomas Jefferson University

**Ann Coventry**, *Academic Program Director of Doctor of Physical Therapy Program-N.H., Associate Professor*, B.S.P.T, Boston University, M.S., New England College, Ed.D., Nova Southeastern University

**Marci Contreras**, *Academic Program Director of Master of Physician Assistant Studies – A.Z., Associate Professor of Master of Physician Assistant Studies Program*, B.S., University of Houston, M.P.A.S., University of Texas

**Barbara L. McFarlane**, *Program Coordinator II, Doctor of Physical Therapy Program*

**Noelle S. Nunes**, *Program Coordinator II, Master of Physician Assistant Studies Program*

**Shallee T. Page**, *Undergraduate Program Coordinator, Associate Professor of Organic Chemistry*, A.B., Bowdoin College, M.A., Fairleigh Dickinson University, Ph.D., Cornell University

**Jeannie Perry**, *Program Coordinator II, Doctor of Physical Therapy Program*, B.A., University of New Hampshire

### Faculty

**Daniel Anderson**, *Director of Didactic Education, Assistant Professor*

**Susan Arruda**, *Associate Professor of Biology*, B.A., College of the Holy Cross, Ph.D., Dartmouth College

**Rudra P. Aryal**, *Assistant Professor of Physics*, B.S., M.S., Tribhuvan University, M.S., Ph.D., University of Miami

**Thomas E. Bennett**, *Assistant Professor of Health Sciences*, B.S., Ball State University, M.D., East Carolina University

**Lisa Bomba**, *Lab Technologist*, B.A., Smith College, M.S. Antioch University – New England



**Carl T. Brezovec**, *Professor of Mathematics*, B.A., Saint Vincent College, M.S., Ph.D., Carnegie Mellon University

**Kristi A. Collins**, *Assistant Professor*, B.S., M.S., Eastern Michigan University., M.S., Thomas Jefferson University

**Marci Contreras**, *Academic Program Director of Master of Physician Assistant Studies – A.Z., Associate Professor of Master of Physician Assistant Studies Program*, B.S., University of Houston, M.P.A.S., University of Texas

**Ann W. B. Coventry**, *Academic Program Director, Associate Professor of Doctor of Physical Therapy Program-N.H.*, B.S., Boston University, M.S., New England College, Ed.D. Nova Southeastern University

**Verna G. DeLauer**, *Associate Professor of Environmental Studies*, B.A., Ohio State University, M.S., Antioch University, Ph.D., University of New Hampshire

**Katrina DeShaney**, *Assistant Professor of Master of Physician Assistant Studies*, B.A., Ball State University, M.H.S. Physician Assistant Studies, Lock Haven University

**Lisa Doyle**, *Assistant Professor of Doctor of Physical Therapy Program-N.H.*, B.S.P.T., University of Lowell, M.S.P.T., D.P.T., Massachusetts General Hospital Institute of Health Professions

**Sudarshan Erramilli**, *Professor of Computer Information Technology*, M.S., Osmania University, M.S., University of North Texas, Ph.D., Sri Venkateswara University

**Shaina Ettinger**, *Assistant Professor of Doctor of Physical Therapy Program-A.Z.*, B.S., Indiana University, MS Arizona School of Health Sciences, PHO, University of Phoenix

**Patrick Francis**, *Medical Director of Master of Physician Assistant Studies*, A.B., Dartmouth College, M.D., University of Rochester School of Medicine and Dentistry, Internal Medicine Residency, Yale University, Board Certified in Internal Medicine

**Tamara Hefferon**, *Associate Professor of Doctor of Physical Therapy Program-Goodyear, A.Z.*, B.S., University of Arizona, D.P.T., A.T. Still University

**Willow L. Henry**, *Assistant Professor of Doctor of Physical Therapy Program-N.H.*, B.S., University of Vermont, D.P.T., Des Moines University

**Leila Jabbour**, *Associate Professor of Health Sciences*, B.A., M.S., Université Pierre & Marie Curie, Ph.D., Case Western Reserve University

**Morris E. Jones**, *Assistant Professor of Chemistry*, B.Sc., University of South Carolina-Aiken, M.Sc., University of South Carolina, Ph.D., Georgia Institute of Technology

**Heather M. King**, *Assistant Professor of Doctor of Physical Therapy Program-N.H.*, D.P.T., Andrews University

**Christi Kobald**, *Director of Program Evaluation, Assistant Professor*

**Catherine O. Koning**, *Professor of Environmental Science*, B.A., Bowdoin College, M.S., University of California, Davis, Ph.D., University of Wisconsin at Madison

**David Lorello**, *Assistant Professor of Doctor of Physical Therapy Program-Goodyear, A.Z.*, B.A., State University of New York at Oswego, D.P.T., University of Minnesota

**Tongyu Ma**, *Assistant Professor of Health Sciences*, M.B.B.S., Tianjin Medical University, P.S.M., Peking University, Ph.D., Arizona State University

**Olga L. M. McSorley**, *Director of Clinical Education,, Assistant Professor of Doctor of Physical Therapy Program-N.H.*, B.S., M.S.P.T., D.P.T., Boston University

**Shallee T. Page**, *Undergraduate Program Coordinator, Associate Professor of Organic Chemistry*, A.B., Bowdoin College, M.A., Fairleigh Dickinson University, Ph.D., Cornell University

**Robert S. Phillips**, *Associate Professor of Doctor of Physical Therapy Program-Goodyear, A.Z.*, B.S., Baldwin-Wallace College, D.P.T. Wheeling Jesuit University, PHO Kent State University

**Betsy Piburn**, *Assistant Professor Master of Physician Assistant Studies Program*

**Amy Piispanen**, *Assistant Professor of Biology*, B.S., Keene State College, Ph.D., Dartmouth Medical School

**Scott R. Richardson**, *Associate Professor of Doctor of Physical Therapy Program-Goodyear, A.Z.*, B.S., Brigham Young University, M.P.T., Hahnemann University, Ph.D., Rocky Mountain University

**Frederick S. Rogers**, *Professor of Geology and Environmental Science*, B.A., M.S., University of Massachusetts, Ph.D., University of Iowa

**Meghan Rohde**, *Associate Professor of Doctor of Physical Therapy Program-Goodyear, A.Z.*, B.S., M.P.T., D.P.T., University of Oklahoma, D.P.T., University of Montana, Ph.D., Rocky Mountain University of Health Professions

**Elke Schaumberg**, *Assistant Professor of Doctor of Physical Therapy Program-N.H.*, B.S., University of Colorado-Boulder, M.S., University of Colorado-Denver, D.P.T., Simmons College, Ph.D., Texas Woman's University

**Rhine Singleton**, *Professor of Environmental Science and Biology*, B.A., University of Virginia, M.S., University of Oregon, Ph.D., Cornell University

**Michael Gengle**, *Director of Clinical Education, Assistant Professor MPAS*

**Harold Gottlieb**, *Medical Director MPAS*

**Shannon Stroble**, *Assistant Professor of Chemistry*, B.S., Trinity College, Ph.D., Tufts University

**Lindsay Vago G'06**, *Assistant Professor of Health Sciences*, B.S., M.P.T., Notre Dame College, D.P.T., Franklin Pierce University

**Jacques P. Veilleux**, *Professor of Biology and Environmental Science*, B.S., Fitchburg State College, Ph.D., Indiana State University

**Jeffrey L. Waldron**, *Assistant Professor Master of Physician Assistant Studies Program*, B.A., University of Vermont, M.S., Rutgers & Seton Hall University

**Ruiping Xia**, *Associate Professor*, B.S., Tianjin University, M.S., Tianjin University, China, Ph.D., University of Bristol, U.K., Post-doc, Rehabilitation Institute of Chicago

**Letha B. Zook**, *Academic Program Director of Doctor of Physical Therapy Program-A.Z.*, *Associate Professor*, B.S., University of Pennsylvania, M.S., New York University, Ed.D., Teachers College- Columbia University

## School of Nursing

### Administration

**Joyce O'Reilly G'12**, *Interim Academic Program Director of Nursing Education Program*, Associate Professor, B.S., Wright State University, M.S., Franklin Pierce University, M.P.A., Wright State University, Ed.D. Northeastern University

### Faculty

**Catherine Cuchetti**, *Assistant Professor of Nursing Education Programs*, B.S.N, M.S.N. Rivier University, Ph.D., Boston College

**Lisa R. Chicko G'17**, *Assistant Professor of Nursing Education Programs*, A.S., Manchester Community College, B.A., University of New Hampshire, M.S.N., Franklin Pierce University

**Wendy J. Varnum**, *Assistant Professor of Nursing Education Programs*, B.S.N., University of Rhode Island, M.S.N., Boston College, D.N.P., Regis College

## College of Liberal Arts and Social Sciences

### Administration

**James (Jed) E. Donelan**, *Interim Dean, Associate Professor of Philosophy and Humanities*, B.A., Boston College, Ph.D., State University of New York at Stony Brook

**Carrie A. Desrosiers**, *Administrative Assistant*, B.A., Middlebury College

### Faculty

**Jefferson K. Allen**, *Associate Professor of Criminal Justice*, B.S., Saint Anselm College, M.S., Boston University, J.D., New England School of Law

**Jennie R. Brown**, *Associate Professor of Psychology*, B.A., M.A., Ph.D., New Mexico State University

**Leslie E. Buddington**, *Assistant Professor of Social & Development Psychology*, B.S., Fitchburg State University, M.S., Ph.D., Tufts University

**Lou R. Bunk**, *Professor of Music and Music Technology*, B.A., Central Connecticut State University, M.A., Washington University, Ph.D., Brandeis University

**Paul D. Bush**, *Associate Professor of Communication*, B.A., Bucknell University, M.A., Vermont College of Norwich University, M.F.A., Goddard College

**Douglas F. Challenger**, *Professor of Sociology and Human Services*, B.A., High Point College, M.A., Ph.D., Syracuse University

**Christina K. Cliff**, *Associate Professor of Political Science*, B.A., Washington State University, M.A., M.A., American Military Institution, Ph.D., University of Idaho

**Frank S. Cohen**, *Associate Professor of Political Science*, B.S., Bradley University, Ph.D., State University of New York at Binghamton

**Leonard Crossman**, *Lecturer*

**Sarah T. Dangelantonio**, *Associate Provost, Professor of English*, B.A., Spring Hill College, M.A., Saint Louis University, Ph.D., University of Georgia

**Jean Dawson**, *Associate Professor of Sociology and Criminal Justice*, B.S., M.A., University of Massachusetts at Lowell, Ph.D., University of New Hampshire

**Donna Decker**, *Professor of English*, B.A., State University of New York at Albany, M.A., Salem State College, Ph.D., Northeastern University

**James (Jed) E. Donelan**, *Interim Dean of CLASS, Professor of Philosophy and Humanities*, B.A., Boston College, Ph.D., State University of New York at Stony Brook

**William B. Flynn, Jr.**, *Professor of Psychology*, B.A., Lyndon State College, M.A., C.A.G.S., Assumption College, Ed.D., Boston University.

**Robert G. Goodby**, *Professor of Anthropology*, B.A., University of New Hampshire, M.A., Ph.D., Brown University

**Melinda Marie Jetté**, *Professor of History*, B.A., Catholic University of America, M.A., Université Laval, Ph.D., University of British Columbia

**Mary C. Kelly**, *Professor of History*, B.A., M.A., University College Galway, Ph.D., Syracuse University

**Brandi A. Klein**, *Assistant Professor - Experimental Psychology*, B.S., Saint Vincent College, M.A., Ph.D., Bowling Green State University

**Jessica Landis**, *Associate Professor of English and Composition and First Year Experience*, B.A., University of Delaware, M.A., Boston College, Ph.D., University of Massachusetts at Amherst

**Phil Lemos**, *Lecturer*

**Grant Love**, *Lecturer*

**John Lund**, *Lecturer*

**Victoria Maillo**, *Lecturer, Spanish*

**Vladimir Odinokikh**, *Lecturer*

**Floyd Oster**, *Lecturer*

**Richard Page**, *Lecturer*

**Séamus Pender**, *Senior Lecturer of Humanities*, B.S., M.Ed., Fitchburg State College

**Johnna Pike**, *Assistant Professor in Criminal Justice and Human Services*, B.S., University of New Hampshire, Ph.D., J.D., M.S., State University of New York at Buffalo

**Coni Porter**, *Lecturer*

**Christopher Previte**, *Associate Professor of Digital Media Design*, B.F.A., Massachusetts College of Art, M.F.A., Vermont College of Fine Arts

**Allan Rachlin**, *Associate Professor of Sociology and Human Services*, B.A., State University of New York at Cortland, M.A., Arizona State University, Ph.D., State University of New York at Buffalo

**Richard D. Roth**, *Associate Professor of Communication*, B.S., The College of Brockport, State University of New York, M.S., Syracuse University, M.A., Ph.D., University of Pittsburgh

**Scott Sanchez**, *Lecturer, Music*, B.M., University of Denver, M.M., Yale University

**Alan B. Schulte**, *Assistant Professor of English and Composition, Director, Wensberg Writing Center*, B.A., M.F.A., University of New Hampshire

**Susan S. Silverman**, *Associate Professor of Fine Arts*, B.S., Smith College, M.F.A., University of Massachusetts at Amherst

**Zachary Stephens**, *Lecturer*

**Nathan Sullivan**, *Associate Professor of Fine Arts*, B.F.A., University of Massachusetts at Amherst, M.F.A., Syracuse University

**Zan M. Walker-Goncalves**, *Associate Professor of Composition, Coordinator, Writing Program*, B.A., M.A., California State College at Chico, Ph.D., University of Massachusetts at Amherst

**Steve Wilson**, *Lecturer*

**Michael Yellin**, *Lecturer*

**Phyllis S. Zrzavy**, *Professor of Communication*, B.S., B.Phil., M.Ed., Miami University, Ph.D., Bowling Green State University

## School of Education

### Administration

**Joan Swanson**, *Director of the School of Education and Associate Professor of Education*, B.S. Indiana Wesleyan University, M.S. Western Maryland College, Ph.D. State University of New York at Albany

**Sonya Prince**, *Associate Director of the School of Education*, '22, B.S., Franklin Pierce University

### Faculty

**Dale S. Boyle**, *Assistant Professor of Education*, B.S., Bridgewater State College, M.Ed., Providence College, Ed.D., Capella University

**Liz Lapon**, *Assistant Professor of Education*, B.A., M.P.A. Syracuse University, Ed.D. Northeastern University

**John E. Villemaire**, *Associate Professor of Education*, B.S., University of Vermont, M.A., Keene State College, Ed.D., University of Massachusetts

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