Franklin College
Academic Course Catalog
2016 - 2017

Franklin College
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Franklin, Indiana 46131-2623
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The Academic Course Catalog is located on the Franklin College website at
http://www.franklincollege.edu/catalog
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Introduction

Founded in 1834, Franklin College is the 102nd oldest institution of higher education in the U.S. and the first in Indiana to admit women. Generations of graduates have made positive contributions to their families, their communities, and their careers, as well as to the nation and the world.

With a first-rate educational program, excellent location, strong endowment, attractive campus, high degree of satisfaction among students and alumni, and an outstanding student body, faculty, staff, and Board of Trustees, the college is well prepared to continue its tradition of excellence into the 21st century. Franklin College maintains a voluntary affiliation with the American Baptist Churches, U.S.A., and the American Baptist Churches of Indiana and Kentucky. This affiliation affirms the traditional American Baptist respect for religious faith, religious liberty, and religious pluralism.

Mission

Franklin College prepares graduates, through the liberal arts, to think independently, to lead responsibly, and to serve with integrity in their professions, their communities, and the world.

Vision

By infusing its strong liberal arts curriculum with applied-learning experiences that motivate, deepen, and enrich student learning, Franklin College prepares students of diverse backgrounds for challenging careers and meaningful lives in a dynamic, interconnected world.

Values

Franklin encourages each student to develop a personal value system that reflects the central values of Franklin College:

- **Respect** — The belief in the intrinsic worth of self, others, and the earth leading to actions—such as justice, caring, civility, and the improvement of the world— that promote the well-being of self, a valuing of diversity, and good stewardship.

- **Honesty** — The ability and willingness to live in a manner that reflects truth and integrity.

- **Responsibility** — The capacity to accept the outcomes of one’s actions and the strength to choose those actions that will positively affect one’s life and the lives of others in community.

- **Life-Long Pursuit of Learning** — The dedication to seek opportunities for continuous learning and self-improvement in which personal creativity, excellence, flexibility, and community service are cultivated.

- **Faith** — A recognition that one’s life is grounded in central convictions about ultimate matters that provide purpose and meaning beyond personal wants and needs, and an understanding that spiritual growth requires reflection on these convictions.

Accreditation

Franklin College is accredited by the Higher Learning Commission of the North Central Association (30 North LaSalle Street, Suite 2400, Chicago, Illinois 60602-2504, Telephone: 1-800-621-7440), the Indiana Department of Education, the National Council for Accreditation of Teacher Education, and the Commission on Accreditation of Athletic Training Education. In addition, the college maintains memberships in numerous other professional associations for the purpose of upholding standards of educational excellence.
Non-Discrimination
It is the policy of Franklin College that all opportunities are to be made available on the basis of merit and without discrimination against any employee, applicant for employment, student, or applicant for admission because of race, color, religion, gender, disability, age, national origin, or sexual orientation. Grievances should be submitted to the equal opportunity officer.

Purpose of the Catalog
The material contained in the Course Catalog is for information only and does not constitute a contract between the student and the college. The catalog provides an overview of course offerings and content. It is not the official list of offerings for any given term (fall semester, winter term, spring semester, or summer terms). Students should consult the online schedule of classes for specific term(s) for which they wish to register.

The college and its various units reserve the right to revise, amend, alter, and change from time to time its policies, rules, regulations, and financial charges including those related to admission, instruction, registration, and graduation. The college reserves the right to withdraw curricula and specific courses, alter course content, change the calendar, and withdraw or change programs and majors offered by the college.
Admission Policies

Franklin College seeks students who demonstrate intellectual ability and seriousness of purpose. To this end, the admissions committee evaluates each applicant’s academic record, aptitude test scores, recommendations, essay, school and community activities and personal information supplied by the student. In keeping with our mission statement, applicants for admission to the college are individually considered. While the college does not require a prescribed set of high school subjects, a typical student will have completed a college preparatory program with good quality of achievement. A typical college preparatory program would ordinarily include four years of English, three to four years of mathematics, two or more years of science including a lab science, three years of social sciences and electives to meet graduation requirements. Foreign language is strongly recommended. Students entering Franklin College are required to take two semesters of foreign language unless they test out on Franklin College placement examinations.

Traditional incoming freshman - The following documents are required in order to be considered for admission to Franklin College:

1. The completed application for admission submitted in either online or paper format.
2. An official secondary school transcript
3. Results of the SAT or ACT examinations. If you have not taken the exam, please list Franklin College to receive access to your score report, by coding 1228 for the SAT and 1194 for the ACT.
4. A $40 application fee for paper applications. Please note: This fee is waived for students applying prior to December 1st.

General Education Diploma (GED) - If an applicant has not earned a diploma from a secondary program, a GED is required. The academic areas of the examination are reviewed in light of the general requirements for admission.

Admitted freshmen must submit a $100 enrollment deposit to secure their position in the incoming class. The enrollment deposit is refundable prior to May 1st.

Winter Term enrollment – Franklin College’s preference is not to enroll any new students mid-semester during our Winter Term. All exceptions to this policy will be made on a case-by-case basis. All students who would like consideration must submit their application for admission and statement detailing why they need to enroll during this term to the Franklin College Office of Admissions. The deadline for receipt of all statements and applications for admission during Winter Term will be no later than December 1st.

Spring Semester enrollment – All previously enrolled students who are interested in reapplying for admission and all new students who are interested in applying for admission to Franklin College during the Spring semester must submit their applications to the Franklin College Office of Admissions. The deadline for receipt of all applications for readmission and admission will be no later than January 1st.

Transfer students – The transfer student application must be submitted online. If a student is less than five years removed from high school the following documents are required: official transcript from each college or university attended, transfer student recommendation form, results of the SAT or ACT examination and the high school transcript. All other transfer students who have been out of high school longer than five years should contact the Office of Admissions to discuss documents that will be required. Admission decisions regarding transferring students are based upon the academic record at both the post-secondary institution and the secondary school. Students transferring to Franklin College must be in good standing both academically, socially and financially with their previous institution. Transfer students who intend to enroll at the college must submit a $100 enrollment deposit to the Office of Admissions, which is refundable prior to May 1st.
Franklin College Transfer Credit Evaluation Policy
Franklin College will accept undergraduate transfer course work, credits by examination, and other non-traditional credits presuming the following:

- Transfer courses were completed at a regionally accredited institution
- The coursework is substantively equivalent to Franklin College coursework
- Proper, timely documentation is provided in the form of official transcripts, test scores, or the equivalent
- The grade awarded is equivalent to C- (1.67 on 4.00 scale) or above, or test score is equivalent to the requirement as outlined in the Academic Course Catalog
- Students must complete at least 48 credit hours at Franklin College to be awarded a degree
- Franklin College may award a maximum of 16 credit hours for documented armed forces credit
- Franklin College may award a maximum of 16 credit hours for documented nontraditional training or courses

Those students participating in an articulation agreement with Franklin College should refer to the guidelines of the specific agreement regarding transferability of credit hours and course equivalencies. Agreements are located in the Academic Records Office.

For complete guidelines regarding transfer work, please consult the Academic Records Office.

International students – Applicants are required to submit an application, international student supplement, all educational transcripts, financial records and evidence of all test results for various governmental examinations. International students are also required to take the Test of English as a Foreign Language (TOEFL), successfully complete level 113 in an English Language Service (ELS) Center, or submit an SAT or ACT test score. The TOEFL is given at centers throughout the U.S. and abroad at various times of the year. A minimum score of 550 on the paper based TOEFL or 213 on the computer based TOEFL or 80 on the internet based TOEFL is required. An essay detailing why the student is applying to Franklin College is also required. Furthermore, international students are required to complete several documents and participate in a Skype interview with the Office of Global Education. International students who intend to enroll must submit a $500 enrollment deposit and exchange students who intend to enroll must submit a $500 enrollment deposit effective beginning Fall 2016.

Visiting Students/Part-time Non-Degree Seeking Applicants  Students who are currently enrolled full time at another institution and wish to take a limited number of courses at Franklin during the summer or at a time when they are not enrolled, should complete the Part Time Non-Degree Seeking Application. This application has no fee and is only available via PDF online at: http://www.franklincollege.edu/admissions/apply-now/other-applicants/. The application should be submitted with high school and/or college transcripts. A $100 enrollment deposit must be submitted to the Office of Admissions in order to register for courses. This deposit will go into a student account and be debited from the cost of the course(s).

Readmits - All previously enrolled students who are interested in reapplying for admission to Franklin College must submit their application for readmission to the Franklin College Office of Admissions. Students seeking readmission need to print a PDF of the Readmit application from http://www.franklincollege.edu/admissions/apply-now/other-applicants/. The deadline for receipt of applications for readmission will be no later than one month prior to the beginning of classes for that semester or term.

1. Any Franklin College student who withdraws or does not continue consecutive semester enrollment must apply for readmission and be readmitted to the college in order to enroll in any classes.
2. Policies of the academic catalog:
   - If a student who has not been at the college for 1 (one) semester is granted readmission, the student can remain under his/her original academic catalog.
   - If a student who has not been at the college for 2 (two) or more semesters is granted readmission, the student will be under the academic catalog in current use.
3. If a student is readmitted after academic suspension, the student returns on academic probation and all the policies of the current academic catalog will apply automatically.

4. If a student is readmitted after being placed on academic probation, the student returns on academic probation and all the policies of the current academic catalog will apply automatically.

5. All students including those who attended another college(s) during their time away from Franklin College are required to submit all official college transcript(s), a statement outlining reason(s) for returning to the college, and a Transfer Student Recommendation Form(s) as part of the readmission process.

6. All students must submit a $100 enrollment deposit to the Office of Admission to confirm their intent to enroll. Students will not be permitted to register for courses until their enrollment deposit is received.

No previously enrolled student who has outstanding financial obligations to Franklin College will be readmitted until such obligations have been satisfied.

**Personal Enrichment for the Mature Student** - Local residents 65 years and older may enroll in courses as a non-degree seeking student. Interested residents should print the PDF of the Part-Time Non-Degree Seeking application available at: [http://www.franklincollege.edu/admissions/apply-now/other-applicants/](http://www.franklincollege.edu/admissions/apply-now/other-applicants/), and submit the application to the Office of Admissions. The cost per course is $25.

**Franklin College Employees** – Employees who are interested in courses for personal enrichment should complete the Employee Course registration form available at the Office of Employee Resources. Employees seeking academic credit should complete the Part-Time Non-Degree Seeking application and submit with high school and/or college transcripts for review by the Office of Admissions.

**Running Start** – This program offers qualified high school and home school students who are junior level status or higher the opportunity to take freshman level courses in English, math, humanities, and social and natural sciences. Students will receive college credit for these courses which can be applied toward a Franklin College degree or as transfer credit to any other college or university. Interested students can print off a Running Start application at [http://www.franklincollege.edu/admissions/apply-now/other-applicants/](http://www.franklincollege.edu/admissions/apply-now/other-applicants/). Follow the directions to submit your application and pay the $30 application fee. You must also contact your guidance counselor or home school advisor to complete the recommendation, and send a copy of your high school transcript to the Office of Admissions. The cost per course is $400.

If there are any questions or if additional information is needed, contact:

Office of Admissions
Franklin College
101 Branigin Boulevard
Franklin, Indiana 46131-2598
(317)738-8075
(800)852-6471
[http://www.franklincollege.edu](http://www.franklincollege.edu)

Franklin College is a member of the National Association of College Admission Counselors and subscribes to its statement of principles of good practice.
Expenses and Financial Policies 2016-2017

Regular Full-time Student (12 or more hours per semester)
Tuition Deposit ................................................................................................................................................................. $100
International Student Deposit ........................................................................................................................................ $1,500
Tuition (12 to 20 hours per semester) ........................................................................................................................... $29,840
Winter Term Tuition (for students starting in Winter Term) ........................................................................................... $415
Room:
  Basic Occupancy ......................................................................................................................................................... $5,330
  Double as a Single Occupancy ................................................................................................................................... $7,330
Cancellation of housing contract after May 10 ................................................................................................................ $500
Cancellation of housing contract after occupancy (25% of contract) ........................................................................... $1,330
Winter Term (for students starting in Winter Term) ........................................................................................................ $500
Board:
  Comprehensive Meal Plan (excluding winter term) ..................................................................................................... $3,620
  Limited Meal Plan (excluding winter term) .................................................................................................................. $3,295
  Winter Term ............................................................................................................................................................... $405
Student Activity Fee ....................................................................................................................................................... $185
Extra Hours Fee per Credit (over 20) ................................................................................................................................ $415

Part-time Student
Tuition per Credit Hour
  4 Credit Hours or Less .................................................................................................................................................. $430
  5-11 Credit Hours ....................................................................................................................................................... $1,100
Student Activity Fee per Credit Hour
  4 Credit Hours or Less .................................................................................................................................................. $0
  5 - 11 Credit Hours ....................................................................................................................................................... $6

Summer School (Summer of 2017)
Tuition per Credit Hour ....................................................................................................................................................... $210
Room, Double Occupancy
  Summer I (May 31-July 26) ............................................................................................................................................. $300
  Summer II (July 5-August 4) ......................................................................................................................................... $300
Intersession Housing
  Intercession I – May/June ................................................................................................................................................. $100
  Intercession II – July ........................................................................................................................................................ $0
  Intercession III – August .................................................................................................................................................. $200

Other Educational Fees
High School Advanced Program / Running Start:
  Tuition per Course (maximum of two, 4 credit courses) ............................................................................................. $400
  Tuition per Credit Hour greater than 4 credits ............................................................................................................... $100
  Lab fee .......................................................................................................................................................................... $75
Audit Fee (per course, max of two courses per semester) ................................................................................................. $200
Mature Students Registration Fee per Semester ............................................................................................................. $25
  Tuition - free for age 65 or over for a regular on-campus course
Private Music Lessons (per course plus normal tuition charge) ................................................................................ .... $200
Expenses Continued: Prices subject to change

ART 170 Painting I (nonrefundable) ................................................................................................................. $100
ART 270, 370, 470 Painting II-IV (nonrefundable) ......................................................................................... $30
ART 175, 275, 375, 475 Ceramics I-IV (nonrefundable) .................................................................................. $75
ASC 080 Academic Strategies for College I (nonrefundable) ........................................................................ $55
BIO/ CHE 390 Professional Development Planning ........................................................................................... $20
EDE 336 Science and Teaching I ......................................................................................................................... $20
EDU 401 CPR/AED/Heimlich Certification for Education Majors .................................................................... $21
EXE 222 First Aid and CPR/AED for the Professional Rescuer ..................................................................... $40
LA 112 Climate Change and You: Making a Difference .................................................................................... $50
PDP 200 Preparing for Your Internship ........................................................................................................... $25
PED 004 Activity Credit – Golf ......................................................................................................................... $50
PED 110 Lifeguard Training ............................................................................................................................... $50
PED 115 Officiating in Volleyball (fee also covers PED 116) ........................................................................ $50
PED 116 Officiating in Basketball (fee also covers PED 115) ......................................................................... $50
SPA 312 Pronunciation for Communication .................................................................................................... $60
THE 235 Scenic Painting (nonrefundable) ........................................................................................................ $100
THE 236 Production Design (nonrefundable) .................................................................................................. $50
Student Teaching Fee (EST 489 & SST 489) ...................................................................................................... $125
Education Field Experience Fee ....................................................................................................................... $15
  (INE 200, INE 300, INE 400, EFE 284, EFE 384, EFE 385, EFE 484, SFE 284, SFE 384, SFE 385, SFE 484)
Drop or Postpone Education Field Placement .................................................................................................. $25
Drop or Postpone Student Teaching Placement ................................................................................................ $50
Winter Term International Travel Course .......................................................................................................... $4,000
Program Abroad: Non-FC Partner or ISEP program (semester) ..................................................................... $5,000

Other Institutional Fees
Parking Permit - Per Year ................................................................................................................................. $40
Parking Permit - Per Semester ........................................................................................................................ $25
Replacement of a lost or damaged and returned ID card .................................................................................. $15

Parking Fines per Violation (Accumulated Over Career)
Fines range from a warning to $50. Please refer to the Franklin College Security Office for detailed information regarding vehicular regulations and violations.

Amount of fees are subject to change annually. Other fees may be incurred based on course enrollment.
Additional fees not listed may be implemented.
Billing and Payment of Charges
All student billings and payments are administered by Tuition Management Systems (TMS) through the Student Account Center (SAC) portal. **The College does not use the US Mail to send billing statements. All statements will ONLY be available through SAC.** Tuition, room and board, and fee charges are assessed by the college on an academic year basis. However, they are payable on a semester schedule, due on August 15 and January 15 each year. Students who arrive on campus with a balance after the due date and no arrangements made for payment of the balance may have their class registration dropped until a payment schedule is arranged with the business office (phone 317-738-8031). Franklin College offers an extended payment plan through TMS ([www.franklincollege.afford.com](http://www.franklincollege.afford.com) or 1-800-722-4867) as an alternative to the semester payment schedule. TMS charges $40 per semester for a monthly payment plan. Payment options can be found at: [http://franklincollege.edu/admissions/online-bill-payment/](http://franklincollege.edu/admissions/online-bill-payment/)

Running Start Program
Specially qualified high school students may be admitted as part-time students under the Running Start Program. Running Start students are charged $400 per course. A student may take no more than two courses per semester. Running Start students taking courses with labs are charged a $75 lab fee. Courses over 4 credits will be charged an additional $100 per credit hour.

Mature Students
Tuition is free for students age 65 or older. Mature students are charged a $25 registration fee each semester.

Financial Clearance
Students will be denied registration privileges and housing applications if a balance is owed to the college in an amount greater than $300 as of the date for these activities. On August 15 and January 15, students owing an amount greater than $300 may be dropped from class schedules and housing assignments. No student will be granted a diploma, academic transcript, or financial aid transcript until financial obligations to the college have been satisfied. Delinquent bills for any recognized campus organization may result in withholding a student’s transcript, diploma, or registration.

Reduction of Fees
Registration constitutes a contractual agreement between the college and the student. If a student withdraws from all classes or reduces the number of hours carried, he or she may be entitled to a reduction in tuition, room, board, and other charges. Adjustments are based on the date of official withdrawal or drop as recognized by the Office of Student Affairs and Academic Records Office. See Academic Policies for Withdrawal and Add-Drop procedures. Reduction of Charges policies are subject to change annually.

Students who reduce their credit load from full-time to less than 12 hours per semester are eligible for a proportionate amount of a fee reduction based on the difference between full-time and part-time tuition charges according to the following refund schedules. **Students must be aware that a change to part-time status may put their athletic, housing, and financial aid eligibility in jeopardy.**

Refunds will be credited to federal and state financial aid sources first and then to institutional sources. Any remaining credit balance will be refunded to the student. Refund calculations will be completed within 30 days of recognized withdrawal date. In order to withdraw and receive a fee reduction of school charges, a student must comply with four withdrawal requirements. The student must:

1. Complete appropriate withdrawal process through the student affairs department.
2. Receive confirmation of withdrawal from the Dean of Students.
3. Clear all financial accounts through the business office.
4. Report to the financial aid office if the student received any financial aid (scholarships, grant, work, or loan).
Proper withdrawal papers must be submitted to the student affairs office. If withdrawal becomes necessary, please contact the Student Affairs Office for more information and to set up an exit interview. Students who are dismissed, suspended, or withdrawn for disciplinary reasons or excessive absences by the college are not entitled to fee reductions. Students who fail to observe withdrawal regulations may place their eligibility for refunds in jeopardy.

Calculation of Fee Reductions

Fall and Spring Semesters
When a student is eligible for a fee reduction for fall or spring semesters, the tuition charges will be adjusted according to the following table: (Fall semester weeks begin on Monday, and Spring semester weeks begin on Wednesday.)

- Prior to or on the first day of classes, 100.0%
- After the first day, during the first week of classes, 93.5%
- During the second week of classes, 87.0%
- During the third week of classes, 80.5%
- During the fourth week of classes, 74.0%
- During the fifth week of classes, 67.5%
- During the sixth week of classes, 61.0%
- During the seventh week of classes, 54.5%
- During the eighth week of classes, 48.0%
- No refund is given after the eighth week of classes

Board fee reductions will be 100% if the withdrawal occurs prior to or on the 14th day of the semester. There will be no reductions if withdrawal occurs after the 14th day of the semester. Information on Housing reduction policies is available at the Student Affairs Office.

Winter Term
Board will be calculated on a pro-rata basis of 25% of winter term charge per week. Cancellation of the board plan must be approved by student affairs. As there is no additional charge for winter term room for those students enrolled full time in the fall semester, no fee reduction applies. No reduction of tuition or room is made to a student who does not attend or lives off campus during winter term.

Summer School
When a student is eligible for a fee reduction for summer school, the tuition and room charges will be adjusted according to the following table:

- Prior to or on the first day of classes, 100.0%
- After the first day, during the first week of classes, 50.0%
- No fee reductions will be given after the first week of classes.

Housing contracts may be terminated without penalty by the student if written notification is received by the Department of Residence Life on or before May 10th. Termination of the contract for any reason after May 10th but prior to occupancy will result in a $500 cancellation fee. Cancellation of the housing contract after a student has occupied the room and prior to the end of the contract will result in a penalty equivalent to 25% of the total housing contract obligation. Students who cease enrollment or receive an exception may receive a fee reduction for their room costs in accordance with the fee reductions schedule.

Non-Refundable Charges include activity fee, late payment fee, payment arrangement fee, private music lessons, art course fees, parking annual permit, audit fees, Running Start fees, room cancellation fee, study abroad cost, and winter term travel.
Financial Aid Policies

Financial aid is defined as any non-repayable scholarships or grants, repayable loans or employment eligibility used to pay for college expenses. The goal of financial aid is to provide financial assistance to students who would not be able to attend Franklin College without such assistance. Because of limited funding, it is not always possible to assist all eligible applicants to the full amount of financial need. **Students who qualify for more than one college scholarship or award will receive the one with the highest value.** Financial aid received from several sources (Franklin College, federal, state, and local awards) must be coordinated by the financial aid office to ensure that total financial aid does not exceed any regulatory limits. Students and parents should contact the financial aid office with any questions about the financial aid application or awarding process.

*Note: Students enrolled in a Franklin College graduate program are not eligible for institutional scholarships and grants.*

General Financial Aid Information

**Institutional Scholarship and Grant Assistance for Undergraduate Students**
Franklin College offers a wide variety of scholarships and grants to qualified students. Most scholarships are based on academic achievement while most grants are based on financial need. All undergraduate students are automatically considered for scholarships when they are accepted for admission.

**Enrollment**–Students must be enrolled full-time (12 hours or more each semester) to be considered for Franklin College grants and scholarships, maximum State of Indiana grants, and maximum Federal Pell Grants. Part-time students (six to 11 hours) are only eligible for Federal Pell Grants and federal student loans. Students applying for financial aid by March 10 of each year will receive full consideration for all forms of financial assistance. Some scholarships, as noted, may require a separate application with an earlier deadline.

**Application**–The Free Application for Federal Student Aid (FAFSA) is required for all aid beyond a merit scholarship or tuition remission. The FAFSA can be filed at [www.fafsa.gov](http://www.fafsa.gov) and should be submitted by March 10 for each year that financial assistance is requested. Students filing the FAFSA after March 10 will not be considered for State of Indiana grant assistance, but will be considered for federal and institutional funding.

**Adjustment to Financial Assistance**–A financial aid award may be reviewed and adjusted at any time during the academic year contingent upon federal and state regulations. Students should promptly report family financial changes to the financial aid office. Students are required to report all financial aid received from external funding sources.

**Financial Aid for Study Abroad**–Financial aid is available for study abroad and is calculated based on the program the student selects. Students are invited to apply for study abroad assistance through the Office of Global Education and the Office of Financial Aid. With the assistance of generous donors, Franklin College has established scholarships specifically for international travel. Additional information regarding specific scholarships available for international travel follows.

**Satisfactory Academic Progress**–Students must make satisfactory progress toward graduation each academic year to be eligible to receive additional financial assistance for the following academic year. The detailed progress policy is available from the financial aid office.

**Appeal Procedures**–Students concerned about financial aid awards may submit a written appeal to the financial aid office.
Undergraduate Academic Scholarships and Awards

Ben Franklin Distinguished Scholarship - Entering students selected for this scholarship join a group of talented individuals recognized for their superior academic achievement and potential for leadership. This scholarship is awarded annually and provides the equivalent of full tuition. It is renewable for up to eight total semesters provided a minimum cumulative grade point average of 3.0/4.0 (A=4.0) is maintained. To be considered, students must graduate high school with a 3.9 GPA or higher on a 4.0 scale and achieve a SAT composite score of 1860 or higher and/or ACT composite score of 28 or higher. Selections will be based upon academic achievement, recommendations, and leadership demonstrated in both curricular and extracurricular activities. Recipients must reside in college owned housing while receiving this award.

President’s Academic Scholarship - Entering students selected for this scholarship are recognized for their outstanding academic achievement and leadership potential. The scholarship is renewable for up to eight total semesters provided a minimum cumulative grade point average of 3.0/4.0 (A=4.0) is maintained. To be considered, students must graduate high school with a 3.9 GPA or higher on a 4.0 scale and achieve a SAT composite score of 1860 or higher and/or ACT composite score of 28 or higher. Selections will be based upon academic achievement, recommendations, and leadership demonstrated in both curricular and extracurricular activities.

Founders Scholarship - Entering students selected for this scholarship are recognized for their outstanding academic achievement and leadership potential. The scholarship is renewable for up to eight total semesters provided a minimum cumulative grade point average of 3.0/4.0 (A=4.0) is maintained. To be considered, students must graduate high school with a 3.9 GPA or higher on a 4.0 scale and achieve a SAT composite score of 1860 or higher and/or ACT composite score of 28 or higher. Selections will be based upon academic achievement, recommendations, and leadership demonstrated in both curricular and extracurricular activities.

Trustees Scholarship - Entering students selected for this scholarship are recognized for their outstanding academic achievement and leadership potential. The scholarship is renewable for up to eight total semesters provided that the student maintains satisfactory academic progress toward their degree. To be considered, students must graduate in the top 10 percent of their high school class (if the school ranks students) and achieve a SAT composite score of 1760 or higher and/or ACT composite score of 26 or higher. Selections will be based upon academic achievement, recommendations, and leadership demonstrated in both curricular and extracurricular activities. There are a limited number of these awards offered. Those who apply early will receive top consideration.

Distinguished Deans Scholarship - Entering students selected for this scholarship are recognized for their outstanding academic achievement and leadership potential. The scholarship is renewable for up to eight total semesters provided that the student maintains satisfactory academic progress toward their degree. To be considered, students must graduate in the top 20 percent of their high school class (if the school ranks students) and achieve a SAT composite score of 1600 or higher and/or ACT composite score of 25 or higher. Selections will be based upon academic achievement, recommendations, and leadership demonstrated in both curricular and extracurricular activities. There are a limited number of these awards offered. Those who apply early will receive top consideration.

Discovery Scholarship - Entering students selected for this scholarship are recognized for their outstanding academic achievement and leadership potential. The scholarship is renewable for up to eight total semesters provided that the student maintains satisfactory academic progress toward their degree. To be considered, students must graduate in the top 50 percent of their high school class (if the school ranks students) and achieve a SAT composite score of 1400 or higher and/or ACT composite score of 22 or higher. Selections will be based upon academic achievement, recommendations, and leadership demonstrated in both curricular and extracurricular activities. There are a limited number of these awards offered. Those who apply early will receive top consideration.
Directors Award - Entering students selected for this scholarship are recognized for their outstanding academic achievement and leadership potential. The scholarship is renewable for up to eight total semesters provided that the student maintains satisfactory academic progress toward their degree. There are a limited number of these awards offered. Those who apply early will receive top consideration.

Aspire Scholarship – This scholarship will be awarded to a selected group of entering students who fall into the under-represented in the Franklin College student population. Scholarships will provide $500 to full tuition per year and can be applied to tuition or room and board at Franklin College and are stackable on top of other Franklin College scholarships each year if the student remains in good academic standing and advances with the class.

National Pulliam Journalism Scholarship – This full tuition scholarship is provided by an endowment created by the late Eugene C. Pulliam. Scholarship recipients are selected primarily on the basis of participation in high school journalism and academic potential. Financial need may be a consideration. To maintain this eight-semester scholarship, the recipient must be a journalism major, maintain a 3.00 (A=4.00) cumulative grade point average, and maintain active participation in the journalism department.

Scholarships for Travel Abroad

Raymond D. and Enid McCaslin Kelly Fund This fund was established in order to encourage Franklin College students to participate in educationally related travel experiences. Awards are used to underwrite airline expenses associated with official student travel. Students participating in semester-long study-abroad programs will be given first consideration, followed by those participating in a minimum three-week internship or study program through Franklin College. Participation in winter-term travel, as well as other travel programs will only be considered if there are an insufficient number of qualified candidates for the first two types of program.

Selection Criteria
1. Student must be enrolled full time at Franklin College.
2. Student must be participating in a Franklin College-sponsored domestic or international travel experience.

David M. Davidsen Memorial Scholarship This scholarship will provide funds for Franklin College students to study abroad to promote cultural understanding and to help students become active and responsible members of the global community. The scholarship will provide a stipend to one or more deserving students who meet the criteria outlined below.

Selection Criteria
1. Franklin College sophomore or junior (when undertaking the program).
2. GPA requirement of 3.00.
3. Participating in a semester-long study-abroad program through Franklin College, or a summer study-abroad program that lasts at least 10 weeks.
4. Students must complete the study-abroad program before commencing their senior year at the College.

Jay and Susan DeVoss Endowed Scholarship for International Travel This scholarship provides income for students engaged in a study abroad experience through Franklin College. The scholarship will be awarded to a new applicant each year and, in particular, to those participating in a semester-long study abroad program, a summer study abroad program, or a Winter Term study abroad program, in that order.

Selection Criteria
1. Students must complete the study-abroad program before commencing their senior year at Franklin College.
2. The recipient must meet full-time enrollment requirements at Franklin College.
3. Preference will be given to students with demonstrated financial need.
4. Preference will be given to students participating in a formal study-abroad experience at Franklin College.
5. Preference will be given to students who graduated from high schools in Adams, Allen and Johnson counties.

**Intercultural Honors Experience (IHE)** Students accepted into the IHE and who satisfy the requirements of the program (participation in required course activities and receipt of at least a B in the IHE spring seminar) are eligible to apply for scholarship funds to study abroad. The amount of the award will depend on the choice of program, student’s financial need, and quality of the application. Students must complete one semester at Franklin College following their semester abroad.

- **Selection Criteria for the IHE**
  1. Current Franklin College freshman, sophomore or junior.
  3. Application, essay, written exam, and interview.

**Branigin Foundation Endowed Scholarship** This scholarship is for entering students to help fund their education at Franklin College. Branigin Scholars are guaranteed a scholarship to study abroad. In years where funds are available, other upper-class students with majors and interests in Business, Modern Languages, and other international areas may apply for the scholarship. Branigin scholars may use the funds for a winter-term or semester study-abroad program.

- **Selection Criteria**
  1. Business majors with an international emphasis (international business, modern languages, international relations, etc.)
  2. Minimum GPA of 2.5

**Leonard Foreign Language Travel Endowed Award** This scholarship is designed to promote cultural understanding and foreign language fluency, and to engage Franklin College language majors and minors in countries where their target language is spoken. The scholarship will provide a stipend to one or more deserving students for a study abroad opportunity which will cover transportation and lodging costs.

- **Selection Criteria**
  1. French and Spanish majors and minors.
  2. GPA requirement of 3.00.
  3. Preference will be given to students with at least sophomore standing.
  4. Students must be traveling to a country where their language of study is spoken.

**Scholarship for Winter Term Travel only:**

**The Sonya Baker-Hallett Tri Delta Scholarship Fund** Established by a Franklin College Tri Delta alumna to fund one-time scholarships to Tri Deltas who exemplify the organization’s mission of advancing women's education and philanthropy.

- **Selection Criteria**
  Preference will be given to Tri Deltas who:
  1. are involved with philanthropy or community service;
  2. are taking advantage of FC’s travel programs;
  3. have a minimum GPA of 3.00;
  4. have residential ties to Johnson, Marion, or Clark counties.
Scholarship for Summer Travel only:

**Bridges Travel Prize** Established by Bill and Lynn Bridges to fund a summer trip for Franklin College students majoring in both journalism and a foreign language. Students are expected to undertake study opportunities, and spend the majority of the time in a country where their language specialties are spoken.

**Selection Criteria**
1. Must be a junior by February of the year the prize is to be used
2. Must have a 3.0 GPA in each major

College Grants

**Franklin College Family Grant** - Families with two or more immediate family members (father/step-father, mother/step-mother, son or daughter) attending Franklin College at least full-time may be eligible for up to $500 for each family member.

**Franklin College Grant** – The amount of these grants is based on financial need. Recipients must make satisfactory academic progress for renewal.

**Franklin College Alumni Grant** – Incoming students beginning Fall 2015 who are children, grandchildren, niece/nephew, or a sibling of a Franklin College graduate are eligible to receive a $2,000 Alumni Grant. The student must complete financial aid application requirements and make satisfactory academic progress for renewal.

Federal Assistance Programs

**Federal Pell Grant** – All students are considered for this federal grant by filing the FAFSA. Eligibility is based on federal need analysis criteria.

**Federal Supplemental Educational Opportunity Grant** – Federal Pell Grant recipients receive first priority for this federal grant awarded through Franklin College.

**Federal College Work-Study** – This is an employment program that is jointly funded by the federal government and Franklin College. Eligible students must have financial need and work on-campus or at an approved off-campus sites for approximately 5-20 hours per week.

**Federal Perkins Loan** – This loan program that is funded by the federal government and Franklin College. Perkins Loans are designed to assist students who have exceptional financial need. Students are notified of eligibility by the financial aid office, and Franklin College is the lender. The federal government pays the interest while the student is enrolled. Repayment begins nine months after graduation or withdrawal. The minimum monthly payment is $40 per month, and students may take up to 10 years to repay the loan. Recipients must complete a loan entrance interview and sign a promissory note prior to receipt of funds.

**Army ROTC Scholarships** – Four, three, and two-year Army ROTC Scholarships will pay up to full tuition and fees at Franklin College. In addition, an annual payment of $450 for books and $1,500 general subsistence allowance are added for each school year the scholarship is in effect.

**Subsidized Direct Federal Stafford Loan** – This is a loan program is funded by the federal government. It is a fixed rate program (interest rates set each 7/1 by the DOE; the 2014-15 rate is 4.66%) to assist students with financial need as demonstrated by the FAFSA. The interest is paid by the federal government while the student is enrolled, and repayment begins six months after graduation, withdrawal, or with enrollment of less than 6 credit hours. The minimum monthly payment is $50, and students may take up to 10 years to repay the loan. A separate loan
application must be completed. Administrative fees will be deducted from each loan prior to disbursement. First time borrowers must complete a loan entrance interview and a Master Promissory Note at www.studentloans.gov.

**Unsubsidized Direct Federal Stafford Loan**—This is a loan program that is funded by the federal government. It is a fixed rate program to assist students who are not eligible for the subsidized Federal Stafford Loan program. The interest rate is paid by the student while enrolled. Repayment of the principal is identical to the subsidized Federal Stafford Loan program. Administrative fees will be deducted from each loan prior to disbursement. First time borrowers must complete a loan entrance interview and a Master Promissory Note at www.studentloans.gov.

**Direct Federal Parent Loan for Undergraduate Students (PLUS)**—These loans are for parents who want to borrow to help finance their children’s education. The interest rate is fixed and established on July 1st each year. The 2014-15 rate is 7.21%. Repayment and interest begin within 60 days of receiving all the funds. Financial need is not required. Administrative fees will be deducted from each loan prior to disbursement. Apply by going to www.studentloans.gov.

**State of Indiana Assistance**

**The Indiana Commission for Higher Education (CHE) Division of Student Financial Aid (SFA)** awards need-based grant assistance to eligible Indiana residents.

Awards are based on demonstrated financial need as determined by the results of the Free Application for Federal Student Aid (FAFSA) and the cost of attendance. All students must file the FAFSA or Renewal FAFSA by March 10 of each year. Full-time enrollment is required to receive any of these grants.

The Indiana CHE Division of Student Financial Aid also awards non-renewable Hoosier Scholar Awards to selected graduates of Indiana high schools. Recipients are selected by their respective high schools.

Students participating in the State of Indiana 21st Century Scholars Program are eligible to use their scholarship benefits at Franklin College. Award values are determined by the State of Indiana, and recipients must maintain eligibility for renewal based on State of Indiana criteria. Additional state assistance for minority (black or Hispanic) students seeking a career in education or any student seeking a career in special education is available. Applications are available in the financial aid office. Full-time enrollment is required to receive any of these awards.

**Other Financial Aid**

**Campus Employment** - Students work 5-15 hours per week in an office on campus. Franklin College funds this program for students.

**Vocational Rehabilitation** - This is funded by the State of Indiana, for students with disabilities, to help pay for educational expenses. Contact the local Indiana Vocational Rehabilitation Office for details.

**Veterans Benefits** – The Post-9/11 GI Bill pays up to $20,235.02 (2014-2015) in undergraduate tuition and fees for those who qualify based on certification from the VA. Tuition benefits are paid directly to the institution.

Yellow Ribbon Program – Under this program Franklin College guarantees for 2014-2015 a minimum $4,249 annual award that the VA will match up to 50% of the remaining tuition charges after the Post 9/11 GI Bill benefits. These benefits are paid directly to the institution. Only individuals entitled to the maximum benefit rate (based on service requirements) may receive Yellow Ribbon funding.

Students will need to apply for VA benefits at [www.gibill.va.gov](http://www.gibill.va.gov)
Eligible veterans should contact the veterans’ counselor in the academic records office at Franklin College (phone 317-738-8018).

**External Sources** - Many financial aid funds provided by sponsors such as business, industry, labor unions, service clubs, etc., may be used at Franklin College. Contact high school guidance counselors for information.

**Tuition Exchange** - Franklin College participates in two tuition exchange programs: The Tuition Exchange Inc. and The Council of Independent Colleges Tuition Exchange Program. Participation is contingent on the employment of a parent at an institution which also participates in these programs. Awards are valued at up to full tuition, depending on the student’s eligibility for other tuition specific awards or entitlement funding. Students selected to receive awards will receive a participation agreement form that further defines the rights and responsibilities of a program participant.
Student Life

Franklin College is dedicated to providing the best undergraduate education available in a college environment. The student affairs division provides vital parts of a student’s education. The division provides a context for study which gives support to the academic experience. A wide range of activities and programs are available through the residence halls, student organizations, campus ministry, campus activities, counseling, career services, and diversity and inclusion. Also, a number of services are offered to provide assistance to students and for the college community.

Of special concern is the quality of life within the campus community. As members of a special community, the college expects conduct that exceeds the minimal expectations of laws and college regulations and is consistent with the college’s values. The aim is that each community member develops a personal sense of responsibility for his or her life as well as a concerned understanding for the rights and well-being of others. The college pledges to treat all members of the community fairly and to strive for excellence in all endeavors.

All students are expected to know and observe the local, state, and federal laws as well as the college regulations as published in this catalog and in The Key: A Guide to Campus Life. The Key is published annually on the College’s website at http://www.franklincollege.edu/student-life/student-handbook.

Academic Resource Center
A variety of academic resources are available to students in the Academic Resource Center (ARC), which is located on the first floor of Hamilton Library. The ARC houses the Math Study Center, The Write Place, and individual and group study areas. Services offered in the ARC include peer tutoring, Supplemental Instruction, disability services, scholastic standing support, and academic success courses.

B.F. Hamilton Library
The primary goal of the library is to support and enhance the College’s academic programs. We do this by providing a wide variety of print and electronic resources based on the curriculum, along with guidance in the discovery, evaluation, and use of resources through classroom instruction and individual consultation. Research assistance is available in person as well as via chat, e-mail, or texting. Personal service for the entire community is a high priority.

The B.F. Hamilton Library houses three floors of resources, including more than 95,000 books, 5,000 videos, and on-line access to more than 17,000 full-text journals and newspapers, and over 14,000 videos. The library provides seating for 200 students; this includes study carrels, group study rooms, casual study areas, two computer labs, and audiovisual listening/viewing rooms. Wireless networking throughout the building provides internet access for laptop computers and other wireless devices.

Career Services
Selecting a career is an important decision requiring knowledge about career opportunities and about one’s own interests, abilities and personal values. In a mobile society, a person is likely to make from three to five major career changes. Thus, though an initial career choice may be made while in college, it is important that one learns about the many career options available and how to go about selecting a career. For this reason, Franklin College offers career planning services for all students through their undergraduate years and for alumni.

The career services office provides services to complement the undergraduate education. Individual and group advising are the core of the comprehensive program that also includes career fairs, speakers on different career areas, and workshops on practical job search skills. A career resources library is available, and the office maintains an online job-listing service. Part-time, summer employment and internship listings are also available online. These services are provided at no cost to students. The career services office also coordinates the winter term, semester-long, and summer internship programs, except for education major internships which are coordinated through the
director of teacher education, and athletic training and exercise science internships which are coordinated through the athletic training and exercise science departments. Internships are excellent opportunities for students to gain direct knowledge of a career, develop a professional network, and to gain valuable, practical work experience in that field.

Specific questions concerning these activities and services may be answered by contacting the career services office, located in the Dietz Center for Professional Development (phone 317-738-8801).

**Counseling Center**
The Student Counseling Center, located on the second floor of the Student Center, provides free services to all full time students. Students may seek counseling for a variety of psychological and emotional issues. The center offers workshops to classes and campus groups on such topics as stress and time management, alcohol and other drugs, sexual assault and a variety of other psycho-social topics.

**Disability Services**
Franklin College is committed to providing equal access to students with disabilities. Reasonable and appropriate accommodations will be provided to students with disabilities to ensure equal access to academic programs and other college-sponsored activities. It is the responsibility of the student to identify him/herself and formally request accommodations. The Academic Resource Center invites any student wishing to request reasonable accommodations to meet with an ARC staff member to discuss past use of accommodations and disability related barriers they anticipate or are experiencing at the college. The process for determining accommodations is a collaborative one and may or may not require documentation. Medical records, psychoeducational testing and school records (such as IEP or 504 plan) may help guide the conversation and support specific requests. If this type of information is available, please submit it or bring it to your first meeting with the ARC staff member. Please do not delay meeting with the Academic Resource Center out of concern for not having appropriate paperwork.

Disability documentation submitted by a student is confidential. Franklin College will not release any part of the documentation without the student's informed consent.

Students who do not demonstrate foreign language proficiency at the 200-level or higher on the Franklin College placement exam or similar exam must successfully complete a Franklin College course in a foreign language numbered 111 or higher or the equivalent at another institution. Students with a disability that impairs the ability to acquire a foreign language may apply for a substitution for the language requirement. While substitutions may be considered, waivers are never granted. If the foreign language substitution is granted, the student must take two alternate courses from the approved substitution list. Please note that an exemption from meeting foreign language requirements in high school or at another college or university does not guarantee a substitution at Franklin College.

Franklin College mathematics courses are designed to provide students with fundamental knowledge of and facility with concepts and processes in mathematics. In cases where a student has a disability that profoundly impairs academic performance in the quantitative area and precludes him or her from completing the mathematics requirement, the student may petition for a course substitution. Mathematics and the concepts learned in mathematics are considered essential components of many programs of study and substitutions may not be considered for all programs. Except in extraordinary circumstances, a petition will only be considered in programs of study where LA 103 is the terminal mathematics course. While substitutions may be considered, waivers are never granted. If the mathematics course substitution is granted, the student must take one alternate course from the approved substitution list. Please note that an exemption from meeting mathematics requirements in high school or at another college or university does not guarantee a substitution at Franklin College,
For further information regarding Disability Services please contact the Director of the Academic Resource Center or visit the ARC website.

**Health Services**

Health services, located on the second floor of the Student Center, is prepared to assist students with medical concerns. A registered nurse is available five days a week, and community physicians maintain five office hours per week on campus. When appropriate, referrals may be made to medical or mental health agencies. The health center coordinator also provides workshops on various health-related issues and is available to provide such programs to student organizations.

**New Student Programs**

**Registration, Orientation, Liberal Arts Seminar and Academic Advising**

The student affairs division interfaces with new students on an almost daily basis through residence life, Greek life, student activities and organizations, health services, career services, multicultural services, campus ministry and counseling services. New Student Programs are designed to create the means for the successful transition of new students to Franklin College and to establish a strong basis for students’ persistence to graduate from the college.

**Mentors:** Each new student is assigned to an LA 100 section consisting of approximately 18 new students with one upper class student who serves as a mentor. The student mentor’s role is to provide peer leadership, one-on-one contact with the new students, and first-hand recommendations about how to make a successful transition to college. LA 100 is the Liberal Arts Seminar which is defined below. The seminar covers various topics that are important to first year students.

**New Student Registration:** New students attend a registration session. Students and families work with faculty and staff members to lay the groundwork for a successful liberal arts education at Franklin College. Students also meet with a faculty member who will assist the student in registering for fall classes. There are also other important sessions for both students and parents to attend.

**New Student Orientation:** In August, before classes begin, there is new student orientation, a four-day orientation for all new students, including transfer students. A number of events take place which allow students to learn the expectations of the college, build relationships with peers and faculty, and prepare students for academic success at Franklin College.

**LA 100: Liberal Arts Seminar:** Each new student is placed into a section of LA 100. This one credit hour course, which is applied toward the 120 credit hours required for degree completion, is a required experience for all new students.

**Academic Advising:** Every student has an academic advisor who assists with curricular and class scheduling matters and some phases of career planning. New students will meet with their academic advisor during orientation to review their schedules and other important academic information prior to the start of classes.

While the academic advisors and other personnel are available for assistance, the primary responsibility for taking appropriate and required courses to meet graduation requirements rests with the student. Franklin College strives to help the student achieve this level of responsibility starting in the first year. Upon matriculation, each student will receive an academic advisor specific to their major or minor area of interest. **Students who have not declared an academic interest will be assigned to advisors specializing in undeclared students.**
Office of Diversity and Inclusion (ODI)
Committed to maintaining a diverse community in an atmosphere of mutual respect, Franklin College provides an opportunity for students to live and study among other races, cultures, sexual orientations, economic backgrounds, etc. To be successful in a diverse environment, students can expect support from several administrative and academic departments, including the Office of Diversity and Inclusion where our mission is to promote a campus community that fosters the holistic development of underrepresented students by providing relevant services to support their academic pursuit, expressing genuine care for their personal development and well-being, advocating on their behalf and encouraging the full use of all college resources. Our vision is to build and sustain an inclusive campus environment that values and respects all members of the Franklin College community. The Office of Diversity and Inclusion offers a wide variety of programs and services for the Franklin College campus including the B.O.S.S. (Building Opportunity through Support and Structure) Mentoring Program, Diversity Workshops/Trainings, Resource Library, Diversity Programming Support/Consultation, Academic Assistance, Mentoring & Support, Save Zone Training, Diversity Workshops, Multicultural Organization and Advisor Support and oversees the Diversity Lounge. The office strives to improve the retention of students and enrich the Franklin College experience for all members of the campus community.

Parent Notification Policy
Franklin College strives to create a partnership among parents, students, and the college to promote student success. As part of that partnership, Franklin College will notify the parents of dependent students* when the student is placed on academic probation or finds his/her education or on-campus housing at risk for medical or disciplinary reasons.

*Dependent status is determined by the college’s financial aid office.

Religious Life Program
The Religious Life program welcomes all Franklin College students and strives to create a safe environment for students to put into practice the beliefs of their various religious and spiritual traditions. Students are invited to develop their spiritual lives through opportunities like regular Protestant and Roman Catholic worship services, interreligious dialogue, small spirituality groups, Praise Team, and service opportunities. Opportunities are also available for students who may be exploring their spiritual lives for the first time. The campus minister is available to assist students in finding appropriate communities of worship in the local area. All Religious Life activities are optional and students will not be asked to participate beyond their comfort level.

Rev. Leah Rumsey serves as campus minister and may be reached by e-mail at L.Rumsey@franklincollege.edu or by phone at 317-738-8140. The Religious Life offices are housed on the second floor of the Chapel and are open from 8:00 am to 5:00 pm Monday through Thursday and 8:00 am to 4:00 pm on Fridays and during the summer months. Walk-in visits from students are most welcome. FC students, faculty, and staff may request to be added to the Religious Life mailing list in order to receive a weekly e-mail detailing Religious Life activities. They may also follow @FCChaplain on Twitter.

Residence Life
Franklin College firmly believes on-campus living offers unique opportunities for socialization and participation in community governance and the challenges of group living are a contributing factor in the overall education and personal development of students. Franklin College has four residence halls, two fraternity chapter houses, and three campus homes. All freshmen, sophomores, and juniors are required to live in one of these residences. Detailed residence life regulations are published in the Student Handbook, The Key: A Guide to Campus Life, located on the College’s website at http://franklincollege.edu/admissions/student-handbook/
Residence halls are staffed by professional Residence Hall Coordinators and student paraprofessionals (Assistant Residence Hall Coordinator/Resident Assistants). Fraternity houses are staffed by student paraprofessionals (House Directors). All staff members are trained and supported by the staff of the student affairs division to help students with their adjustment to campus life.

Security
The Franklin College security department is dedicated to providing a safe and secure working/living environment. The office is located on the ground floor of the Napolitan Student Center and an officer can be reached by calling (317) 738-8888 or 8888 from a campus phone.

The security department consists of a director and five full-time officers. Additionally, the department employs six students as security assistants. A full-time officer is on-duty 24 hours a day, every day of the year. In addition to the security officers, the security department employs off-duty police officers on a part-time basis. These police officers supplement the security force during high activity periods or as needed for special events.

Security officers make regular patrols of all campus buildings and grounds. During these patrols, officers enforce college policy, patrol parking lots, enforce parking policies, lock doors, and check windows. The officers respond to calls for assistance from the campus community to include providing a dusk until dawn escort service.

Student Activities and Organizations
A diverse and encompassing student-oriented activities program is the focal point of out-of-class campus life. Social, cultural, and educational programs are presented through the cooperative efforts of the student affairs division, Student Congress, the Student Entertainment Board, fraternities, sororities, and other organizations and clubs. By participating in these programs and organizations, students gain valuable experience and the opportunity to develop their interests and leadership abilities. A complete directory of campus organizations is available in the Student Activities Center on the second floor of the Student Center.
Academic Policies and Procedures

(Topics are arranged in alphabetical order)

Academic Dishonesty and Plagiarism
Students are expected to maintain high standards of personal integrity in their academic coursework. In all matters relating to academic dishonesty (including plagiarism), the initial level of communication toward resolution of the problem will be a personal conference between the student and the appropriate member of the faculty.

The faculty of Franklin College recognize the following as violations of academic honesty:

1. Dependence upon the assistance of others beyond that which is expressly approved by the instructor in writing papers, preparing laboratory reports, solving problems or carrying out other assignments.
2. Plagiarism. Plagiarism is the use, whether by paraphrase or direct quotation, of published or otherwise recorded materials or the unpublished work of another person without full and clear acknowledgment.
   a. Because electronic information is volatile and easily reproduced, respect for the work and personal expression of others is especially critical in computer environments. Violations of authorial integrity, including plagiarism, invasion of privacy, unauthorized access and trade secret and copyright violations are grounds for sanctions against members of the academic community. This includes, but is not limited to, purchasing or acquisition of term papers, speeches, and printed materials from “term paper mills.”
   b. It also includes appropriating portions of another’s work to use without attribution
3. Cheating on quizzes, tests, any kind of assessment or examinations by:
   a. Referring during the examination to books, papers, notes, and electronic devices not specifically authorized by the instructor.
   b. Receiving during the examination information from another person or communicating information to another person or attempting to receive or communicate information.
   c. Using a substitute to take a quiz, test or examination or acting as such a substitute.
   d. Buying, selling or stealing a copy of an examination in advance of its administration or referring to such an examination after it has been obtained by another.
   e. Obtaining through any means the tests of a professor that he or she normally does not let circulate.
   f. Participating in or attempting to practice any other form of deceit on a quiz, test, paper, speech or assignment of any kind.
4. Permitting another student to use one’s work as his or her own
5. Mutilating, stealing, hiding or illegally removing or keeping Franklin College library materials or materials made available for student use by a faculty member or a college department.

Procedures for Cases of Alleged Academic Dishonesty and Plagiarism
Upon detecting an instance of academic dishonesty, the faculty member will promptly discuss the matter with the student involved. Upon determination of responsibility, the faculty member must submit a full report of the offense, with sanctions requested, to the Vice President for Academic Affairs (VPAA) with a copy to the student or students involved. The VPAA will investigate the charge thoroughly. If the VPAA concurs with the faculty member’s determination, written notification will be sent to the student, with a copy to the faculty member, the registrar, and the dean of students. The letter will include the sanction(s) imposed as a result of the violation based on the following guidelines:

For the first offense, a student who is responsible for committing academic dishonesty as a minimum will receive a penalty of “F” grade or zero for the piece of work, examination, paper, lab work, etc., involved. Additional sanctions may be imposed. The maximum penalty will be for the course final grade to be lowered by not more than one letter grade, whether or not the “F” grade or zero on the assignment has already done so.
Determination of a second offense of this type at any time during the student’s academic career at Franklin College will usually result in the student being dismissed from the college. **Dismissal from the college is final, and the student is no longer eligible to apply for readmission.**

If the VPAA does not concur with the faculty member’s determination, written notification will be sent to both the student and the faculty member indicating that decision.

**Appeals:**

1. Either the student or the faculty member may appeal the decision of the VPAA within 5 calendar days of the receipt of notification. The appeal will be reviewed by the Academic Appeals Committee, which is comprised of the faculty members of the Student Life Committee and a designee of the Steering Committee. Appeals to this committee are submitted in writing to the Dean of Students.
2. In cases which involve a sanction of academic dismissal, the student may appeal his or her case to the president of the college within 5 calendar days of the receipt of the decision of the Academic Appeals Committee. The president’s decision is final.
3. All appeals and appellate decisions must be communicated in writing.

**Academic Majors and Advisors**

A major consists of a minimum of 24 semester hours in the major department and a minimum of 12 semester hours in one or more fields integrally related to the major. Courses required in the major field must be completed with a minimum grade of ‘C’ or better, and a minimum grade point average of 2.00 (A=4.00) must be maintained within the major fields unless otherwise specified by individual departments. No course required for graduation in an academic major may be taken on a pass-fail basis. Many departments require a grade of ‘C’ in related field courses also. This is noted in the major description of each department.

For specific courses required for a major or a minor, refer to the appropriate departmental listing. Courses listed in more than one department may be used for credit under either department, except where restricted by a departmental requirement.

Upon matriculation, all students are assigned an academic advisor. After the first semester of the freshman year, a student may request an advisor change and/or declare a major. In all cases, the major/minor declaration must be initiated by the student. **A major must be declared by the end of the sophomore year.** If a minor area of study is planned, it must also be declared. The procedure is to complete the major/minor declaration form online in myFC – Departments – Academic Records. Students will receive an e-mail notification of the completion of the advisor/major/minor change.

**Academic Probation, Suspension and Dismissal**

Student academic status is reported to the Vice President for Academic Affairs upon completion of each academic period (fall semester, winter term, spring semester, and summer sessions). A student will be placed on academic probation when the following minimum academic standards are not met:

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<thead>
<tr>
<th>Class</th>
<th>Credits</th>
<th>Grade Point Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>0 - 26</td>
<td>1.60 (A=4.00)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>at end of first semester;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>cumulative grade point average of 1.80 (A=4.00)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>beyond first semester (up to 26 credits)</td>
</tr>
<tr>
<td>Sophomore</td>
<td>27-57</td>
<td>1.90 (A=4.00)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>cumulative grade point average of 2.00 (A=4.00)</td>
</tr>
<tr>
<td>Junior, Senior</td>
<td>58+</td>
<td></td>
</tr>
</tbody>
</table>

*The cumulative grade point average is computed exclusively on academic credit earned at Franklin College. A grade of S or U has no effect upon the cumulative grade point average.*
Franklin College reserves the right to suspend any student whose grade point average falls below 1.00 for any academic period.

When a student is placed on academic probation, the period of probation begins immediately. A student on probation may not participate in intercollegiate sports; hold office in student government, social organizations, clubs, political groups, or residence halls; or serve in a leadership position of any school publication or broadcast operation. Further, a student on probation may not participate in commencement exercises. Students placed on academic probation may have their course schedules administratively adjusted to add a required academic strategies course designed to assist students in returning to good academic standing. Other conditions for academic probation may be applicable as determined by the Office of Academic Affairs. If on probation during the fall or spring semester, it is recommended that a student take no more than 14 credit hours. Students who fail to achieve the minimum required grade point average after a period of academic probation will be subject to academic suspension. Should academic probation be extended as an alternative to immediate suspension, the student must then meet or exceed the minimum grade point average standards noted above at the conclusion of the extended probation.

Students who have demonstrated a past history of academic probation or whose GPA falls below a 1.00 for any academic period may be subject to academic suspension. Students who have been suspended are not permitted to enroll in any credit bearing course until after the end of the stated suspension period and must contact the Office of Admissions for readmission. A suspended student who is readmitted on academic probation must maintain the minimum academic standards stated above during each academic period following readmission. If a student who was suspended and readmitted does not return to good academic standing after one academic period, this student will normally be dismissed. Dismissal from the college is final, and the student is no longer eligible to apply for readmission.

Activity Courses
Activity courses are one-semester-hour courses in which a student participates in an organized activity on campus. Students may enroll for credit in, at most, two activity courses per semester. The graduation requirement of 120 semester hours must include at least 116 hours of credit other than that earned as activity credit. All activity credits (up to four hours) count as part of the 80 hours required outside the major department.

Courses designated as activity courses are as follows: COR 003, 010; MMJ 001, 002, 004, 005, 007; PED 004, 009; THE 001. All activity courses are graded on a pass-fail basis.

Add-Drop and Schedule Adjustment Procedures

Adding a course
Students may add a course prior to the first day of classes or during the first week of the semester. Once classes have begun, approval of the classroom instructor and the academic advisor are required. After the first week of classes, approval of the classroom instructor and the academic advisor and a special petition to the academic rules committee is also required. Additional fees may be due based on hours added.

Due to the special short-term nature of summer sessions and winter term, a student can add a summer session or winter term course through the second day of classes.

Dropping a course
Students may drop a course for any reason without academic penalty and have it deleted from their registration record through the 15th class day of the fall and spring semester, with the signature of the academic advisor and instructor. All student athletes participating in a sport during the semester in which they are dropping the course must also obtain the signature of the Faculty Athletic Representative (FAR), Professor Kerry Smith, before dropping
or withdrawing from the course. The FAR must sign the Schedule Adjustment Form before it is submitted to the Academic Records Office.

Please refer to the academic calendar for the specific drop dates for winter term and summer sessions.

Students will be charged tuition and fees based on the Academic Records Office’s official drop date. Tuition and fees are adjusted according to the policy listed under "Expenses and Financial Policies: Refund of Charges."

**Withdrawing from a course**
A student may withdraw from a course with a grade of ‘W’ through the ninth week of the fall or spring semester, with the signature of the instructor and academic advisor. A student who withdraws from a course after the ninth week of a semester will normally receive a grade of ‘WF’. A grade of ‘W’ can be assigned for a specific course if the withdrawal is for medical reasons and is approved by the Vice President for Academic Affairs.

Due to the special short-term nature of summer and winter term, a student withdrawing from a summer or winter term course after the fourth calendar day from the beginning date will receive a grade of ‘WF’. See the annual academic calendar for additional information.

**Administrative Withdrawal Policy**
Under certain circumstances, Franklin College may administratively withdraw a student from a single class or multiple classes. The four classifications of administrative withdrawals follow.

**Academic Withdrawal**
The Registrar may administratively withdraw or drop a student from a course or courses for academic reasons such as, but not limited to, the following: academic probation, extended academic probation, academic suspension, academic dismissal and unapproved credit overload. A student may also be removed from a course for which all prerequisites have not been satisfactorily completed. An academic drop or withdrawal will be processed according to the established drop and withdrawal deadlines. A grade of “W” will be assigned in the case of a withdrawal. The student’s GPA will not be affected.

**Disciplinary Withdrawal**
As a result of college judicial proceedings, a student may be suspended or dismissed from the college for disciplinary reasons. In such cases, regardless of the timing during a semester, the student is withdrawn from classes, earns no credits for the semester and is assigned a grade of “W” for each class. The student’s grade point average is not affected. The judicial process is under the jurisdiction of the Dean of Students. The student will forfeit all tuition and fees for the semester or term regardless of when the sanction is imposed. Students wishing to return to the College must apply for readmission.

**Excessive Absence Withdrawal**
Students are expected to prepare for and participate in all classes for which they are registered and to act in a manner consistent with the College’s values of respect and responsibility while attending classes. When the college determines that a student has unapproved excessive absences, the student may be withdrawn. Administrative withdrawal could significantly impact a student’s financial aid, athletic eligibility, academic standing and progress towards degree.

The Registrar, in consultation with the Vice President for Academic Affairs, may administratively withdraw a student from all courses or from individual courses for unapproved excessive absences. A student is considered excessively absent when he or she has missed two consecutive weeks of class. Such students will have seven calendar days to respond to e-mail and written notification that their continuation at the college or in the course is in jeopardy. Students are responsible for maintaining an accurate mailing address with the College. Failure to respond within the seven-day period and to correct the behaviors to the satisfaction of the faculty member(s) involved will result
in an administrative withdrawal. Students wishing to return to the College after being withdrawn from all courses must apply for readmission.

If the withdrawal for excessive absences is processed prior to the established semester/term deadline to withdraw from classes, a grade of “W” will be assigned. This grade will not affect the student’s grade point average. If the withdrawal is processed after the established deadline to withdraw from classes, a grade of “WP” or “WF” will be assigned. The grade of “WP” is not calculated into the GPA. However, the grade of “WF” is calculated into the GPA as a grade of “F.” The student will forfeit applicable academic credit, tuition, and fees for the semester or term regardless of when the withdrawal is posted.

**Medical Withdrawal**

As a result of medical necessity, a student may be withdrawn from a class or classes. Such requests are made through the Dean of Students in conjunction with the Coordinator for Health Services. Such withdrawals will only be granted based on appropriate medical documentation which is subject to review by the college’s physician. Once approved by the Dean of Students, the student is withdrawn from all applicable classes and is assigned a grade of “W.” The student’s grade point average is not affected. Where appropriate and with an instructor’s permission, a student could receive a grade of “I” (incomplete) in one or more classes. For more information on incomplete grades, see Grading and Credit System in the Academic Policies and Procedures section.

**AP Credit**

Franklin College will accept credit for selected College Entrance Examination Board Advanced Placement exams (AP). Franklin College does not administer the AP test. However, students may receive credit by examination by providing an official record of examination results. Franklin College requires a minimum score of 4 on all AP exams; those exams requiring a score greater than 4 are noted in the following table. The following table includes the examinations, passing scores, hours of credit allowed, and Franklin College course equivalences.

<table>
<thead>
<tr>
<th>Advanced Placement Test</th>
<th>Passing Score</th>
<th>Credit Hours</th>
<th>Course Equivalence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History</td>
<td>4</td>
<td>4</td>
<td>ART 116</td>
</tr>
<tr>
<td>Biology</td>
<td>4</td>
<td>4</td>
<td>BIO 114</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>4</td>
<td>4</td>
<td>MAT 135</td>
</tr>
<tr>
<td>Calculus BC (and AB subscore of 3 or higher)</td>
<td>3</td>
<td>4</td>
<td>MAT 135</td>
</tr>
<tr>
<td>Calculus BC (and AB subscore of 3 or higher)</td>
<td>4</td>
<td>9</td>
<td>MAT 135, MAT 140 &amp; MAT 142</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4</td>
<td>10</td>
<td>CHE 121, CHE 122, CHE 123 &amp; CHE 124</td>
</tr>
<tr>
<td>Comp. Government &amp; Politics</td>
<td>4</td>
<td>3</td>
<td>POL 250</td>
</tr>
<tr>
<td>Computer Science A</td>
<td>4</td>
<td>3</td>
<td>CMP 141</td>
</tr>
<tr>
<td>Computer Science AB</td>
<td>4</td>
<td>6</td>
<td>CMP 141 &amp; CMP 142</td>
</tr>
<tr>
<td>Economics: Macroeconomics</td>
<td>4</td>
<td>3</td>
<td>ECO 115</td>
</tr>
<tr>
<td>Economics: Microeconomics</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language/Composition</td>
<td>4 or 5</td>
<td>4</td>
<td>LA 101</td>
</tr>
<tr>
<td>English Literature</td>
<td>4</td>
<td>4</td>
<td>LA 101</td>
</tr>
<tr>
<td>English Literature</td>
<td>5</td>
<td>8</td>
<td>LA 101 &amp; LA 201</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>4</td>
<td>3</td>
<td>BIO XXX</td>
</tr>
<tr>
<td>European History</td>
<td>4</td>
<td>3</td>
<td>HIS XXX (will satisfy one course in Category C of the History curriculum)</td>
</tr>
<tr>
<td>French (language &amp; literature)*</td>
<td>4</td>
<td>8</td>
<td>FRE 110 &amp; FRE 111</td>
</tr>
<tr>
<td>German</td>
<td>4</td>
<td>8</td>
<td>LAN XXX &amp; LAN XXX (fulfills foreign language requirement)</td>
</tr>
<tr>
<td>Course</td>
<td>Credits</td>
<td>Hours</td>
<td>Code</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------</td>
<td>-------</td>
<td>------------</td>
</tr>
<tr>
<td>Human Geography</td>
<td>4</td>
<td>3</td>
<td>GEO 220</td>
</tr>
<tr>
<td>Physics C – Mechanics</td>
<td>4</td>
<td>5</td>
<td>PHY 201 &amp; PHY 203</td>
</tr>
<tr>
<td>Physics C – Elect. &amp; Magnetism</td>
<td>4</td>
<td>5</td>
<td>PHY 202 &amp; PHY 204</td>
</tr>
<tr>
<td>Psychology</td>
<td>4</td>
<td>4</td>
<td>PSY 117</td>
</tr>
<tr>
<td>Spanish*</td>
<td>4</td>
<td>8</td>
<td>SPA 110 &amp; SPA 111</td>
</tr>
<tr>
<td>Statistics</td>
<td>4</td>
<td>3</td>
<td>MAT 224</td>
</tr>
<tr>
<td>Studio Art</td>
<td>4</td>
<td>3</td>
<td>ART 160</td>
</tr>
<tr>
<td>U.S. Government &amp; Politics</td>
<td>4</td>
<td>4</td>
<td>POL 110</td>
</tr>
<tr>
<td>U.S. History</td>
<td>4</td>
<td>6</td>
<td>HIS 120 &amp; HIS 121</td>
</tr>
<tr>
<td>World History</td>
<td>4</td>
<td>4</td>
<td>HIS 205</td>
</tr>
</tbody>
</table>

*Franklin College will accept AP credit for advance placement in foreign language; however, students should be aware that they can also get advance placement by taking the College’s foreign language placement tests. Please note further clarification listed under Spanish and French Curricula.

Franklin College does not award credit for College Level Examination Program (CLEP) subject exams; however, CLEP exams may be taken to demonstrate proficiency in the foreign languages.

**Assessment**

College-wide assessment of college learning outcomes is an essential activity at Franklin College. Students will be required to participate in regular assessment at various points during their careers at Franklin College. Incoming freshmen will be tested upon entrance. Students wishing to register for their senior year may be required to show evidence of participation in specific assessment activities in order to register.

**Athletic Participation and Eligibility**

All student-athletes must be enrolled full-time during the semester(s) of their sports participation. Full-time is defined as 12 or more semester hours of credit (excluding ASC 080 or 085). Student-athletes should note that current NCAA Division III regulations require that a student-athlete make satisfactory progress toward a degree and be in good academic standing to be eligible for participation in intercollegiate athletics. To be in good academic standing, a student must not be on academic probation, nor be the present subject of disciplinary action which restricts participation in extracurricular activities.

Satisfactory progress is defined under “Satisfactory Progress Toward a Baccalaureate Degree” in this section of the course catalog. To help ensure the student-athlete is making satisfactory progress toward a degree, he/she must earn 80% of the credit hours attempted. A student-athlete who falls below this expectation will need to provide the Academic Records office with a plan showing ability to complete a degree within the time constraints listed under satisfactory progress.

**Attendance in Class**

Each student is expected to maintain satisfactory attendance in all scheduled classes in accordance with the policy announced by individual classroom instructors. There is no campus-wide attendance policy, but poor class attendance almost always leads to class failure. If a student is absent from a class, it is his/her responsibility to contact the instructor and make satisfactory arrangements to complete material due or make up work missed. For additional information regarding excessive absences, see the Administrative Withdrawal Policy in the Academic Policies and Procedures section.

**Attendance at Commencement**

Candidates for degrees are required to be present at commencement exercises in the prescribed academic attire. Exceptions to this rule will be made only in extreme cases and upon petition to the Vice President for Academic Affairs. Degree candidates must be in good academic standing to participate in commencement exercises.
Students who are within nine semester hours of completing the requirements for graduation may be included in the May commencement exercises. The student must petition the Academic Rules Committee to be listed in the commencement program. The petition must demonstrate proof as to how the remaining hours and requirements will be completed prior to August 31st. Diplomas will be presented only to those who have fully completed all requirements and have met all financial obligations to the college.

Auditing Courses
Students may audit up to two courses per semester. The fee per course, regardless of the number of credit hours, is $200. In all circumstances, auditing students will follow course established attendance policies. Auditing students are exempt from exams but are responsible for class assignments and projects. A grade of “AU” is given only for informational instruction obtained by attending the course. Students not satisfying course expectations may be given a grade of “U.” Student must elect to audit a course within the first week of classes and cannot take the course for credit thereafter. Although, students will not be awarded course credit for those courses they choose to audit, they will receive the same services as other students. Should the student not attend the course, the instructor may administratively withdraw the student from the audited course.

Class Level
A student’s class level is determined by the total number of credit hours successfully completed:

- Freshman 0 - 26 credit hours completed
- Sophomore 27 - 57 credit hours completed
- Junior 58 - 90 credit hours completed
- Senior 91 and above credit hours completed

Class-Related Activities
An instructor of a class may not require a student to attend an on-campus or off-campus activity that would result in the student missing one or more of her or his regularly scheduled classes. However, instructors are encouraged to be as flexible as possible about allowing a student to miss their class for activities scheduled in another course in order to significantly benefit the student.

College-Sponsored Activities
Wherever possible, college-sponsored activities (e.g., intercollegiate athletic competitions, music ensemble performances, etc.) that might conflict with classes should be scheduled before the beginning of the semester, and faculty should be informed of these schedules. In planning these schedules, coaches and directors of college-sponsored activities should avoid class conflicts wherever possible. Students who are participating in these activities are further obligated to inform their instructors of anticipated work missed. The professor, after conferring with the student, will make a reasonable effort to determine an appropriate plan for the student to make up the missed work, which may include completing alternative assignments.

Consortium for Urban Education (CUE)
During the fall or spring semester a student may want/need to take a class at one of the consortium schools with which Franklin College is affiliated (list is available in the Academic Records Office). A student may enroll in only one CUE course during a given semester. These courses are limited in seating and need to be requested well in advance. (CUE requests are not processed at the hosting schools until their students have completed registration.) Member schools of the consortium require a student to enroll through their home school (Franklin College) and pay all tuition and fees through the student’s home school. Any other fees and books for the CUE courses are the responsibility of the student. The student will not receive a transcript from the host institution; instead the grade is sent to the Academic Records Office at Franklin College to be recorded on the Franklin College transcript and is entered as a grade; however, the student’s GPA is not impacted since the course was taken off campus. All questions should be directed to the Associate Registrar in the Academic Records Office.
Convocation Programs
A convocation program, which is organized around an annual theme, provides regularly-scheduled opportunities for students and faculty to attend special events of significant cultural value that add variety to the educational experience at the college. Instructors are encouraged to require attendance at convocation programs as course assignments.

Co-op Semester
Students wishing an alternative to the normal, eight-semester program of study may apply for the cooperative semester program. Qualified students are placed in full-time, semester-long employment positions in a variety of fields, including accounting, business, computer science, and journalism. The program provides an excellent opportunity to gain practical experience and employment contacts with a minimal interruption in academic work.

The co-op semester is transcribed as “Franklin College Cooperative Semester in (field).” A minimal registration fee of $100 is charged instead of tuition. No credits are earned through this program, nor are grades given. A minimum cumulative grade point average of 3.00 (A=4.00) and junior class standing are required to register. Applications are available from the Director of Career Services. A resume and recommendations from previous internship supervisors and/or employers are required as part of the application. Applications will be reviewed by the Director of Career Services, the Registrar, and the chairperson of the student’s major department. Students may wish to discuss with academic departments the possibility of practicum credit for specific work done during the semester. Students need not apply for readmission to Franklin College upon completion of the cooperative semester. An appointment with the Director of Career Services is required for assistance in securing contacts and completing requirements for co-op registration.

Course Load
The normal course load is 12-19 hours per semester. To carry a load in excess of 19 hours for freshmen and sophomores or 21 hours for juniors and seniors requires special approval of the academic advisor and the academic rules committee. **There is an additional fee for each semester hour in excess of 20.** A student may not audit more than two courses per academic term.

The maximum course load during a summer session is two courses per summer session. Students must obtain the approval of the academic advisor and the academic rules committee to enroll in more than two courses per summer session. The maximum course load during winter term is one course or one internship.

Course Numbering
The course numbering system is designed as an aid to students and academic advisors. The year in which a student should enroll in a course, and the way in which a course fits into the Franklin College curriculum, is described by the course number.

The year in which a course should be taken is traditionally described by the first digit in a course number:

- 000 - 050 Activity courses (any year)
- 051 - 099 Developmental courses
- 100 - 199 Freshman
- 200 - 299 Sophomore, or qualified freshman, unless otherwise indicated
- 300 - 399 Junior, or qualified freshman or sophomore, unless otherwise indicated
- 400 - 499 Senior, or qualified sophomore or junior, unless otherwise indicated

Courses numbered 051 - 099 are classified by the faculty as developmental courses, credit for which applies to financial aid, housing, athletic eligibility, and other such purposes unless otherwise specified, but does not apply toward graduation requirements.
Credit Hour Definition
In accordance with federal regulations, Franklin College defines one credit hour as “an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is”

1. Not less than one hour (50 minutes) of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for fourteen instructional weeks (15 calendar weeks with breaks) for one semester hour of credit.

2. At least an equivalent amount of work as required in # 1 above for other academic activities including laboratory work, internships, practica, service learning courses, undergraduate research, studio work, individualized studies, and other academic work leading to the awarding of credit hours. A valid internship will include a minimum of 30 hours’ work at the job site for each credit hour awarded or, if teacher education, 20 full days at a school site for a 4-credit hour internship (a standard internship load).

Faculty supervising practica, service learning courses, undergraduate research, studio work, individualized studies, and other academic work leading to the awarding of credit must report scheduled meeting times to the Academic Records Office for record keeping and verification purposes.

The Director of Career Services and appropriate faculty members will work with internship supervisors to monitor student hours at internship sites. Verification of student hours will be reported on a final supervisor evaluation.

The Academic Records Office and the Academic Advisory Council will be responsible for monitoring credit hour accuracy for each standard semester or non-standard term.

Credit Hours for Engaged Learning
For learning that takes place in ways other than a formal lecture/seminar course (e.g. performance, research, internships, community based work and learning), credit hours will be assigned on the basis of at least 3 hours of work per week, for the duration of a 14-15 week semester, for 1 credit hour. It is expected that these hours will include some organized contact with an instructor to discuss/report on/enhance the experience. This contact need not occur during regular class times, and may occur on a one-on-one basis, or as a group. The nature of the contact with the instructor should be outlined in the course syllabus.

Experiential courses may include a mix of the traditional lecture (with 2 associated preparatory hours) and added experiential work. To further clarify, we have provided some representative examples. These are not exclusive, but meant to illustrate how this formula might be appropriately applied.

Undergraduate Research
Students conduct research with a faculty member including work in a laboratory, library or other research setting during a semester. Credit hours will be assigned on the basis of at least 3 hours of work per week, for the duration of a 14-15 week semester for 1 credit hour. Students would be expected to meet with their research advisor on a regular basis to discuss project results, and plan future experiments, research or presentations.

Civic Engagement
Community service that is connected with a class or course of study would also be eligible for credit under the auspices of experiential learning. For example, if students enrolled in a course on sustainability spent 1 full-time week during spring break working for Habitat for Humanity (ca. 40-45 hours), this may be the equivalent of 1 credit hour of the course requirements. Alternatively, students may be engaged in community-based work for three hours per week over the semester for 1 credit hour. There is a requirement that the community work will be
linked with the academic content of the course, and there will be some organized instructor contact/reporting. This mechanism for instructor contact/reporting should be outlined in the course syllabus.

**Travel Courses**
Instruction and student work for the purposes of credit hour computation in travel seminars includes the following types of activities:
- Course meetings before, during, and after the dates of travel
- Time to read/view assigned texts
- Lectures (from the course instructor, guest lecturers, faculty/staff/students at partner institutions, guides, local residents, etc.)
- Discussion meetings (with course instructors, guest lecturers, faculty/staff/students at partner institutions, guides, local residents, peers, etc.)
- Museum, clinic, business, government building or other site visits
- Organized cultural excursions and performances that engage students with the learning objectives of the course
- Service learning projects
- Student presentations
- Synthesis/processing/reflection time (may be used for writing, discussion, or production of creative work which may take many forms including but not limited to journals, formal papers, blogs, art, music, etc.)

For example, a 3-credit course should require the equivalent of 9 hours of combined direct instruction and student work per week for the equivalent of a 14-week semester. Given that the “course hour” is 50 minutes, this would be a baseline of 105 total hours for the course.

**Internships**
Internships are hands-on experiences designed to provide the student with pre-professional work projects under the guidance of a practicing professional supervisor. Each internship can be between three and twelve credit hours, but typically carries four hours of credit, is graded on a satisfactory/unsatisfactory basis, and requires approval of the director of career services and the student's faculty advisor or, if teacher education related, the director of teacher education or, if in the area of athletic training, the internship supervisor in the department of athletic training. A valid four credit hour internship will include a minimum of 120 hours’ work at the job site or, if teacher education, 20 full days at a school site. Other requirements may be included by the supervisor in conjunction with the internship director. Internships may be taken during the winter term, where they also count as winter term credit. Internships may also be taken during fall, spring and summer sessions with permission from the director of career services or appropriate faculty internship supervisor.

**Dean’s List**
The Dean’s List is a published announcement of high academic achievement for the fall and spring semesters. To be eligible for this honor, a student must complete **12 or more regular-graded** credit hours for the semester (courses taken on a pass/fail basis are not included in the 12 hours) and achieve a semester grade point average of 3.5000 to 3.9999 (A=4.00). Students who achieve a semester grade point average of 4.00 (A=4.00) will be placed on the President’s List (see President’s List in this section of the catalog).

**Degree Applications and Audits**
An application for degree must be filed with the Academic Records Office before the student is considered for graduation. The application should be filed at the beginning of the spring semester (Feb. 21st) prior to the following December or May or August of the next calendar year graduation date. At the time the student applies to graduate,
the Academic Records Office will audit the student’s academic progress. The student is responsible for updating the audit once it has been emailed. Audits will be emailed to students’ Franklin College email address. Audits conducted prior to this first official audit are expected to be completed by the student and his/her academic advisor.

**Federal Family Educational Rights & Privacy Act (FERPA)**

The 1974 Federal Family Education Rights and Privacy Act was designated to protect the privacy of educational records, to establish the rights of students to inspect and review their educational records, to provide students some control over the disclosure of information from their records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with The Family Educational Rights and Privacy Act office concerning alleged failures by the institution to comply with the Act.

A summary of Franklin College’s statement of compliance with FERPA (or the Buckley Amendment), a copy of the amendment, and the full statement of compliance are available in the Academic Records Office for your review. The offices and departments at the college which collect and maintain academic, financial, academic advising, personal counseling, disciplinary, placement, and other information about students shall adhere to the following policy regarding the release of such information. For students wishing to review their educational records, a Student Request to Inspect Educational Records form must be completed in the Academic Records Office. Information will then be accessible to the student for review within 30 working days from receipt of the written request. At its discretion, the college may disclose directory information in response to inquiries about individual students.

Items considered directory information include:

1. Name, local address, local phone number, photo and campus e-mail address
2. Date and place of birth
3. Home (permanent) address
4. Confirmation of current enrollment (or admittance) including class level and major
5. Dates of attendance
6. Full or part-time status
7. Awards and honors received, including Dean’s and President’s list, degrees conferred and dates
8. Previous institutions attended
9. Past and present participation in officially recognized college activities, including athletics
10. Physical and performance statistics of members of athletic teams

Students may, if they desire, request that certain or all directory information not be released except upon their written consent. To make such a request a student must complete a Request to Prevent Disclosures of Directory Information form in the Academic Records Office by June 15th of the prior academic year. (New students are notified of this policy upon admittance.) Please consider very carefully the consequences of any decision by you to withhold any “Directory Information.” Should you decide to inform the institution not to release any or all of the “Directory Information,” any future request for such information from non-institutional persons or organizations will be refused. This request is void upon a student’s departure from the college.

The institution will honor requests to withhold any “Directory Information.” However, Franklin College does not assume responsibility to contact you for subsequent permission to release this information. Regardless of the effect upon you, the institution assumes no liability for honoring your instructions that such information be withheld.

All other information about students is **restricted information**. Non-directory or restricted information may be released to parents and/or guardians of students defined as dependent by the Internal Revenue Service or to parents of those students who have self-identified as dependent. For all other purposes, written consent of the student must be obtained before the release of restricted information to any person, office, or agency without a legitimate educational interest.
A **school official** is one of the following: a person employed by Franklin College in an administrative, supervisory, academic, research or support staff position; a person serving on an institutional governing body; a person or agency employed by (or under contract to) Franklin College to perform a special task, such as an attorney or auditor; or a student serving on a committee or assisting another school official in fulfilling his or her professional responsibilities. A school official is determined to have a **legitimate educational interest** if the information requested is necessary for that official to: perform appropriate tasks that are specified in his/her position description or by a contract agreement; perform a task related to a student’s education; perform a task related to the discipline of a student; or provide a service or benefit relating to the student or student’s family, such as health care, counseling, job placement or financial aid. Access to this information does not constitute authorization to share this information with a third party.

Please do not hesitate to contact the Academic Records Office with any questions you may have or to clarify details of this federal law.

**Final Exam Information**
The Vice President for Academic Affairs has developed the following clarifications regarding the issues of class activities prior to exams and students scheduled with more than two final exams on a single exam day:

There are no restrictions on any class activities during the two weeks prior to final exam week. Each faculty member’s charge during that period is the same as it is for the rest of the semester, to make appropriate use of the instructional time made available to the students.

As always, faculty are expected to meet each class during final exam week and have the students engage in substantive work for a substantial portion of the two-hour period assigned to the class. Adjustments to scheduled exam times or places must be approved in advance by the Vice President of Academic Affairs.

Students who are scheduled to take three exams in one day may seek relief. If a student is seeking relief, s/he should notify each of the three instructors of the conflict by presenting, in writing, a listing of the conflict along with a listing of the three instructors who are involved. If one of the instructors is willing to re-schedule the exam, the problem is solved. If it is not settled in this manner, the Vice President of Academic Affairs should be notified and the faculty will be convened to discuss a solution. Students seeking relief do not have the right to stipulate when an exam will be rescheduled.

There is no expectation that instructors will provide a review day for any test or final exam. Many classes will have a test during the last week of classes over the material most recently covered, particularly when the final exam is cumulative in nature.

Questions regarding these matters should be directed to the Vice President for Academic Affairs.

**Foreign Language Requirement**
Students who upon matriculation do not demonstrate proficiency equivalent to satisfactory completion of a Franklin College foreign language course numbered 111 or higher or the equivalent at another institution must complete such a course prior to graduation.

Students who completed secondary education in a primary language of instruction other than English may petition the Academic Rules Committee to have the foreign language requirement waived. An official letter from the secondary education institution documenting the language of instruction is required. Requests must be made by students before they commence their sophomore year. Further, no college course or proficiency credit will be awarded for that language.
Grading and Credit System
A semester hour of credit is the equivalent of one recitation a week throughout a semester. As a rule, one hour of credit is gained for two to three hours of laboratory or studio work.

The college employs the following grading system, based on a 4.00 grading scale:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Description</th>
<th>Point Value per Credit Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Exceptional, excellent in all respects</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td></td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td></td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td></td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>Passing, but unsatisfactory in some important respects</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td></td>
<td>0.67</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.00</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete (1)</td>
<td>-</td>
</tr>
<tr>
<td>NG</td>
<td>No grade reported (2)</td>
<td>-</td>
</tr>
<tr>
<td>AU</td>
<td>Audit (3)</td>
<td>-</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory (4)</td>
<td>-</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory (4)</td>
<td>-</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal (5)</td>
<td>-</td>
</tr>
<tr>
<td>WF</td>
<td>Withdrawal Failing (6)</td>
<td>0.00</td>
</tr>
<tr>
<td>WP</td>
<td>Withdrawal Passing (6)</td>
<td>-</td>
</tr>
<tr>
<td>CR</td>
<td>Advanced placement &amp; departmental credit (7)</td>
<td>-</td>
</tr>
<tr>
<td>[ ]</td>
<td>Repeated Course (8)</td>
<td>-</td>
</tr>
<tr>
<td>TR</td>
<td>Transfer Credit</td>
<td>-</td>
</tr>
<tr>
<td>*</td>
<td>Non-degree Applicable Credit (9)</td>
<td>-</td>
</tr>
</tbody>
</table>

Grading Reference
(1) I (incomplete) indicates there is still a possibility for credit after further work. It is used by the classroom instructor when a definite grade cannot be given because of a student’s illness or because of some justifiable delay in the completion of the work. The student initiates the process by filling out a petition to be granted an incomplete grade; these forms are available in the Academic Records Office. The course instructor then approves the written appeal after having reviewed the circumstances, and indicates in writing how the incomplete may be resolved, and establishes, in consultation with the student, a definite but reasonable completion date for all course work, usually as early as possible. The Vice President for Academic Affairs must then approve all requests and may modify the due date after discussing the matter with the appropriate faculty member. When an incomplete grade is granted, it is the student’s responsibility to consult with the instructor involved and to determine exactly the instructor’s expectations regarding the fulfillment of the course work. The grade of “I” is not calculated into the grade point average. The “I” changes to an “F” if the work is not satisfactorily completed by the specified time, or no later than six weeks after the beginning of the next semester.

(2) NG (no grade) is used for reporting mid-semester grades for practica, seminars, and individual studies, or may be used administratively by the Academic Records Office. The NG may also be assigned to labs with no separate credit awarded.
(3) AU (audit) grade is given only for informational instruction obtained by attending the course. The student must elect to audit a course within the first week of classes and cannot take the course for credit thereafter. Students will not be awarded course credit for those courses they choose to audit. Should the student not attend the course, the instructor may administratively withdraw the student from the audited course. Students may only audit two courses during a given semester.

(4) S and U grades are used in pass-fail courses and in activity courses. The S grade indicates satisfactory work and implies the grade is in the A through C-range. Neither the S nor U contributes to or detracts from the grade point average.

A course may be taken on a pass-fail basis provided:

a. it is not a graduation requirement,

b. it is not a course used to satisfy the requirements of the student’s major, related field or minor,

c. the student has completed all requirements for the major before taking a pass/fail course in the major department,

d. the student has achieved junior class standing,

e. it is not an education course,

f. the student has filed a pass-fail form in the Academic Records Office within the first week of class.

(5) W (withdrawal) grade: See Add/Drop and Schedule Adjustment Procedures in this section of the catalog. A grade of “W” is not calculated into the grade point average.

(6) In the event of a withdrawal from the college after the ninth week of classes, the student will receive either a “WP” or a “WF” based on the grade earned up to the time of withdrawal. A grade of “WP” is not calculated into the grade point average. A grade of “WF” is calculated into the grade point average as an “F.”

(7) The CR is used to denote credit awarded to a student according to performance upon certain nationally standardized examinations or departmental examinations. Credit hours are awarded and course equivalences determined; however, the placement does not affect the grade point average.

(8) Many courses may be repeated. If a student completes the course with a grade of C- or better, the department chair and the Registrar must approve the repeat. The earlier grade will not be purged from the record; however, the student will be given the benefit of the later grade for grade point average purposes in the semester when the course is repeated. The two grades will not be averaged for grade point average purposes; the latter grade will prevail. If the earlier grade is a D- or better, thus earning the student credit for the course, the student may not earn additional credit upon repeating the course. Courses taken off campus will not replace the original grade in the GPA calculations.

(9) Grades followed by an * earn a student credit for financial aid and housing for a particular semester or term. The credit does not apply to the 120 semester hours required for a degree.

Grading Changes and Challenges

A grade change may be made only by the faculty member who conducted the original evaluation of the student or by the VPAA if the faculty member is unavailable. A grade change is the alteration of a final grade, once the official and clerically accurate recording of such a grade has been accomplished in the Academic Records Office. Grade changes for clerical reasons will be processed by the faculty member and the Academic Records Office. After a grade change has been made, notification will be sent to the student with a copy to the advisor. [Note: Any grade changes a student feels needs to be made must be initiated with his or her professor according to the grade challenge procedure.]

Grade Challenges

A grade challenge may be initiated by any student who believes that he or she has been evaluated inaccurately or with undue prejudice in the determination of the final grade in a course. This is a serious charge and the student must bear in mind that the faculty member has both the right and the responsibility to render a fair and critical judgment regarding the scholarly quality of the academic work performed.
**Grade Challenge Procedure**

1. A grade challenge may be initiated in writing by the student to the Vice President for Academic Affairs within 30 calendar days following the on-line posting of the final grade in a course by the Academic Records Office and only after personal consultation with a faculty member involved.

2. The Vice President for Academic Affairs will consult with both parties together or separately in an effort to resolve the problem.

3. Should the resolution be unsatisfactory to the student or faculty member, either party may submit a written appeal to the Academic Appeals Committee of the faculty within 10 calendar days of the decision of the Vice President for Academic Affairs.

4. After meeting with the faculty member, the student and Vice President for Academic Affairs, the Academic Appeals Committee will rule on the case. The student and faculty member have the right to be accompanied in these hearings by an advisor of their own choosing from within the faculty, staff or student body of Franklin College.

**Graduation Honors**

For students who have completed at least 90 semester hours of work in residence:

**Cum Laude**

A student whose Franklin record reflects a cumulative grade point average of 3.50 (A=4.00) or higher may receive the bachelor’s degree cum laude.

**Magna Cum Laude**

A student whose Franklin record reflects a cumulative grade point average 3.75 (A=4.00) or higher may receive the bachelor’s degree magna cum laude.

**Summa Cum Laude**

A student whose Franklin record reflects a cumulative grade point average of 3.90 (A=4.00) or higher may receive the bachelor’s degree summa cum laude.

Transfer students who complete at least 60 but less than 90 semester hours at Franklin College shall be eligible for the graduation honors of cum laude, magna cum laude, and summa cum laude subject to the following provisions:

1. Cumulative study completed at a prior college or university must reflect a 3.5 (A=4.00) cumulative grade point average.

2. The honors grade point average will be based solely upon grades earned at Franklin College.

**Independent Study Courses**

Most of Franklin College's academic departments offer independent study learning experiences in which students receive a grade and academic credit for pursuing an individual research and/or reading project in the department’s particular discipline. Normally, the subject is not sufficiently or appropriately covered in departmental course offerings. Upper-division credit in the department is a normal prerequisite.

The courses are designed to encourage student initiative and to provide a degree of flexibility in the departmental program. *It is not intended that such a course be used to relieve schedule conflicts which have resulted from failure to take required courses in proper sequence.*

Independent studies may not replace catalog courses in fulfilling specific degree requirements except by permission of the department whose major is involved in any particular case and by permission of the academic rules committee. Permission must be secured before the individualized study begins.

Requirements of independent studies are defined by the individual faculty member and the student, with the implication of faculty supervision and regular consultation. The student must complete a form, available from the Academic Records Office, defining the independent study. The form must be signed by the student, the student’s independent study professors, the student’s advisor, and the chair of the department granting credit for the
Independent study. Independent studies with the winter term designation must also be approved by the academic rules committee.

Independent studies may be taken for one or two semester hours of credit. Students wishing to enroll in more than two semester hours of credit must petition the department chair and the academic rules committee. Every credit given will represent approximately 30 to 40 hours of student work on the project.

Individualized Major
An individualized major offers highly motivated and self-directed students an opportunity to develop a program of study tailored to meet their special talents, academic interests, and career goals. An individualized major is designed for a student who is able to document the absence of an existing major that satisfactorily meets his/her specific educational and professional objectives. A student may design an individualized major for a first or second major. However, those seeking a second major via this process may not duplicate any courses with his/her first major.

Individualized Majors are designed by students in conjunction with their academic advisor, at least one other faculty sponsor, and a faculty member designated by the Faculty Curriculum Committee. The first two members of this Individualized Major (I.M.) Committee should reflect the student’s educational objectives and career interests. An academic department must also sponsor the proposal. See “Individualized Major” in the academic majors sections of the catalog.

Individualized Minor
Franklin College students may apply to create an individualized minor that develops their special talents and interests. Such a minor can include regular catalog courses, winter term courses and experiences, off-campus courses, individualized studies, special topics courses, practica, and internships (LA courses taken to satisfy an LA requirement cannot be counted). A minimum of 15 credit hours is required with no more than 12 hours taken in a single department and no more than 8 hours taken as independent studies courses. A maximum of four credit hours may overlap between the student’s major course requirements and those proposed for the individualized minor. Examples of possible individualized minors include: women’s studies, medical ethics, African American studies, East Asian studies, Latino studies.

Students with an interest in an individualized minor must have achieved a minimum GPA of 2.00 (A=4.00). They must submit a proposal, which has the support of a faculty sponsor. Detailed information on these requirements and an application may be obtained from the Academic Records Office. Final approval must come from the academic rules committee.

International Baccalaureate Examination Credit (IBO)
The International Baccalaureate Organization (IBO) is an advanced international educational program for high school and college-aged students. Franklin College recognizes credit from the International Baccalaureate academic program and encourages students to submit IB exam scores to the Academic Records Office for evaluation.

Course credit may be granted for IB credit meeting both of the following guidelines.
   a. IB credits taken in the Diploma Programme
   b. IB credits granted for the Higher Level (HL) Examination with scores of 5, 6, or 7.

For more information on the IBO, visit their website at www.ibo.org. For more information on Franklin College’s IBO policy, contact the Registrar, at 317-738-8018.

The following table includes the IB courses, passing scores, hours of credit allowed, and Franklin College course equivalences.
<table>
<thead>
<tr>
<th>IB Subject</th>
<th>Score</th>
<th>Course(s)</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology (HL)</td>
<td>5, 6 or 7</td>
<td>BIO 134/BIO 140</td>
<td>4/4 (total of 8 hours)</td>
</tr>
<tr>
<td>Chemistry (HL)</td>
<td>5, 6 or 7</td>
<td>CHE 112</td>
<td>4</td>
</tr>
<tr>
<td>Computer Science (HL)</td>
<td>5, 6 or 7</td>
<td>CMP 130</td>
<td>3</td>
</tr>
<tr>
<td>Economics (HL)</td>
<td>5, 6 or 7</td>
<td>ECO 115</td>
<td>3</td>
</tr>
<tr>
<td>English A1 (HL)</td>
<td>5, 6 or 7</td>
<td>ENG XXX</td>
<td>3 undistributed credits</td>
</tr>
<tr>
<td>English A2 (HL)</td>
<td>5, 6 or 7</td>
<td>ENG XXX</td>
<td>3 undistributed credits</td>
</tr>
<tr>
<td>French (HL)</td>
<td>5</td>
<td>FRE 210</td>
<td>4</td>
</tr>
</tbody>
</table>

In order to earn credit for FRE 110 and 111, student must take FRE 211 at FC and earn a C- or better.

| French (HL)      | 6      | FRE 211                       | 4            |

In order to earn credit for FRE 110, 111, and 210, student must take FRE 300-level at FC and earn a C- or better.

| French (HL)      | 7      | FRE XXX (300-level)           | 4            |

In order to earn credit for FRE 111, 210, and 211, student must take a FRE 300-level course at FC earning a C- or better.

<table>
<thead>
<tr>
<th>Mathematics (HL)</th>
<th>5, 6 or 7</th>
<th>MAT 135</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy</td>
<td>5, 6 or 7</td>
<td>PHL 116</td>
<td>4</td>
</tr>
<tr>
<td>Psychology</td>
<td>5, 6 or 7</td>
<td>PSY 117</td>
<td>4</td>
</tr>
<tr>
<td>Spanish (HL)</td>
<td>5</td>
<td>SPA 210</td>
<td>4</td>
</tr>
</tbody>
</table>

In order to earn credit for SPA 110 and 111, student must take SPA 211 at FC and earn a C- or better.

| Spanish (HL)     | 6         | SPA 211                       | 4            |

In order to earn credit for SPA 110, 111, and 210, student must take SPA300-level at FC and earn a C- or better.

| Spanish (HL)     | 7         | SPA XXX (300-level)           | 4            |

In order to earn credit for SPA 111, 210, and 211, student must take a SPA 300-level course at FC earning a C- or better.

| Theatre Arts (HL) | 5, 6 or 7 | THE 110/THE 125               | 3/3 (total of 6 hours) |

**Internship Program**

Internships are hands-on experiences designed to provide the student with pre-professional work projects under the guidance of a practicing professional supervisor. Each internship can be between one and twelve credit hours, but typically carries four hours of credit, is graded on a satisfactory/unsatisfactory basis, and requires approval of the director of career services, the departmental faculty of record, and the student’s faculty advisor or, if teacher education related, the director of teacher education or, if in the area of athletic training, the internship supervisor in the department of athletic training. A valid four credit hour internship will include a minimum of 120 hours’ work at the job site or, if teacher education, 20 full days at a school site. Other requirements may be included by the supervisor in conjunction with the faculty of record and the director of career services. Internships may be taken during the winter term, where they also count as winter term credit. Internships may also be taken during fall, spring and summer sessions with permission from the director of career services or appropriate faculty internship supervisor. Students may not register for internships online. Students must meet with the director of career services to obtain an internship application and add/drop forms must be signed by a faculty of record and must have approval of the faculty advisor.

SNT 489 internships may be completed during the spring of the junior year, the summer prior to the senior year or during the senior year. These internships typically carry three to twelve hours of credit depending upon the nature of the experience, the hours involved, and the duration and must be directly related to a student’s major. SNT 489 internships or their departmental equivalents must be approved in advance by either the department or the student’s faculty advisor and, if applicable, the director of career services.

Students must plan ahead. Internships require time to arrange, so winter term internships must be arranged early in the fall semester, and summer session internships must be arranged early in the spring semester. Interested
students should contact the director of career services, the director of teacher education, or the intern supervisor in the department of exercise science or athletic training as soon as possible. At the latest, arrangements must be completed by posted deadlines during registration of the semester prior to the desired internship. The college cannot guarantee that a suitable internship can be arranged for all students. The internship program is an experiential education opportunity. It is primarily the responsibility of the student, with the help of the internship director and appropriate faculty members, to establish and plan an internship with a company or organization. Invaluable experience and future employment contacts may be derived from the internship program and all students are encouraged to participate. Students should have sophomore, junior, or senior class standing to be eligible for the internship program.

Students must register for winter term internships by the final class day of the fall semester. The internship application, the Agreement between the Student, the Internship Site, and the faculty of record, must be submitted to the Career Services Office by the last day of finals of the fall semester. Those not submitting the internship application prior to the end of the first day of winter term may be administratively dropped from the internship.

The Franklin College internship program is designed to provide students two lasting experiences: hands-on work in their major field and the personal experience of conducting a successfully guided mini-job search prior to graduation. Academic departments strongly encourage students to experience as many internships as possible during their college careers. Students may complete up to sixteen hours of internship credit which count towards graduation.

While an internship may be required in some majors and optional in others, please note there is a sliding grade point average prerequisite to be eligible to register. At the time of application, students must meet the following grade point average requirements (see department of education for education requirements):

- Sophomores: 2.50 grade point average overall
- Juniors: 2.25 grade point average overall
- Seniors: 2.00 grade point average overall

Higher grade point averages in a student’s major field will not be accepted in place of the overall grade point average.

**Midterm Grades**

Midterm grades are issued to students after the midpoint of the semester and are not recorded on a student’s transcript. These grades are intended to serve only as advisory reports on academic progress. Midterm grades are only reported during the fall and spring semesters.

**Modern Language Placement Tests**

Franklin College offers modern language placement tests for French, German, and Spanish. See the French and Spanish curricula in this catalog for detailed information on how to receive credits for courses relating to the placement exam. All students who have taken coursework in French, German, or Spanish are required to take the appropriate modern language placement test or sign the foreign language placement test waiver upon admittance to the college. Those with experience in other foreign languages should take an assessment off campus and send the results to the Academic Records Office. College Level Examination Program (CLEP) subject exams may be taken to demonstrate proficiency in a particular foreign language.

**Non-traditional Credit**

Franklin College may award a maximum of 16 credit hours for documented nontraditional training or courses. Academic credit may be awarded for successful completion of non-collegiate courses or training programs which are recommended for credit by the American Council on Education as reported in either The Directory of the
National Program on Non-Collegiate-sponsored Instruction (College Credit Recommendations) or The National Guide to Educational Credit for Training Programs.

Off-Campus Courses
All requests from matriculated students to take courses off campus must be approved by the advisor, the chair of the instructional department, and the Assistant Registrar. If such credit is to be used to meet teacher licensure requirements, the teacher licensure officer must also give approval. The off-campus course request form is available in the Academic Records Office.

Workshops will not ordinarily be accepted for credit. Correspondence study through a regionally accredited institution may be accepted, but must have prior approval by the advisor, the instructional departments affected, and by the Assistant Registrar.

Before submitting the form to the Academic Records Office for final approval, the student should consult with his/her advisor and attach the necessary course description to the request form. Courses transferred from another institution will not impact the student’s GPA.

Students taking courses during the fall, spring, or summer terms as a guest student at another institution are responsible for all arrangements and registration activities at the hosting institution. All tuition, fees, and books are the student’s responsibility. At the completion of the course, the student needs to request that an official transcript be sent to the Franklin College Academic Records Office for processing transfer credit.

Petitions
Occasionally circumstances occur when a student needs a change or a waiver of a college requirement. That student can submit a petition requesting that change or waiver to the Academic Rules Committee for review. Changes to departmental requirements must be approved by the faculty in the department. All changes or substitutions must be communicated to the Academic Records Office.

Practica
Practica are learning experiences in which students receive a grade and academic credit for using skills learned in the classroom in a practical context outside the classroom. Every credit given will represent approximately 30 to 40 hours of student work on the project. Many practica require the student to document the process of the application of these skills. Departments may define specific requirements of their respective practica with the implication of faculty supervision and regular consultation.

Pre-professional Programs
The faculty of Franklin College advise students who are interested in graduate or professional schools, such as dentistry, medicine, law, engineering, optometry, podiatry, medical technology, pharmacy, physical therapy, occupational therapy, physician’s assistant, and veterinary medicine, to learn the specific course requirements of the schools of interest to them. Professional schools do not require students to graduate with a specific major. They seek individuals who show competence in selected areas of knowledge, who can think analytically, and who can express themselves effectively. As one of the ways to aid students in achieving their professional goals, Franklin College has developed pre-professional programs that meet most of the general entrance requirements of the professional schools. These programs, however, are not majors, and students must complete the requirements for at least one of the college’s majors in order to graduate from Franklin College.

The college’s pre-law advisors, Professors Allison Fetter-Harrott and Randall Smith, should be consulted about best practices in preparation for law school. A student from any major, with the right skills and preparation, may attend law school. The college’s Academic Catalog provides the plan for students obtaining a pre-law designation.
Students should contact a prelaw advisor early in their career at Franklin College to ensure they are following the proper course requirements.

The college’s pre-medical advisors, Professors Steve Browder and Sarah Mordan-McCombs maintain lists of recommended courses for students preparing for entrance to medical school or other health care related professional schools. This information can also be obtained from the College Health Professions Program web page on the college’s website. Since the specific admission requirements of schools of medicine, optometry, veterinary medicine, dentistry, and pharmacy differ, students should consult with the appropriate pre-professional advisor during their freshman year to ensure they are enrolled in the proper courses.

The college’s pre-engineering advisor, Dr. John Boardman, maintains five year plans for Franklin’s cooperative “3+2” program with the Purdue University School of Engineering and Technology at Indiana University-Purdue University Indianapolis (IUPUI). Students in this program earn a B.A. degree from Franklin College in Applied Mathematics and a B.S. degree from Purdue University in one of three engineering fields, typically in the span of five years. The engineering degrees available through this program are: Computer Engineering, Electrical Engineering, and Mechanical Engineering. Students should consult with the pre-engineering advisor during their freshman year to ensure they are enrolled in the proper courses. See the engineering section of this catalog for further details.

**Prerequisites**
All prerequisite courses must be completed with a grade of C- or better unless otherwise noted in the course description.

**President’s List**
The President’s List is a published announcement of high academic achievement for the fall and spring semester. To be eligible for this honor, a student must complete **12 or more regular-graded** credit hours for the semester (courses taken on a pass/fail basis are not included in the 12 hours) and achieve a semester grade point average of 4.00 (A=4.00).

**Readmission**
All previously enrolled students who are interested in reapplying for admission to Franklin College must submit their application for readmission to the Franklin College Office of Admissions. Students seeking readmission need to print a PDF of the Readmit application from [http://www.franklincollege.edu/admissions/apply-now/other-applicants/](http://www.franklincollege.edu/admissions/apply-now/other-applicants/). The deadline for receipt of applications for readmission will be no later than one month prior to the beginning of classes for that semester or term.

1. Any Franklin College student who withdraws or does not continue consecutive semester enrollment must **apply for readmission** and be readmitted to the college in order to enroll in any classes.
2. Policies of the academic catalog:
   - If a student who has not been at the college for 1 (one) semester is granted readmission, the student can remain under his/her original academic catalog.
   - If a student who has not been at the college for 2 (two) or more semesters is granted readmission, the student will be under the academic catalog in current use.
3. If a student is readmitted after academic suspension, the student returns on academic probation and all the policies of the current academic catalog will apply automatically.
4. If a student is readmitted after being placed on academic probation, the student returns on academic probation and all the policies of the current academic catalog will apply automatically.
5. All students including those who attended another college(s) during their time away from Franklin College are required to submit all official college transcript(s), a statement outlining reason(s) for returning to the college, and a Transfer Student Recommendation Form(s) as part of the readmission process.
6. All students must submit a $100 enrollment deposit to the Office of Admission to confirm their intent to enroll. Students will not be permitted to register for courses until their enrollment deposit is received.
No previously enrolled student who has outstanding financial obligations to Franklin College will be readmitted until such obligations have been satisfied.

Registration
Students must formally register every term or semester they are in attendance. Course planning and scheduling for each semester and term are done in consultation with the student’s academic advisor. All necessary financial arrangements must be made with the business office prior to official registration. Registration is held during a published, designated time one semester prior to the semester of attendance and no later than the day prior to the first day of classes. Note: The college reserves the right to administratively adjust any student’s schedule.

Satisfactory Progress toward a Baccalaureate Degree
Regularly enrolled full-time students are expected to follow a program of study which would lead to a baccalaureate degree within four to six years. Such students will be considered to be making satisfactory progress toward a baccalaureate degree. Students whose programs do not meet this goal will be expected to justify to the Registrar the need for a longer time period.

Students who are receiving financial assistance are reminded that financial aid packages are awarded on the assumptions of a student’s maintaining full-time status and completing a degree in no more than eight semesters for Franklin College and State of Indiana assistance and six years for federal assistance. A student should consult the Financial Aid office if he/she has questions about satisfactory progress for financial aid purposes.

Second Bachelor’s Degree
An individual who holds a bachelor’s degree from another regionally accredited college or university (not Franklin College) and has participated to a significant degree in an academic program in the liberal arts and sciences may earn a bachelor of arts degree from Franklin College. Requirements are successfully completing a minimum of 48 semester hours of coursework at Franklin College which includes all major requirements. If the previous degree was awarded by Franklin College, the student cannot earn a second degree from Franklin College.

Senior Competency Practicum
Prior to graduation, each student must demonstrate that he or she has achieved competency in the outcomes specified by the department for the student’s major. The department may require that competency be demonstrated in any of the following ways:

1. A written examination given separately or as part of a course;
2. An oral examination given separately or as part of a course;
3. A standardized examination given separately or as part of a course;
4. A capstone project completed independently or as part of a course;
5. Successful completion of a senior seminar or other capstone course within the major.

The student must receive a passing grade on the exam or project or in the course of which either is a part in order to graduate. Education majors must take the senior competency practicum prior to student teaching.

Senior Residence
The college grants degrees only to those who have completed a minimum 48 semester hours, usually the final 48 semester hours, at Franklin College or who have secured, in advance, permission of the Vice President for Academic Affairs to spend the year in a professional school. Those taking part of their final 48 semester hours off-campus must petition the Academic Rules Committee: students studying abroad do not need to petition. Students must enroll at Franklin College for at least one course during the semester immediately preceding degree completion. In special cases, exceptions may be made by petitioning the academic rules committee. Servicemembers on active duty are subject to a different residence policy; consult the Veterans and Military Affairs, Services, and Policies topic later in this section for details.
Testing Out of Courses
There may be an occasion when a student believes past experience or knowledge would make attendance in a regular college course unnecessary. The student must obtain departmental approval and petition the Registrar for permission to attempt a departmental exam. No department is required to provide an exam for this purpose. If the department and Registrar grant permission, an appropriately-qualified faculty member, appointed by the chairperson, devises and schedules an exam. Faculty members designated by the chairperson will grade the test and assign a satisfactory or unsatisfactory grade.

These exams are offered on a department-by-department basis. They may not be taken for credit but a successful score may exempt a student from a requirement.

Transfer Policy (abbreviated)
Franklin College will consider undergraduate credits in transfer from all courses taken through a regionally accredited College or University (post-secondary institution) when it can be shown that each course considered has been satisfactorily completed with a grade of C- (1.67) or better and that the course was comparable in content, nature, and intensity of course(s) offered at Franklin College. Grades attained at another institution are not transferable and are not used in computation of the Grade Point Average (GPA) at the Franklin College. Students must complete a minimum of 48 credit hours at Franklin College. No more than 16 credit hours of non-traditional credit may be awarded. No more than 16 hours of armed forced credit may be awarded.

The Academic Records Office will evaluate all undergraduate, post-secondary school education presented from outside Franklin College. College transcripts, official test scores, signed military documentation, or the equivalent are evaluated after a student is admitted to Franklin.

Transfer courses eligible for transfer credit will be documented on the Evaluation of Transfer Credit form. A course may transfer as an equivalent, as undistributed credit within a department, or as general undistributed credit. Undistributed credits are those courses which are acceptable for transfer credit but have no Franklin College equivalent. These courses are indicated on the Evaluation using the notation “XXX”. When the evaluation is complete, the student receives, by mail or e-mail, a written confirmation of the evaluation detailing transfer credits received. Often times, the evaluation will ask for additional information from the student such as a course syllabus. Upon receipt of this information the evaluation will be reconsidered, updated accordingly, and re-sent to the student. No transfer of credit is official until approved by the Academic Records Office.

Please consult the Academic Records Office for a copy of the comprehensive Franklin College transfer policy.

In no case will transfer grades received from other institutions be included in the Franklin College grade point average.

Veterans and Military Affairs, Services, and Policies
The Academic Records Office houses official veterans/military files, certifies students for benefits, and updates academic progress with the VA. Please communicate all changes to academic plans to the Veterans Affairs Certification Officer in the Academic Records Office. Those wanting additional information should contact the Veterans Affairs Certification Officer in the Academic Records Office located on the first floor of Old Main.

Armed Forces Credit
Franklin College may award a maximum of 16 credit hours for armed forces credit. The most recent edition of the American Council on Education’s Guide to Evaluation of Educational Experiences in the Armed Forces recommends credit hour equivalencies. One semester hour of physical education credit may be awarded for every year of active military service, up to a maximum of two semester hours. Active military service must have been honorable and terms of service must be officially documented.
Military Withdrawal/Financial Reimbursement
If a student is deployed or transferred for military service during the semester or term, the student is responsible for contacting the academic advisor and Academic Records Office to determine the best course of action regarding the withdrawal from classes or the issuance of incomplete grades before leaving. The student may decide to withdraw from classes or file for an incomplete on an individual course basis. In the case of incomplete grades, individual faculty will be consulted to determine the feasibility of completing all coursework. Fees will be reversed if the student is deployed or transferred in the middle of the semester or term and is forced to withdraw from all classes.

Residence Policy for Active Duty Service members
Franklin College understands the unique situation that service members on active duty face when trying to complete their degree, and values the sacrifices that these service members must make. Active duty service members must complete a minimum of 32 semester hours at Franklin College to be eligible for a degree. Those hours are recommended, but not required, to be the final 32 semester hours. It is the responsibility of the service member to notify the Registrar if he/she is pursuing a Franklin College degree while completing his/her degree requirements elsewhere, and to ensure all degree requirements are met according to the catalog under which he/she entered.

Withdrawal from College
A student may withdraw from the college with grades of “W” through the ninth week of the semester. In the event of a withdrawal after the eighth week, the student will receive either a “WP” or a “WF” based on the grades earned up to the time of withdrawal. A grade of “WF” is calculated into the GPA as an “F.” No withdrawals will be permitted after the final examination period begins.

If the student withdraws or is suspended from the college before final examinations, as opposed to dropping or withdrawing from a course, the permanent record will note the date of withdrawal unless special permission to exclude course enrollment from the permanent record has been granted by both the Dean of Students and the Vice President for Academic Affairs for circumstances beyond the student’s control.

Before withdrawing from college, a student must complete the appropriate withdrawal process through the Student Affairs Office, as well as secure clearance in the Business Office. Failure to do so may result in loss of possible refunds, as well as receiving grades for the semester rather than “WP”s or “WF”s. If a student is under the age of 18, it is the responsibility of the student to procure parental acknowledgment of the withdrawal.

To return to Franklin College after withdrawing, a student must submit an application for readmission, available online and in the Office of Admissions, which must be processed at least one month prior to the beginning of the term to which he/she seek readmission. Students absent from Franklin College for two consecutive academic semesters will be held to degree requirements of the catalog in place upon return. Students who have outstanding financial obligations to Franklin College will not be readmitted until such obligations have been satisfied.

Information about adjustments to tuition, board, fees and financial aid can be found in the Expenses and Financial Policies: Reduction of Fees section of this catalog.
Cooperative Programs

Cooperative Program Costs and Financial Aid
Students should be aware that the cost of many of these cooperative programs frequently exceeds what is normally spent for a semester at Franklin College. These programs may change their fees each semester. Students will be responsible for the amount these programs charge in lieu of Franklin College charges for tuition, room, board, and activity fee. A limited amount of need-based financial aid may be available for those who wish to enroll in cooperative programs. Students are invited to apply for off-campus financial assistance through the Office of Financial Aid.

Accelerated Master of Public Health
Franklin College offers an accelerated Master of Public Health Program (AMPH) in the form of a 3 + 2 combined Bachelor of Arts (3 years) and Master of Public Health (2 years) degree with the IUPUI Richard M. Fairbanks School of Public Health. Upon successful completion of a minimum of 105 credit hours (in three years) of baccalaureate instruction at Franklin College and the core requirements of the Master of Public Health degree (in the 4th year) at IUPUI (15 credit hours), the student will be eligible to receive a baccalaureate degree from Franklin College. After completion of the required credits in the MPH program, the student will then be eligible to receive the MPH degree from IUPUI. For a complete list of requirements, refer to the section on Accelerated Master of Public Health and contact the AMPH faculty advisors: Denise Baird, Edward Chikwana, Allison Fetter-Harrott, and Kristin Flora.

American Baptist Association of Colleges and Universities
The American Baptist Association of Colleges and Universities sponsors a visiting student program which allows a student to spend a semester, winter term, or year at any of the participating American Baptist affiliated colleges and universities.

Participating institutions include Bacone College, Benedict College, Eastern College, Kalamazoo College, Keuka College, Linfield College, Ottawa University, Sioux Falls College, and William Jewell College.

Army Reserve Officer Training Corps (ROTC) Program
Franklin College students may participate in the Army Reserve Officer Training Corps (ROTC) at the Indiana University-Purdue University Indianapolis (IUPUI) campus. IUPUI, located in downtown Indianapolis, is approximately 35 minutes from the Franklin College campus.

Through a cooperative program called the Consortium for Urban Education, Franklin College students may pursue the Reserve Officer Training Corps (ROTC) program which leads to a commission in the U.S. Army, Army National Guard, or Army Reserves. Franklin College is a cross-enrolled school through the Army ROTC Program. All ROTC classes taken and passed with a C- or above are applied as general elective credits at Franklin College.

The leadership and management classes are open to men and women who are full-time students. Students may take the first two years of Army ROTC without a military obligation. The first two years are exploratory in nature and offer one to two hours of academic credit per semester. Students who want to continue through the program and receive a commission upon graduation apply for admission into the advanced program at the end of the second year of ROTC. Selection is competitive. Franklin College students who are eligible for scholarships can receive significant scholarship assistance through participating in this program. There are no restrictions on majors for students interested in ROTC. Students who do not continue with the ROTC program may still use credits as electives earned toward any major.

Phone: 317-274-2691. E-mail: armyrotc@iupui.edu
Website: http://www.iupui.edu/~armyrotc/
Students interested in participating should consult the Associate Registrar in the Academic Records Office.
Engineering - Purdue University School of Engineering and Technology (IUPUI)
Franklin College maintains a cooperative “3+2” program with the Purdue University School of Engineering and Technology at Indiana University-Purdue University Indianapolis (IUPUI). Students in this program earn a B.A. degree from Franklin College in Applied Mathematics and a B.S. degree from Purdue University in one of three engineering fields, typically in the span of five years. The engineering degrees available through this program are: Computer Engineering (B.S.Cmp.E.), Electrical Engineering (B.S.E.E.), and Mechanical Engineering (B.S.M.E.). Students pursuing an Engineering degree will declare a major in Applied Mathematics and follow that degree program as stated in the catalog.

Students following the 3+2 program will be required to make certain selections in their liberal arts core and for major courses currently listed as electives in order to satisfy the engineering requirements at IUPUI. See the engineering section of this catalog for further details.

Medical Technology – Indiana University Health Methodist & Franciscan St. Francis Health Hospitals
Franklin College has a combined degree program in medical technology conducted in cooperation with Indiana University Health Methodist Hospital and Franciscan St. Francis Health Hospital, both in Indianapolis, Indiana. After completion of three years of college work and fulfilling graduation requirements, students may receive a Bachelor of Arts degree upon completion of a 12-month course in medical technology. For a complete listing of requirements, refer to the section on medical technology and contact Professor Edward Chikwana.

Professional School Degree Program
Under conditions approved by the major department and the Registrar, Franklin College will award the BA degree to a student who completes all degree requirements and at least 100 hours in three years at Franklin College combined with the first year of work at a recognized school of law, dentistry, optometry, occupational therapy, physical therapy, pharmacy, veterinary medicine, or medicine. A student must complete the 100 semester hours with a cumulative grade point average of 2.00 (A=4.00). The student must complete graduation requirements and that portion of the major which will be consistent with the professional training and the combined degree. A petition to the Registrar must be submitted during the last semester at Franklin College.
Global Education Programs

Intercultural Honors Experience (IHE)
The Intercultural Honors Experience is a competitive program designed to help students build a solid intercultural foundation, introduce them to interdisciplinary learning, and provide them with opportunities and incentives to study abroad.

The core element of the program is completed in the spring: students take a seminar which focuses on a topic or issue of global interest. As part of this course, students present a research paper at a symposium open to the campus community and the public.

After completing all the elements of the program and receiving at least an 80% in the seminar, students are eligible to apply for scholarships that they can use to study abroad for a semester or a 10 week summer program. The amount each student receives will be based on the number of applicants, each student’s financial need, the cost of their program, and the quality and amount of planning put into their application. While the selection committee strives to help all students as much as possible, the amount of funding each student will receive cannot be guaranteed. It is strongly recommended that all students work with the Office of Global Education to find a study abroad program that is affordable.

Applicants will be evaluated based on an interview, their academic achievement in high school (for freshmen) and at Franklin College, their community involvement, extra-curricular activities, reference letters, and an exam. For more information on this and all international programs at Franklin College, please go to http://www.franklincollege.edu/academics/global-education/intercultural-honors-experience-ihe/

<table>
<thead>
<tr>
<th>IHE 100 Intercultural Honors Experience Seminar</th>
<th>4 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td>International exploratory</td>
</tr>
</tbody>
</table>

The course will serve to show students how the humanities, social sciences and natural sciences all contribute to an in-depth understanding of a major global issue or world region. Topics will vary depending on faculty interest and with approval of the Provost. Students who successfully complete this course will receive credit for the international requirement. Students who have other means for satisfying their international requirement may use IHE 100 to satisfy their LA 112 requirement in the liberal arts core curriculum. The IHE seminar may be used to satisfy either a student’s international exploratory or the contemporary issues liberal arts core requirement. The experience may satisfy only one of these two liberal arts requirements.

Global Education Opportunities
Franklin College recognizes the value of carefully planned study abroad for students who are qualified and interested in such opportunities. A list of Franklin College’s partnership programs and preferred provider is below. More details on each program can be found at http://www.franklincollege.edu/academics/global-education/ or at the Office of Global Education.

Students must be in good standing at Franklin College and should have at least sophomore status when beginning a study abroad program. The program must be approved in advance by the student’s major advisor. Upon return, students are expected to present evidence, via an official transcript, of satisfactory achievement (C- or above) in all courses presented for transfer credit. It is preferable for students to complete their final semester of study at Franklin College in order to ensure that courses are transferred in time for graduation.
Costs and Financial Aid
Students should be aware that the cost of studying abroad will vary. Students participating in a partner program will pay Franklin College tuition and receive 100% of their FC scholarships and aid. Students will also be charged an accommodation fee, which is set by the host institution. Students participating in a program through the FC preferred provider will pay Franklin College tuition and receive a percentage of their FC scholarships and aid. Students will also be charged an accommodation fee.

With the assistance of generous donors, Franklin College has established scholarships specifically for international travel. For additional information regarding specific scholarships available for international travel, see the listing of international travel scholarships in the Financial Aid Policies section of this catalog or online http://www.franklincollege.edu/academics/global-education/costs-scholarships/. Questions regarding international travel scholarships can be address with the Office of Global Education.

Franklin College Partner Programs
China-Hong Kong Baptist University
Norway-Telemark University College
Spain-Universidad Francisco de Vitoria
Taiwan-National Kaohsiung Normal University

Franklin College Preferred Provider
ISEP Direct – Multiple Destinations

Study at Cooperating Institutions
When a Franklin College student is engaged in study abroad or in connection with an approved cooperative arrangement at another institution within the United States, the academic policies, procedures and due process provisions of that institution shall apply and they will be honored by Franklin College. Please refer to the Transfer Policy in the Academic Policies and Procedures section of this catalog for details on how classes taken off-campus will transfer to Franklin College.
The Curriculum

Majors and Minors
A student may earn the Bachelor of Arts degree upon completion of requirements in a program of liberal arts and a specialized field of study. Franklin College offers majors in a variety of traditional academic disciplines, as well as fields that uniquely blend the study of traditional liberal arts and sciences with pre-professional preparation.

Franklin College currently offers majors in the following fields:

- Accounting
- Art History
- Art Studio
- Biology
- Business
- Chemistry
- Computer Science
- Creative Writing
- Economics
- English
- Exercise Science
- French
- History
- Multimedia Journalism
- Music
- Philosophy
- Psychology
- Public Relations
- Religious Studies
- Sociology
- Software Engineering
- Theatre
- Individualized Major

In addition, a student may complete an optional minor in the following fields:

- Accounting
- American Studies
- Art History
- Art Studio
- Biochemistry
- Biology
- Business
- Canadian Studies
- Chemistry
- Coaching
- Computer Science
- Creative Writing
- Economics
- English
- Environmental Science
- Fitness
- French
- History
- International Relations
- Leadership
- Mathematics
- Multimedia Journalism
- Music
- Neuroscience
- Nonprofit Leadership
- Philosophy
- Physics
- Political Science
- Psychology
- Public Relations
- Quantitative Methods
- Religious Studies
- Rhetoric
- Sociology
- Software Engineering
- Spanish
- Theatre
- Individualized Minor

Teaching majors: (Teaching majors are subject to change due to upcoming state licensure changes.)

- Elementary Education
- Mathematics Secondary Education
- English/Language Arts Secondary Education
- Physical Education K-12 with Health
- French Secondary Education
- Social Studies Secondary Education
- Life Sciences Secondary Education
- Spanish Secondary Education

Teaching Minors:

- English as a New Language (Elementary Ed.)
- Spanish Teaching (Secondary Education)
- French Teaching (Secondary Education)

Cooperative Programs:

- Dentistry
- Pharmacy
- Engineering
- Public Health
- Medical Technology

Pre-Professional Programs:

- Pre-Dental
- Pre-Occupational Therapy
- Pre-Physician’s Assistant
- Pre-Law
- Pre-Optometry
- Pre-Podiatry
- Pre-Medical
- Pre-Pharmacy
- Pre-Veterinary
- Pre-Medical Technician
- Pre-Physical Therapy
Degree Requirements

Franklin College requires students to complete the following requirements for the Bachelor of Arts degree:

1. **Total Credit Hours**: A minimum of 120 hours with a cumulative grade point average of 2.00 (A=4.00) or higher. Education majors, designated tracks in some majors, as well as double or triple majors may require more than 120 hours and enrollment beyond a fourth year. A maximum of 16 credit hours of internship credit may be applied toward the minimum 120 semester hours required for graduation.

2. **Winter Term**: A minimum of two winter term experiences (at least 6 credit hours). The number of winter-term hours required of transfer students will be determined by the number of hours completed prior to entering Franklin College. *Note: All students must enroll in a winter term course during their first year at Franklin College.*

3. **LA Requirements**: Successful completion of the liberal arts requirements.

4. **Major Requirements**: Successful completion of all requirements for an academic major with a grade of ‘C’ or better per course in the major field. However, a minimum grade point average of 2.00 (A=4.00) is required in the major field, unless otherwise specified by individual departments. All majors require at least 24 semester hours in addition to those hours used to satisfy the liberal arts requirements.

5. **Minor Requirements**: A grade of ‘C’ or better in all courses required for the minor. However, a minimum grade point average of 2.00 (A=4.00) is required in the minor field, unless otherwise specified by individual departments.

6. **Credit Hours Outside the Major**: A minimum of 80 semester hours outside the major departmental courses. Winter-term courses, liberal arts core courses, related field requirements, activity courses (up to four hours only), practica, internships (up to sixteen hours only), and all courses which are not in the major department apply to the outside hours requirement. In addition, students may count one one-hundred level major course that satisfies an exploratory requirement as part of the 80 required hours outside of the major.

7. **Foreign Language Requirement**: Students who upon matriculation do not demonstrate proficiency equivalent to satisfactory completion of a Franklin College foreign language course numbered 111 or higher or the equivalent at another institution must complete such a course prior to graduation.

8. **Professional Development Requirements**: Successful completion of the professional development program in a major field that includes:
   - a professional development portfolio
   - a professional development course
   - a professional development experience or internship

   Students with multiple majors need only complete professional development requirements in one major, to be determined in consultation with the departments involved and the director of professional development. Prior to the student’s final full-time semester at Franklin College, documentation outlining the group’s decision must be submitted to the Academic Records Office for degree auditing purposes.

9. **Senior Competency Practicum**: Successful completion of the senior competency practicum administered by the academic department in which the student completes a major. Students complete the senior competency practicum in the last semester during which course requirements for the major are completed. Double and triple majors are required to complete a senior competency practicum in all majors.

10. **Final 48 Credit Hours**: The last 48 credit hours, as a minimum, must be completed at Franklin College.

*Note: Students seeking teacher licensure may have different requirements than those listed above. Please refer to the education department section for details.*
Liberal Arts Coordinator: A. Heikens

Mission: The liberal arts core curriculum is the center of a Franklin College education. The program is designed to provide breadth of experience in the liberal arts but is flexible enough to permit each student to build a program that will best suit individual needs and interests.

The curriculum offers a developmental and experiential liberal arts program of study designed to help students
• acquire skills needed to function in the world (including critical thinking and use of technology),
• take advantage of opportunities to encounter the world, and
• make use of various methodologies to understand the world.

This curriculum’s developmental and experiential approach also includes an emphasis on leadership and service, areas identified by Franklin College as part of our mission.

Liberal Arts Core Curriculum

The full liberal arts core curriculum includes eight core courses, six exploratory courses and satisfaction of the foreign language requirement. Courses in the liberal arts core may not be used to satisfy exploratory requirements and vice versa.

<table>
<thead>
<tr>
<th>Courses Addressing the Primary Objectives of the LA Program</th>
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<tbody>
<tr>
<td><strong>Skills for Interacting with the World</strong></td>
<td>LA 100 Liberal Arts Seminar</td>
</tr>
<tr>
<td>The following classes focus on developing skills crucial for success in college and in life and emphasize building a foundation of critical thinking and facility with technology to support the rest of the student's educational experiences.</td>
<td>LA 101 Reading and Writing Critically</td>
</tr>
<tr>
<td>LA 102 The Past and Present: The World Since 1750</td>
<td>LA 103 Quantitative Reasoning</td>
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<tr>
<td>LA 104 Public Speaking</td>
<td>LA 111 Analyzing Literature</td>
</tr>
<tr>
<td><strong>Opportunities for Experiencing the World</strong></td>
<td>LA 112 Contemporary Issues</td>
</tr>
<tr>
<td>The following classes focus on providing experiences which allow students to encounter new and thought-provoking aspects of the world and to see them from a variety of perspectives.</td>
<td>Diversity Courses</td>
</tr>
<tr>
<td>International Courses</td>
<td>Philosophy and Religion Courses</td>
</tr>
<tr>
<td><strong>Ways of Understanding the World</strong></td>
<td>Fine Art Courses</td>
</tr>
<tr>
<td>The following classes focus on helping students understand how the methodologies of different disciplines provide ways to process and organize information about the world.</td>
<td>Laboratory Science Courses</td>
</tr>
<tr>
<td>Social Science Courses</td>
<td><strong>All Three</strong> - The following class provides the opportunity for students to draw on all they have learned throughout the rest of the liberal arts core.</td>
</tr>
</tbody>
</table>
All courses classified as skills-oriented will have the threads of critical thinking and technology woven into their structure, while courses specifically identified as experiential will focus on introducing the theme of service or one or more of the four aspects of the Franklin College definition of leadership.

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Will be addressed in</th>
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<tbody>
<tr>
<td>Is self-aware</td>
<td>Philosophy and Religion Courses</td>
</tr>
<tr>
<td>Develops and practices ethical standards</td>
<td>Philosophy and Religion Courses</td>
</tr>
<tr>
<td>Works well with diverse people</td>
<td>Diversity Courses</td>
</tr>
<tr>
<td>Is willing and able to take action</td>
<td>International Courses</td>
</tr>
</tbody>
</table>

Franklin College Definition of Leadership

### Suggested Sequencing of LA Curriculum

<table>
<thead>
<tr>
<th>Term</th>
<th>Courses</th>
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<tbody>
<tr>
<td><strong>Core</strong></td>
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<tr>
<td><strong>Freshmen</strong></td>
<td>LA 100 Liberal Arts Seminar</td>
</tr>
<tr>
<td></td>
<td>LA 101 Reading and Writing Critically</td>
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<tr>
<td></td>
<td>LA 102 The Past and Present: The World Since 1750</td>
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<tr>
<td></td>
<td>LA 103 Quantitative Reasoning</td>
</tr>
<tr>
<td><strong>Freshmen/Sophomore</strong></td>
<td>LA 111 Public Speaking</td>
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<tr>
<td></td>
<td>LA 112 Contemporary Issues</td>
</tr>
<tr>
<td><strong>Sophomore</strong></td>
<td>LA 201 Analyzing Literature</td>
</tr>
<tr>
<td><strong>Junior</strong></td>
<td>LA 315 Liberal Arts Capstone</td>
</tr>
</tbody>
</table>

**Exploratory Courses**

<table>
<thead>
<tr>
<th>Term</th>
<th>courses</th>
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<tbody>
<tr>
<td><strong>Freshmen/Sophomore (or later)</strong></td>
<td>Diversity Courses</td>
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<tr>
<td></td>
<td>Fine Arts Courses</td>
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<td></td>
<td>International Courses</td>
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<tr>
<td></td>
<td>Laboratory Sciences Courses</td>
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<td></td>
<td>Philosophy and Religion Courses</td>
</tr>
<tr>
<td></td>
<td>Social Sciences Courses</td>
</tr>
</tbody>
</table>

**Core Courses and Descriptions**

**LA 100 Liberal Arts Seminar**

1 credit hour

Fall and spring

The Liberal Arts Seminar is an introduction to Franklin College and its mission and values. The course is required of all new students during their first semester. The content of the course will include a strong emphasis on the value of a liberal arts education. The course will aid students in the academic transition to collegiate level thinking, reading, and writing as well as the co-curricular transition to a new community. In addition, the course will provide opportunities for students to become more self-aware, to set personal and academic goals, to learn about available campus resources as well as to serve their community.

**LA 101 Reading and Writing Critically**

4 credit hours

Fall and spring

A writing-intensive topics course focused on the self in society. Introduces critical thinking, reading, and writing, and the art of argumentation. Incorporates use of word processing software. (Specific course topics and descriptions are available online in Self-Service.) Students in LA 101 must earn a C- or better to enroll in LA 201 in a subsequent semester.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA 102</td>
<td>The Past and Present: The World Since 1750</td>
<td>4</td>
<td>A systematic examination of the individuals, groups, ideas, institutions, and events that shaped world societies from 1750 to the present. The course will cover political, economic, social, religious, intellectual, and cultural developments with special emphasis on the connections between the historical evolution of the modern world and major contemporary issues. Incorporates research using electronic and print resources.</td>
</tr>
<tr>
<td>LA 103</td>
<td>Quantitative Reasoning</td>
<td>4</td>
<td>Students will be introduced to quantitative approaches and mathematical tools for understanding the world, thinking critically about quantitative and logical information, and for making informed decisions about issues in everyday life. This course emphasizes connections with a variety of other disciplines. Incorporates use of spreadsheets. Course satisfies liberal arts core curriculum mathematics requirement. Note: Students may be placed in ASC 082 concurrently with LA 103 based upon mathematics placement criteria.</td>
</tr>
<tr>
<td>LA 111</td>
<td>Public Speaking</td>
<td>3</td>
<td>A study of the principles, methods, and purposes of various types of oral communication, chiefly extemporaneous. Students will receive instruction and practice in the preparation, delivery, and criticism of at least four speeches while developing an understanding and knowledge of the communication process. Incorporates use of presentation software.</td>
</tr>
<tr>
<td>LA 112</td>
<td>Contemporary Issues</td>
<td>3</td>
<td>An experiential interdisciplinary topics course focused on an issue of importance in today's world. This course includes a first-hand experience with individuals or groups involved in direct action on the issue. Course activities will serve to show students how diverse disciplines provide perspectives for understanding and analyzing the issue and possible approaches for addressing the issue. (Specific course topics and descriptions are available online in Self-Service. This course may be repeated for credit if different course topics are completed.)</td>
</tr>
<tr>
<td>LA 201</td>
<td>Analyzing Literature</td>
<td>4</td>
<td>A writing-intensive topics course in literature designed to help students understand literature, think metaphorically, and support literary interpretations through critical reading of texts. Each instructor will choose a specific theme and/or set of readings to accomplish this goal. (Specific course topics and descriptions are available online in Self-Service.) This course should be completed by the end of the sophomore year.</td>
</tr>
</tbody>
</table>
| LA 315     | Liberal Arts Capstone                            | 3-4          | This experience is designed to help students integrate the courses and experiences they have had within their major and within the liberal arts. Ultimately the experience should alter or expand the way a student views the world or an aspect therein. The course requires a final reflection piece, written or oral. The Integrated Liberal Arts Experience addresses the following goals:  
  - Students must synthesize their liberal arts experience, both curricular and co-curricular, and explain what it means to be a liberally educated person.  
  - Students must integrate knowledge from specific courses and experiences and must illustrate specific connections between the liberal arts and their field(s) of study. |
• Student must fully examine the FC mission of critical thinking, leadership, and service.
• Students must concretely summarize the relationship among their liberal arts learning, their personal and professional goals, their civic lives, and the impact of global issues.

This course may be repeated for credit if different course topics are completed. EDU 315, ENG 315, LEA/NPL/SOC 315, PSY 315, and ECO/MAT/PSY 345 satisfy the LA 315 requirement.

**Exploratory Courses**

Mission: *As one component of a liberal arts education, exploratory courses are designed to broaden students’ curiosity and enthusiasm for a diverse set of disciplines, introduce students to alternative ways of understanding themselves and others, and help them prepare for lives of leadership and service in a global world.*

Students are required to take at least one course from each of the following categories: diversity, fine arts, international, laboratory sciences, philosophy and religion, and social sciences. Permitted substitutions are listed at the end of the exploratory course options. Students may take up to two courses with the same departmental prefix. One course may satisfy up to two exploratory requirements if it is listed in both categories.

**Notes:**
- Throughout the catalog, odd and even years refer to the start of the academic year. Thus, 2016-17 is an even academic year.
- Courses with prerequisites are in *italics*.
- To review course descriptions, see the respective major departments.

**Diversity (3-4 hours credit)**

Diversity course at Franklin College address one or more forms of physical, cultural or social differences between groups of people and will engage students in the study of a topic or issue that allows for exploration of the challenges of creating a diverse society including: (1) comparison of multiple perspectives, (2) understanding of power relations that influence intergroup relations and (3) building skills for effective interaction across differences. The diversity requirement allows students to develop knowledge of intergroup dynamics and the competencies of empathy and effective communication that are necessary for success in an increasingly diverse environment. Students can fulfill this requirement by taking a course from an approved list of diversity courses offered as topics, Winter Term, or regular catalog courses.

**GEO 220** Human World Geography (Fall & Spring) 3 credit hours
**HIS 231** African American History (Fall, even years) 4 credit hours
**THE 125** Script Analysis and Theory (Fall) 3 credit hours

**Fine Arts (3-4 hours credit)**

Students will explore the fine arts as a means of creative expression that can transcend barriers of time, space, language, and culture. Students may fulfill this requirement with any theory or studio course in the following list.

**ART 116** History of Art I (Fall) 4 credit hours
**ART 117** History of Art II (Spring) 4 credit hours
**ART 130** Color and Design (Fall & Spring) 3 credit hours
**ART 140** Graphic Design I (Fall & Spring) 3 credit hours
**ART 160** Drawing I (Fall & Spring) 3 credit hours
**ART 170** Painting I (Fall & Spring) 3 credit hours
**ART 175** Ceramics I (Every Fall and Spring, odd years) 3 credit hours
**ART 190** Digital Fine Art Photography I (Fall & Spring) 3 credit hours
**ART 230** Modern Art (Spring, odd years) 3 credit hours
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 300</td>
<td>Watercolor I <em>(this topic only, on demand)</em></td>
<td>3</td>
</tr>
<tr>
<td>CWR 150</td>
<td>Introduction to Creative Writing (Fall)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><em>(Concurrent or prior enrollment in LA 101 recommended but not required)</em></td>
<td></td>
</tr>
<tr>
<td>ENG 290</td>
<td><em>Film Studies (Fall, even years)</em></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><em>Prerequisites: LA 101</em></td>
<td></td>
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<tr>
<td>MUS 110</td>
<td>Theory and Musicianship I (Fall)</td>
<td>3</td>
</tr>
<tr>
<td>MUS 119</td>
<td>Introduction to Music (Fall &amp; Spring)</td>
<td>4</td>
</tr>
<tr>
<td>MUS 219</td>
<td>World Music (Fall)</td>
<td>4</td>
</tr>
<tr>
<td>THE 110</td>
<td>Theatre Appreciation (Fall &amp; Spring)</td>
<td>3</td>
</tr>
<tr>
<td>THE 125</td>
<td>Script Analysis and Theory (Fall)</td>
<td>3</td>
</tr>
<tr>
<td>THE 170</td>
<td>Theatre History (Spring, even years)</td>
<td>3</td>
</tr>
</tbody>
</table>

As an alternative, students may fulfill this requirement by earning a total of *four credits* in one or more of the following music ensembles (courses can be repeated):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 121</td>
<td>Franklin College Singers (Fall &amp; Spring)</td>
<td>1</td>
</tr>
<tr>
<td>MUS 122</td>
<td>Men’s Chorus (Fall &amp; Spring)</td>
<td>1</td>
</tr>
<tr>
<td>MUS 123</td>
<td>Women’s Chorus (Fall &amp; Spring)</td>
<td>1</td>
</tr>
<tr>
<td>MUS 124</td>
<td>Franklin College Band (Fall &amp; Spring)</td>
<td>1</td>
</tr>
<tr>
<td>MUS 125</td>
<td>String Ensemble (Fall &amp; Spring)</td>
<td>1</td>
</tr>
</tbody>
</table>

*International (3-4 hours credit)*

International courses and learning experiences provide students the opportunity to study the larger world and increase their appreciation of non-US cultures. Courses may be global in scope or may focus on a particular nation or region outside the US and will foster an understanding of complex international/global issues and the role that culture plays in these issues. Students may fulfill this requirement through an international study away experience, a foreign language course at the 200-level or higher or by completing a course from a list of approved international courses.

*Note: A second course in this category may not be used to satisfy the diversity requirement unless the course also appears on the diversity course list.*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CAN 130</td>
<td>Introduction to Canada (Fall &amp; Spring)</td>
<td>4</td>
</tr>
<tr>
<td>CAN/HIS 230</td>
<td>History of Canada (Fall, even years)</td>
<td>4</td>
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<tr>
<td></td>
<td><em>Prerequisite: HIS 120, CAN 130, or consent of instructor</em></td>
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<tr>
<td>CAN/ENG 240</td>
<td>Introduction to Canadian Fiction (Spring, even years)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><em>Prerequisite: LA 201, ENG 200, or consent of instructor</em></td>
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<tr>
<td>CAN/POL 250</td>
<td>Comparative Politics in Developed Countries (On demand)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><em>Prerequisite: CAN 130, POL 130, or consent of instructor</em></td>
<td></td>
</tr>
<tr>
<td>CAN/FRE 340</td>
<td>Francophone Canadian Literature (Spring, odd years)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><em>Prerequisite: See catalog listing</em></td>
<td></td>
</tr>
<tr>
<td>ENG 361</td>
<td>Global Literature (Fall, even years)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><em>Prerequisite: ENG 200 or LA 201</em></td>
<td></td>
</tr>
<tr>
<td>FRE 210 &amp; above</td>
<td>French Courses</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><em>Prerequisite: 100-level French courses or placement</em></td>
<td></td>
</tr>
<tr>
<td>HIS 210</td>
<td>Introduction to Latin American History &amp; Culture (Spring, odd years)</td>
<td>4</td>
</tr>
<tr>
<td>HIS 310</td>
<td>Modern Latin America (Fall, odd years)</td>
<td>4</td>
</tr>
<tr>
<td>HIS 348</td>
<td>Germany &amp; Europe: 1848-1945 (Spring, even years)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><em>Prerequisite: LA 102 or consent of instructor</em></td>
<td></td>
</tr>
<tr>
<td>HIS 356</td>
<td>Russian History (Fall, even years)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><em>Prerequisite: LA 102 or consent of instructor</em></td>
<td></td>
</tr>
<tr>
<td>HIS 361</td>
<td>East Asian History (Fall, odd years)</td>
<td>4</td>
</tr>
</tbody>
</table>
**Laboratory Science (4-5 hours credit)**
Through theoretical study and laboratory work, students have the opportunity to explore the scientific method as one of western culture’s primary ways of explaining the natural world. They will cultivate the ability to use scientific methodology to clarify problems in their daily lives and develop a better understanding of the role of science in a global world. Students may fulfill this requirement with any course in the following list.

- **BIO 114** General Biology (Fall & Spring) 4 credit hours
- **BIO 134** Principles of Biology (Fall) 4 credit hours
- **CHE 112** Introductory Chemistry (Fall or Spring) 4 credit hours
- **CHE 121 & 123** General Chemistry I & Lab (Fall) 5 credit hours
- **ESC 118** Earth Science (Fall & Spring) 4 credit hours
- **KIN 220 & 220L** Applied Human Physiology (Spring) 4 credit hours
  - **Prerequisite:** KIN 210 & 210L
- **PHY 201 & 203** General Physics I – Algebra & Lab (Fall) 5 credit hours
- **PHY 211 & 203** General Physics I – Calculus & Lab (Fall) 5 credit hours
  - **Prerequisite:** MAT 135

**Philosophy and Religion (3-4 hours credit)**
Through the study of philosophy and religion, students explore their values and beliefs in relation to those of others. Students may fulfill this requirement with any course in the following list.

- **BIO 225** Bioethics (Spring, odd years) 3 credit hours
  - **Prerequisite:** BIO 114 or BIO 134
- **PHL 115** Introductory Logic (Fall) 4 credit hours
- **PHL 116** Introduction to Philosophy (Fall & Spring) 4 credit hours
- **PHL 220** Principles of Ethics (Spring) 4 credit hours
- **REL 114** Introduction to Religion (Fall & Spring) 4 credit hours
- **REL 210** Religion and the Environment (Fall & Spring) 3 credit hours
- **REL 215** Religion in America I: History of Religion in America (Fall, even) 4 credit hours
- **REL 220** Old Testament Life and Literature (Fall) 3 credit hours
- **REL 225** Religion in America II: Contemporary Religious Experience (Fall, odd) 4 credit hours
- **REL 230** New Testament Life and Literature (Spring) 3 credit hours
- **REL 240** Giving in Religion (Fall, even years) 3 credit hours
- **REL/PHL 250** Living Religions East (Spring, even years) 4 credit hours
- **REL 260** Living Religions West (Spring, odd years) 4 credit hours
Social Sciences (3-4 hours credit)
Students explore the nature of human social behavior, learning to recognize recurring patterns in behavior and belief and the forces that shape them. Students may fulfill this requirement with any course in the following list.

ECO 115  Principles of Economics (Fall & Spring)  3 credit hours
GEO 220  Human World Geography (Fall & Spring)  3 credit hours
**HIS/WST 332  History of Women in the United States (Fall, odd years)**  4 credit hours
   Prerequisite: HIS 120, HIS 121, or consent of instructor
LEA 220  Leadership: Foundations, Theory and Practice (Spring)  3 credit hours
POL 110  American National Government (Fall and Spring)  4 credit hours
POL 120  Introduction to International Relations (Fall)  4 credit hours
POL 130  Introduction to Comparative Politics (Spring)  4 credit hours
PSY 117  General Psychology (Fall & Spring)  4 credit hours
SOC 118  Introduction to Sociology (Fall & Spring)  4 credit hours
WST 101  Introduction to Women’s Studies (Spring, even years)  4 credit hours

Exceptions and Substitutions for LA Core and Exploratory Requirements
- LA 103 may be satisfied by CMP 130, MAT 135, MAT 181, or MAT/PSY/SOC 224
- LA 112 may be satisfied by IHE 100, if IHE 100 is not needed to satisfy the international exploratory requirement
- LA 201 may be satisfied by ENG 200
- LA 315 may be satisfied by EDU 315, ENG 315, LEA/NPL/SOC 315, PSY 315, or ECO/MAT/PSY 345
- Elementary Education majors must take the following liberal arts exploratory courses to satisfy program and graduation requirements: Fine Arts: FNA 420; Social Sciences: PSY 117; Laboratory Sciences: BIO 114; Diversity: GEO 220; one course from the religion/philosophy exploratory list; one course from the international exploratory list.
**Winter Term**

**Degree Expectations**

Students entering Franklin College as freshmen are required to complete at least six hours of winter term credit, in non-catalog courses (see exceptions under Winter Term-Courses and Experiences), to meet graduation requirements. Internships and practica in teacher education programs which are listed as catalog courses and are specifically required for licensure for teaching may be counted toward the six-hour winter term requirement. All students in their first year are required to enroll in a winter term on-campus course or a winter term travel course. Transfer students entering Franklin College as sophomores (fewer than 58 hours) must satisfactorily complete six hours of winter term courses. Entering juniors (58-90 hours) must complete three hours of winter term courses at Franklin College. A student entering with 91 hours or more has no winter term requirement and needs to fulfill only 120 total hours for graduation. *Note: A transfer student may petition the registrar for reconsideration of winter term requirements if the requirements will impede normal progression toward graduation.*

The same grading system shall be used in winter term as in the regular semester, except that internships will be graded on a pass-fail basis. Students who fail a winter term experience and who do not have time to complete all the required winter term credits before scheduled graduation must either:

1. wait one year and take a course in the next winter term, or,
2. obtain approval from the Registrar for a substitution course which will not count as part of the normal 120 semester hours for graduation or for any other regular requirements.

Because of the special short-term nature of winter term, a student withdrawing from a winter term course after the fourth class day of the term will receive a grade of *F*.

In order to be consistent with the academic purpose of the college and with normal practice during the fall and spring semesters, all students residing in the residence halls during the winter term must be registered officially in an approved winter term course, independent study, internship experience, or prescheduled institutional activity which requires on-campus residence. Withdrawal from a winter term course requires leaving the residence halls within 48 hours.

No additional tuition and room fees are charged to students who are enrolled full-time in the fall. If students are enrolled full time for the spring semester and wish to begin coursework during winter term, winter term tuition is $415, winter term room is $500, and winter term board is $405. Part-time tuition fees are charged to students who are not enrolled in either the fall or spring semester full-time. Winter term board is charged to all students living on campus during the winter term. Some individual courses may require additional course fees. No refunds for or reductions in tuition and room are allowed for those students not enrolled in winter term or who reside off-campus during winter term.

**Courses and Experiences**

Held during the month of January, winter term offers an opportunity for one month of intense, uninterrupted participation in one topic of the student’s choice. Since full time is devoted to a single project, it can be explored in greater depth than is possible during the fall or spring semesters. Courses offered during the winter term are different from the fall and spring courses offered. Winter term courses designated as diversity, international, or contemporary issues may be used to fulfill both the liberal arts requirement and the winter term requirement.

Winter term courses are defined as topics courses, travel courses, on-campus independent study, off-campus independent study, internships, and cooperative programs offered by other institutions. All winter term courses carry three hours of credit, and internships carry four hours of credit.
**Topics courses** are designed to involve a group of students in an intensive common study of a single area of interest. A variety of methods of inquiry is normally utilized, including field trips and individualized work, to augment the common readings, meetings, and lectures or discussions.

A student may initiate and participate in teaching a group by securing a faculty advisor’s consent to act as advisor to the course. The professor will work closely with the student in planning the course and observing its development. The professor assumes the responsibility of assigning the grades in the project, including that of the student-teacher.

**Travel courses** involve Franklin College faculty taking groups of students on study tours of particular foreign countries or other regions and cities of the United States. These courses have a thematic focus. Students can satisfy the international exploratory requirement with a foreign travel course over winter term. Additional fees are charged for travel courses.

**Independent study** shall take the form of reading or research activity in a specific area by a student under the guidance of a faculty advisor. At least two weeks prior to registration, the student and the faculty advisor shall submit to the department chair and the Registrar a description of the project. Independent study may be pursued on or off campus. Off-campus independent study is open only to juniors and seniors, while sophomores, juniors, and seniors may take an on-campus independent study.

Some students may be interested in enrolling in winter term courses on other campuses, including foreign study courses. Arrangements should be made early in the fall, and the student must have approval of the Associate Registrar.
Professional Development

Throughout one’s undergraduate career, each Franklin College student participates in a professional development experience approved by the student’s academic department. These requirements, in addition to the services, programs, courses, and activities offered by the director of professional development and employer relations, the director of career services, the office of alumni and student engagement, and academic departments throughout students’ four years at Franklin, are designed to help students make a confident and successful transition from college to the professional workplace or to graduate/professional school.

The Franklin College Professional Development program provides opportunities for students to be successful in the professional workplace or graduate/professional school. While Career Services helps students find a job by teaching resume writing and interviewing, Professional Development teaches skills and competencies critical for success for students participating in an internship or for graduates beginning a job, such as decision-making, networking, professional behavior and etiquette, communications, and teamwork. Professional Development activities increase students’ awareness of: (1) workplace issues, such as office politics, diversity, employee rights and responsibilities, compensation and benefits, and business etiquette; and (2) personal adjustment and practical issues encountered in the transition to internships and post college life, such as balancing work and personal schedules, managing personal finances (budgets, banking, credit, insurance, investing, buying versus leasing, etc.), relocating, social graces, and managing stress.

The overarching theme of Professional Development is the continuous improvement of self, organization, and society. We strive to develop each student’s mental, physical, moral, social, and financial competence to a level that allows immediate success in the workplace or graduate school, as well as long term success in life.

Students have myriad opportunities to develop self-awareness and professional skills through participation in the Professional Development programs, as well as Global Education, Leadership, and Civic Engagement and Service Learning programs, all of which, combined, make up the Engaged Learning Department. Specific activities in Professional Development include the following:

**Professional Competencies**
At Franklin College, we believe that the many liberal arts skills that we teach and model are key skills which the workplace requires. In the classroom, as well as in co-curricular activities, we teach and assess competencies related to personal qualities, interpersonal abilities, communication skills, and cognitive abilities. Through an emphasis on professional development, we strive to enable students to translate and transfer these competencies to other settings, including the workplace.

**Awareness of Real World Issues**
In order to feel confident in making the transition from college to the “real world,” students need an awareness of a variety of issues that they will face. Through workshops, presentations in classes, guest speakers, and resources, Professional Development keeps real world issues in front of students.

**Workplace Issues**
Professional Development stays abreast of current, major issues in the workplace so that students can be informed and prepared to respond to these issues as they interview for jobs and enter the workplace. Issues may range from diversity to organizational culture to professional networking.

**Transition Issues**
As students leave a fairly structured college environment to face living on their own, maybe for the first time, an awareness of lifestyle issues is critical to making a successful adjustment. Transition issues include anything from managing money, relocating, and insurance to burn out and time and stress management.
**Business Etiquette and Protocol**

Many businesses regard a polite, professional manner as a key component of quality. Today’s changing business environments necessitate an updating of students’ awareness of etiquette so that they can respond confidently in their interactions with new colleagues and customers. Additionally, students must consider their online presence and the increasing importance of how social media may affect their ‘professional brand’ and personal reputation.

**Franklin’s Senior Year Experience (SYE) in Professional Development:**

**Student Graduation Requirements**

Each department of the college requires students to plan for their entry into the postgraduate world in the following ways:

1. By designing a professional-development portfolio that will document their professional skills, leadership skills, and general liberal-arts skills.
2. By participating in a course designed to help students learn to use these skills in their postgraduate careers. The development of this course may take place in coordination with the college’s Professional Development Program, which offers instruction in meeting the standards of professional and personal behavior in the students’ career fields.
3. By taking part in a senior-year professional-development experience designed by their respective departments (SNT/SNR 489).

While each department devises its own curriculum for the SYE, all curricula must be consistent with the goals of the Professional Development Program and the Leadership Program as set forth in the college catalog.

**Additional Opportunities:**

**Workshops**

Career Services and Professional Development offer several workshops open to all students each semester as well as provide workshops for various student activities and groups. Topics include Job Interviewing, Networking, Goal Setting, Learning from Feedback, Presenting Ideas Effectively, Business Etiquette, and Systems Thinking, among others.

**Internships**

Internships provide excellent opportunities for students to gain direct knowledge about a career, to apply knowledge from classroom experiences, and to gain valuable, practical work experience in that field. The Career Services office coordinates the fall semester, winter term, spring semester and summer term internship programs, except for education, exercise science, and athletic training majors’ internships. For details, see the Career Services section under Student Life in this catalog.

**Fine Arts Activities**

Professional Development, through its financial support of the Fine Arts series, provides opportunities for Franklin College students to develop an appreciation of the arts by experiencing various artistic works first-hand. Attending and/or participating in fine arts events enables students to articulate a personal response to the arts and to value the contributions which various styles of art, music and theatre have made to society.
### Professional Development Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>PDP 200</td>
<td>Preparing for Your Internship</td>
<td>1</td>
<td>Fall and Spring</td>
</tr>
</tbody>
</table>

This course is designed for sophomores and juniors preparing for an internship experience. Among the subjects covered will be self-assessment of career objectives and internship goals; exploration of resources and techniques for finding, researching and evaluating potential internships; resume writing; interview techniques; reflection as a strategy to maximize learning in an internship; professional communication and correspondence; building a personal and professional network; and techniques for learning during and after the internship experience. This course WILL NOT provide students with a ready-made internship but will provide the opportunity to develop the skills and competencies that will facilitate a successful internship experience. Due to the experiential design of the course, out-of-class experiences are required and will include at least one mock interview, a resume writing workshop, an Internship Fair experience, a networking event or etiquette dinner, and possibly other out-of-class speakers/workshops. **Course fee: $25.**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semester</th>
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</thead>
<tbody>
<tr>
<td>PDP 210</td>
<td>Professional Practices in Fine Arts</td>
<td>3</td>
<td>Spring</td>
</tr>
</tbody>
</table>

This course is designed to prepare students to manage their career as they approach graduation (i.e. designers, artists, musicians, theatre artists, and journalists). Students will learn how to effectively promote their skills, price their work, and define their goals to create a plan for success. Emphasis is placed on developing a job search strategy, how to make connections in the industry, how to negotiate salary, how to prepare for an interview, and how to use the student portfolio in an interview. Topics covered will include: how to develop and maintain a resume/curriculum vitae, cover letter, professional photographs of work, artist bio and statement, how to build a professional quality portfolio for presentation to a potential employer or client (various media), grant applications, and writing.

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<tr>
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<th>Course Title</th>
<th>Credits</th>
<th>Semester</th>
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</thead>
<tbody>
<tr>
<td>PDP 300</td>
<td>Professional Development Topics</td>
<td>1-3</td>
<td>On demand</td>
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</tbody>
</table>

A topic of current interest in professional development will be taught. Topics will vary depending upon faculty and student interest. Possible topics include Personal Finance, Ethical Decision Making, Grant Writing, and Systemic Thinking. Course will be offered at the request of a faculty member and with the approval of both the Vice President for Academic Affairs and director of professional development.

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semester</th>
<th>Prereq</th>
</tr>
</thead>
<tbody>
<tr>
<td>PDP 330</td>
<td>Big Data and the Professional Workplace</td>
<td>3</td>
<td>Spring</td>
<td>Prereq: CMP 130, CMP 141, PDP 200 &amp; either BUS 365 or MAT/PSY/SOC 224, plus junior level standing</td>
</tr>
</tbody>
</table>

A course designed to provide students with experience in working with big data in a setting featuring many of the characteristics of a professional workplace. The course includes preparatory classroom instruction in data collection, storage, visualization, and model fitting with cross-validation. Students will work in teams, each under the coaching of an alumni professional who will provide the data for the project, serve as an advisor during the project, lead discussions regarding the demands of the professional workplace, and provide individual feedback on the degree to which each student displays professional skills and dispositions. Most of the project work will be conducted in an online environment to provide students with a taste of the conditions experienced by telecommuting professionals.
Academic Success and Opportunity Courses

Success in college and success after college depend upon a series of intangible skills and values, e.g., time and stress management, individual responsibility, leadership, ability to work in diverse problem-solving teams, love of learning, etc. These skills and values are cultivated in many parts of the Franklin College curriculum and in all of our academic departments. In addition, they are directly targeted for development in a series of classes.

**Academic Success Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
<th>Term</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASC 080</td>
<td>Academic Strategies for College I</td>
<td>1</td>
<td>Fall on demand</td>
<td>By placement</td>
</tr>
<tr>
<td></td>
<td>Development of thinking, reading comprehension, and study skills essential to academic success in college. Includes instruction and practice in reading college-level texts, critical thinking, note taking, preparation for exams, and memory improvement to help college students become more active learners. Fee: $55 nonrefundable. Grade is factored into semester and cumulative GPAs. **Note: Course credit does not count toward the minimum 120 semester hours for graduation.</td>
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<tr>
<td></td>
<td><strong>Note: Course credit does not count toward the minimum 120 semester hours for graduation.</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
<th>Term</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASC 082</td>
<td>Quantitative Reasoning Support</td>
<td>0</td>
<td>Fall</td>
<td>By placement</td>
</tr>
<tr>
<td></td>
<td>Students will receive further instruction and practice in using quantitative approaches and mathematical tools for understanding the world, thinking critically about quantitative and logical information, and for making informed decisions about issues in everyday life. **Note: Course credit does not count toward the minimum 120 semester hours for graduation.</td>
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</tr>
<tr>
<td></td>
<td><strong>Note: Course credit does not count toward the minimum 120 semester hours for graduation.</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
<th>Term</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASC 085</td>
<td>Academic Strategies for College II</td>
<td>1</td>
<td>Fall and Spring on demand</td>
<td>Consent of instructor or by placement</td>
</tr>
<tr>
<td></td>
<td>This course is designed to help students identify issues that may affect academic success, develop a plan of action to ensure future academic success, and increase personal responsibility and self-management. Grade is factored into semester and cumulative GPAs. **Note: Course credit does not count toward the minimum 120 semester hours for graduation.</td>
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</tbody>
</table>

**Academic Opportunity Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
<th>Term</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>COR 003</td>
<td>Student Leadership</td>
<td>1</td>
<td>May be offered fall and spring</td>
<td>Consent of instructor</td>
</tr>
<tr>
<td></td>
<td>An examination of the various skills utilized in student leadership positions. Topics may include planning and organization, communication, budgeting, legal aspects of student organizations, and organizational and leadership styles. Unless by special arrangement, may not be repeated for credit for the same activity. Graded on a pass/fail basis. Activity credit.</td>
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</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
<th>Term</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>COR 010</td>
<td>Career Planning</td>
<td>1</td>
<td>Fall &amp; spring-middle 7 weeks of semester</td>
<td>Consent of instructor</td>
</tr>
<tr>
<td></td>
<td>This course exposes students to essential steps in designing a career plan. This course is divided into three broad sections. First is self-assessment so that students gain an understanding of how their skills, interests, work values, and personalities lead to career interests. Second, based on self-assessment, the student will identify career options and learn vocational research techniques. Third, students will learn the basics of internship and career search skills such as résumé and cover letter writing, networking and interviewing. This course will emphasize preparation for gaining work experience via internships, cooperative study, and seasonal employment. Freshmen and sophomore enrollment preferred. Graded on a pass/fail basis.</td>
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</tbody>
</table>
Accounting

**Department:** Economics, Business, and Accounting  
**Department Chair:** D. Andrews  
**Department Members:** D. Andrews, E. Jones, H. Kitaoka, S. Scheer, J. Williams

**Major:** Accounting  
**Minor:** Accounting

The department provides theoretical and practical education in these programs: economics, business, and accounting. Majors and minors are offered in each of these programs.

The **accounting curriculum** is designed to prepare majors with a strong technical, analytical, and personal understanding of how the financial, managerial, tax, and auditing concepts of accounting are used to process financial information and to communicate this information clearly, logically, and persuasively. The program courses require textbook readings, problem assignments, cases, and classroom presentations that develop this understanding. Although one internship is required, two internships are recommended. Students completing the major will be prepared for professional accounting employment and, with sufficient credits, to take the Certified Public Accounting examination.

**Accelerated Track Information and Requirements**
A full semester internship is possible in the spring of the junior year only if the accounting curriculum is started in the freshman year and the student is willing to take extra coursework prior to and after the full semester internship. A 3.0 cumulative GPA is required at the end of the freshman year to continue on the accelerated track. In addition, a 3.3 average GPA in ACC 221 and ACC 222 is required to continue on the accelerated track. Students on this challenging track may need to take a few courses out-of-sequence which may require instructor permission to register.

A **major or minor in accounting requires the student to have a minimum graduation GPA of 2.00 (A=4.00) in all required major/minor courses and to complete with grades of C- or better all coursework for the major, minor, and related field. Furthermore, regardless of major, all students taking accounting courses must complete all prerequisites with a C- or better.**

Students who excel in the program have the opportunity to join Delta Mu Delta, the national business honor society. Juniors and seniors who have earned an overall 3.3 GPA at the time of invitation are eligible to join. Additionally, many scholarships are available to students who excel in the program.
**Accounting Major**

A major in accounting requires the student to have a minimum graduation GPA of 2.00 (A=4.00) in required major courses. Accounting majors must complete all courses in the major with a ‘C’ or better. All students majoring in accounting must be at the sophomore class level in order to enroll in any 300-level accounting major courses.

**Core Requirements**

- ACC 221 Principles of Accounting I
- ACC 222 Principles of Accounting II
- ACC 235 Data Management and Analysis
- ACC 311 Intermediate Accounting I
- ACC 312 Intermediate Accounting II
- ACC 321 Managerial-Cost Accounting
- ACC 341 Introduction to Taxation
- ACC 420 Auditing
- ACC 431 Advanced Accounting
- ACC 470 Advanced Accounting Topics I*
- ACC 499 Senior Competency Practicum
- ECO 115 Principles of Economics
- MAT 135 Calculus

**Related field requirements**

- BUS 265 Business Research Methods
- BUS 341 Business Law I
- BUS 351 Business Finance
- CMP 130 Introduction to Computing

**One of the following courses**

- ECO 221 Intermediate Microeconomic Theory
- ECO 223 Intermediate Macroeconomic Theory

**Two of the following courses**

- ACC 342 Advanced Taxation
- BUS 352 Investments
- BUS 361 Principles of Marketing
- BUS 367 Principles of Management

**Professional Development Requirements**

- ACC 498 Portfolio
- INT XXX Accounting Internship (Senior Year Experience)
- PDP 200 Preparing for Your Internship

*Double majors in Accounting and Business Finance* are required to complete one senior seminar course, ACC 470 Advanced Accounting Topics I. ACC 470 will substitute for BUS 470 for the Business Finance major.

150-Hour Accounting Certificate Program: Starting with the May, 2000, CPA exam, Indiana requires that all candidates for the CPA exam have 150 semester hours of college credits. The certificate program has the same course requirements as the accounting major, plus ACC 342: Advanced Taxation and other elective courses to reach the 150-hour total.
**Accounting Minor**

The accounting minor requires a student to have a minimum graduation GPA of 2.00 (A=4.00) in the minor courses and to complete with grades of ‘C-’ or better all of the following coursework:

**Required courses**
- ACC 221 Principles of Accounting I
- ACC 222 Principles of Accounting II
- ACC 311 Intermediate Accounting I
- ACC 341 Introduction to Taxation

**Two of the following courses**
- ACC 235 Data Management and Analysis
- ACC 312 Intermediate Accounting II
- ACC 321 Managerial-Cost Accounting
- ACC 342 Advanced Taxation
- ACC 420 Auditing
- BUS 351 Business Finance
### Accounting Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Term</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 221</td>
<td>Principles of Accounting I</td>
<td>3</td>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fall and Spring</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Concepts and issues of financial reporting for business entities, analysis, and recording of economic transactions. <em>May be taken during freshman year.</em></td>
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</tr>
<tr>
<td>ACC 222</td>
<td>Principles of Accounting II</td>
<td>4</td>
<td>Spring</td>
<td>Prereq: ACC 221</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Continuation of financial accounting as well as concepts and issues of management accounting, budgeting, cost determination, analysis, and non-profit accounting. <em>May be taken during freshman year.</em></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>ACC 235</td>
<td>Data Management and Analysis</td>
<td>2</td>
<td>Spring</td>
<td>Prereq: CMP 130 or consent of instructor</td>
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<tr>
<td></td>
<td>Spring</td>
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<tr>
<td></td>
<td>This course will focus on the application of intermediate and advanced Microsoft Excel and Access topics to real-world business scenarios. Case studies will be used to provide engaged learning opportunities that will expand on introductory material learned from previous courses and will expand on the application in a business environment. Through the case studies, students will be asked to solve problems, think strategically and critically, and propose and/or implement solutions to business issues using Microsoft Excel and Access software programs.</td>
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</tr>
<tr>
<td>ACC 300</td>
<td>Topics in Accounting</td>
<td>3</td>
<td>On demand</td>
<td>Prereq: Sophomore class standing</td>
</tr>
<tr>
<td></td>
<td>On demand</td>
<td></td>
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<tr>
<td></td>
<td>A topic of current interest in accounting will be taught. Topics will vary depending on faculty interest. Course will be offered upon the request of a faculty member and with approval of the vice president for academic affairs.</td>
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</tr>
<tr>
<td>ACC 311</td>
<td>Intermediate Accounting I</td>
<td>4</td>
<td>Fall</td>
<td>Prereq: ACC 221 &amp; ACC 222, must have at least sophomore class standing</td>
</tr>
<tr>
<td></td>
<td>Fall</td>
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</tr>
<tr>
<td></td>
<td>The theoretical framework for accounting principles and financial statement presentation as applied to the assets of an enterprise.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACC 312</td>
<td>Intermediate Accounting II</td>
<td>4</td>
<td>Spring</td>
<td>Prereq: ACC 311, must have at least sophomore class standing</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The theoretical framework for accounting principles and procedures. Generally accepted accounting principles and financial statement presentation as applied to liabilities and equities.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACC 321</td>
<td>Managerial-Cost Accounting</td>
<td>3</td>
<td>Fall</td>
<td>Prereq: ACC 221 &amp; ACC 222, must have at least sophomore class standing</td>
</tr>
<tr>
<td></td>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Purposes and methods of cost accounting as used for planning and control. Budgets, standards, and profitability analysis. Job-order, process, and standard cost accounting systems.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACC 341</td>
<td>Introduction to Taxation</td>
<td>3</td>
<td>Fall</td>
<td>Prereq: Sophomore class standing</td>
</tr>
<tr>
<td></td>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Internal Revenue Service Code and Regulations. Advanced aspects of income, deductions, and credits, especially as applied to individuals.</td>
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</tr>
</tbody>
</table>
### ACC 342 Advanced Taxation

**Spring**

| 3 credit hours | Prereq: ACC 341 or consent of instructor |

Internal Revenue Code and Regulations as applied to the tax requirements of partnerships, corporations, estates, and trusts. Tax structure, tax types, administration, tax data processing, and tax return preparation of partnerships and corporations.

### ACC 420 Auditing

**Fall**

| 3 credit hours | Prereq: ACC 312 |

Auditing with emphasis on standards, scope of audits, work-papers, and audit reports. *To be taken during year of graduation.*

### ACC 431 Advanced Accounting

**Fall**

| 3 credit hours | Prereq: ACC 312 |

A study of accounting procedures for partnerships, trusts, estates, mergers, and consolidations. Also includes government and nonprofit institution accounting. Stress is on consolidation of financial statements for corporations. *To be taken during year of graduation.*

### ACC 470 Advanced Accounting Topics I

**Spring**

| 1 credit hour | Prereq: ACC 312, 321, 341, 431 or concurrently |

Analysis of accounting concepts and principles not covered in previous accounting courses. Also allows the student an opportunity to refresh his or her knowledge of the subject matter of previous accounting courses and to otherwise prepare for successful completion of the Uniform Certified Public Accountants Examination. Emphasis is given in the course to pronouncements of the AICPA and FASB, to a review of prior CPA examination questions and problems, and to the development of sound examination-taking techniques. *To be taken during year of graduation.*

### ACC 482 Accounting Practicum

**Fall and Spring**

| 1-2 credit hours | Prereq: Senior class standing |

A supervised, pre-approved experience which allows a student to pursue specific learning goals and/or be involved in a field experience during the regular academic semester.

### ACC 490 Independent Study

**Fall and Spring**

| 1-2 credit hours | Prereq: Departmental consent |

Course is designed to encourage student initiative and to provide a degree of flexibility in the departmental program. Normally the subject is not sufficiently or appropriately covered in regular departmental course offerings.

### ACC 498 Portfolio

**Spring**

| No credit |  |

The portfolio requirement will be met by creating the portfolio required in BUS 367. Students will develop a comprehensive portfolio documenting skills learned and assessment of such skills. See BUS 367 for complete description.

### ACC 499 Senior Competency Practicum

**Spring**

| No credit | Prereq: Senior class standing |

Satisfactory performance on simulated CPA Exam. Passing grade ‘C’ or better.
American Studies Program

Department: History  
Department Chair: M. Clark-Wiltz  
Teaching Faculty: M. Clark-Wiltz, A. Fetter-Harrott, J. Jimerson, S. Nelson, J. Smith, R. Smith

Minor: American Studies

American Studies rests upon the important assumptions that a culture should be investigated in its entirety and that a breadth of study leads to a depth of understanding. In keeping with these assumptions, American Studies at Franklin College is an interdisciplinary program. From a broad variety of disciplinary perspectives, the American Studies student will seek to understand the social, cultural, and intellectual forces which shape American culture.

The goals of the American studies program are:
• To give the student a better understanding of social forces that have influenced American culture;
• To present in a logical, meaningful pattern those writings of importance that have shaped Americans and the America of today;
• To foster and to cultivate the awareness of the rich heritage that is uniquely American;
• To stimulate a lively interest in and a sympathetic understanding of the development of the differing philosophies which have produced a variety of American thought;
American Studies Minor
All courses and prerequisites for courses taken to satisfy the American Studies minor must be completed with a grade of ‘C-’ or better. Student must have a minimum graduation GPA of 2.00 (A=4.00) in required minor courses. Students are strongly encouraged to take diversity and international exploratories that consider the place of the United States in an increasingly globalized world.

Required Courses
- ENG 200 Introduction to Literary Studies
- HIS 121 U.S. History Since 1877
- HIS 325 History of American Thought
- POL 110 American National Government

Two of the following courses – must have different prefixes
- ENG 355 Early American Literature
- ENG 356 American Realism
- ENG 357 American Modernism
- HIS 231 African American History
- HIS 250 Indiana History
- HIS/WST 332 History of Women in US
- POL 225 State and Local Government
- POL 234 American Political Participation
- POL 410 American Constitutional Law I
- POL 420 American Constitutional Law II
- SOC/NPL 222 Social Problems & Nonprofit Responses

Individualized Majors in American Studies
In addition to the four required courses for the American Studies minor, students would need to include in the major a capstone academic experience, an internship, and additional courses approved by the director of the program so that the number of hours would total at least 33.

Complete course descriptions for each of these offerings may be found elsewhere in this catalog under the appropriate major headings.
Art

Department: Art
Department Chair: S. Rakić
Art Faculty: D. Cunningham, S. Rakić, W. Shapiro

Majors: Art History, Art Studio (Tracks: Ceramics, Digital Fine Art Photography, Graphic Design, & Painting)
Minors: Art History, Art Studio

The art department at Franklin College provides theoretical and practical education in a variety of options for completing an art major or minor program.

The art program is designed to develop students’ broad appreciation of art and their ability to create art through curricular offerings of art history and art studio experiences. Both art major and art minor programs allow two possible tracks: one primarily focusing on the study of art history and the other on developing studio skills. The goal of both options is to develop students’ understanding of the major periods/styles in visual arts and to encourage students to explore their own creativity in drawing, painting, sculpting, and designing. The art history program offers a study of visual concepts and the major art movements within the historical period which produced them and gives students an understanding and appreciation of artistic endeavor and experience. The art studio major is designed to develop students’ skills for creating art while developing an appreciation of art and an understanding of art history.

Major Requirements
A major in art requires the student to have a minimum graduation GPA of 2.00 (A=4.00) in required major courses. All courses for majors must be completed with a grade of C- or better. A grade or C- or better is required for all prerequisite courses regardless of academic major.
Art History

Core Requirements
ART 116 History of Art I: Ancient and Medieval Art
ART 117 History of Art II: Renaissance to Modern Art
ART 130 Color and Design
ART 140 Graphic Design I
ART 230 Modern Art
ART 235 Issues in Contemporary Art
ART 340 Selected Issues in Art
ART 350 Eastern Thought in Western Art
ART 499 Senior Comprehensive Exam

Professional Development Requirements
ART 498 (Art History) Senior Portfolio Review
PDP 210 Professional Practices in Fine Arts
SNR/SNT 489 (Art History) Senior Experience*
*May replace ONE of the electives listed below if 5 credit hours are completed.

Three of the following courses
ART 160 Drawing I
ART 170 Painting I
ART 175 Ceramics I
ART 190 Digital Fine Art Photography I
ART 240 Graphic Design II
ART 260 Drawing II
ART 270 Painting II
ART 275 Ceramics II
ART 290 Digital Fine Art Photo. II
ART 300 Topics in Art
WIN XXX WT Art Course

Related Field Requirements
Music – 3 hours minimum of courses with a MUS prefix
Theatre – one 3 credit hour course with a THE prefix
Additional courses approved by the art faculty for a total of 12 credit hours in the related field
Art Studio: Ceramics

Core Requirements
- ART 116 History of Art I: Ancient and Medieval Art
- ART 117 History of Art II: Renaissance to Modern Art
- ART 130 Color and Design
- ART 140 Graphic Design I
- ART 160 Drawing I
- ART 170 Painting I
- ART 175 Ceramics I
- ART 499 Senior Comprehensive Exam

Professional Development Requirements
- ART 498 (Art Studio) Senior Portfolio Review
- PDP 210 Professional Practices in Fine Arts
- SNR/SNT 489 (Art Studio) Senior Experience

Track Requirements
- ART 275 Ceramics II
- ART 375 Ceramics III
- ART 475 Ceramics IV

One of the following courses
- ART 190 Digital Fine Art Photography I
- ART 240 Graphic Design II
- ART 260 Drawing II
- ART 270 Painting II
- ART 300 Topics in Art
- WIN XXX WT Course/Art Studio

One of the following courses
- ART 230 Modern Art
- ART 235 Issues in Contemporary Art
- ART 340 Selected Issues in Art
- ART 350 Eastern Thought in Western Art
- WIN XXX WT Course/Art History

Related Field Requirements:
- Music – 3 hours minimum of courses with a MUS prefix
- Theatre – one 3 credit hour course with a THE prefix
- Additional courses approved by the art faculty for a total of 12 credit hours in the related field
Art Studio: Digital Fine Art Photography

Core Requirements
ART 116 History of Art I: Ancient and Medieval Art
ART 117 History of Art II: Renaissance to Modern Art
ART 130 Color and Design
ART 140 Graphic Design I
ART 160 Drawing I
ART 170 Painting I
ART 175 Ceramics I
ART 499 Senior Comprehensive Exam

Professional Development Requirements
ART 498 (Art Studio) Senior Portfolio Review
PDP 210 Professional Practices in Fine Arts
SNR/SNT 489 (Art Studio) Senior Experience

Track Requirements
ART 190 Digital Fine Art Photography I
ART 290 Digital Fine Art Photography II
ART 390 Digital Fine Art Photography III
ART 395 Digital Fine Art Photography IV

One of the following courses
ART 240 Graphic Design II
ART 260 Drawing II
ART 270 Painting II
ART 275 Ceramics II
WIN XXX WT Course/Art Studio

One of the following courses
ART 230 Modern Art
ART 235 Issues in Contemporary Art
ART 340 Selected Issues in Art
ART 350 Eastern Thought in Western Art
WIN XXX WT Course/Art History

Related Field Requirements
Music – 3 hours minimum of courses with a MUS prefix
Theatre – one 3 credit hour course with a THE prefix
Additional courses approved by the art faculty for a total of 12 credit hours in the related field
Art Studio: Graphic Design

Core Requirements
- ART 116 History of Art I: Ancient and Medieval Art
- ART 117 History of Art II: Renaissance to Modern Art
- ART 130 Color and Design
- ART 140 Graphic Design I
- ART 160 Drawing I
- ART 170 Painting I
- ART 175 Ceramics I
- ART 499 Senior Comprehensive Exam

Professional Development Requirements
- ART 498 (Art Studio) Senior Portfolio Review
- PDP 210 Professional Practices in Fine Arts
- SNR/SNT 489 (Art Studio) Senior Experience

Track Requirements
- ART 190 Digital Fine Art Photography I
- ART 240 Graphic Design II
- ART 345 Graphic Design III
- MMJ/PRL 180 Publication Design

One of the following courses
- ART 260 Drawing II
- ART 270 Painting II
- ART 275 Ceramics II
- ART 290 Digital Fine Art Photography II
- ART 300 Topics in Art
- WIN XXX WT Course/Art Studio

One of the following courses
- ART 230 Modern Art
- ART 235 Issues in Contemporary Art
- ART 340 Selected Issues in Art
- ART 350 Eastern Thought in Western Art
- WIN XXX WT Course/Art History

Related Field Requirements
- Music – 3 hours minimum of courses with a MUS prefix
- Theatre – one 3 credit hour course with a THE prefix
- Additional courses approved by the art faculty for a total of 12 credit hours in the related field
Art Studio: Painting

Core Requirements
- ART 116 History of Art I: Ancient and Medieval Art
- ART 117 History of Art II: Renaissance to Modern Art
- ART 130 Color and Design
- ART 140 Graphic Design I
- ART 160 Drawing I
- ART 170 Painting I
- ART 175 Ceramics I
- ART 499 Senior Comprehensive Exam

Professional Development Requirements
- ART 498 (Art Studio) Senior Portfolio Review
- PDP 210 Professional Practices in Fine Arts
- SNR/SNT 489 (Art Studio) Senior Experience

Track Requirements
- ART 270 Painting II
- ART 370 Painting III
- ART 470 Painting IV

One of the following courses
- ART 190 Digital Fine Art Photography I
- ART 240 Graphic Design II
- ART 260 Drawing II
- ART 275 Ceramics II
- ART 300 Topics in Art
- WIN XXX WT Course/Art Studio

One of the following courses
- ART 230 Modern Art
- ART 235 Issues in Contemporary Art
- ART 340 Selected Issues in Art
- ART 350 Eastern Thought in Western Art
- WIN XXX WT Course/Art History

Related Field Requirements
- Music – 3 hours minimum of courses with a MUS prefix
- Theatre – one 3 credit hour course with a THE prefix
- Additional courses approved by the art faculty for a total of 12 credit hours in the related field
**Art History Minor**

A minor in art requires the student to have a minimum graduation GPA of 2.00 (A=4.00) in required courses. All courses and prerequisites must be completed with a grade of C- or better. A grade or C- or better is required for all prerequisite courses regardless of academic major.

**Required courses**
- ART 116 History of Art I: Ancient and Medieval Art
- ART 117 History of Art II: Renaissance to Modern Art
- ART 230 Modern Art
- ART 235 Issues in Contemporary Art
- ART 350 Eastern Thought in Western Art

**One of the following courses**
- ART 130 Color and Design
- ART 340 Selected Issues in Art
- WIN XXX WT Course/Art History

**One of the following courses**
- Music – 3 hours minimum of courses with a MUS prefix
- Theatre – one 3 credit hour course with a THE prefix

**Art Studio Minor**

A minor in art requires the student to have a minimum graduation GPA of 2.00 (A=4.00) in required courses. All courses and prerequisites must be completed with a grade of C- or better. A grade or C- or better is required for all prerequisite courses regardless of academic major.

**Required courses**
- ART 116 History of Art I: Ancient and Medieval Art
- ART 117 History of Art II: Renaissance to Modern Art
- ART 130 Color and Design
- ART 160 Drawing I

**Three of the following courses**
- ART 140 Graphic Design I
- ART 170 Painting I
- ART 175 Ceramics I
- ART 190 Digital Fine Art Photography I
- ART 240 Graphic Design II
- ART 260 Drawing II
- ART 270 Painting II
- ART 275 Ceramics II
- ART 290 Digital Fine Art Photo. II
- ART 370 Painting III
- ART 375 Ceramics III
- ART 390 Digital Fine Art Photo. III
- MMJ/PRL 180 Publication Design
Art Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Term</th>
<th>Instructor Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 116</td>
<td>History of Art I: Ancient and Medieval Art</td>
<td>4</td>
<td>Fall</td>
<td>Fine Art exploratory</td>
</tr>
<tr>
<td></td>
<td>A history of painting, sculpture, and architecture of the Ancient World and the Middle Ages - from Egyptian to Gothic art.</td>
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<tr>
<td>ART 117</td>
<td>History of Art II: Renaissance to Modern Art</td>
<td>4</td>
<td>Spring</td>
<td>Fine Art exploratory</td>
</tr>
<tr>
<td></td>
<td>A history of painting, sculpture, architecture and photography in Europe and America from the 15th century to the present.</td>
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<tr>
<td>ART 130</td>
<td>Color and Design</td>
<td>3</td>
<td>Fall and Spring</td>
<td>Fine Art exploratory</td>
</tr>
<tr>
<td></td>
<td>In this class you will learn the visual principles behind the creation of historic and contemporary masterpieces through lecture and hands on work with collage materials. Figure-ground relationships, afterimage, optical mixture, and transparency illusions, and color theory are a few of the color concepts to be studied. Using simple cut and paste collage materials, we will explore a variety of historic and contemporary composition and design methodologies. Studio format with lectures, demonstrations, group critiques, and individualized instruction. Additional materials required.</td>
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<tr>
<td>ART 140</td>
<td>Graphic Design I</td>
<td>3</td>
<td>Fall and Spring</td>
<td>Fine Art exploratory</td>
</tr>
<tr>
<td></td>
<td>This course combines studio work with classroom instruction. Fundamental components of design theory and typography are incorporated with problem definition to provide students with valuable experience in the ideation, research, execution and presentation of projects. Lectures and visual media provide a broad introduction to the visual communication professional field.</td>
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<tr>
<td>ART 160</td>
<td>Drawing I</td>
<td>3</td>
<td>Fall and Spring</td>
<td>Fine Art exploratory</td>
</tr>
<tr>
<td></td>
<td>An introduction to drawing techniques and media. Emphasis on perceptual issues (use of line through contour drawing; perception of positive and negative spaces; perception of lights and shadows.) Studio classes supplemented with lectures, demonstrations, group critiques, and individualized instruction. Subject matter includes still life, interior, landscape and portraits as well as copying the drawings of old masters. Additional fee for required materials.</td>
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<tr>
<td>ART 170</td>
<td>Painting I</td>
<td>3</td>
<td>Fall and Spring</td>
<td>Fine Art exploratory</td>
</tr>
<tr>
<td></td>
<td>An introduction to painting techniques, materials, and history. Studio format with lectures, demonstrations, group critiques, and individualized instruction. <strong>Fee: $100 nonrefundable for cost of all materials.</strong></td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credit Hours</td>
<td>Prerequisites</td>
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<tr>
<td>ART 175</td>
<td>Ceramics I</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Every Fall, and Spring odd academic years</td>
<td>Fine Art exploratory</td>
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<tr>
<td>This class is an exploration of functional and sculptural ceramic forms using traditional and contemporary hand-building techniques. This class assumes that the student has no previous knowledge of clay, glazes, or firing and thus requires students to learn a broad range of skills to be able to translate their ideas successfully into the clay medium. Studio format with lectures, demonstrations, group critiques, and individualized instruction. Fee: $75 nonrefundable.</td>
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<tr>
<td>ART 190</td>
<td>Digital Fine Art Photography I</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>Fall and Spring</td>
<td>Fine Art exploratory</td>
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<tr>
<td>This course provides the technical skills and ideological understanding necessary for the creation and appreciation of digital fine art photography. The semester is designed to build, cumulatively, from the absolute basics of camera controls, composition and light, to more advanced topics of the relationship between artist, audience and artwork. Studio format with lectures, demonstrations, group critiques, and individualized instruction. Digital camera is required.</td>
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<tr>
<td>ART 230</td>
<td>Modern Art</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>Spring, odd academic years</td>
<td>Fine Art exploratory</td>
<td></td>
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<tr>
<td>A history of painting, sculpture, architecture, and photography of the 20th century.</td>
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<tr>
<td>ART 235</td>
<td>Issues in Contemporary Art</td>
<td>3</td>
<td></td>
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<tr>
<td>Spring, even academic years</td>
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<tr>
<td>This class will look at current trends in contemporary art such as the influence of museums and galleries, who determines what is art and what is the criteria, censorship, and postmodern philosophy. Class format includes lectures, group discussion, and trips to museums and galleries.</td>
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<tr>
<td>ART 240</td>
<td>Graphic Design II</td>
<td>3</td>
<td>Prereq: ART 140</td>
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<tr>
<td>Fall</td>
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<tr>
<td>Through lectures, demonstrations, and studio work, students are introduced to all aspects of typography, from its historical precedents to its current use. Creative thinking is encouraged, along with prescribed techniques and media. Students will gain a thorough understanding of the nature of vector and raster-based digital file development, as well as an in-depth study of the applications used to create them. Projects and assignments will focus on an exploration and understanding of the applications, applying color, tools, techniques, and printing options.</td>
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<tr>
<td>ART 260</td>
<td>Drawing II</td>
<td>3</td>
<td>Prereq: ART 160 or consent of the instructor</td>
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<tr>
<td>Fall and spring</td>
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<tr>
<td>A continuation of ART 160, with added emphasis on the use of value and the logic of light in drawing. Students are expected to bring together all of the basic component skills of drawing: perception of edges, spaces and shapes, relationships of angles and proportions, lights and shadows, and the skills of crosshatching and continuous tone. Studio format with lectures, demonstrations, group critiques, and individualized instruction. Subject matter includes still life, interior, landscape, and human figure. Additional materials required.</td>
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<tr>
<td>ART 270</td>
<td>Painting II</td>
<td>3</td>
<td>Prereq: ART 170</td>
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<tr>
<td>Fall and spring</td>
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<tr>
<td>A continuation of ART 170, with added emphasis on exploring personal ideas with a variety of painting methods. Studio format with lectures, demonstrations, group critiques, and individualized instruction. Fee: $30 nonrefundable for cost of all materials.</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Schedule</td>
<td>Prerequisites</td>
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<tr>
<td>ART 275 Ceramics II</td>
<td>Ceramics II</td>
<td>3</td>
<td>Every fall, and spring odd academic years</td>
<td>Prereq: ART 175</td>
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<tr>
<td>ART 290 Digital Fine Art Photography II</td>
<td>Digital Fine Art Photography II</td>
<td>3</td>
<td>Fall and Spring</td>
<td>Prereq: ART 190</td>
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<tr>
<td>ART 300 Topics in Art</td>
<td>Topics in Art</td>
<td>3</td>
<td>On demand</td>
<td></td>
</tr>
<tr>
<td>ART 340 Selected Issues in Art</td>
<td>Selected Issues in Art</td>
<td>3</td>
<td>Fall</td>
<td>Prereq: ART 240</td>
</tr>
<tr>
<td>ART 345 Graphic Design III</td>
<td>Graphic Design III</td>
<td>3</td>
<td>Fall</td>
<td>Prereq: ART 240</td>
</tr>
<tr>
<td>ART 350 Eastern Thought in Western Art</td>
<td>Eastern Thought in Western Art</td>
<td>3</td>
<td>Spring, even academic years</td>
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</tr>
<tr>
<td>ART 370 Painting III</td>
<td>Painting III</td>
<td>3</td>
<td>Fall and spring</td>
<td>Prereq: ART 270</td>
</tr>
<tr>
<td>ART 375 Ceramics III</td>
<td>Ceramics III</td>
<td>3</td>
<td>Every fall, and spring odd academic years</td>
<td>Prereq: ART 275</td>
</tr>
</tbody>
</table>

A continuation of ART 175, with added emphasis on exploring personal ideas with a variety of construction methods. Studio format with lectures, demonstrations, group critiques, and individualized instruction. Fee: $75 nonrefundable.

A continuation of ART 190, where students begin to explore the endless possibilities those tools represent, and to create work that represents their own long-term artistic interests. Studio format with lectures, demonstrations, group critiques, and individualized instruction. Digital camera is required.

A studio course that will vary depending on faculty interest. Course will be offered upon the request of a faculty member and with approval of the vice president for academic affairs.

Art history course in which particular issues, artists, genres, or historical periods are selected for in-depth study. Course will be offered upon the request of a faculty member and with approval of the vice president for academic affairs.

This class moves beyond the syntax (structure) of type and into semantics (meaning). The student will develop and manipulate grids, understand color theory, know typographic anatomy, history, and vocabulary, create unique logotypes and layouts, develop and manipulate proportional systems incorporating imagery, understand the importance of audience, concept and hierarchy, create meaningful and dynamic typographic design, and utilize type as image.

Study of the impact of the teachings of Eastern Philosophy on modern artists in the West.

A continuation of ART 270, this is an advanced painting experience where students are challenged to express unique personal ideas while developing individual style. Studio format with lectures, demonstrations, group critiques, and individualized instruction. Fee: $30 nonrefundable for cost of all materials.

A continuation of ART 275, this is an advanced ceramic experience where students are challenged to express unique personal ideas while developing individual style. Challenges include large scale and sequential work. Studio format with lectures, demonstrations, group critiques, and individualized instruction. Fee: $75 nonrefundable.
<table>
<thead>
<tr>
<th>ART 390 Digital Fine Art Photography III</th>
<th>3 credit hours</th>
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</thead>
<tbody>
<tr>
<td>A continuation of ART 290. This class is offered on demand only.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>ART 395 Digital Fine Art Photography IV</th>
<th>3 credit hours</th>
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</thead>
<tbody>
<tr>
<td>A continuation of ART 390. This class is offered on demand only.</td>
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</table>

<table>
<thead>
<tr>
<th>ART 470 Painting IV</th>
<th>3 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall and Spring</td>
<td>Prereq: ART 370</td>
</tr>
<tr>
<td>A continuation of ART 370, this is a class where a student is challenged to further explore their individual interests in paint. The class includes painting from observation and sequential abstraction. Studio format with lectures, demonstrations, group critiques, and individualized instruction. Fee: $30 nonrefundable for cost of all materials.</td>
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</table>

<table>
<thead>
<tr>
<th>ART 475 Ceramics IV</th>
<th>3 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every fall, and spring odd academic years</td>
<td>Prereq: ART 375</td>
</tr>
<tr>
<td>A continuation of ART 375, this class is a class where a student is challenged to further explore their individual interests in clay. The class includes individual research of firing, glazing and forming techniques. Studio format with lectures, demonstrations, group critiques, and individualized instruction. Fee: $75 nonrefundable.</td>
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</table>

<table>
<thead>
<tr>
<th>ART 482 Art Practicum</th>
<th>1-2 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prereq: consent of instructor</td>
<td></td>
</tr>
<tr>
<td>A supervised, pre-approved experience which allows a student to pursue specific learning goals and/or be involved in a field experience during the regular academic semester.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>ART 490 Independent Study</th>
<th>1-2 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prereq: departmental &amp; instructor permission</td>
<td></td>
</tr>
<tr>
<td>A course designed to encourage student initiative and to provide a degree of flexibility in the departmental program. Normally the subject is not sufficiently or appropriately covered in departmental course offerings.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>ART 498 (ART HISTORY) Senior Portfolio Review</th>
<th>No credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall and spring</td>
<td></td>
</tr>
<tr>
<td>A supervised, pre-approved senior year experience which allows students to review personal learning goals in the field of art history. Pass/Fail.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>ART 498 (ART STUDIO) Senior Portfolio Review</th>
<th>No credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall and spring</td>
<td></td>
</tr>
<tr>
<td>This senior year experience is fulfilled by putting up a personal art show of best works done in the major track field. Pass/Fail.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>ART 499 (ART HISTORY or ART STUDIO) Senior Comprehensive Exam</th>
<th>No credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall and spring</td>
<td>Co-req: SNR/SNT 489</td>
</tr>
<tr>
<td>Students will take a written or oral exam which covers information from core requirements for the major. Letter graded.</td>
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</tbody>
</table>
PDP 210 Professional Practices in Fine Arts  3 credit hours  Spring
This course is designed to prepare students to manage their career as they approach graduation (i.e. designers, artists, musicians, theatre artists, and journalists). Students will learn how to effectively promote their skills, price their work, and define their goals to create a plan for success. Emphasis is placed on developing a job search strategy, how to make connections in the industry, how to negotiate salary, how to prepare for an interview, and how to use the student portfolio in an interview. Topics covered will include: how to develop and maintain a resume/curriculum vitae, cover letter, professional photographs of work, artist bio and statement, how to build a professional quality portfolio for presentation to a potential employer or client (various media), grant applications, and writing.

SNR/SNT 489 (ART HISTORY) Senior Experience  2-5 credit hours  Co-req: ART 499
Fall and Spring
*May replace ONE of the electives if 5 credit hours are completed.
This senior or junior year experience is fulfilled by completing a significant project in the field of art history. An internship with an arts organization may also be used. The student must complete at least 70 hours of documented time in practical application and/or research to earn one credit and will meet on a regular basis with the practicum advisor. Pass/Fail.

SNR/SNT 489 (ART STUDIO) Senior Experience  1-5 credit hours  Co-req: ART 499
Fall and Spring
This senior or junior year experience is fulfilled by completing a significant project in the field of studio art. An internship with an arts organization may also be used. The student must complete at least 70 hours of documented time in practical application and/or research to earn one credit and will meet on regular basis with the practicum advisor. Students must earn at least a grade of C.
The biology program at Franklin College is designed to provide students with knowledge of the content of the various disciplines of biology. The program will provide experiences that help students better understand the nature of science and the role of scientists in society. To fulfill this mission, the program provides courses that stress the important areas of cellular, organismal, systemic and environmental biology. Through laboratory, lecture, and discussion, science is presented not simply as a collection of facts but also as a process by which concepts may be generated. Upon completion of the major, students will have a well-rounded knowledge of biology as well as an understanding of the way to use scientific methodology to solve problems.
**Biology Major**
Completion of the Biology major will require students to complete one of the four following tracks or a Cooperative 3+ Program in Biology. Only one program or track will be recorded on the student’s transcript. All tracks share a common core and each track has additional biology, chemistry, and related field requirements, plus a Professional Development Program/Senior Year Experience. Cooperative 3+ Programs in Biology have a common core (different from the core for biology tracks) and additional specific requirements for each cooperative program. All biology courses must be completed with a grade of C- or better.

**Core Requirements** (required for all biology tracks)
- BIO 134 Principles of Biology
- BIO 140 Cell Biology
- BIO 221 Botany
- BIO 230 Zoology
- BIO 470 Senior Seminar
- BIO 499 Senior Comprehensive Experience

**Related Field Requirements for Biology Major** (required for all biology tracks)
A grade of D- or better satisfies the requirement for successful completion of the related field courses in math and chemistry.
- CHE 121 General Chemistry I
- CHE 122 General Chemistry II
- CHE 123 General Chemistry I Lab
- CHE 124 General Chemistry II Lab

**Mathematics Related Field Requirement for Biology Major**
One of the following math options (grade of D- or better required):
- **Option 1**: MAT 135 Calculus
- **Option 2**: LA 103 Quantitative Reasoning and MAT 224 Basic Applied Statistics
- **Option 3**: CMP 130 Introduction to Computing and MAT 224 Basic Applied Statistics
- **Option 4**: MAT 126 Functions and Models for Natural Sciences and MAT 224 Basic Applied Statistics

**Biology Professional Development Program/Senior Year Experience**
All Biology majors must complete the requirements of either Plan A or Plan B.

**Plan A**
- BIO/CHE 390 Professional Development Planning
- SNR 489 Professional Development Research Experience
To receive permission to do Plan A, students must complete an SNR proposal sponsored by a faculty member who will oversee their project. Proposals are due on November 15 for Spring SNR 489 Internships, and on April 15 for Summer and Fall SNR 489 Internships. This proposal must be approved by the Biology or Chemistry Department prior to the start of the project. SNR 489 must be completed during the summer prior to or during the senior year. BIO/CHE 390 is a prerequisite for SNR 489.

**Plan B**
- BIO/CHE 390 Professional Development Planning
- INT XXX Internship
(INT XXX must be completed during the summer prior to or during the senior year. BIO 390 is a prerequisite for INT XXX.)
**Biology Major - Standard Biology Track**

In addition to the core and PDP/SYE requirements, students must take the following:

**One of the following courses**

- BIO 322 Ornithology
- BIO 335 Plant Communities
- BIO 240 Ecology

**One of the following courses**

- BIO 215 Human Anatomy and Physiology II
- BIO 350 Genetics
- BIO 360 Animal Physiology

**Plus:** A minimum of 10 hours from Biology courses numbered BIO 215-392 (except BIO 390). Students may count either BIO 372/BIO 372L or BIO 387/BIO 387L as part of this 10 hour requirement, but not both.

**Biology Major - Cell and Molecular Biology Track**

In addition to the core and PDP/SYE requirements, students must take the following:

- BIO/CHE 334 Biochemistry
- BIO 350 Genetics
- BIO 360 Animal Physiology
- BIO 373 Microbiology
- BIO 374 Advanced Cell and Molecular Biology
- BIO 392 Techniques in Biotechnology and Biochemistry
- CHE 221 & 223 Organic Chemistry I and Lab
- CHE 222 & 224 Organic Chemistry II and Lab
- PHY 201 or 211 & 203 General Physics I and Lab
- PHY 202 or 212 & 204 General Physics II and Lab

**One of the following courses**

- CHE 322 Spectroscopic Methods of Analysis
- CHE 448 Instrumental Analysis

**Recommended Courses**

- BIO 375 Undergraduate Research in Biology or Chemistry
- BUS 100 Introduction to Business
- ECO 115 Principles of Economics
**Biology Major - Ecology/Conservation Track**
In addition to the core and PDP/SYE requirements, students must take the following:
(the core math option of LA 103 and MAT/PSY 224 is required for this track)

- BIO 240 Ecology
- BIO 320 Conservation Biology
- BIO 322 Ornithology
- BIO 335 Plant Communities
- BIO 380 Field Biology
- ENG 328 Advanced Composition
- ESC 118 Earth Science

**One of the following courses**
- BIO 215 Human Anatomy and Physiology II
- BIO 350 Genetics
- BIO 360 Animal Physiology

**Recommended courses**
- BIO 375 Undergraduate Research in Biology or Chemistry
- BIO 382 Comparative Animal Behavior
- CMP 130 Introduction to Computing
- LA 112 Environment-related course
- LA 315 Living Sustainably
- REL 210 Religion and the Environment

**Biology Major - Environmental Science Track**
In addition to the core and PDP/SYE requirements, students must take the following:
(a math option including MAT/PSY 224 is required for this track)

- BIO 240 Ecology
- BIO 320 Conservation Biology
- CHE 221 & 223 Organic Chemistry I and Lab
- CHE 222 & 224 Organic Chemistry II and Lab
- CHE 227 Analytical Chemistry
- ECO 115 Principles of Economics
- ENG 328 Advanced Composition
- ESC 118 Earth Science
- POL 110 American National Government
- POL 336 Introduction to Public Policy

**One of the following courses**
- BIO 215 Human Anatomy and Physiology II
- BIO 350 Genetics
- BIO 360 Animal Physiology

**Plus a minimum of 7-8 hours from the following options**
- BIO 322 Ornithology
- BIO/CHE 334 Biochemistry
BIO 335 Plant Communities
BIO 373 Microbiology
BIO 380 Field Biology

Recommended Courses
BIO 322 Ornithology
BIO/CHE 334 Biochemistry
BIO 335 Plant Communities
BIO 373 Microbiology
BIO 375 Undergraduate Research in Biology or Chemistry
BIO 380 Field Biology
CMP 130 Introduction to Computing
LA 112 Environment-related courses
LA 315 Living Sustainably
REL 210 Religion and the Environment
SOC 118 Introduction to Sociology
SOC/NPL 222 Social Problems & Nonprofit Responses

Biology Minors
All courses must be completed with a grade of C- or better.

Standard Biology Minor

Core Requirements
BIO 134 Principles of Biology
BIO 140 Cell Biology

Plus - An additional 14 credits from BIO 120-392
(BIO 225 cannot count towards both a Biology minor and the Philosophy and Religion exploratory course).

Biochemistry Minor
(Available to non-biology and non-chemistry majors only)

Required courses
BIO 134 Principles of Biology
BIO 140 Cell Biology
BIO/CHE 334 Biochemistry
BIO/CHE 392 Techniques in Biotechnology & Biochemistry
CHE 222 Organic Chemistry II
CHE 224 Organic Chemistry Lab II

One of the following courses
BIO 360 Animal Physiology
BIO 373 Microbiology

Recommended Course
BIO 375 Undergraduate Research in Biology or Chemistry
Environmental Science Minor
(Available to non-biology majors only)

Core Requirements
- BIO 134 Principles of Biology
- BIO 240 Ecology
- BIO 320 Conservation Biology
- BIO 380 Field Biology
- ESC 118 Earth Science
- INT XXX Environmental Science Internship

One of the following courses
- BIO 322 Ornithology
- BIO 335 Plant Communities

One of the following courses
- ECO 115 Introduction to Economics
- POL 110 American National Government
- SOC 118 Introduction to Sociology

Neuroscience Minor

Core Requirements
- BIO 140 Cell Biology
- PSY 117 General Psychology
- PSY 322 Physiological Psychology
  Independent study, research, or Internship related to Neuroscience (2 credit minimum)

One of the following options
  Option 1: BIO 210 and BIO 215 Human Anatomy & Physiology I & II
  Option 2: BIO 360 Animal Physiology

One of the following courses
- PSY 324 Psychology of Learning
- PSY 326 Drugs, Brain, and Behavior

Pre-Health Professions Programs
Franklin College offers pre-health professions advising to students who are interested in applying to medical school or other health-related professional schools. For more information or questions, please contact the respective faculty member for each profession. Additional information regarding pre-professional program requirements are located on the Franklin College website at http://www.franklincollege.edu/academics/division-of-natural-science/health-professions/

  Pre-Med (allopathic and osteopathic) and Pre-podiatry - Drs. Browder and Mordan-McCombs
  Pre-Pharmacy and Pre-Dentistry - Dr. Khatri
  Pre-Veterinary Medicine - Dr. O’Neal
  Pre-Optometry - Dr. Rhodes
  Pre-Physician’s Assistant and Pre-Medical Technology - Dr. Chikwana
  Pre-Physical Therapy and Pre-Occupational Therapy - Dr. Heikens
Cooperative Programs in Biology
All cooperative programs for the biology major consist of a common core and specific courses required for each particular program. After completion of three years of college work in one of these programs and fulfilling Franklin College graduation requirements (except total graduation hours), students may receive a bachelor of arts degree from Franklin College upon completing one year at the cooperating institution, for a total of 120 semester hours. Successful completion of the first year in the cooperative program satisfies the internship or senior year experience requirement for the major. Any student following these programs who is not accepted by the cooperating institution after the third year could return to Franklin College and receive a bachelor of arts in biology by completing: 1) all of the remaining requirements for the biology major standard program, and 2) 120 total semester hours required for graduation. (*Students with a declared enrollment in the aforementioned cooperative programs will be given priority during registration in subsequent semester(s)).

Cooperative Programs in Health-related Professions

Core Requirements
BIO 134 Principles of Biology
BIO 140 Cell Biology
BIO 350 Genetics
BIO 390 Professional Development Planning
BIO 470 Biology Seminar
BIO 499 Senior Competency Practicum
CHE 121 & 123 General Chemistry I & Lab
CHE 122 & 124 General Chemistry II & Lab

Mathematics Requirement
One of the following math options
*Option 1: MAT 135 Calculus
*Option 2: LA 103 Quantitative Reasoning and MAT 224 Basic Applied Statistics
*Option 3: CMP 130 Introduction to Computing and MAT 224 Basic Applied Statistics
*Option 4: MAT 126 Functions and Models for Natural Sciences and MAT 224 Basic Applied Statistics

One of the following courses
BIO 221 Botany
BIO 230 Zoology
BIO 240 Ecology

Biology/Chemistry Professional Development Program/Senior Year Experience
Successful completion of the first year in the cooperative program satisfies the internship or senior year experience requirement for the major.

Plus additional specific program requirements - choose one of the four following programs
A. Medical Technology at *Franciscan St. Francis Health or IU Health Methodist Hospital Clinical Laboratory Science Program*
   - BIO 215 Human Anatomy and Physiology II or BIO 360 Animal Physiology
   - BIO 373 Microbiology
   - BIO/CHE 334 Biochemistry
   - CHE 221 & CHE 223 Organic Chemistry I and Lab
   - CHE 222 & CHE 224 Organic Chemistry II and Lab
   - Plus: Completion of the clinical program at Franciscan St. Francis Health or IU Health Methodist Hospital.

B. Doctor of Pharmacy at *Purdue University*
   - BIO 215 Human Anatomy and Physiology II
   - BIO 373 Microbiology
   - CHE 221 & CHE 223 Organic Chemistry I and Lab
   - CHE 222 & CHE 224 Organic Chemistry II and Lab
   - ECO 115 Principles of Economics
   - MAT 140 Introduction to Mathematical Sciences
   - MAT 142 Calculus II
   - PHY 201 or 211 & 203 General Physics I and Lab
   - Immunology (must be taken at another institution)

C. Dentistry at *most accredited dental schools*
   - BIO 215 Human Anatomy and Physiology II
   - BIO/CHE 334 Biochemistry
   - CHE 221 & CHE 223 Organic Chemistry I and Lab
   - PHY 201 or 211 & 203 General Physics I and Lab
   - PHY 202 or 212 & 204 General Physics II and Lab
   - PSY 117 General Psychology
   - Plus completion of the DAT no later than the fall of the junior year.

   *IU Dental School strongly suggests*
   - BIO 373 Microbiology
   - BIO/CHE 392 Techniques in Biotechnology and Biochemistry

D. Masters of Public Health at *IUPUI Richard M. Fairbanks School of Public Health*
   - BIO 215 Human Anatomy and Physiology II
   - BIO 230 Zoology
   - BIO 373 Microbiology
   - BIO electives (6 hours)
   - CHE 221 & CHE 223 Organic Chemistry I and Lab
   - CMP 130 Introduction to Computing
   - MAT XXX Math Elective
Post-Baccalaureate Nursing Programs
The most direct, and efficient route to a career in nursing is to enroll in a college with an accredited nursing program. Franklin College does not offer such a program. For students desiring the benefits of an undergraduate degree in biology plus professional training in nursing, several schools in the Midwest offer post-baccalaureate programs in nursing that may be completed in 18-24 months after finishing an undergraduate degree. Students interested in such a career path should consult with their academic advisor.

Pre-Physician’s Assistant (PA) Studies at Franklin College
Franklin College offers all of the prerequisite courses required for application to the current PA programs in the State of Indiana and for most of the PA programs throughout the country. Those courses (required and recommended) are listed below. These courses must be completed in addition to any courses required for your major or for graduation from Franklin College. Only one prerequisite course can be in-progress when you submit your application (all other required classes should already be completed and passed with at least a C), but must be completed by the end of that semester (usually Fall, Senior year).

It is possible that Franklin College may develop a PA Program. The earliest class would begin in the summer of 2019. We do not know the exact prerequisites that this program will have, but the required and recommended classes listed below would be a good guideline for preparing for admission to the proposed Franklin College PA program.

Required Classes for PA School
The following are specific pre-requisites necessary for admittance to the current PA graduate programs in the State of Indiana (in addition the ones required for your major)

Required Classes*
- BIO 215 Human Anatomy & Physiology II
- BIO 134 & BIO 140 – General Biology (2 semesters)
- BIO/CHE 334 Biochemistry (Butler & USF), BIO 334 has a CHE 222 prerequisite
- BIO 373 Microbiology (Fall)
- CHE 121, 122, 123 & 124 General Chemistry I and II with labs (2 semesters)
- CHE 221 & CHE 223 – Organic Chemistry I and lab (1 semester – only offered in the fall)
- KIN 121 Medical Terminology and Documentation
- MAT 224 Basic Applied Statistics (offered each semester)
- PHY 201 General Physics I (certain schools but none in Indiana)
- PSY 117 General Psychology (offered each semester)
- PSY elective – 1 additional behavioral/social science class (USF/Butler requires 6 credit hours)

Recommended Classes*
- BIO 225 Bioethics (offered in alternate years)
- BIO 350 Genetics – spring every year (ISU requires this or BIO 225)
- BIO 374 Advanced Cell and Molecular Biology (offered alternate years)
- CHE 222 & CHE 226 Organic Chemistry II (ISU/Butler/USF)
- CPR certification

* PA perquisites often change and differ from school to school. It is the responsibility of the applicant to carefully check the specific program prerequisites for any PA program that they intend to apply.
**GPA**

The **minimum** GPA for most schools (both cumulative and Math/Science GPA) is 3.0 (Butler is 3.4). However, admission to PA programs is **highly** competitive and a **much higher** than the minimum is normally required for admission.

**Possess direct patient care experience**

*(required for: IUPUI/USF and recommended for Butler/ISU)*

- Check with school that you are applying to what constitutes direct-care hours.
- The most direct and responsible forms of patient care come from experience in a compensated position and are preferred.
- Clinical components of the educational experience required for other health care professions are considered, but may not totally fulfill this requirement.
- Volunteer activities and/or appropriate life experience will be considered, but will not totally fulfill this requirement.
- Some schools require some PA shadowing hours – check with schools that you are applying to.

**GRE**

Most schools require the GRE (Graduate Record Examination) while some schools will accept MCAT (Medical College Admissions Test) scores in place of GRE scores. Check with each school that you apply to for specific details.
## Biology Course Descriptions

### BIO 001 Laboratory Assistant

| Fall and Spring | 1 credit hour | Prereq: permission of the instructor |

Students will assist a faculty member in setting up the labs, lab instruction, research, or maintaining biological facilities. While doing this, students will learn proper laboratory procedure techniques. The course is highly recommended for graduate school bound students or students interested in science teaching. Counts as an activity course credit.

### BIO 114 General Biology

| Fall and Spring | 4 credit hours | Laboratory Science exploratory |

Explores the functional and organizational principles of life from the cellular to the ecosystem level using evolutionary theory as the unifying framework. Topics in human and plant biology are used to illustrate basic biological concepts. Three hours lecture, two hours laboratory.

### BIO 134 Principles of Biology

| Fall | 4 credit hours | Laboratory Science exploratory |

This course is the first semester of a two semester sequence in biology for biology and chemistry majors. The purpose of this course is to provide science majors with a basic understanding of biology and aid in the development of critical thinking skills. Topics including Mendelian and population genetics, natural selection and evolution will be discussed. Four hours lecture and discussion, two hours laboratory.

### BIO 140 Cell Biology

| Spring | 4 credit hours | Prereq: minimum grade of C- in BIO 134, or permission of the instructor |

A detailed understanding of cells will be developed in relationship to the following topics: ultra structure, biochemistry, metabolism, reproduction, molecular genetics, gene regulation, membrane transport, photosynthesis and respiration. Four hours lecture and discussion, two hours laboratory.

### BIO 210 Human Anatomy and Physiology I

| Fall | 4 credit hours | Prereq: BIO 140 |

This is the first of a two-semester sequence in which human anatomy and physiology are studied using a body systems approach, with emphasis on the interrelationships between form and function at the gross and microscopic levels of organization. The first semester covers an introduction to scientific principles, principles of cell biology, histology, the integumentary, skeletal, muscular, and respiratory systems. The laboratory includes physiological investigations, and dissections of fetal pigs and vertebrate organs. Three hours lecture, two hours laboratory.

### BIO 215 Human Anatomy and Physiology II

| Spring | 4 credit hours | Prereq: BIO 210 |

This is the second of a two-semester sequence in which human anatomy and physiology are studied using a body systems approach with emphasis on the interrelationships between form and function at the gross and microscopic levels of organization. The second semester covers the nervous, endocrine, cardiovascular, lymphatic, digestive, urinary and reproductive systems. The laboratory includes physiological investigations, and dissections of cats and vertebrate organs. Three hours lecture, two hours laboratory.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semester</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>BIO 221</td>
<td>Botany</td>
<td>4</td>
<td>Spring</td>
<td>Prereq: BIO 140</td>
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<td></td>
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<td>Principles of form, function, growth,</td>
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<td>reproduction, physiology, classification</td>
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<td>and evolution in algae, fungi and plants.</td>
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<td>Flowering plants will be keyed. Three hours</td>
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<td></td>
<td>lecture, three hours laboratory.</td>
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<tr>
<td>BIO 225</td>
<td>Bioethics</td>
<td>3</td>
<td>Spring, odd academic</td>
<td>Philosophy &amp; Religion exploratory</td>
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<td>years</td>
<td>Prereq: BIO 114 or BIO 134</td>
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<td>In this course students will explore ethical</td>
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<td>issues relating to medicine and scientific</td>
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<td>research. Each topic will be examined using</td>
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<td>a values-based analysis, and awareness of</td>
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<td>leadership principles. Emphasis will be on</td>
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<td>biological principles, decision-making, and</td>
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<td>conflict management. Specific topics will</td>
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<td>include: use of humans in research, genetics</td>
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<td>and fertility, end of life issues, and topics</td>
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<td>concerning embryos, cloning, and genetic</td>
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<td>engineering.</td>
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<tr>
<td>BIO 230</td>
<td>Zoology</td>
<td>4</td>
<td>Fall</td>
<td>Prereq: BIO 140</td>
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<td>A survey of animals with an emphasis on</td>
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<td>evolution, structure, function, and life</td>
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<td>cycles of representative taxa. Three hours</td>
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<td>lecture and three hours lab.</td>
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<tr>
<td>BIO 240</td>
<td>Ecology</td>
<td>4</td>
<td>Fall</td>
<td>Prereq: BIO 140 or consent of instructor</td>
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<td>Relationship of plants and animals to their</td>
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<td></td>
<td></td>
<td>biological and physical environment,</td>
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<td>particularly in Indiana. Field trips to</td>
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<td>representative habitats. Three hours lecture,</td>
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<td>three hours laboratory.</td>
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<tr>
<td>BIO 300</td>
<td>Topics in Biology</td>
<td>3</td>
<td>On demand</td>
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<td>A topic of current interest in biology will</td>
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<td>be taught. Topics will vary depending on</td>
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<td>faculty interest. Course will be offered</td>
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<td>upon the request of a faculty member and</td>
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<td>with approval of the Vice President for</td>
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<td>Academic Affairs.</td>
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<tr>
<td>BIO 320</td>
<td>Conservation Biology</td>
<td>3</td>
<td>Fall, odd academic</td>
<td>Prereq: BIO 134 and BIO 140</td>
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<td>years</td>
<td>In this course, students will be introduced</td>
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<td>to the principles of conservation biology.</td>
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<td>Important topics to be considered will</td>
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<td></td>
<td></td>
<td>include species diversity, habitat</td>
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<td>preservation, habitat management, invasive</td>
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<td>species, and endangered species. In addition</td>
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<td>to the unifying principles of conservation</td>
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<td>biology, local, national and international</td>
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<td>case studies will be examined. Lecture only.</td>
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<tr>
<td>BIO 322</td>
<td>Ornithology</td>
<td>3</td>
<td>Spring, even academic</td>
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<td>years</td>
<td>A comprehensive study of birds with an</td>
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<td>emphasis on morphology, taxonomy,</td>
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<td>identification, evolution, ecology, and</td>
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<td>conservation. Two hours lecture, three hours</td>
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<td>laboratory.</td>
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<tr>
<td>BIO 334</td>
<td>Biochemistry</td>
<td>3</td>
<td>Spring</td>
<td>Prereq: BIO 140, CHE 222 and CHE 224</td>
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<td>An introduction to the chemistry of</td>
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<td>biomolecules, metabolism, and biosynthesis.</td>
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<td>Three hours lecture. Note: This course may</td>
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<td>count toward either a Biology major or a</td>
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<td>Chemistry major, but not both. Same as CHE</td>
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<td>334.</td>
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</table>
BIO 335 Plant Communities  3 credit hours
Fall, even academic years  Prereq: BIO 114 or BIO 134
An introduction to the plant communities in Indiana with emphasis on plant identification, plant associations, natural areas management, restoration ecology and control of exotic species. Two hours lecture, three hours laboratory.

BIO 350 Genetics  4 credit hours
Spring  Prereq: BIO 140, junior status or consent of instructor
A study of the principles of heredity, including Mendelian, molecular, and population genetics. Three hours lecture, two hours laboratory.

BIO 360 Animal Physiology  4 credit hours
Fall  Prereq: BIO 140; CHE 121 and 122
Explores the chemistry and physics of the living animal. Topics include cellular physiology, metabolism, organ systems, and mechanisms of control. Emphasis is placed on specific adaptive mechanisms of the animal to its environment. The course stresses interpretation of experimental results both in the lecture and lab. Three hours lecture, three hours laboratory.

BIO 372 Exercise Physiology  3 credit hours
Fall  Prereq: BIO 215 or KIN 210/210L and KIN 220/220L and admittance into the Exercise Science or Education program or consent of instructor  Co-req: BIO 372L
Exercise physiology is the study of acute and chronic adaptations of the body’s physiological systems to movement and physical conditioning. Physiological foundations and the development of physiological fitness components will be discussed. A laboratory component is integrated into class sessions. Same as EXE 372.

BIO 372L Exercise Physiology Lab  No credit
Fall  Co-req: BIO 372
Lab component to BIO 372 Exercise Physiology. Same as EXE 372L.

BIO 373 Microbiology  4 credit hours
Fall  Prereq: BIO 140 and consent of instructor
Morphology, classification, physiology, genetics, and cultivation of bacteria. The relationship of micro-organisms to human health and the human immune system is discussed in detail. Three hours lecture, three hours laboratory.

BIO 374 Advanced Cell and Molecular Biology  3 credit hours
Spring, odd years  Prereq: BIO 140 is required, BIO 350 is preferred but not required.
This course is an in-depth, advanced look at cellular and molecular processes applicable to both research and medicine. Mechanisms of DNA repair, transcription and translation regulation, cell communication and cellular transport will be discussed. Much of this course will rely on the analysis of primary literature and interpretation of experimental data to understand cell biology in the context of cancer and other cellular dysfunctions. The course is 3 hours of lecture with no laboratory component.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>BIO 375</td>
<td>Undergraduate Research in Biology or Chemistry</td>
<td>2</td>
<td>Prereq: consent of instructor</td>
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<td>To receive academic credit for an undergraduate research experience students</td>
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<td>must complete a project proposal endorsed by a sponsoring science faculty</td>
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<td>member. The application will contain an overview of the project, specific</td>
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<td>project goals, deadlines for the completion of the project, and specific</td>
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<td>project outcomes that will be evaluated and used to determine the final</td>
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<td>grade. All projects must meet the following criteria: a) spending an average</td>
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<td>of 6 hours/week during the semester (for 2 credits) working on the project;</td>
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<td>b) writing a scientific paper summarizing the results of the study; c)</td>
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<td>preparing an electronic poster of the project results; d) maintaining a lab</td>
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<td>notebook, and e) presenting the results of the project to an audience. The</td>
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<td>project must be approved by the Chair (or designee) of the sponsoring</td>
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<td>department.</td>
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<tr>
<td>BIO 380</td>
<td>Field Biology</td>
<td>2</td>
<td>Prereq: BIO 134 and consent of instructor</td>
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<td>This course meets once a week for the entire semester and has a one week</td>
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<td>field trip during Spring Break to various areas of the United States, such</td>
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<td>as the Smoky Mountains and Louisiana delta. Natural history and ecological</td>
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<td>analysis of animal and plant communities are emphasized. Students conduct a</td>
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<td>research project that is presented to the class and public in addition to</td>
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<td>keeping a detailed journal that includes both scientific information and</td>
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<td>reflections of the experience. Hiking and other outdoor skills are required.</td>
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<tr>
<td>BIO 382</td>
<td>Comparative Animal Behavior</td>
<td>3</td>
<td>Prereq: BIO 140. PSY 117 recommended but not required</td>
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<td>A study of how and why animals do what they do (i.e., the proximate and</td>
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<td>ultimate cause of animal behavior). Students investigate the genetic and</td>
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<td>sensory/motor mechanisms of behavior, the possible evolutionary histories of</td>
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<td>behavior, the effects of behavior on fitness, and the role of behavioral</td>
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<td>ecology in conservation.</td>
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<tr>
<td>BIO 387</td>
<td>Biomechanics</td>
<td>3</td>
<td>Prereq: BIO 215 or KIN 210/210L and KIN 220/220L, and EXE 372/372L</td>
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<td>Co-req: BIO 387L</td>
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<td>The course will provide the student with a mechanical examination of the</td>
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<td>motion of the human body. Application of anatomical, physiological and</td>
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<td>mechanical data will be used to explain and predict movements of the body to</td>
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<td>improve technique or prevent injury. A laboratory experience is integrated</td>
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<td>into class sessions. Same as EXE 387.</td>
</tr>
<tr>
<td>BIO 387L</td>
<td>Biomechanics Lab</td>
<td>No credit</td>
<td>Co-req: BIO 387</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Lab component to BIO 387 Biomechanics. Same as EXE 387L.</td>
</tr>
<tr>
<td>BIO 390</td>
<td>Professional Development Planning</td>
<td>1</td>
<td>Prerequisite: Junior standing or consent of instructor</td>
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<td>The primary objective of this course is to prepare students for the</td>
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<td></td>
<td>Professional Development Experience and chosen careers. Students will</td>
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<td></td>
<td></td>
<td>participate in professional development workshops. Course Fee: $20.</td>
</tr>
</tbody>
</table>
**BIO 392 Techniques in Biotechnology and Biochemistry**  
3 credit hours  
Spring, even years  
Prereq: BIO 140

Students in this course will investigate the myriad of technology available to study DNA, RNA and proteins covering both the theories and applications in research, medical, and industrial settings. Techniques covered will include use of prokaryotic and eukaryotic organisms in recombinant DNA technologies, gene expression microarrays, protein analysis by Western blot, and protein interaction analysis in yeast and higher eukaryotes. Lab work involves using techniques which are the foundation for research in molecular biology. Four hours laboratory. Note: This course may count toward either a Biology major or a Chemistry major, but not both. Same as CHE 392.

**BIO 470 Biology Seminar**  
2 credit hours  
Fall and spring (as needed)  
Prereq: At least junior class standing and prerequisites of BIO 221, BIO 230 and BIO 390  
Coreq: BIO 499

Students explore and summarize the scientific literature related to an individual topic and present their findings in a formal review paper and a public presentation.

**BIO 482 Biology Practicum**  
1-2 credit hours  
Prereq: instructor permission

A supervised, pre-approved experience which allows a student to pursue specific learning goals and/or be involved in a field experience during the regular academic semester.

**BIO 490 Independent Study**  
1-2 credit hours  
Prereq: Departmental consent is required

Course is designed to encourage student initiative and to provide a degree of flexibility in the departmental program. Normally the subject is not sufficiently or appropriately covered in regular departmental course offerings.

**BIO 499 Senior Competency Practicum**  
No credit  
Spring, senior year  
Coreq: BIO 470

An examination covering basic biological principles and material from required biology courses. Grade of D- or better required.

**PDP 301 Medical School Admission Preparation**  
1 credit hour  
Spring

This course will help students to prepare for application to medical school. Topics covered will include: 1) the medical school admissions/application process, 2) the medical school interview, 3) alternative careers to medicine, and 4) preparation for the standardized admissions test to medical school (MCAT). The latter topic will be a major emphasis in the course. Pass/Fail.

**SNR 489 Professional Development Research Experience -Biology & Chemistry**  
2-5 credit hours  
Prereq: BIO/CHE 390 and consent of the Department Chair

This course provides an undergraduate research experience related to the field of biology or chemistry.
Department: Economics, Business, and Accounting  
Department Chair: D. Andrews  
Department Members: D. Andrews, E. Jones, H. Kitaoka, S. Scheer, J. Williams

Major: Business (Tracks: Management, Finance, Marketing, and International Business)  
Minor: Business

The department provides theoretical and practical education in these programs: economics, business, and accounting. Majors and minors are offered in each of these programs.

The business curriculum is designed to provide students with a working knowledge of economics, accounting, and the major applied disciplines of management, marketing, and finance, as well as specialized expertise in one of the four tracks open to business majors. Students completing the major will be prepared for employment in managerial, marketing, or financial positions, or for graduate study in business. The department requires students to complete one internship and encourages students to do two.

A major or minor in business requires the student to have a minimum graduation GPA of 2.00 (A=4.00) in all required major/minor courses and to complete with grades of C- or better all coursework for the major, minor, and related field. Furthermore, regardless of major, all students taking business courses must complete all prerequisites with a C- or better.

Students who excel in the program have the opportunity to join Delta Mu Delta, the national business honor society. Juniors and seniors who have earned an overall GPA of 3.3. at the time of invitation are eligible to join. Additionally, many scholarships are available to students who excel in the program.
Business Major - Management Track

Note: Business majors must complete BUS 100, ECO 115, and either ECO 221 or ECO 223, BUS 265, and ACC 221 and ACC 222 with a ‘C-’ or better before enrolling in the 300 or 400-level courses in the department.

Core Requirements
- BUS 100 Introduction to Business
- BUS 265 Business Research Methods
- BUS 341 Business Law I
- BUS 351 Business Finance
- BUS 361 Principles of Marketing
- BUS 367 Principles of Management
- BUS 470 Senior Seminar in Business Policy
- BUS 499 Senior Competency Practicum
- CMP 130 Introduction to Computing
- ECO 115 Principles of Economics
- MAT 135 Calculus

Track Requirements
- BUS/ECO 360 Economics of Labor & Labor Relations

Two of the following courses
- ACC 235 Data Management and Analysis
- ACC 321 Managerial-Cost Accounting
- BUS 355 Entrepreneurship
- CMP 360 Operations Research
- PSY 320 Social Psychology
- PSY 421 Theories of Personality
- SOC 323 Organizations

Professional Development Requirements
- BUS 498 Portfolio
- INT XXX Business Internship (Senior Year Experience)
- PDP 200 Preparing for Your Internship

Related Field Requirements
- ACC 221 Principles of Accounting I
- ACC 222 Principles of Accounting II
- ECO 221 Intermediate Microeconomic Theory
- ECO 223 Intermediate Macroeconomic Theory

Note: Many non-business courses that can be used for business tracks have prerequisites. Students who plan to take non-business courses should take care to schedule the prerequisites.
Business Major - Finance Track

Note: Business majors must complete BUS 100, ECO 115, and either ECO 221 or ECO 223, BUS 265, and ACC 221 and ACC 222 with a ‘C-’ or better before enrolling in the 300 or 400-level courses in the department.

Core Requirements
- BUS 100 Introduction to Business
- BUS 265 Business Research Methods
- BUS 341 Business Law I
- BUS 351 Business Finance
- BUS 361 Principles of Marketing
- BUS 367 Principles of Management
- BUS 470 Senior Seminar in Business Policy
- BUS 499 Senior Competency Practicum
- CMP 130 Introduction to Computing
- ECO 115 Principles of Economics
- MAT 135 Calculus

Track Requirements
- BUS 352 Investments

Two of the following courses
- ACC 235 Data Management and Analysis
- ACC 341 Introduction to Taxation
- BUS/ECO 350 International Economics & Finance
- BUS 353 Principles of Risk and Insurance
- ECO 330 Money and Banking
- ECO 380 Elementary Econometrics

Professional Development Requirements
- BUS 498 Portfolio
- INT XXX Business Internship (Senior Year Experience)
- PDP 200 Preparing for Your Internship

Related Field Requirements
- ACC 221 Principles of Accounting I
- ACC 222 Principles of Accounting II
- ECO 221 Intermediate Microeconomic Theory
- ECO 223 Intermediate Macroeconomic Theory

*Double majors in Accounting and Business Finance are required to complete one senior seminar course, ACC 470: Advanced Accounting Topics I. ACC 470 will substitute for BUS 470 double majors in Accounting and Finance.

Note: Many non-business courses that can be used for business tracks have prerequisites. Students who plan to take non-business courses should take care to schedule the prerequisites.
*Business Major - Marketing Track*

Note: Business majors must complete BUS 100, ECO 115, and either ECO 221 or ECO 223, BUS 265, and ACC 221 and ACC 222 with a ‘C-’ or better before enrolling in the 300 or 400-level courses in the department.

**Core Requirements**

- BUS 100 Introduction to Business
- BUS 265 Business Research Methods
- BUS 341 Business Law I
- BUS 351 Business Finance
- BUS 361 Principles of Marketing
- BUS 367 Principles of Management
- BUS 470 Senior Seminar in Business Policy
- BUS 499 Senior Competency Practicum
- CMP 130 Introduction to Computing
- ECO 115 Principles of Economics
- MAT 135 Calculus

**Track Requirements**

- BUS 362 Consumer Behavior

**Two of the following courses**

- BUS 355 Entrepreneurship
- BUS 364 Marketing Research
- CMP 360 Operations Research
- PRL 321 Current and Emerging Media
- PSY 320 Social Psychology

**Professional Development Requirements**

- BUS 498 Portfolio
- INT XXX Business Internship (Senior Year Experience)
- PDP 200 Preparing for Your Internship

**Related Field Requirements**

- ACC 221 Principles of Accounting I
- ACC 222 Principles of Accounting II
- ECO 221 Intermediate Microeconomic Theory
- ECO 223 Intermediate Macroeconomic Theory

*Note: Many non-business courses that can be used for business tracks have prerequisites. Students who plan to take non-business courses should take care to schedule the prerequisites.*
Business Major - International Business Track
Note: Business majors must complete BUS 100, ECO 115, and either ECO 221 or ECO 223, BUS 265, and ACC 221 and ACC 222 with a ‘C-’ or better before enrolling in the 300 or 400-level courses in the department.

Core Requirements
- BUS 100 Introduction to Business
- BUS 265 Business Research Methods
- BUS 341 Business Law I
- BUS 351 Business Finance
- BUS 361 Principles of Marketing
- BUS 367 Principles of Management
- BUS 470 Senior Seminar in Business Policy
- BUS 499 Senior Competency Practicum
- CMP 130 Introduction to Computing
- ECO 115 Principles of Economics
- MAT 135 Calculus

Track Requirements
- BUS/ECO 350 International Economics & Finance

Two of the following courses - only one course from HIS and one course from POL may be included.
- HIS 314 Indigenous Cultures of Latin America
- HIS 350 Europe Since 1945
- HIS 361 East Asian History
- POL 120 Introduction to International Relations
- POL 130 Introduction to Comparative Politics
- POL 250 Comparative Politics in Developed Countries

Professional Development Requirements
- BUS 498 Portfolio
- INT XXX Business Internship (Senior Year Experience)
- PDP 200 Preparing for Your Internship

Related Field Requirements
- ACC 221 Principles of Accounting I
- ACC 222 Principles of Accounting II
- ECO 221 Intermediate Microeconomic Theory
- ECO 223 Intermediate Macroeconomic Theory

Plus competence in a second language to be demonstrated by one of the following
a. Completion of FRE 211 or SPA 211.
b. College course work in any foreign language through the intermediate level.
c. A passing score on the CLEP in any foreign language (demonstrate proficiency only).

Note: Many non-business courses that can be used for business tracks have prerequisites. Students who plan to take non-business courses should take care to schedule the prerequisites.
**Business Minor**

*Note: Business minors must complete ECO 115 and ACC 221 with a C- or better before enrolling in 300 or 400 level courses in the department.*

- ACC 221 Principles of Accounting I
- BUS 100 Introduction to Business
- BUS 361 Principles of Marketing
- BUS 367 Principles of Management
- ECO 115 Principles of Economics

**Two of the following courses**
- ACC 222 Principles of Accounting II
- BUS 355 Entrepreneurship
- BUS 362 Consumer Behavior
- BUS 364 Marketing Research
- ECO 221 Intermediate Microeconomics
- ECO 223 Intermediate Macroeconomics
### Business Course Descriptions

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Semester</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 100 Introduction to Business</td>
<td>3</td>
<td>Fall and spring</td>
<td></td>
</tr>
<tr>
<td>BUS 265 Business Research Methods</td>
<td>3</td>
<td>Fall</td>
<td>Prereq: LA 103 or MAT 135</td>
</tr>
<tr>
<td>BUS 300 Topics in Business</td>
<td>3</td>
<td>On demand</td>
<td></td>
</tr>
<tr>
<td>BUS 340 Government and Business</td>
<td>3</td>
<td>Spring, odd academic years</td>
<td>Prereq: ECO 115</td>
</tr>
<tr>
<td>BUS 341 Business Law I</td>
<td>3</td>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>BUS 350 International Economics and Finance</td>
<td>3</td>
<td>Spring, odd academic years</td>
<td>Prereq: ECO 221 and ECO 223</td>
</tr>
</tbody>
</table>

This course provides students with a broad overview of the functions, institutions, principles, and practices of American business. This broad overview will allow non-business majors to bring basic business skills to “non-business” jobs and will help prospective business majors to determine their area(s) of interest for future study. All students in the class are required to obtain a 15 week subscription to the Wall Street Journal, and are also required to purchase a specific business/financial calculator. Each item costs about $30. Wall Street Journal subscription is not required for summer term.

The course is designed to provide students with basic skills necessary for analyzing and interpreting data in business and economics. The emphasis throughout is on data analysis as an aid to intelligent decision making in all areas of business. While most of the course centers on introductory data analysis techniques, some time is spent on sources and uses of secondary information commonly available to business professionals. Students who plan to do extensive work in both mathematics/computing and economics/business/accounting should consult with both departments before enrolling in BUS 265.

A topic of current interest in business will be taught. Topics will vary depending on faculty and student interest. Course will be offered upon the request of a faculty member and with approval of the vice president for academic affairs.

Studies industrial organization and public policy toward business. The course examines the economic rationale and impact of antitrust legislation and government regulation of business activity. Same as ECO 340.

The purpose of this course is to enable the student to comprehend the legal significance of decisions made within the corporate organization. It acquaints the student with the American legal system and the concepts and processes through which law develops and disputes are resolved. The focus of this course will be on contract law, sale of goods (UCC Article 2), and property law.

Surveys the theories of international trade, investment, and finance. The balance-of-payments statement, tariffs and other forms of protectionism, multinational enterprises, foreign-exchange markets, and the international financial system are all topics of discussion. Same as ECO 350.
### BUS 351 Business Finance

**Fall**  
Prereq: ECO 115, ACC 221 and ACC 222, or consent of instructor

The course is designed to acquaint students with the basic strategies available to large corporations and small businesses for obtaining and deploying funds. Key areas include: time value of money, interest rate determination, types of debt and equity securities, venture capital financing, leverage, capital budgeting techniques, efficient markets, short-term financial management, and business firm valuation.

### BUS 352 Investments

**Spring, odd academic years**  
Prereq: BUS 351 or consent of instructor

This course analyzes personal investment opportunities from the viewpoint of the individual investor, stockbroker, and investment analyst. Emphasis is placed on selection of investment portfolios consistent with investor goals and market conditions. Special focus is placed on risk minimization and interpreting commonly available market data. The role of the stockbroker as a marketer is stressed, and material necessary to pass stockbroker exams will be reviewed.

### BUS 353 Principles of Risk and Insurance

**Spring, even academic years**  
Prereq: BUS 265 or consent of instructor

The course introduces students to risk and insurance from the viewpoint of the purchaser, seller and designer. Various types of insurance are discussed, and the student is prepared for insurance sales license exams.

### BUS 355 Entrepreneurship

**Spring**  
Prereq or coreq: BUS 361, ACC 221 and genuine interest in starting a business

This course helps students develop skills necessary to start and operate a business. Students will develop an awareness of the opportunities for business ownership and develop the planning skills needed to start and grow a business. Students will explore the traits and characteristics of successful entrepreneurs and develop necessary skills in research, planning, operations, and regulations affecting business. The capstone event for this course is the development and presentation of a formal business plan suitable for submission to potential backers.

### BUS 360 Economics of Labor and Labor Relations

**Spring, even academic years**  
Prereq: ECO 221

Examines the operation of labor markets and the economic framework of employer-employee relations. Particular labor issues, labor legislation, and our government regulations pertaining to labor are discussed. Same as ECO 360.

### BUS 361 Principles of Marketing

**Fall**  
Prereq: ECO 115, ACC 221 or consent of instructor

The purpose of the course is to introduce the student to the practice of strategic marketing, the art and science of interfacing producers and consumers in a dynamic environment. Key areas of focus include product development, pricing, promotion, distribution, market segmentation, market research, and retailing.

### BUS 362 Consumer Behavior

**Spring, even academic years**  
Prereq: BUS 361

The course is designed to furnish students with basic information necessary to understand consumer reaction to marketing stimuli. The emphasis is on gaining knowledge about consumers in order to achieve effective interface of producers and consumers. The course is highly interdisciplinary, drawing heavily on psychology and sociology, and the focus throughout is on the link between consumer behavior and marketing strategy.
**BUS 364 Marketing Research**  
3 credit hours  
Spring, odd academic years  
Prereq: BUS 265 and 361

The purpose of this course is to introduce students to basic techniques of data gathering and analysis as they are used for decision making in marketing. Marketing research is discussed from the viewpoint of the specifier, practitioner, and user of research. Although the entire marketing research process is covered, special emphasis is placed on the following areas: sound research design, questionnaire design, computer analysis of data, and research report preparation/presentation.

**BUS 367 Principles of Management**  
4 credit hours  
Spring  
Prereq: ACC 221 and 222, or consent of instructor

Principles and theory of management, including basic business objectives and executive leadership. PORTFOLIO: Each student is required to submit a portfolio. Requirements for the portfolio include a personal mission statement, SWOT analysis, self-assessments and a written analysis of self-assessments.

**BUS 470 Senior Seminar in Business Policy**  
3 credit hours  
Spring  
Co-req: BUS 499

This course is the capstone course for the business and economics major and serves as part of the senior competency practicum. Students will solve complex business problems in a simulated boardroom setting. Students are expected to synthesize material in all business, economics, and accounting courses in preparing solutions to these problems, to give their solutions in a formal oral presentation, and to defend their solutions when faced with questioning from a competing group and/or visiting business executives. Some time will be spent on resume development and job search/interview strategies. Prerequisite: Business majors with senior standing having completed all other business core requirements with grade of ‘C-’ or better.

**BUS 482 Business Practicum**  
1-2 credit hours  
Prereq: instructor permission

A supervised, pre-approved experience that allows a student to pursue specific learning goals and/or be involved in a field experience during the regular academic semester.

**BUS 490 Independent Study**  
1-2 credit hours  
Prereq: Departmental consent is required

Course is designed to encourage student initiative and to provide a degree of flexibility in the departmental program. Normally the subject is not sufficiently or appropriately covered in departmental course offerings.

**BUS 498 Portfolio**  
No credit  
Spring

The portfolio requirement will be met by creating the portfolio required in BUS 367. Students will develop a comprehensive portfolio documenting skills learned and assessment of such skills. See BUS 367 for complete description.

**BUS 499 Senior Competency Practicum**  
No credit  
Fall and Spring

Satisfactory performance on the ETS major field test in business. Passing grade: D- or better.
Canadian Studies Program

**Department:** History  
**Director:** R. Guentzel  
**Teaching Faculty:** R. Guentzel

**Minor:** Canadian Studies

Canada is the United States’ most important trading partner. Despite the close and growing partnership between the two countries, Canada remains fundamentally different from the United States in terms of culture, society, and politics. Many of its political, social, and economic values and institutions reflect those of European countries and stand in contrast to those of the United States. Thus, the study of Canada enables students to gain a greater appreciation of the United States’ largest neighbor and exposes them to values and institutions widely shared among developed countries other than the United States.

The Canadian studies program is designed to develop in students an understanding of the history, society, political institutions, economy, and culture of Canada. The Canadian Studies curriculum places particular emphasis on examining the differences and similarities between Canada and the United States; Canadian-American relations; and the often conflict-ridden relationship between the largely French-speaking province of Quebec and the largely English-speaking rest of the country.

Students trained in Canadian Studies will be able to speak, write, and do research on issues related to Canada. In addition, they will possess knowledge and skills to enable them to function well in an environment requiring international awareness and understanding of cross-cultural exchange.

All prerequisites must be completed with a grade of “D” or better. However, students minoring in Canadian Studies must maintain the minimum grade point average of 2.00 (A=4.00) in the minor field and must complete all course requirements for the academic minor with a grade of “C-” or better.
Canadian Studies Minor
(all instruction in English)

Required courses
- CAN 130 Introduction to Canada
- CAN/HIS 230 History of Canada
- CAN/POL 250 Comparative Politics in Developed Countries

One of the following courses
- CAN/ENG 240 Introduction to Canadian Fiction
- CAN/FRE 340 Francophone Canadian Literature

Three additional hours earned through one of the following options
1. The alternative literature course from above
2. A winter term dealing with a Canadian topic
3. Participation in the Acadia exchange program
4. SOC 221 Marriage and the Family
5. An internship in Canada or at Canadian government offices
6. Other appropriate class activities (such as CAN 300 Topics in Canadian Studies) as arranged with the Canadian Studies director.
## Canadian Studies Course Descriptions

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>CAN 130</td>
<td>Introduction to Canada</td>
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<tr>
<td></td>
<td>Fall and Spring</td>
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<td>International exploratory</td>
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<td></td>
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<td></td>
<td>This international course provides an overall look at Canada and Canadians.</td>
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<td></td>
<td>It introduces students to various features of Canadian geography, history,</td>
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<td>society, politics, and culture.</td>
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<tr>
<td>CAN 230</td>
<td>History of Canada</td>
<td>4</td>
<td>Prereq: HIS 120, CAN 130, or consent of instructor</td>
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<tr>
<td></td>
<td>Fall, even academic years</td>
<td></td>
<td>International exploratory</td>
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<td></td>
<td></td>
<td></td>
<td>This course traces Canada’s historical evolution from colonial times to the</td>
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<td>present. It introduces students to the political, economic, social, and</td>
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<td></td>
<td></td>
<td></td>
<td>cultural history of Canada. Same as HIS 230.</td>
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<tr>
<td>CAN 240</td>
<td>Introduction to Canadian Fiction</td>
<td>3</td>
<td>Prereq: LA 201 or ENG 200 or consent of instructor</td>
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<tr>
<td></td>
<td>Spring, even academic years</td>
<td></td>
<td>International exploratory</td>
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<td></td>
<td></td>
<td></td>
<td>A study of multicultural novels and stories written by Canadian men and women</td>
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<td>who have explored the meaning of the Canadian experience, particularly in the</td>
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<td></td>
<td>20th century. French-Canadian literature will be read in translation. Same</td>
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<td></td>
<td></td>
<td></td>
<td>as ENG 240.</td>
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<tr>
<td>CAN 250</td>
<td>Comparative Politics in Developed Countries</td>
<td>3</td>
<td>Prereq: CAN 130 or POL 130 or consent of instructor</td>
</tr>
<tr>
<td></td>
<td>On demand</td>
<td></td>
<td>International exploratory</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>This course examines the political cultures, governmental institutions, and</td>
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<td>current policy debates in Canada, France and Germany. Relations between these</td>
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<td>countries and the United States will also be examined. Same as POL 250.</td>
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<tr>
<td>CAN 300</td>
<td>Topics in Canadian Studies</td>
<td>3</td>
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<td></td>
<td>Topics will vary depending on faculty interest and student demand. The course</td>
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<td>will be offered upon the request of a faculty member and with approval of the</td>
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<td></td>
<td>vice president for academic affairs.</td>
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<tr>
<td>CAN 340</td>
<td>Francophone Canadian Literature</td>
<td>4</td>
<td>Prereq if taught in English: CAN 130 or consent of instructor. Prereq if taught</td>
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<td></td>
<td>Spring, odd academic years</td>
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<td>in French: FRE 211 and CAN 130, or consent of instructor</td>
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<td></td>
<td></td>
<td></td>
<td>A literary analysis of representative works by Quebec and other Francophone</td>
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<td>authors from the colonial period to the present. Same as FRE 340. Successful</td>
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<td></td>
<td></td>
<td>completion of FRE 314 and 315 is recommended before taking this class.</td>
</tr>
<tr>
<td>CAN 482</td>
<td>Canadian Studies Practicum</td>
<td>1-2</td>
<td>Prereq: consent of instructor</td>
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<td></td>
<td>A supervised, pre-approved experience which allows a student to pursue specific</td>
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<td>learning goals and/or be involved in a field experience during the regular</td>
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<td>academic semester.</td>
</tr>
<tr>
<td>CAN 490</td>
<td>Independent Study</td>
<td>1-2</td>
<td>Prereq: consent of instructor</td>
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<td></td>
<td>This course is designed to encourage student initiative and to provide a degree</td>
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<td>of flexibility in the departmental program. Special reading or research in a</td>
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<td></td>
<td>field of the student’s interest not sufficiently covered in regular courses.</td>
</tr>
</tbody>
</table>
The undergraduate program in chemistry introduces students to the collection of chemical principles, theories, and facts that have evolved in the more than 200 years that chemistry has existed as a science. The program gives students an opportunity to collect, analyze, and critically evaluate data in the laboratory, and to appreciate the relationship of factual data to scientific purposes, laws, and theories. The body of knowledge acquired and the experience gained in the use of modern instrumentation to collect and to analyze data, prepares students for further study in chemistry at the graduate level, for the pursuit of a career in industrial chemistry or in a health science, and also serve as a chemistry knowledge base necessary for the study of other sciences, including medicine, pharmacy, optometry, biology, toxicology, and environmental science. Finally it is the aim of the department to help the student better understand the natural and the synthetic products and the processes that are encountered in everyday life, thus to satisfy the student’s curiosity about the physical world.

The physics program at Franklin College is designed to provide students with a working knowledge of physics to support and enhance their study in their major discipline. The program provides experiences that enable students to understand the nature of physics and to use physics as a problem-solving tool. The program concentrates on the development of critical thinking.

To fulfill this mission, the physics program provides depth through sequential study. Each course in the sequence is necessary for courses at the next level. The advanced courses address the core subjects with increasing conceptual complexity and mathematical sophistication. The students’ progress from general survey courses through specialized upper-division courses in all the major core subjects of physics. In addition to theoretical study, there is study in the laboratory to understand the experimental basis of physics with increasing sophistication.

The students who minor in physics will be well supported for their major course of study and better prepared for success in graduate or professional schools, or immediate employment. Student abilities that are fostered by this curriculum include: understanding the nature of scientific reasoning in considerable depth, understanding the concepts and methods of physics, and being able to connect concepts, representations and theoretical models to objects, and situations in the real world.
Chemistry Major
Completion of the Chemistry major will require students to complete one of the four following tracks (standard, environmental, graduate school/industry, and biochemistry) or a Cooperative 3+ Health Professions Program in Chemistry. All tracks will share a common core and each track will have additional biology, chemistry, and related field requirements. Cooperative 3+ Programs in Chemistry have a common core (different from the core for the other chemistry tracks) and additional specific requirements for each cooperative program.

Core Requirements (required for all chemistry tracks)
- CHE 121 General Chemistry I
- CHE 122 General Chemistry II
- CHE 123 General Chemistry I Lab
- CHE 124 General Chemistry II Lab
- CHE 221 Organic Chemistry I
- CHE 222 Organic Chemistry II
- CHE 223 Organic Chemistry Lab I
- CHE 224 Organic Chemistry Lab II
- CHE 227 Analytical Chemistry
- CHE 341 Physical Chemistry I
- CHE 343 Physical Chemistry Lab I
- CHE 472 Chemistry Seminar
- CHE 499 Senior Competency Practicum

Related Field Requirements for Chemistry Major (required for all chemistry tracks)
A grade of D- or better satisfies the requirement for successful completion of the related field courses in biology and math. A grade of C- or better satisfies the requirement for successful completion of the related field courses in physics.
- BIO 134 Principles of Biology
- BIO 140 Cell Biology
- MAT 135 Calculus
- MAT 140 Intro to Mathematical Sciences
- PHY 201 or 211 & 203 General Physics I and Lab
- PHY 202 or 212 & 204 General Physics II and Lab

Chemistry Professional Development Program/Senior Year Experience
All Chemistry majors must complete the requirements of either Plan A or Plan B.

Plan A  BIO/CHE 390 Professional Development Planning
- SNR 489 Professional Development Research Experience
To receive permission to do Plan A, students must complete an SNR 489 proposal sponsored by a faculty member who will oversee their project. This proposal must be approved by the Chemistry and Physics Department prior to the start of the project. SNR 489 must be completed during the summer prior to or during the senior year. BIO/CHE 390 is a prerequisite for SNR 489.

Plan B  BIO/CHE 390 Professional Development Planning
- INT XXX Internship
  (INT XXX must be completed during the summer prior to or during the senior year. CHE 390 is a prerequisite for INT XXX.)
**Standard Chemistry Track**
In addition to the core and PDP/SYE requirements, students must take the following:

**A minimum of six credit hours from the following options**
Note: CHE 375 or CHE 490 may count toward the 6 hours, but not both.
- BIO/CHE 334 Biochemistry
- BIO/CHE 392 Techniques in Biotechnology and Biochemistry
- CHE 300 Topics Course
- CHE 322 Spectroscopic Methods of Analysis
- CHE 342 Physical Chemistry II
- CHE 344 Physical Chemistry Lab II
- CHE 375 Undergraduate Research
- CHE 434 Advanced Inorganic Chemistry
- CHE 448 Instrumental Analysis
- CHE 490 Independent Study

**Environmental Science Track**
In addition to the core and PDP/SYE requirements, students must take the following:

- BIO 240 Ecology
- BIO 320 Conservation Biology
- ECO 115 Principles of Economics
- ENG 328 Advanced Composition
- ESC 118 Earth Science
- POL 110 American National Government
- POL 336 Introduction to Public Policy

**Two of the following courses**
Note: CHE 375 or CHE 490 may count toward the two chemistry courses, but not both.
- BIO/CHE 334 Biochemistry
- CHE 342 Physical Chemistry II
- CHE 375 Undergraduate Research
- CHE 448 Instrumental Analysis
- CHE 490 Independent Study – Research

**Recommended Courses**
- BIO 221 Botany
- BIO 322 Ornithology
- BIO 335 Plant Communities
- BIO 373 Microbiology
- BIO 380 Field Biology
- CMP 130 Introduction to Computing
- LA 112 Environmental Ethics
- LA 315 Living Sustainably
- REL 210 Religion and the Environment
- SOC 118 Introduction to Sociology
- SOC/NPL 222 Social Problems & Nonprofit Responses
Industry and Graduate School Track
In addition to the core and PDP/SYE requirements, students must take the following:

- **BIO/CHE 334** Biochemistry
- **CHE 342** Physical Chemistry II
- **MAT 142** Calculus II

One of the following courses
- **CHE 300** Topics Course
- **CHE 322** Spectroscopic Methods of Analysis
- **CHE 344** Physical Chemistry Lab II
- **CHE 375** Undergraduate Research
- **BIO/CHE 392** Techniques in Biotechnology and Biochemistry
- **CHE 434** Advanced Inorganic Chemistry
- **CHE 448** Instrumental Analysis
- **CHE 490** Independent Study

Biochemistry Track
In addition to the core and PDP/SYE requirements, students must take the following:

- **BIO/CHE 334** Biochemistry
- **BIO 350** Genetics
- **BIO/CHE 392** Techniques in Biotechnology and Biochemistry
- **MAT 142** Calculus II

One of the following courses
- **CHE 342** Physical Chemistry II
- **CHE/BIO 375** Undergraduate Research
- **CHE 448** Instrumental Analysis

One of the following courses
- **BIO 215** Human Anatomy and Physiology II
- **BIO 360** Animal Physiology
- **BIO 374** Advanced Cell and Molecular Biology
- **CHE/BIO 375** Undergraduate Research

Note: Students may take CHE 375 or BIO 375, but not both to fulfill the above requirements.
Chemistry and Physics Minors
All courses for the following minors must be completed with a grade of C- or better.

Chemistry Minor

CHE 121 General Chemistry I
CHE 122 General Chemistry II
CHE 123 General Chemistry I Lab
CHE 124 General Chemistry II Lab
CHE 221 Organic Chemistry I
CHE 222 Organic Chemistry II
CHE 223 Organic Chemistry Lab I
CHE 224 Organic Chemistry Lab II
CHE 227 Analytical Chemistry

One of the following options
Option 1: MAT 135 Calculus
Option 2: MAT 224 Basic Applied Statistics and LA 103 Quantitative Reasoning
Option 3: MAT 224 Basic Applied Statistics and MAT 125 or MAT 126 Functions and Models
Option 4: MAT 224 Basic Applied Statistics (only available if placed into MAT 135)

Note: It is expected that CHE 121 and 123 would be used to satisfy the laboratory science exploratory requirement, and that MAT 135 would replace LA 103 in the prescribed liberal arts curriculum.

Biochemistry Minor
(Available to non-biology and non-chemistry majors only)

BIO 134 Principles of Biology
BIO 140 Cell Biology
BIO/CHE 334 Biochemistry
BIO/CHE 392 Techniques in Biotechnology and Biochemistry
CHE 222 Organic Chemistry II
CHE 224 Organic Chemistry Laboratory II

One of the following courses
BIO 215 Human Anatomy and Physiology II
BIO 360 Animal Physiology
BIO 373 Microbiology

Recommended courses
BIO/CHE 375 Undergraduate Research
Physics Minor

PHY 201 or 211 General Physics I – Algebra or Calculus
PHY 202 or 212 General Physics II – Algebra or Calculus
PHY 203 General Physics I Lab
PHY 204 General Physics II Lab
PHY 341 Physical Chemistry I
PHY 342 Physical Chemistry II
PHY 343 Physical Chemistry Lab I
PHY 344 Physical Chemistry Lab II

One of the following courses
PHY 300 Topics in Physics
PHY 340 Analytical Mechanics
PHY 350 Electromagnetic Theory
PHY 375 Undergraduate Research

Pre- Health Professions Programs
Franklin College offers pre-health professions advising to students who are interested in applying to medical school or other health-related professional schools. For more information or questions, please contact the respective faculty member for each profession. Additional information regarding pre-professional program requirements are located on the Franklin College website at http://biology.franklincollege.edu/HealthProfessions/Index.html

Pre-Med (allopathic and osteopathic) and Pre-Podiatry – Drs. Browder and Mordan McCombs
Pre-Pharmacy and Pre-Dentistry – Dr. Khatri
Pre-Veterinary Medicine – Dr. O’Neal
Pre-Optometry – Dr. Rhodes
Pre-Physician’s Assistant and Pre-Medical Technology – Dr. Chikwana
Pre-Physical Therapy and Pre-Occupational Therapy – Dr. Heikens

Cooperative Programs in Health-Related Professions – Chemistry/Physics
All cooperative programs for the chemistry major consist of a common core and specific courses required for each particular program. After completion of three years of college work in one of these programs and fulfilling Franklin College graduation requirements (except total graduation hours), students may receive a bachelor of arts degree from Franklin College upon completing one year at the cooperating institution, for a total of 120 semester hours. Successful completion of the first year in the cooperative program satisfies the senior year experience or internship requirement for the chemistry major. Any student following these programs who is not accepted by the cooperating institution after the third year could return to Franklin College and receive a bachelor of arts in chemistry by completing: 1) all of the remaining requirements for the chemistry major standard program, and 2) 120 total semester hours required for graduation. (Students with a declared enrollment in the aforementioned cooperative programs will be given priority during registration in subsequent semester(s)).
Cooperative Programs in Health-related Professions

Core Requirements

- CHE 121 General Chemistry I
- CHE 122 General Chemistry II
- CHE 123 General Chemistry I Lab
- CHE 124 General Chemistry II Lab
- CHE 221 Organic Chemistry I
- CHE 222 Organic Chemistry II
- CHE 223 Organic Chemistry Lab I
- CHE 224 Organic Chemistry Lab II
- CHE 227 Analytical Chemistry
- CHE 341 Physical Chemistry
- CHE 343 Physical Chemistry Lab
- CHE 390 Professional Development
- CHE 472 Chemistry Seminar
- CHE 499 Senior Competency Practicum
- MAT 135 Calculus
- PHY 201 or 211 & 203 General Physics I and Lab
- PHY 202 or 212 & 204 General Physics II and Lab

Chemistry Professional Development Program/Senior Year Experience

Successful completion of the first year in the cooperative program satisfies the senior year experience or internship requirement for the major.

Plus additional specific program requirements – choose one of the three following programs

A. Medical Technology at Franciscan St. Francis Health or IU Health Methodist Hospital Clinical Laboratory Science Program

- BIO 140 Cell Biology
- BIO 373 Microbiology
- BIO/CHE 334 Biochemistry
- Plus 8 Additional Hours of BIO credit
- (preferably BIO 210 and BIO 215 – Human Anatomy and Physiology I and II)
- Plus: Completion of the clinical program at Franciscan St. Francis Health or IU Health Methodist Hospital

B. Pharmacy at Purdue University or University of Cincinnati

- BIO 210 Human Anatomy and Physiology I
- BIO 215 Human Anatomy and Physiology II
- BIO/CHE 334 Biochemistry
- BIO 373 Microbiology
- ECO 115 Principles of Economics
- LA 201 Analyzing Literature
- MAT 140 Introduction to Math Sciences
- MAT 142 Calculus II
- Immunology - is required by the Purdue University School of Pharmacy. It can be taken online during a summer term after completing sophomore year.
- Diversity or social ethics is required for the University of Cincinnati.
Recommended
BIO/CHE 392 Techniques in Biotechnology and Biochemistry

Plus completion of 30-35 credits by the end of the first year of pharmacy program

C. Master of Public Health at IUPUI Richard M. Fairbanks School of Public Health

BIO 210 Human Anatomy and Physiology I
BIO 134 Principles of Biology
BIO 140 Cell Biology
MAT 224 Basic Applied Statistics

Plus completion of one of the following MPH classes in the first year at IUPUI
A519 Environmental Health
A609 Air Pollution & Health
A614 Water Quality Management
A661 Environmental Toxicology
Chemistry Course Descriptions

CHE 001 Laboratory Assistant
1 credit hour
The purpose of this course is to give practical experience working in a chemistry laboratory. Student will gain this experience by preparing labs and setting up instruments for the chemistry labs. Counts as an activity credit.

CHE 112 Introductory Chemistry
4 credit hours
Fall or Spring Laboratory Science exploratory
For non-science majors only. Introduction to the theories, concepts, and techniques of chemistry which have led to a modern understanding of the behavior of matter. Complementary, weekly laboratory exercises are designed to demonstrate practical applications of modern chemistry in everyday life. Although mathematics is not stressed, proficiency in high school algebra is expected. Consent of instructor is required for a student who has already earned credit for CHE 121.

CHE 121 General Chemistry I
5 credit hours
Fall Laboratory Science exploratory
Prereq: Two years of high school mathematics, one year of high school chemistry, or consent of instructor; Coreq: CHE 123
An introductory course in college chemistry. Stoichiometry, thermochemistry, atomic theory, chemical bonding, states of matter and phase changes, properties of selected elements and compounds, and solutions. Four hours lecture.

CHE 122 General Chemistry II
5 credit hours
Spring
Prereq: CHE 121 and CHE 123; Coreq: CHE 124
A continuation of CHE 121. Chemical equilibrium, kinetics, acids and bases, ionic equilibrium, electrochemistry, thermodynamics. Four hours lecture.

CHE 123 General Chemistry I Lab
No credit
Fall
Prereq: Two years of high school mathematics, one year of high school chemistry, or consent of instructor; Coreq: CHE 121
A lab course intended to supplement CHE 121 and provide an introduction to fundamental laboratory techniques, such as weighing, filtering, and titrating, as well as the accurate recording and analysis of scientific data. Three hours laboratory.

CHE 124 General Chemistry II Lab
No credit
Spring
Prereq: CHE 121 and CHE 123; Coreq: CHE 122
A lab course intended to supplement CHE 122. (A continuation of CHE 123.) Students will apply skills learned in CHE 123 to more complex experiments, as well as be introduced to more advanced techniques. Three hours laboratory.

CHE 221 Organic Chemistry I
3 credit hours
Fall
Prereq: CHE 122; Coreq: CHE 223
An introduction to the study of carbon and its compounds through an examination of the hydrocarbon, halide, alcohol, and carbonyl functional groups. Emphasis is placed on establishing relationships among structure, physical properties, and chemical activity. The mechanisms of substitution and elimination reactions are studied in detail. Three hours lecture.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Term</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 222 Organic Chemistry II</td>
<td>A continuation of CHE 221. Additional functional groups and mechanisms are studied as well as the influence of functional groups on one another in multifunctional compounds. NMR and infrared spectroscopic techniques are used as tools to probe both structure and reactivity. Mass spectroscopy is applied to problems dealing with the structure. Three hours lecture.</td>
<td>3 credit hours</td>
<td>Spring</td>
<td>Prereq: CHE 221; Coreq: CHE 224</td>
</tr>
<tr>
<td>CHE 223 Organic Chemistry Laboratory I</td>
<td>Macroscale and microscale laboratory techniques, preparation and characteristic reactions of organic compounds. Three hours laboratory.</td>
<td>1 credit hour</td>
<td>Fall</td>
<td>Coreq: CHE 221</td>
</tr>
<tr>
<td>CHE 224 Organic Chemistry Laboratory II</td>
<td>Preparation and characteristic reactions of additional functional groups and qualitative analysis. Experience is also gained in spectroscopic techniques, molecular modeling, the retrieval of data from the chemical literature and formal report preparations. Four hours laboratory.</td>
<td>2 credit hours</td>
<td>Spring</td>
<td>Prereq: CHE 223; Coreq: CHE 222</td>
</tr>
<tr>
<td>CHE 227 Analytical Chemistry</td>
<td>An introduction to the principles and methods of chemical analysis, including method development, elementary statistics, separation methods, gravimetric and volumetric analysis, and instrumental methods. The laboratory emphasizes the analysis of samples using analytical techniques. Two hours lecture, four hours laboratory.</td>
<td>4 credit hours</td>
<td>Fall</td>
<td>Prereq: CHE 122 or consent of instructor</td>
</tr>
<tr>
<td>CHE 300 Topics in Chemistry</td>
<td>A topic of current interest in chemistry will be taught. Topics will vary depending on faculty interest. Course will be offered upon request of a faculty member and with approval of the Vice President for Academic Affairs.</td>
<td>3 credit hours</td>
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<tr>
<td>CHE 322 Spectroscopic Methods of Analysis</td>
<td>An advanced course in spectral interpretation of organic molecules. Techniques investigated include nuclear magnetic resonance spectra, mass spectra, infrared absorption, and ultraviolet absorption spectra.</td>
<td>2 credit hours</td>
<td>Spring, odd academic years</td>
<td>Prereq: CHE 222 and CHE 224</td>
</tr>
<tr>
<td>CHE 334 Biochemistry</td>
<td>An introduction to the chemistry of biomolecules, metabolism, and biosynthesis. Three hours lecture. Note: This course may count toward either a Chemistry major or a Biology major, but not both. Same as BIO 334.</td>
<td>3 credit hours</td>
<td>Spring</td>
<td>Prereq: BIO 140, CHE 222 and CHE 224</td>
</tr>
<tr>
<td>CHE 341 Physical Chemistry I</td>
<td>Chemical thermodynamics. A study of the laws of thermodynamics with particular emphasis on applications to thermochemistry, solutions, chemical equilibrium, phase equilibria, chemical kinetics, and electrochemistry. Three hours lecture. Same as PHY 341. Highly preferred corequisite: CHE 343. Recommended MAT 142.</td>
<td>3 credit hours</td>
<td>Fall</td>
<td>Prereq: CHE 122, MAT 135, PHY 202 or PHY 212</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Prerequisites</td>
<td>Description</td>
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<tr>
<td>CHE 342</td>
<td>Physical Chemistry II</td>
<td>3</td>
<td>Spring, odd academic years Prereq: PHY 201 or PHY 211 and 203</td>
<td>Elementary quantum mechanics, group theory, and atomic and molecular structure and spectroscopy. Three hours lecture. Same as PHY 342.</td>
</tr>
<tr>
<td>CHE 343</td>
<td>Physical Chemistry Lab I</td>
<td>2</td>
<td>Fall Prereq: CHE 227 (or consent of instructor), MAT 135, and CHE 341 (or concurrently)</td>
<td>An introduction to the types of laboratory instrumentation and methods used every day by professional physical and inorganic chemists in research and industry. Substantial emphasis is placed on individual and team responsibility, careful and thoughtful planning, experimentation, data interpretation, and effective communication of results. Experiments will be closely associated with thermodynamics, chemical equilibrium, and include some spectroscopy of primarily inorganic compounds. Four hours laboratory (including pre-lab lecture). Same as PHY 343.</td>
</tr>
<tr>
<td>CHE 344</td>
<td>Physical Chemistry Lab II</td>
<td>1</td>
<td>Spring Prereq: CHE 341 and 343</td>
<td>An introduction to the types of laboratory instrumentation and methods used every day by professional physical and inorganic chemists in research and industry. Substantial emphasis is placed on individual and team responsibility, careful and thoughtful planning, experimentation, data interpretation, and effective communication of results. Experiments will be closely associated with kinetics, electrochemistry, computational chemistry, and a continuation of spectroscopy. Three hours laboratory. Same as PHY 344. Current or past enrollment in CHE 342 is highly recommended.</td>
</tr>
<tr>
<td>CHE 375</td>
<td>Undergraduate Research in Biology, Chemistry or Physics</td>
<td>1-3</td>
<td>Prereq: instructor permission</td>
<td>To receive academic credit for an undergraduate research experience students must complete a project proposal endorsed by a sponsoring science faculty member. The application will contain an overview of the project, specific project goals, deadlines for the completion of the project, and specific project outcomes that will be evaluated and used to determine the final grade. All projects must meet the following criteria: a) spending an average of 3 hours per week per credit hour (i.e. 6 hours/week during the semester for 2 credits) working on the project; b) writing a scientific paper summarizing the results of the study; c) preparing an electronic poster of the project results; d) maintaining a lab notebook, and e) presenting the results of the project to an audience (at least once per year). The project must be approved by the Chair (or designee) of the sponsoring department.</td>
</tr>
<tr>
<td>CHE 390</td>
<td>Professional Development Planning</td>
<td>1</td>
<td>Fall Prereq: Junior standing or consent of instructor</td>
<td>The primary objective of this course is to prepare students for the Professional Development Experience and chosen careers. Students will participate in professional development workshops and write a proposal for their senior year experience. Course Fee: $20.</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credit Hours</td>
<td>Prerequisites</td>
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<tr>
<td>CHE 392</td>
<td>Techniques in Biotechnology and Biochemistry</td>
<td>3</td>
<td>Spring, even academic years, Prereq: BIO 140</td>
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<td>An advanced investigation of genetic engineering and recombinant DNA technology, this course will investigate the theory and principles behind the new biological revolution in molecular biotechnology. Medical and industrial applications as well as ethical concerns will be discussed. Lab work will involve learning recombinant DNA techniques that are the cornerstone of molecular biology. Two hours lecture, three hours laboratory. Note: This course may count toward either a Chemistry major or a Biology major, but not both. Note: this course may count toward either a Chemistry major or a Biology major but not both. Same as BIO 392.</td>
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<tr>
<td>CHE 434</td>
<td>Advanced Inorganic Chemistry</td>
<td>3</td>
<td>Spring, even academic years, Prereq: CHE 222, CHE 227, and MAT 135 or consent of instructor</td>
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<td>Theoretical principles of inorganic chemistry. Topics include atomic and molecular structure, group theory, chemical bonding, coordination compounds, and the periodic classification of the elements. Three hours lecture.</td>
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<tr>
<td>CHE 448</td>
<td>Instrumental Analysis</td>
<td>3</td>
<td>Spring, even academic years, Prereq: CHE 227, or consent of instructor</td>
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<td>Introduction to the theory and practice of modern analytical instrumentation. Chromatography, quantitative spectrometry, electroanalytical, and other instrumental techniques are discussed. Representative samples are analyzed using instrumental methods. Two hours lecture, four hours laboratory.</td>
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<tr>
<td>CHE 472</td>
<td>Chemistry Seminar</td>
<td>2</td>
<td>Fall, Prereq: Junior standing or consent of instructor</td>
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<td>Presentation of current and historical topics in chemistry. This course emphasizes practice and presentation of oral and written reports.</td>
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<tr>
<td>CHE 482</td>
<td>Chemistry Practicum</td>
<td>1-2</td>
<td>Prereq: instructor permission</td>
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<td>A supervised, pre-approved experience which allows a student to pursue specific learning goals and/or be involved in a field experience during the regular academic semester.</td>
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<tr>
<td>CHE 490</td>
<td>Independent Study</td>
<td>1-2</td>
<td>Prereq: consent of department</td>
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<td>Independent investigation of some problem in one of the fields of chemistry by students who have completed the minimum requirements for a major in chemistry.</td>
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<tr>
<td>CHE 499</td>
<td>Senior Competency Practicum</td>
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<td>An examination taken by senior majors to assess their knowledge of the field of chemistry and their ability to apply this knowledge to solve practical problems. Normally given during the fall term of the student’s senior year. Consists of an oral examination and/or a written Major Field Test from the Educational Testing Service. Passing grade D- or higher.</td>
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</tbody>
</table>
PDP 301 Medical School Admission Preparation
1 credit hour
Spring
This course will help students to prepare for application to medical school. Topics covered will include: 1) the medical school admissions/application process, 2) the medical school interview, 3) alternative careers to medicine, and 4) preparation for the standardized admissions test to medical school (MCAT). The latter topic will be a major emphasis in the course. Pass/Fail.

SNR/SNT489 Professional Development Experience –BIO, CHE & PHY
3-15 credit hours
Fall, spring, or summer
Prereq: Senior standing or consent of the department
This course provides a practical Professional Development Experience related to the field of biology or chemistry. Prerequisite: BIO 390 or CHE 390, and approved Professional Development Experience Proposal (signed by the department chair) and Internship Report I. (All prerequisite materials must be submitted to the supervising faculty member prior to the first day of the semester.)

Physics Course Descriptions

PHY 201 General Physics I - Algebra
5 credit hours
Fall
Laboratory Science exploratory
Prereq: MAT 126 or MAT 135 and permission of the instructor (successful completion of a math pretest); Co-req: PHY 203
An introductory course of a two-semester sequence of algebra-based physics that covers the following topics: linear motion, vector methods, Newton’s laws of motion, forces, gravitation, circular motion, work and energy, momentum, rotational motion, equilibrium, fluids, vibrations, waves, periodic motion and sound, fluids and solids. The course is appropriate for biology and chemistry majors and pre-professional students (pre-med, pre-dental, pre-optometry, exercise science, etc.). Four hours lecture, two hours laboratory.

PHY 202 General Physics II – Algebra
5 credit hours
Spring
Prereq: PHY 201 and PHY 203; Co-req: PHY 204
A second course of a two-semester sequence of algebra-based physics that covers the following topics: electrostatics, electricity and magnetism, DC and AC circuits, light and geometric optics, atomic and nuclear structure, heat and thermodynamics. Four hours lecture, two hours laboratory. The course is appropriate for biology majors and pre-professional students (pre-med, pre-dental, pre-optometry, etc.).

PHY 203 General Physics I Lab
No credit
Fall
Co-req: PHY 201 or PHY 211
Lab component of General Physics I. A laboratory-based course that introduces measurement, data acquisition and analytical techniques in physics.

PHY 204 General Physics II Lab
No credit
Spring
Co-req: PHY 202 or PHY 212
Lab component of General Physics II. A laboratory-based course that consolidates the theoretical principles in the course using experimental physics techniques.
### PHY 211 General Physics I – Calculus

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
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<tbody>
<tr>
<td>Fall</td>
<td>Laboratory Science exploratory</td>
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<tr>
<td>Prereq:</td>
<td>MAT 135; Co-req: PHY 203</td>
</tr>
</tbody>
</table>

An introductory course of a two-semester sequence of calculus-based physics that introduces the theories, concepts, and techniques of mechanics (kinematics, work and energy, dynamics, rotation, gravitation, and waves) and the application of mechanics to heat flow, called thermodynamics. The course is appropriate for chemistry, physics, mathematics and engineering majors. Four hours lecture, two hours laboratory.

### PHY 212 General Physics II – Calculus

<table>
<thead>
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<th>Term</th>
<th>Description</th>
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<tr>
<td>Spring</td>
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<tr>
<td>Prereq:</td>
<td>PHY 211 and PHY 203; Co-req: PHY 204</td>
</tr>
</tbody>
</table>

A second course of a two-semester sequence of calculus-based physics. Topics of study include: electricity and magnetism, DC and AC circuits, and geometrical and physical optics, light, and atomic physics. Four hours lecture, two hours laboratory. The course is appropriate for chemistry, physics, mathematics and engineering majors. Four hours lecture, two hours laboratory.

### PHY 240 Modern Physics

<table>
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<tr>
<th>Term</th>
<th>Description</th>
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<tbody>
<tr>
<td>On demand</td>
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<tr>
<td>Prereq:</td>
<td>PHY 202</td>
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</tbody>
</table>

An examination of the breakdown of classical physics and the rise of quantum theory. Topics include: special and general relativity, the kinetic theory of gases, an introduction to quantum mechanics and its application to atomic structure, solid state physics, and nuclear physics. The course includes laboratory study of relativistic beta spectroscopy, black body radiation, and the photoelectric effect.

### PHY 300 Topics in Physics

<table>
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<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
</table>

A topic of current interest in physics will be taught. Topics will vary depending on faculty and student interest. The course will be offered upon the request of a faculty member and with approval of the Vice President for Academic Affairs.

### PHY 340 Analytical Mechanics

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>On demand</td>
<td></td>
</tr>
<tr>
<td>Prereq or Coreq:</td>
<td>PHY 212 and PHY 204</td>
</tr>
</tbody>
</table>

The detailed study of classical mechanics using methods of vector calculus, linear algebra, and differential equations. Topics include particle dynamics, systems of particles and rigid body dynamics, gravitation and central force problems, wave mechanics, and Lagrangian and Hamiltonian formulation of mechanics with applications. The course includes laboratory study of air resistance, the compound pendulum, impulse, and coupled pendula.

### PHY 341 Physical Chemistry I

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>Prereq:</td>
<td>CHE 122, MAT 135, PHY 202 or PHY 212</td>
</tr>
</tbody>
</table>

Chemical thermodynamics. A study of the laws of thermodynamics with particular emphasis on applications to thermochemistry, solutions, chemical equilibrium, phase equilibria, chemical kinetics, and electrochemistry. Three hours lecture. Same as CHE 341. *Highly preferred corequisite: CHE 343. Recommended MAT 142.*

### PHY 342 Physical Chemistry II

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring, odd academic years</td>
<td></td>
</tr>
<tr>
<td>Prereq:</td>
<td>PHY 201/203 or PHY 211/203</td>
</tr>
</tbody>
</table>

Elementary quantum mechanics, group theory, and atomic and molecular structure and spectroscopy. Three hours lecture. Same as CHE 342.
PHY 343 Physical Chemistry Lab I  
2 credit hours  
Fall  
Prerequisites: CHE 227 (or consent of instructor), MAT 135, and CHE 341 (or concurrently)

An introduction to the types of laboratory instrumentation and methods used every day by professional physical and inorganic chemists in research and industry. Substantial emphasis is placed on individual and team responsibility, careful and thoughtful planning, experimentation, data interpretation, and effective communication of results. Experiments will be closely associated with thermodynamics, chemical equilibrium, and include some spectroscopy of primarily inorganic compounds. Four hours laboratory (including pre-lab lecture). Same as CHE 343.

PHY 344 Physical Chemistry Lab II  
1 credit hour  
Spring  
Prereq: CHE 341 and 343

An introduction to the types of laboratory instrumentation and methods used every day by professional physical and inorganic chemists in research and industry. Substantial emphasis is placed on individual and team responsibility, careful and thoughtful planning, experimentation, data interpretation, and effective communication of results. Experiments will be closely associated with kinetics, electrochemistry, computational chemistry, and a continuation of spectroscopy. Three hours laboratory. Same as CHE 344. (Current or past enrollment in CHE 342 is highly recommended).

PHY 350 Electromagnetic Theory  
3 credit hours  
On demand  
Prereq or Coreq: PHY 340

The detailed study of electromagnetic theory using methods of vector field theory and partial differential equations. Topics include: the electrostatic field in vacuum and in matter, magnetic fields and magnetic materials, electromagnetic forces and induction, Maxwell’s equations and electromagnetic radiation with applications. The course includes laboratory study of electrostatic fields in dielectric and conducting media.

PHY 360 Optics  
2 credit hours  
On demand  
Prereq or Coreq: PHY 340

The detailed study of modern optics including both classical physical optics and the quantum nature of light. Topics include: vectorial treatment of light as electromagnetic waves, coherence and interference, diffraction, optics of solids, quantum treatment of light as photons, optical spectra, lasers, and the matrix formulation of ray optics. The course includes laboratory study of Michelson and Fabry-Perot interferometry, optical polarization, and Bragg diffraction.

PHY 375 Undergraduate Research in Biology, Chemistry or Physics  
1-3 credit hours  
Prereq: instructor permission

To receive academic credit for an undergraduate research experience students must complete a project proposal endorsed by a sponsoring science faculty member. The application will contain an overview of the project, specific project goals, deadlines for the completion of the project, and specific project outcomes that will be evaluated and used to determine the final grade. All projects must meet the following criteria: a) spending an average of 3 hours per week per credit hour (i.e. 6 hours/week during the semester for 2 credits) working on the project; b) writing a scientific paper summarizing the results of the study; c) preparing an electronic poster of the project results; d) maintaining a lab notebook, and e) presenting the results of the project to an audience (at least once per year). The project must be approved by the Chair (or designee) of the sponsoring department.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 482</td>
<td>Physics Practicum</td>
<td>1-2</td>
</tr>
<tr>
<td></td>
<td>Prereq: departmental consent</td>
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</tr>
<tr>
<td></td>
<td>Supervised, pre-approved academic</td>
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<tr>
<td></td>
<td>credit awarded for qualified work in</td>
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<tr>
<td></td>
<td>an industrial, government, or</td>
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</tr>
<tr>
<td></td>
<td>academic research laboratory.</td>
<td></td>
</tr>
<tr>
<td>PHY 490</td>
<td>Independent Study</td>
<td>1-2</td>
</tr>
<tr>
<td></td>
<td>Prereq: departmental consent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Individualized reading or research</td>
<td></td>
</tr>
<tr>
<td></td>
<td>project in an area not covered in</td>
<td></td>
</tr>
<tr>
<td></td>
<td>regular courses.</td>
<td></td>
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<tr>
<td>ESC 118</td>
<td>Earth Science</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Fall and Spring</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Laboratory Science exploratory</td>
<td></td>
</tr>
<tr>
<td></td>
<td>An introduction to the principles of</td>
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<tr>
<td></td>
<td>physical geology including plate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>tectonics, geological time, origins</td>
<td></td>
</tr>
<tr>
<td></td>
<td>of rock types, erosion, and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>glaciation. Three hours lecture,</td>
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<tr>
<td></td>
<td>two hours lab.</td>
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</tbody>
</table>
Courses and majors in mathematics and computing are designed to provide students with fundamental knowledge of and facility with concepts and processes in mathematics and computing. Also, the program is intended to help develop interpersonal and lifetime learning skills so students can adapt to new challenges and situations in their personal and professional lives. The department seeks to promote active learning in the classroom through the implementation of cooperative learning, discovery learning, and the incorporation of technology in a variety of hands-on experiences.

All required courses for a major or minor in mathematics or computing, including all related field and prerequisite requirements, must be completed with a C- or better. Prerequisites for non-majors must also be completed with a C- or better. Education students should consult the education department for minimum requirements.

**Majors in Computing**

Two separate majors are available in the computing field: computer science and software engineering. Both programs provide professional education within the liberal arts setting in the rapidly developing field of computing.

A **major in computer science** provides the student with a knowledge of both computer applications and higher mathematics that will allow the student to pursue a career as a computer programmer or as a network administrator immediately following graduation or to enter graduate school.

A **major in software engineering** is intended to provide preparation for a student who wishes to pursue a career as a software developer in business, industry, and government.
Computer Science Major

Computing Core Requirements
CMP 141 Computing I
CMP 142 Computing II
CMP 283 Client Software Construction and Testing
CMP 337 Programming Languages
CMP 352 Data Structures
CMP 370 Database Design and Processing
CMP 372 Data Communications and Computer Networks
CMP 385 Software Engineering I
CMP 387 Software Engineering II
CMP 470 Senior Software Maintenance Project
CMP 473 Senior Software Development Project (includes professional experience and portfolio)
CMP 499 Senior Competency Practicum

Computer Science Program Track
CMP 325 Operating Systems
CMP 348 Computer Structure and Assembly Language

Professional Development Requirements
PDP 200 Preparing for Your Internship

Related Field Requirements
MAT 135 Calculus
MAT 181 Discrete Mathematics I
MAT 182 Discrete Mathematics II
MAT 224 Basic Applied Statistics

Strongly Recommended
CMP 285 Web Software Construction and Testing

Software Engineering Major

Computing Core Requirements
CMP 141 Computing I
CMP 142 Computing II
CMP 283 Client Software Construction and Testing
CMP 337 Programming Languages
CMP 352 Data Structures
CMP 370 Database Design and Processing
CMP 372 Data Communications and Computer Networks
CMP 385 Software Engineering I
CMP 387 Software Engineering II
CMP 470 Senior Software Maintenance Project
CMP 473 Senior Software Development Project (includes professional experience and portfolio)
CMP 499 Senior Competency Practicum
Software Engineering Program Track

CMP 130 Introduction to Computing
CMP 285 Web Software Construction and Testing
CMP 300 Topics in Computing

Professional Development Requirements

PDP 200 Preparing for Your Internship

Related Field Requirements

BUS 100 Introduction to Business
MAT 181 Discrete Mathematics I
MAT 182 Discrete Mathematics II
MAT 224 Basic Applied Statistics

One of the following courses

ACC 221 Principles of Accounting I
ECO 115 Principles of Economics

Strongly recommended

BUS 361 Principles of Marketing

Minors in Computing

Computer Science Minor

Required Courses

CMP 130 Introduction to Computing
CMP 141 Computing I
CMP 142 Computing II
CMP 352 Data Structures

One of the following courses

CMP 325 Operating Systems
CMP 337 Programming Languages
CMP 348 Com Struct & Assembly Lang
CMP 372 Data Comm & Comp Networks

Software Engineering Minor

CMP 130 Introduction to Computing
CMP 141 Computing I
CMP 283 Client Software Construction and Testing
CMP 385 Software Engineering I
CMP 387 Software Engineering II
Computing Course Descriptions

**CMP 130 Introduction to Computing**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Term</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMP 130 Introduction to Computing</td>
<td>3 credit hours</td>
<td>Fall and spring</td>
<td>Fulfills LA 103 requirement</td>
</tr>
</tbody>
</table>

Note: Placement into LA 103 or above based upon mathematics placement criteria

An introduction to the field of Computing and the use of software applications to enhance quantitative reasoning, problem-solving, and decision-making. Topics include data storage, data manipulation, operating systems, networking and the Internet, algorithms, programming languages, software engineering, data abstractions, database systems, artificial intelligence, and the theory of computation. Hands-on experience with applications, such as spreadsheet software and database management systems, is included.

**CMP 141 Computing I**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Term</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMP 141 Computing I</td>
<td>3 credit hours</td>
<td>Fall</td>
<td>Prereq: knowledge of high school algebra</td>
</tr>
</tbody>
</table>

An introduction to computers and structured programming using the Java programming language. Topics include: problem-solving strategies, algorithm formulation, primitive data types, expressions, control structures, proper coding style, debugging, testing, and documentation.

**CMP 142 Computing II**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Term</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMP 142 Computing II</td>
<td>3 credit hours</td>
<td>Spring</td>
<td>Prereq: CMP 141</td>
</tr>
</tbody>
</table>

An introduction to object-oriented design and programming using the Java programming language. Topics include: object-oriented design, encapsulation, inheritance, polymorphism, exception handling, file input and output, abstract classes, interfaces, binary I/O, and recursion.

**CMP 150 Computer Tools for Problem Solving**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Term</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMP 150 Computer Tools for Problem Solving</td>
<td>1 credit hour</td>
<td>Spring</td>
<td>Prereq: MAT 135 or consent of instructor</td>
</tr>
</tbody>
</table>

A lab-based course in which students learn to apply professional scientific computing software to mathematical problems. Topics will include matrices and matrix operations; random number generation; plotting graphs of functions; and curve fitting and interpolation. Students will also learn and apply basic elements of computer programming (relational and logical operators, conditional statements, and loop structures) within the software.

**CMP 283 Client Software Construction and Testing**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Term</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMP 283 Client Software Construction and Testing</td>
<td>3 credit hours</td>
<td>Fall</td>
<td>Prereq: CMP 141</td>
</tr>
</tbody>
</table>

An introduction to the fundamental concepts of client software construction and testing. Topics include controls, variables, constants, calculations, conditions, menus, procedures, functions, forms, lists, loops, arrays, data files, databases, drag and drop, and graphics. Specific white-box, gray-box, and black-box testing techniques are included as well.

**CMP 285 Web Software Construction and Testing**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Term</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMP 285 Web Software Construction and Testing</td>
<td>3 credit hours</td>
<td>Spring</td>
<td>Prereq: CMP 141</td>
</tr>
</tbody>
</table>

An introduction to the fundamental concepts of web software construction and testing. Topics include the client-server model, server-side programming (e.g., ASP.NET, C#.NET), client-side programming (e.g., JavaScript, Ajax), client-side markup languages (e.g., HTML/XML), and database connectivity (e.g., SQL, connection strings). Specific white-box, gray-box, and black-box testing techniques are included as well.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Session</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMP 300</td>
<td>Topics in Computing</td>
<td>1-3</td>
<td>Spring, odd</td>
<td>CMP 142 and junior standing, or consent of instructor</td>
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<td></td>
<td></td>
<td></td>
<td>academic years</td>
<td></td>
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<tr>
<td></td>
<td>A topic of current interest in computing will be taught. Topics will vary depending on technological developments and faculty interests. Offered at the request of a faculty member and with approval of the vice president for academic affairs.</td>
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<tr>
<td>CMP 325</td>
<td>Operating Systems</td>
<td>3</td>
<td>Spring, odd</td>
<td>CMP 142</td>
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<td></td>
<td></td>
<td></td>
<td>academic years</td>
<td></td>
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<tr>
<td></td>
<td>Introduces the fundamentals of operating systems design and implementation. Topics include an overview of the components of an operating system, mutual exclusion and synchronization, implementation of processes, scheduling algorithms, memory management, and file systems.</td>
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<tr>
<td>CMP 337</td>
<td>Programming Languages</td>
<td>3</td>
<td>Spring, odd</td>
<td>CMP 142</td>
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<td></td>
<td></td>
<td></td>
<td>academic years</td>
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<tr>
<td></td>
<td>An introduction to programming languages and the major paradigms. The structure of the languages as well as their approach to problem-solving will be studied. Topics may include imperative, functional, object-oriented, and logic-based languages.</td>
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<tr>
<td>CMP 348</td>
<td>Computer Structure and Assembly Language</td>
<td>3</td>
<td>Spring, even</td>
<td>CMP 142</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>academic years</td>
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<tr>
<td></td>
<td>Basic concepts of programming systems, introduction to computer architecture and design, and an introduction to assembly language programming will be included. The assembly language learned is a function of the particular computer, but the course concepts will be broad enough to apply to a wide range of computers.</td>
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<tr>
<td>CMP 352</td>
<td>Data Structures</td>
<td>3</td>
<td>Fall, odd</td>
<td>CMP 142</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>academic years</td>
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<tr>
<td></td>
<td>An introduction to the various types of data processing structures with emphasis on scientific and business applications. Includes trees, graphs, file structures, and data organization.</td>
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<tr>
<td>CMP 360</td>
<td>Operations Research</td>
<td>3</td>
<td>Fall, odd</td>
<td>MAT 135, MAT 181, MAT/PSY 224, or BUS 265, or consent of instructor</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>academic years</td>
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<tr>
<td></td>
<td>Introduction to the field of operations research. PERT, linear and integer programming, use of statistical reasoning, and computer methods are included.</td>
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<tr>
<td>CMP 370</td>
<td>Database Design and Processing</td>
<td>3</td>
<td>Fall, odd</td>
<td>CMP 142 and junior standing, or consent of instructor</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>academic years</td>
<td></td>
</tr>
<tr>
<td></td>
<td>An introduction to database concepts including file systems and databases, the relational database model, structured query language, entity relationship modeling, database table normalization, transaction management and concurrency control, distributed database management systems, client/server systems, data warehouses, databases and the Internet, and database administration.</td>
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<tr>
<td>Course Code</td>
<td>Course Name</td>
<td>Credits</td>
<td>Schedule</td>
<td>Prerequisites</td>
</tr>
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</tr>
<tr>
<td>CMP 372</td>
<td>Data Communications and Computer Networks</td>
<td>3</td>
<td>Fall, even academic years</td>
<td>Prereq: CMP 142 or consent of instructor</td>
</tr>
<tr>
<td></td>
<td>An introduction to computer networks based on the OSI seven layer model. Topics will include methods of data transmission, data encoding and error correction, protocols, routing algorithms and flow control, network design, and internetworking. Several network architectures will be studied with special attention given to the internet.</td>
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</tr>
<tr>
<td>CMP 385</td>
<td>Software Engineering I: Analysis and Design</td>
<td>3</td>
<td>Fall, even academic years</td>
<td>Prereq: CMP 142 and junior standing, or consent of instructor</td>
</tr>
<tr>
<td></td>
<td>An introduction to the concepts associated with the analysis and design activities of the software engineering process. Topics include software activities and tasks, process models, methodology development and tailoring, project scheduling, monitoring and control, requirements analysis, project estimation, decision analysis, back-end design, front-end design, and component design.</td>
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</tr>
<tr>
<td>CMP 387</td>
<td>Software Engineering II: Implementation and Maintenance</td>
<td>3</td>
<td>Spring, even academic years</td>
<td>Prereq: CMP 385 and junior standing, or consent of instructor</td>
</tr>
<tr>
<td></td>
<td>An introduction to the concepts associated with the implementation and maintenance activities of the software engineering process. Topics include software quality assessment, quality control, measurement, metric construction, configuration management, change control, construction, testing, system conversion, and maintenance.</td>
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<tr>
<td>CMP 470</td>
<td>Senior Software Maintenance Project</td>
<td>No</td>
<td>Fall</td>
<td>Prereq: senior standing and departmental consent</td>
</tr>
<tr>
<td></td>
<td>A supervised, pre-approved experience which requires the student to select an existing system maintenance project from a pool of requests and perform the necessary activities to solve the maintenance problem.</td>
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<tr>
<td>CMP 473</td>
<td>Senior Software Development Project</td>
<td>6</td>
<td>Spring</td>
<td>Prereq: CMP 470, senior standing, and departmental consent; Co-req: CMP 499</td>
</tr>
<tr>
<td></td>
<td>Requires selection and completion of the senior project, which involves the analysis, design, and implementation of a fully functional computer system as well as the development of all relevant technical documentation.</td>
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</tr>
<tr>
<td>CMP 482</td>
<td>Computer Practicum</td>
<td>1-2</td>
<td></td>
<td>Prereq: instructor permission</td>
</tr>
<tr>
<td></td>
<td>A supervised, pre-approved experience which allows a student to pursue specific learning goals and/or be involved in a field experience during the regular academic semester.</td>
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</tr>
<tr>
<td>CMP 490</td>
<td>Independent Study</td>
<td>1-2</td>
<td></td>
<td>Prereq: departmental consent</td>
</tr>
<tr>
<td></td>
<td>Courses are designed to encourage student initiative and to provide a degree of flexibility in the departmental program. Normally the subject is not sufficiently or appropriately covered in departmental course offerings. Course work is planned by student and instructor jointly to meet student’s individual needs.</td>
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</tbody>
</table>
The senior competency practicum consists of two components. The first component, the written part of the senior competency requirement, is written documentation from the senior project completed in CMP 473. The second component, the oral part of the senior competency requirement, is a formal presentation of the senior project. A team of at least four individuals will judge the student’s skill in presentation, knowledge of the system, and ability to communicate with the audience. Students must earn a C- or higher.
Department: Economics, Business, and Accounting  
Department Chair: D. Andrews  
Department Members: D. Andrews, E. Jones, H. Kitaoka, S. Scheer, J. Williams  

Major: Economics (Tracks: Traditional and Graduate School Preparation)  
Minor: Economics  

The department provides theoretical and practical education in these programs: economics, business, and accounting. Majors and minors are offered in each of these programs.  

The economics curriculum is designed to provide majors with sufficient knowledge, skills, and experiences in their chosen discipline so they can understand and apply economic analysis. The program offers courses that survey the various sub disciplines within economics, develop the analytical skills necessary to “do” economics, and provide, by way of assignments and experiences, opportunities for using the knowledge and skills. Students completing the major will then be in a position to take the next step in their careers, whether it be employment in business or government, continued education in law or other graduate schools, or family and community service.  

A major or minor in economics requires the student to have a minimum graduation GPA of 2.00 (A=4.00) in all required major/minor courses and to complete with grades of C- or better all coursework for the major, minor, and related field. Furthermore, regardless of major, all students taking economics courses must complete all prerequisites with a C- or better.  

Students who excel in the program have the opportunity to join Delta Mu Delta, the national business honor society. Juniors and seniors who have earned an overall GPA of 3.3 at the time of invitation are eligible to join. Additionally, many scholarships are available to students who excel in the program.  

Note: Economics majors and minors must complete ECO 115, ECO 221 and ECO 223 with a C- or better before enrolling in 300 or 400 level courses in the department.
**Economics Major – Traditional Track**

This track provides students with a broader and deeper view of primary area of study in economics.

**Core requirements**
- ECO 115 Principles of Economics
- ECO 221 Intermediate Microeconomic Theory
- ECO 223 Intermediate Macroeconomic Theory
- ECO 380 Elementary Econometrics
- ECO 472 Economic Research I
- ECO 474 Economic Research II
- ECO 499 Senior Competency Practicum

**Four of the following courses**
- ECO 300 Topics in Economics
- ECO 330 Money and Banking
- ECO/BUS 340 Government and Business
- ECO/MAT 345 Statistical Consulting Project
- ECO/BUS 350 International Economics and Finance
- ECO/BUS 360 Economics of Labor and Labor Relations
- ECO 370 Sports Economics
- BUS 351 Business Finance
- PHL 220 Principles of Ethics

**Professional Development Requirements**
- ECO 498 Portfolio
- PDP 200 Preparing for Your Internship
- INT XXX Internship in Economics or related field

**Related field courses required**
- ACC 221 Principles of Accounting I
- BUS 265 Business Research Methods or MAT 224 Basic Applied Statistics
- CMP 130 Introduction to Computing
- MAT 135 Calculus
Economics Major – Graduate School Preparation Track

This track is designed for students who are interested in graduate school (PhD in economics). Students become ready for graduate work in economics (PhD level) once they complete the track. Note that this track does not require students to apply for graduate school.

Core requirements

ECO 115 Principles of Economics
ECO 221 Intermediate Microeconomic Theory
ECO 223 Intermediate Macroeconomic Theory
ECO 380 Elementary Econometrics
ECO 472 Economic Research I
ECO 474 Economic Research II
ECO 499 Senior Competency Practicum

Four of the following courses

ECO 300 Topics in Economics
ECO 330 Money and Banking
ECO/MAT 345 Statistical Consulting Project
ECO/BUS 350 International Economics and Finance
ECO/BUS 360 Economics of Labor and Labor Relations
ECO 370 Sports Economics
BUS 351 Business Finance

Professional Development Requirements

ECO 498 Portfolio
PDP 200 Preparing for Your Internship
INT XXX Internship in Economics or related field

Related field

Statistics Requirement: one of the following courses
BUS 265 Business Research Methods
MAT 224 Basic Applied Statistics

Mathematics Requirement: all of the following courses
MAT 135 Calculus
MAT 142 Calculus II
MAT 233 Linear Algebra
MAT 253 Calculus III
MAT 256 Differential Equations


**Economics Minor**

**Required courses**
- ECO 115 Principles of Economics
- ECO 221 Intermediate Microeconomic Theory
- ECO 223 Intermediate Macroeconomic Theory

**Three of the following courses**
- ECO 300 Topics in Economics
- ECO 330 Money and Banking
- ECO/BUS 340 Government and Business
- ECO/BUS 350 International Economics and Finance
- ECO/BUS 360 Economics of Labor and Labor Relations
- ECO 370 Sports Economics
- ECO 380 Elementary Econometrics
### Economics Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Prerequisites</th>
<th>Delivery</th>
<th>Pre-/Post-requisite</th>
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<tbody>
<tr>
<td>ECO 115</td>
<td>Principles of Economics</td>
<td>3</td>
<td>Fall and Spring Social Science exploratory</td>
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<td></td>
<td>Provides an introductory survey of economic theory as it relates to issues of price determination, resource allocation, income distribution, inflation, unemployment, and economic growth. Course emphasis is on how the market system works in the American economy.</td>
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<tr>
<td>ECO 221</td>
<td>Intermediate Microeconomic Theory</td>
<td>3</td>
<td>Fall and Spring</td>
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<td>Prereq: ECO 115 and MAT 135</td>
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<td></td>
<td>Presents economic theories of households, firms, and government. Techniques of market analysis are applied to the determination of prices and quantities, in both product and resource markets, supplemented by examinations of problems such as monopoly, inequality, and pollution.</td>
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<tr>
<td>ECO 223</td>
<td>Intermediate Macroeconomic Theory</td>
<td>3</td>
<td>Fall and Spring</td>
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<td>Prereq: ECO 115 and MAT 135</td>
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<td></td>
<td>Explains how the levels of national income, output, prices and employment are measured and determined. The course answers how government monetary, fiscal and other policies may be used to guide the macro-economy.</td>
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<td>ECO 300</td>
<td>Topics in Economics</td>
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<td>A topic of current interest in economics will be taught. Topics will vary depending on faculty interest. Course will be offered upon the request of faculty member and with approval of the vice president for academic affairs.</td>
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<tr>
<td>ECO 330</td>
<td>Money and Banking</td>
<td>3</td>
<td>Fall, odd academic years</td>
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<td>Prereq: ECO 223</td>
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<td></td>
<td>Develops the principles of money, credit, and banking. This incorporates the study of monetary theories and policies, as well as descriptions of the U.S. banking and financial system.</td>
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<tr>
<td>ECO 340</td>
<td>Government and Business</td>
<td>3</td>
<td>Spring, odd academic years</td>
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<td>Prereq: ECO 115</td>
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<td>Studies industrial organization and public policy toward business. The course examines the economic rationale and impact of antitrust legislation and government regulation of business activity. Same as BUS 340.</td>
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<td>ECO 345</td>
<td>Statistical Consulting Project</td>
<td>3</td>
<td>Spring, odd academic years</td>
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<td>Prereq: MAT/PSY 224, MAT 331, or BUS 265</td>
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<td>Each student will work as part of a team to complete a statistical consulting project for a local non-profit agency or other appropriate organization. Special emphasis will be given to the development of skills in project management and consulting. Projects will be chosen to require the use of important statistical concepts such as experimental design, survey design, or regression analysis. Recommended especially for majors in the social sciences who are intending to go to graduate school or for those aiming for careers involving statistical applications. Same as MAT/PSY/SOC 345. Students may receive credit in only one of these cross-referenced courses.</td>
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<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
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<tr>
<td>ECO 350</td>
<td>International Economics and Finance</td>
<td>3</td>
<td>Spring, odd</td>
<td>Prereq: ECO 221 and ECO 223</td>
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<td>academic years</td>
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<td>Surveys the theories of international trade,</td>
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<td>investment, and finance. The balance-of-payments</td>
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<td>statement, tariffs and other forms of</td>
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<td>protectionism, multinational enterprises,</td>
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<td>foreign-exchange markets, and the international</td>
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<td>financial system are all topics of discussion.</td>
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<td>Same as BUS 350.</td>
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<tr>
<td>ECO 360</td>
<td>Economics of Labor and Labor Relations</td>
<td>3</td>
<td>Spring, even</td>
<td>Prereq: ECO 221</td>
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<td></td>
<td>academic years</td>
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<td>Examines the operation of labor markets and the</td>
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<td>economic framework of employer-employee relations</td>
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<td>Particular labor issues, labor legislation, and</td>
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<td>other government regulations pertaining to labor</td>
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<td></td>
<td>are discussed. Same as BUS 360.</td>
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<td>ECO 370</td>
<td>Sports Economics</td>
<td>3</td>
<td>Fall, even</td>
<td>Prereq: ECO 221</td>
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<td></td>
<td>academic years</td>
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<td>The course covers the microeconomics of sports</td>
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<td>industry. The course provides students with the</td>
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<td>industrial organization of sports, public</td>
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<td>finance of sports, labor issues related to</td>
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<td>sports industry and economics of amateur sports,</td>
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<td>especially major collegiate sports (NCAA).</td>
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<td>Topics include profit maximization, competitive</td>
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<td>balance, monopoly power and antitrust, financing</td>
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<td>of new stadium, municipalities, human capital</td>
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<td>theory, tournament theory, unions and NCAA</td>
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<td>through analysis of teams, leagues, players,</td>
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<td>incomes, strategies, history, and government</td>
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<td>policy.</td>
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<td>ECO 380</td>
<td>Elementary Econometrics</td>
<td>3</td>
<td>Fall, even</td>
<td>Prereq: ECO 115, and BUS 265, MAT/PSY/SOC</td>
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<td>academic years</td>
<td>224, or MAT 331 or consent of the instructor</td>
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<td>Econometrics is based upon the development of</td>
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<td>statistical methods for estimating economic</td>
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<td>relations, testing economic theories and</td>
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<td>evaluating and implementing government and</td>
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<td>business policy. This course provides an</td>
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<td>elementary analysis of the problems of</td>
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<td>estimation, prediction and hypothesis testing</td>
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<td>in the context of various economic models.</td>
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<td>Economic models that we treat include general</td>
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<td>linear models (simple regression and multiple</td>
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<td>regression models), time series models, panel</td>
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<td>data models, linear probability models and</td>
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<td>simultaneous equations models. This course</td>
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<td>emphasizes applications of econometric theory</td>
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<td>to practical economic problems, for which</td>
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<td>students will use the economic statistics</td>
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<td>software “STATA” most commonly used in both</td>
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<td>research area including universities and business</td>
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<td>area. There will be considerable empirical</td>
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<td>contents to the course, which provides students</td>
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<td>with many opportunities to use STATA and analyze</td>
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<td>the data throughout the semester.</td>
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<tr>
<td>ECO 472</td>
<td>Economic Research I</td>
<td>3</td>
<td>Fall</td>
<td>Prereq: Economics majors with senior standing, having completed at least 15 hours of economic courses including ECO 221 and ECO 223 or consent of the instructor</td>
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<td>ECO 474</td>
<td>Economic Research II</td>
<td>3</td>
<td>Spring</td>
<td>Prereq: ECO 472</td>
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<td>ECO 474 provides students with continued</td>
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<td>consideration of the design and methods employed</td>
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<td>in modern economic research begun in ECO 472.</td>
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<td>Students are required to carry out the research</td>
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<td>project proposed in ECO 472 under the direction</td>
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<td>of the instructor and complete research paper.</td>
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<td>This course together with ECO 472 is the</td>
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<td>capstone course for the economics major and</td>
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<td>serves as part of ECO 499 (Senior Competency</td>
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<td>Practicum).</td>
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<td>Course</td>
<td>Credits</td>
<td>Description</td>
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<tr>
<td>ECO 482 Economics Practicum</td>
<td>1-2 credit</td>
<td>A supervised, pre-approved experience which allows a student to pursue specific learning goals and/or be involved in a field experience during the regular academic semester.</td>
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<tr>
<td>ECO 490 Independent Study</td>
<td>1-2 credit</td>
<td>Course is designed to encourage student initiative and to provide a degree of flexibility in the departmental program. Normally the subject is not sufficiently or appropriately covered in regular departmental course offerings.</td>
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<tr>
<td>ECO 498 Portfolio</td>
<td>No credit</td>
<td>The portfolio requirement will be met by creating the portfolio. Students will develop a comprehensive portfolio documenting skills learned and assessment of such skills.</td>
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<td>ECO 499 Senior Competency Practicum</td>
<td>No credit</td>
<td>Satisfactory performance on ETS major field test in economics. Passing grade ‘D-‘ or better.</td>
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**Education**

**Department Chair:** L. Airey  
**Director of Elementary Education and Coordinator of Elementary Education Field:** C. Prather  
**Director of Secondary Education and Coordinator of Secondary Education Field:** S. Hall  
**Teacher Licensing Advisor:** C. Prather  
**Department Members:** C. Ables-Rigsbee, L. Airey, K. Eiler, S. Hall, C. Prather

**Majors:** Elementary Education; Secondary Education – English/Language Arts, French, Life Sciences, Mathematics, Physical Education K-12 with Health, Social Studies, Spanish  
**Minors:**  
- **Elementary Education** – English as a New Language (ENL) for Elementary Teachers (non-licensure);  
- **Secondary Education** – French, Spanish (licensure areas)

The Teacher Education Program at Franklin College focuses on preparing *competent, caring decision makers*. It is an outgrowth of the liberal arts structure of the college. The foundation of the Franklin College Education Program is the extensive practical experience that students gain by working with children and experienced teachers in accredited school classrooms. Each Franklin College Education Department methods course is tied to a co-requisite field experience. Students acquire knowledge of how children learn, methods of teaching, and the workings of a school community through these experiences. Depth of content knowledge is provided by the rich and rigorous liberal arts curriculum of the college.

The Franklin College Teacher Education Program is standards-based, performance-driven, assessment conscious, and is accredited by the National Council for Accreditation of Teacher Education (NCATE) and the Indiana Department of Education. These accreditations recognize the high standards of Franklin College and its education department in the preparation of K-12 educators. Such accreditations also allow program graduates to be eligible for recommendation for teacher licensure in the state of Indiana and in any state with an interstate agreement, arranged by The National Association of State Directors of Teacher Education and Certification (NASDTEC).

Compliance with regulations established by the Indiana Department of Education may alter the Education Department policies, curricula, and course content regardless of the student’s enrollment date in the program. Students are advised to work closely with the Education Department academic advisors to keep abreast of any and all changes.

**Mission of the Teacher Education Program**  
The mission of the Franklin College Teacher Education Program is to prepare future professional educators to be “competent, caring decision makers.” This theme provides a unifying perspective to bring together the various components of all the educational programs at Franklin College. It implies thoughtful design and implementation of the various licensure programs in order to provide comprehensive and coordinated experiences for all candidates.

The goals and criteria of the Teacher Education Program set a standard of excellence and show that the programs attend to the career track of preparing K-12 educators. Candidates are active participants as undergraduate learners because of the field-based nature of the program. The focus on specific dispositions needed by future professional educators leads to “values-focused” preparation. The program is developmental in nature, therefore the candidates move through a series of courses as a cohort group or community of learners in which each participant receives personal attention.
The mission also implies that the Teacher Education Program prepares educators who are able to perform effectively in authentic school-based situations. More specifically, Franklin College graduates must demonstrate knowledge, as well as certain desired skills and dispositions, which are critical to success as a novice teacher. Franklin College prepares future K-12 educators who clearly visualize their roles, meet the demands of innovation and change, and value learning as a life-long process.

The education department faculty believes in the mission of service. The faculty reaches out to individuals, schools, and the larger community in order to serve in various professional roles. This service is in addition to their work as college professors, field experience supervisors and integral members of the college community.

Transfer Credit
The only education course the Teacher Education Program accepts for transfer credit is a course equivalent to EDU 124 Introduction to Teaching and American Education. A student with transfer credit for EDU 124 must register for EDU 490, an Independent Study course, which will cover the content that is specific to the Franklin College education program.

Minimum Grades
A teacher education candidate must receive a grade of a ‘C’ or better in any professional education course. No grade below a ‘C-’ will be accepted in any content course designated/required for certification.

Students may enroll in the sophomore level sequence of courses if they have met the following criteria:
- 2.25 GPA cumulative
- 2.25 GPA licensure area
- Display appropriate dispositions for teaching
- Successfully complete EDU 124

Background Reports
The Franklin College Teacher Education Program is a field-based program. A student in the program will have many interactions with K-12 learners. A student is expected to be a law-abiding citizen and will be required to pass criminal history and background checks prior to each term in order to participate in field school experiences, internships, off-site course activities, and student teaching. If a placement is rejected by a school due to issues with the student’s criminal history or background check, the College has no further obligation regarding placement for that term.

Admission to Teacher Education
To be considered for admission into the Teacher Education Program, for fall of the junior year, students must submit a formal application to the education department. This application will be completed during the fall semester of the sophomore year. The application must be filed with the education department secretary by the designated due date.

The education department reviews each application individually according to established criteria for admission to teacher education. Admission criteria include:
- 2.5 GPA cumulative; 2.5 GPA in the content
- recommendation for admission by the faculty
- no grade below a ‘C’ in any professional education course
- no grade below a ‘C-’ in any content course designated/required for certification
- display appropriate dispositions for teaching
- satisfactory grade in all education field experiences/internships
- passing scores on each of the basic skills tests or documentation verifying that the student has met one of the exam alternatives approved by the Indiana Department of Education
No student will be permitted to enroll in any 300/400 level professional education courses, field experiences or internships until he/she has gained admission to the Teacher Education Program.

Candidates admitted to the teacher education program are reviewed regularly to ensure that satisfactory progress is being made toward graduation and licensure. To continue in the program, candidates must meet all standards established by the education department which include:

- cumulative GPA of 2.5 (A=4.00) at the end of each academic semester/term
- content GPA of 2.5 (A=4.00) at the end of each academic semester/term
- no grade below ‘C’ in any professional education class*
- no grade below a ‘C-’ in any content course designated/required for certification
- a grade of ‘S’ in all education field experiences and internships
- appropriate dispositions for teaching

*for elementary education majors professional education courses include: PED 322, FNA 420 and all those with ED prefixes.

Approval for Student Teaching
Student teaching applications must be submitted to the education department secretary in the junior year. A student teaching placement will only be sought for those candidates who have successfully met all program requirements to date and who have been approved for a student teaching placement by the education department faculty.

Additional Fees

- It is the responsibility of the student to register for and pay the fees associated with the basic skills test (for admittance into the program) and the pedagogy and content (for state licensure) tests.
- All Education Field Experiences carry a $15 fee.
- A one-time fee of $125 will be charged during the spring of the senior year as an honorarium for the cooperating teacher.
- Once a school corporation accepts a student for a field experience or winter term internship, a $25 fee may be charged for withdrawing from or failing to complete the internship.
- Once a school corporation accepts a student for a student teaching placement, a $50 fee may be charged for withdrawing from or failing to complete the student teaching internship.

Licensure Requirements
To be recommended for an Indiana State Teaching License by the Franklin College Licensing Advisor, a student must submit an on-line license application and meet all state and college licensing requirements, including:

- Completion of all college and teacher education program requirements for graduation
- Completion of student teaching with earned grade of “C” or higher
- Completion of college senior competency practicum with earned grade of “C” or higher
- Achieve passing scores on all standardized tests required for licensing and have official scores on file at Franklin College
- Provide proof of current CPR/Heimlich/AED certification
- Provide proof of satisfactory completion of Suicide Awareness Program
Academic Advising
Every student has an academic advisor who assists with curricular and class scheduling matters and some phases of career planning. While the academic advisors and other personnel are available for assistance, the primary responsibility for taking appropriate and required courses to meet graduation requirements rests with the student.

A student should declare his/her major by the end of the freshmen academic year. At that time education majors will be assigned to an academic advisor who is either a member of the education department or a faculty member who has received special training in the education department program requirements. In most instances the student will work with this advisor through the remainder of his/her college career.

Elementary Education Program
Successful completion of the Franklin College Elementary Education Program enables a program graduate to be eligible for a K-6 license to teach in primary and intermediate grade settings. All coursework and field experiences/internships align with Indiana’s developmental and content standards for elementary generalists as adopted by Indiana in December 2010.

Secondary Education Program
Successful completion of the Franklin College Secondary Education Program enables a program graduate to be eligible for a license to teach in grades 5-12. All coursework and field experiences/internships align with Indiana’s developmental standards for secondary education. In addition, candidates complete coursework and field experiences/internships in compliance with a minimum of one set of specific content standards.

The content/licensure areas available within the Secondary Education Program at Franklin College are:
- World Language: French or Spanish
- English/Language Arts
- Mathematics
- Physical Education with Health K-12
- Life Sciences
- Social Studies: The Social Studies teaching major consists of two required content areas: Historical perspectives; Government and Citizenship. Students may choose their third content area from: Economics, Psychology, or Sociology. Three content areas are required for licensure.
**Elementary Education**
The elementary teaching program is based on a broad general education background with a major in elementary education. The program is tightly structured. Consequently, interested students must work closely with their advisors to complete related-area requirements in a timely, sequential manner. Two winter term internships are required for elementary education majors.

Elementary Education majors must take the following liberal arts exploratory courses to satisfy program and graduation requirements: Fine Arts: FNA 420; Social Sciences: PSY 117; Laboratory Sciences: BIO 114; Diversity: GEO 220.

**Elementary Education Major**

**Professional Education Requirements:** *Students must earn at least a ‘C’*
- EDU 124 Introduction to Teaching and American Education
- EDP 222 Survey of Exceptional Child/Inclusion
- EDU 222 Child Development and Educational Psychology
- EDU 223 Children’s and Adolescent Literature
- EDU 225 General Methods for Effective Instruction
- EDU 227 Grammar and Linguistics
- EDU 315 Human Diversity in the Classroom
- EDE 336 Science and Teaching I
- EDE 337 Science and Teaching II
- EDE 344 Teaching and Learning Literacy I
- EDE 345 Teaching and Learning Literacy II
- EDE 365 Mathematics Methods for Elementary Teachers I
- EDE 366 Mathematics Methods for Elementary Teachers II
- EDU 443 Interdisciplinary Unit Planning
- EDE 444 Methods of Teaching Elementary Social Studies
- EDE 456 Professional Development
- EDE 457 Effective Methods for Assessment and Evaluation
- EDE 499 Senior Competency Practicum
- FNA 420 Fine Arts for Elementary Teachers
- PED 322 Methods of Teaching Physical Education and Health for the Elementary Classroom Teacher

**Additional required coursework:** *Students must earn at least a ‘C-‘*
- MAT 323 Mathematics for Elementary Teaching I
- MAT 324 Mathematics for Elementary Teaching II

**One of the following courses:** *Students must earn at least a ‘C-‘*
- ENG 117 World Literature I
- ENG 118 World Literature II

**Exploratory coursework requirements:** *Earned credit required (see Grading and Credit System section of the catalog)*

**One of the following courses**
- HIS 120 United States History to 1877
- HIS 121 United States History since 1877
All of the following courses
- BIO 114 General Biology
- GEO 220 Geography
- PSY 117 General Psychology

Optional Coursework
- EDU 330 Mild Intervention in Elementary Education
- EDU 401 CPR/AED/Heimlich certification for Education Majors

Field Experiences: A grade of Satisfactory ‘S’ is required in all field experiences. Students must earn at least a grade of ‘C’ in EST 489 Student Teaching.
- EFE 284 Field Experience in Elementary Education
- EFE 384 Field Experience in Elementary Education
- EFE 385 Field Experience in Elementary Education
- EFE 484 Field Experience in Elementary Education
- EST 489 Student Teaching in Elementary Education

Winter Term: A grade of satisfactory ‘S’ is required in all internships
- Winter Term Course or LA 112 (freshman year)
- INE 200 Internship in Education
- INE 300 Internship in Education

Elementary Education Major – Required Minor
The following minor is required for the elementary education major:

English as a New Language (ENL) for Elementary Teachers
This minor is only available to Elementary Education majors and does not lead to English as a New Language Licensing for Indiana teachers. Students must earn at least a ‘C’
- EDU 223 Children’s and Adolescent Literature
- EDU 227 Grammar and Linguistics
- EDE 345 Teaching and Learning Literacy II
- EDU 315 Human Diversity in the Classroom
- EFE 484 Field Experience in Elementary Education

One of the following courses: Students must earn at least a ‘C-’
- ENG 117 World Literature I
- ENG 118 World Literature II
Secondary Education
The content/licensure areas available within the Secondary Education Program are: English/language arts, French, life sciences, mathematics, physical education and health (K-12), Spanish, and social studies.

Professional Secondary Education Courses: Students must earn at least a ‘C’
- EDU 124 Intro to Teaching and American Education
- EDP 222 Survey of Exceptional Children/Inclusion
- EDU 222 Child Development and Educational Psychology
- EDU 223 Children’s and Adolescent Literature
- EDU 225 General Methods for Effective Instruction
- EDU 227 Grammar and Linguistics
- EDU 315 Human Diversity in the Classroom
- EDS 326 Instructional Strategies I
- EDS 327 Instructional Strategies II
- EDS 422 Teaching Reading in Content Areas
- EDU 443 Interdisciplinary Unit Planning
- EDS 456 Professional Development
- EDS 457 Effective Methods for Assessment and Evaluation
- EDS 459 Methods of Teaching Middle and High School Content Areas
- EDS 499 Senior Competency Practicum

Additional required coursework
- PSY 117 General Psychology

Optional Coursework
- EDU 401 CPR/AED/Heimlich certification for Education Majors

Field Experiences: A grade of satisfactory ‘S’ is required in all field experiences. Students must earn at least a grade of ‘C’ in SST 489 Student Teaching.
- SFE 284 Field Experience in Middle or High School Education
- SFE 384 Field Experience in Middle or High School Education
- SFE 385 Field Experience in Middle or High School Education
- SFE 484 Field Experience in Middle or High School Education
- SST 489 Student Teaching in the Middle or High School Classroom

Winter Term: A grade of satisfactory ‘S’ is required in all internships
- Winter Term Course or LA 112 (freshman year)
- INE 200 Internship in Education
- INE 300 Internship in Education

Plus all courses required in teaching major content area as listed on the following pages.
Secondary Education Major Content Areas

English/Language Arts Teaching Major

Professional Secondary Education Courses: Students must earn at least a ‘C’

- EDU 124 Introduction to Teaching and American Education
- EDP 222 Survey of Exceptional Children/Inclusion
- EDU 222 Child Development and Educational Psychology
- EDU 223 Children’s and Adolescent Literature
- EDU 225 General Methods for Effective Instruction
- EDU 227 Grammar and Linguistics
- EDU 315 Human Diversity in the Classroom
- EDS 326 Instructional Strategies I
- EDS 327 Instructional Strategies II
- EDS 422 Teaching Reading in Content Areas
- EDU 443 Interdisciplinary Unit Planning
- EDS 456 Professional Development
- EDS 457 Effective Methods for Assessment and Evaluation
- EDS 459 Methods of Teaching Middle and High School Content Areas
- EDS 499 Senior Competency Practicum

Additional required coursework
- PSY 117 General Psychology

Optional Coursework
- EDU 401 CPR/AED/Heimlich certification for Education Majors

Field Experiences: A grade of satisfactory ‘S’ is required in all field experiences. Students must earn at least a grade of ‘C’ in SST 489 Student Teaching.

- SFE 284 Field Experience
- SFE 384 Field Experience
- SFE 385 Field Experience
- SFE 484 Field Experience
- SST 489 Student Teaching

Winter Term: A grade of satisfactory ‘S’ is required in all internships.

- Winter Term Course or LA 112 (fresh. year)
- INE 200 Internship in Education
- INE 300 Internship in Education
**English/Language Arts Required courses:**

English/Language Arts teaching majors must earn a C or better in ENG 200. They must earn a C- or better in all other ENG and prerequisite courses.

- ENG 117 World Literature I
- ENG 118 World Literature II
- ENG 200 Introduction to Literary Studies
- ENG 210 Introduction to Literary Research
- ENG 227 The English Language
- ENG 328 Advanced Composition
- ENG 333 Shakespeare
- ENG 499 Senior Competency Practicum

**One of the following courses - Elective A**

- ENG 308 Old and Medieval English Literature
- ENG 309 Early Modern British Literature
- ENG 311 English Literature of the Enlightenment

**One of the following courses - Elective B**

- ENG 312 Romantic and Victorian Literature
- ENG 314 Modern British Literature
- ENG 356 American Realism
- ENG 357 American Modernism

**One of the following courses - Elective C**

- ENG 358 American Minority Literature
- ENG 360 Contemporary American Literature
- ENG 361 Global Literature

**Plus:** Additional ENG course work on the 200-level or higher to reach the required minimum 30 hours beyond 100-level courses. Recommended courses include: ENG 240: Introduction to Canadian Fiction (IN), ENG 290 Film Studies (FA), and ENG 361 Global Literature (IN). A strongly recommended course outside the department is THE 110 Theater Appreciation (FA).
French Teaching Major

A maximum of 8 hours of transfer credit, AP credits, advanced-placement credit, and/or study-abroad credit can be applied to the 28 hours of coursework at the 200-level or above required for the French teaching major. In order to complete the French teaching major, students must therefore complete at least 20 credit hours of French coursework at the 200-level or above at Franklin College, including a literature or culture class.

Professional Secondary Education Courses: Students must earn at least a ‘C’

EDU 124 Introduction to Teaching and American Education
EDP 222 Survey of Exceptional Children/Inclusion
EDU 222 Child Development and Educational Psychology
EDU 223 Children’s and Adolescent Literature
EDU 225 General Methods for Effective Instruction
EDU 227 Grammar and Linguistics
EDU 315 Human Diversity in the Classroom
EDS 326 Instructional Strategies I
EDS 327 Instructional Strategies II
EDS 422 Teaching Reading in Content Areas
EDU 443 Interdisciplinary Unit Planning
EDS 456 Professional Development
EDS 457 Effective Methods for Assessment and Evaluation
EDS 459 Methods of Teaching Middle and High School Content Areas
EDU 499 Senior Competency Practicum

Additional required coursework

PSY 117 General Psychology

Optional Coursework

EDU 401 CPR/AED/Heimlich certification for Education Majors

Field Experiences: A grade of satisfactory ‘S’ is required in all field experiences. Students must earn at least a grade of ‘C’ in SST 489 Student Teaching.

SFE 284 Field Experience
SFE 384 Field Experience
SFE 385 Field Experience
SFE 484 Field Experience
SST 489 Student Teaching

Winter Term: A grade of satisfactory ‘S’ is required in all internships.

Winter Term Course or LA 112 (fresh. year)
INE 200 Internship in Education
INE 300 Internship in Education
**French Requirements:** Students must earn at least a ‘C-’ in any content course designated/required for certification.

**Minimum of 28 credit hours from the following courses:** choices must include at least one literature course
- FRE 210 Intermediate French I
- FRE 211 Intermediate French II
- FRE 300 Topics in French
- FRE 314 Career French
- FRE 315 Advanced Writing and Grammar
- FRE 331 French Civilization
- FRE 332 Masterpieces of French Literature
- FRE 334 Francophone Culture
- FRE 337 The Nineteenth-Century Novel
- FRE/CAN 340 Francophone Canadian Literature

**Additional requirements**
- FRE 498 Portfolio
- FRE 499 Senior Essay
**Life Sciences Teaching Major**

**Professional Secondary Education Courses:** *Students must earn at least a ‘C’*
- EDU 124 Introduction to Teaching and American Education
- EDP 222 Survey of Exceptional Children/Inclusion
- EDU 222 Child Development and Educational Psychology
- EDU 223 Children’s and Adolescent Literature
- EDU 225 General Methods for Effective Instruction
- EDU 227 Grammar and Linguistics
- EDU 315 Human Diversity in the Classroom
- EDS 326 Instructional Strategies I
- EDS 327 Instructional Strategies II
- EDS 422 Teaching Reading in Content Areas
- EDU 443 Interdisciplinary Unit Planning
- EDS 456 Professional Development
- EDS 457 Effective Methods for Assessment and Evaluation
- EDS 459 Methods of Teaching Middle and High School Content Areas
- EDS 499 Senior Competency Practicum

**Additional required coursework**
- PSY 117 General Psychology

**Optional Coursework**
- EDU 401 CPR/AED/Heimlich certification for Education Majors

**Field Experiences:** *A grade of satisfactory ‘S’ is required in all field experiences. Students must earn at least a grade of ‘C’ in SST 489 Student Teaching.*
- SFE 284 Field Experience
- SFE 384 Field Experience
- SFE 385 Field Experience
- SFE 484 Field Experience
- SST 489 Student Teaching

**Winter Term:** *A grade of satisfactory ‘S’ is required in all internships.*
- Winter Term Course or LA 112 (fresh. year)
- INE 200 Internship in Education
- INE 300 Internship in Education
**Biology Requirements:** Students must earn at least a ‘C-’ in any content course designated/required for certification.

- BIO 001 Laboratory Assistant
- BIO 134 Principles of Biology
- BIO 140 Cell Biology
- BIO 210 Human Anatomy and Physiology I
- BIO 215 Human Anatomy and Physiology II
- BIO 221 Botany
- BIO 230 Zoology
- BIO 240 Ecology
- BIO 350 Genetics
- BIO 470 Biology Seminar

**Related Field Requirements:**

- CHE 121 General Chemistry I
- CHE 122 General Chemistry II
- CHE 123 General Chemistry I Lab
- CHE 124 General Chemistry II Lab
- ESC 118 Earth Science

**Math requirement:** choose one of the following options

- *Option 1:* MAT 135 Calculus
- *Option 2:* LA 103 Quantitative Reasoning and MAT/PSY/SOC 224 Basic Applied Statistics
**Mathematics Teaching Major**

**Professional Secondary Education Courses:** *Students must earn at least a ‘C’*
- EDU 124 Introduction to Teaching and American Education
- EDP 222 Survey of Exceptional Children/Inclusion
- EDU 222 Child Development and Educational Psychology
- EDU 223 Children’s and Adolescent Literature
- EDU 225 General Methods for Effective Instruction
- EDU 227 Grammar and Linguistics
- EDU 315 Human Diversity in the Classroom
- EDS 326 Instructional Strategies I
- EDS 327 Instructional Strategies II
- EDS 422 Teaching Reading in Content Areas
- EDU 443 Interdisciplinary Unit Planning
- EDS 456 Professional Development
- EDS 457 Effective Methods for Assessment and Evaluation
- EDS 459 Methods of Teaching Middle and High School Content Areas
- EDS 499 Senior Competency Practicum

**Additional required coursework**
- PSY 117 General Psychology

**Optional Coursework**
- EDU 401 CPR/AED/Heimlich certification for Education Majors

**Field Experiences:** *A grade of satisfactory ‘S’ is required in all field experiences. Students must earn at least a grade of ‘C’ in SST 489 Student Teaching.*
- SFE 284 Field Experience
- SFE 384 Field Experience
- SFE 385 Field Experience
- SFE 484 Field Experience
- SST 489 Student Teaching

**Winter Term:** *A grade of satisfactory ‘S’ is required in all internships.*
- Winter Term Course or LA 112 (fresh. year)
- INE 200 Internship in Education
- INE 300 Internship in Education
Mathematics Requirements: Students must earn at least a 'C-' in any content course designated/required for certification.

MAT 135 Calculus (LA math requirement)
MAT 140 Introduction to the Mathematical Sciences
MAT 142 Calculus II
MAT 181 Discrete Mathematics I
MAT 182 Discrete Mathematics II
MAT 224 Basic Applied Statistics
MAT 233 Linear Algebra
MAT 253 Calculus III
MAT 343 Probability Theory
MAT 361 Modern Algebra
MAT 363 Topics in Geometry
MAT 367 Introduction to Real Analysis
MAT 471 Senior Seminar
MAT 499 Senior Competency Practicum

Related Field Requirements
CMP 130 Introduction to Computing
CMP 141 Computing I
CMP 150 Computer Tools for Problem Solving
Physical Education Teaching Major-K-12 with Health

**Professional Secondary Education Courses:** Students must earn at least a ‘C’
- EDU 124 Introduction to Teaching and American Education
- EDP 222 Survey of Exceptional Children/Inclusion
- EDU 222 Child Development and Educational Psychology
- EDU 223 Children’s and Adolescent Literature
- EDU 225 General Methods for Effective Instruction
- EDU 227 Grammar and Linguistics
- EDU 315 Human Diversity in the Classroom
- EDS 326 Instructional Strategies I
- EDS 327 Instructional Strategies II
- EDS 422 Teaching Reading in Content Areas
- EDU 443 Interdisciplinary Unit Planning
- EDS 456 Professional Development
- EDS 457 Effective Methods for Assessment and Evaluation
- PED 424 Curriculum and Methods of Physical Education
- EDS 499 Senior Competency Practicum

**Optional Coursework**
- EDU 401 CPR/AED/Heimlich certification for Education Majors

**Field Experiences:** A grade of satisfactory ‘S’ is required in all field experiences. Students must earn at least a grade of ‘C’ in SST 489 Student Teaching.
- SFE 284 Field Experience
- SFE 384 Field Experience
- SFE 385 Field Experience
- SFE 484 Field Experience
- SST 489 Student Teaching

**Winter Term:** A grade of satisfactory ‘S’ is required in all internships.
- Winter Term Course or LA 112 (fresh. year)
- INE 200 Internship in Education
- INE 300 Internship in Education
Physical Education K-12 with Health Content Course Requirements: Students must earn at least a ‘C’ in any content course designated/required for certification.

- EXE 208 Basic Principles of Nutrition
- EXE 221 Contemporary Issues in Health and Wellness
- EXE 222 First Aid and CPR/AED for the Professional Rescuer
- EXE 372 Exercise Physiology
- EXE 372L Exercise Physiology Lab
- EXE 387 Biomechanics
- EXE 387L Biomechanics Lab
- PED 234 Introduction to Teaching and Coaching Physical Activities
- PED 250 Fundamental Skills in Elementary Physical Education
- PED 327 Introduction to Adapted Physical Education
- PED 341 Organization & Administration of Physical Education Programs
- PED 343 Curriculum & Methods of Health and Safety
- PED 345 Fundamental Skills in Middle School Physical Education
- PED 350 Fundamental Skills in Secondary Physical Education
- PED 424 Curriculum and Methods Physical Education

Related Field Requirements: Students must earn a minimum of a ‘C-’ in related field courses.

- EXE 119 Concepts of Wellness
- KIN 210 Applied Human Anatomy
- KIN 210L Applied Human Anatomy Lab
- KIN 220 Applied Human Physiology
- KIN 220L Applied Human Physiology Lab
- PSY 117 General Psychology

Highly recommended

- EDU 401 CPR/AED for Education Majors
- PED 110 Lifeguard Training
- PED 112 Water Safety Instructor
- PED 115 Officiating in Volleyball
- PED 116 Officiating in Basketball
- PED 333 Coaching Baseball and Softball
- PED 334 Coaching Basketball
- PED 335 Coaching Football
- PED 336 Coaching Volleyball
- PED 337 Coaching Track and Field
- PED 338 Coaching Soccer
- PED 339 Coaching Swimming
Social Studies Teaching Major

The Social Studies teaching major consists of two required content areas: Historical Perspectives and Government and Citizenship. A third area of study will be chosen from Economics, Psychology, or Sociology.

Professional Secondary Education Courses: Students must earn at least a ‘C’

- EDU 124 Introduction to Teaching and American Education
- EDP 222 Survey of Exceptional Children/Inclusion
- EDU 222 Child Development and Educational Psychology
- EDU 223 Children’s and Adolescent Literature
- EDU 225 General Methods for Effective Instruction
- EDU 227 Grammar and Linguistics
- EDU 315 Human Diversity in the Classroom
- EDS 326 Instructional Strategies I
- EDS 327 Instructional Strategies II
- EDS 422 Teaching Reading in Content Areas
- EDU 443 Interdisciplinary Unit Planning
- EDS 456 Professional Development
- EDS 457 Effective Methods for Assessment and Evaluation
- EDS 459 Methods of Teaching Middle and High School Content Areas
- EDS 499 Senior Competency Practicum

Additional required coursework
- PSY 117 General Psychology

Optional Coursework
- EDU 401 CPR/AED/Heimlich certification for Education Majors

Field Experiences: A grade of satisfactory ‘S’ is required in all field experiences. Students must earn at least a grade of ‘C’ in SST 489 Student Teaching.
- SFE 284 Field Experience
- SFE 384 Field Experience
- SFE 385 Field Experience
- SFE 484 Field Experience
- SST 489 Student Teaching

Winter Term: A grade of satisfactory ‘S’ is required in all internships.
- Winter Term Course or LA 112 (fresh. year)
- INE 200 Internship in Education
- INE 300 Internship in Education

Social Studies Core Requirements: Students must earn at least a ‘C-’ in any content course designated/required for certification.
- ECO 115 Principles of Economics
- GEO 220 Geography
- HIS 120 United States History to 1877
- HIS 121 United States History since 1877
- HIS 340 Global Military History
LA 102 The World since 1750
POL 110 American National Government
POL 225 State and Local Government
POL 234 American Political Participation
PSY 117 General Psychology

**History Electives**

**One of the following upper level United States History courses**
- HIS 231 African American History
- HIS 325 History of American Thought
- HIS 332 History of Women in the U.S.
- HIS 335 United States History since 1945

**One of the following upper level non-United States History courses**
- HIS 214 The South Atlantic World
- HIS 348 Germany and Europe
- HIS 361 East Asian History
- HIS 365 History of the Middle East

**Government and Citizenship Electives – one of the following courses**
- POL 360 Social and Political Thought
- POL 420 American Constitutional Law II

**Choose one of the following content areas - Economics, Psychology, or Sociology**

**Economics - two of the following courses**
- ECO 221 Intermediate Micro Theory*
- ECO 223 Intermediate Macro Theory*
- ECO 340 Government and Business*
- ECO 350 International Economics & Finance
- ECO 360 Econ of Labor/Labor Relations
- ECO 370 Sports Economics
- ECO 380 Elementary Econometrics
  *Highly Recommended

**Psychology**
- PSY 117 Introduction to Psychology
- PSY 226 Lifespan Development
- PSY 320 Social Psychology
- PSY 324 Psychology of Learning

**Sociology**
- PSY 320 Social Psychology
- SOC 118 Introduction to Sociology
- SOC 325 Social Stratification
- SOC 330 Global Transformations
**Social Studies Secondary Education with History Major**

Students wishing to add a History Major must also complete:

- **HIS 370** Historiography
- **HIS 400** History Senior Seminar
- **HIS 499** Senior Competency Practicum

**Spanish Teaching Major**

A **maximum of 8 hours** of transfer credit, AP credit, advanced-placement credit, and/or study-abroad credit can be applied to the 28 hours of coursework at the 200-level or above required for the Spanish teaching major. In order to complete the Spanish teaching major, students must therefore complete at least **20 credit hours** of Spanish coursework at the 200-level or above at Franklin College, including two Advanced Culture/Literature courses.

**Professional Secondary Education Courses:** Students must earn at least a ‘C’

- **EDU 124** Introduction to Teaching and American Education
- **EDP 222** Survey of Exceptional Children/Inclusion
- **EDU 222** Child Development and Educational Psychology
- **EDU 223** Children’s and Adolescent Literature
- **EDU 225** General Methods for Effective Instruction
- **EDU 227** Grammar and Linguistics
- **EDU 315** Human Diversity in the Classroom
- **EDS 326** Instructional Strategies I
- **EDS 327** Instructional Strategies II
- **EDS 422** Teaching Reading in Content Areas
- **EDU 443** Interdisciplinary Unit Planning
- **EDS 456** Professional Development
- **EDS 457** Effective Methods for Assessment and Evaluation
- **EDS 459** Methods of Teaching Middle and High School Content Areas
- **EDS 499** Senior Competency Practicum

**Additional required coursework**

- **PSY 117** General Psychology

**Optional Coursework**

- **EDU 401** CPR/AED/Heimlich certification for Education Majors

**Field Experiences:** A grade of satisfactory ‘S’ is required in all field experiences. Students must earn at least a grade of ‘C’ in **SST 489** Student Teaching.

- **SFE 284** Field Experience
- **SFE 384** Field Experience
- **SFE 385** Field Experience
- **SFE 484** Field Experience
- **SST 489** Student Teaching

**Winter Term:** A grade of satisfactory ‘S’ is required in all internships.

- Winter Term Course or **LA 112** (fresh. year)
- **INE 200** Internship in Education
- **INE 300** Internship in Education
**Spanish Requirements:** Students must earn at least a ‘C-’ in any content course designated/required for certification.

**Minimum of 28 credit hours from the following courses** - must include at least two CL courses

**Required Courses**
- SPA 210 Intermediate Spanish
- SPA 211 Intermediate Reading, Writing, and Discussion
- SPA 315 Advanced Grammar and Composition (AS)
- SPA 499 Senior Essay

**Four of the following courses**
- SPA 300 Topics in Spanish* (AS/CL)
- SPA 312 Pronunciation for Communication (AS)
- SPA 313 Altruism and Civic Engagement in Latino Communities (AS)
- SPA 314 Spanish in the Work World (AS)
- SPA 330 Chicano-Riqueños (CL)
- SPA 331 Uncovering Latin America: Getting to Know the Unknown (CL)
- SPA 332 Masterpieces of Spanish Literature (CL)
- SPA 334 Masterpieces of Spanish-American Literature (CL)
- SPA 337 Golden Age of Spanish Literature (CL)

**Teaching Minors – Secondary Education**
Teaching minors for secondary education majors are available in French and Spanish. Each of these minors must be added to a secondary license areas. Neither can be added to an elementary license.

A maximum of 8 hours of transfer credit, AP credit, advanced-placement credit, and/or study-abroad credit can be applied to the 20 hours of coursework at the 200-level or above required for the French and Spanish teaching minor. In order to complete the French and Spanish teaching minor, students must therefore complete at least 12 credit hours of French or Spanish coursework at the 200-level or above at Franklin College, including a literature or culture class.

**French Teaching Minor**
Students must earn at least a ‘C-’ in any content course designated/required for certification.

**French Requirements**
- FRE 210 Intermediate French I
- FRE 211 Intermediate French II
- FRE 314 Career French
- FRE 315 Advanced Writing/Grammar

**One of the following courses**
- FRE 331 French Civilization
- FRE 332 Masterpieces of French Lit.
- FRE 334 Francophone Culture
- FRE 337 The 19th Century Novel
Spanish Teaching Minor

Students must earn at least a ‘C-’ in any content course designated/required for certification

Spanish Requirements
SPA 210 Intermediate Spanish
SPA 211 Intermediate Reading, Writing, and Discussion
SPA 315 Advanced Grammar and Composition

Two of the following courses
SPA 300 Topics in Spanish* (AS/CL)
SPA 312 Pronunciation for Communication (AS)
SPA 313 Altruism and Civic Engagement in Latino Communities (AS)
SPA 314 Spanish in the Work World (AS)
SPA 330 Chicano-Riqueños (CL)
SPA 331 Uncovering Latin America: Getting to Know the Unknown (CL)
SPA 332 Masterpieces of Spanish Literature (CL)
SPA 334 Masterpieces of Spanish-American Literature (CL)
SPA 337 Golden Age of Spanish Literature (CL)
### Education Core

**EDP 222 Survey of Exceptional Children/Inclusion**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prereq: 2.25 GPA (A=4.00), EDU 124, EDU 222, EDU 223, or consent of the instructor</td>
<td>2 credit hours</td>
</tr>
<tr>
<td>Coreq: EDU 225, EDU 227 &amp; EFE/SFE 284</td>
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</tr>
</tbody>
</table>

Focus on the special characteristics and educational needs of students (ages 3-21) with special abilities such as the gifted, as well as those with physical, intellectual, and/or emotional disabilities.

**EDU 124 Introduction to Teaching and American Education**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prereq: 2.25 GPA (A=4.00) &amp; EDU 124 or consent of the instructor</td>
<td>2 credit hours</td>
</tr>
<tr>
<td>Coreq: EDU 223</td>
<td></td>
</tr>
</tbody>
</table>

An introduction to American elementary, middle, and secondary school education designed to help students explore teaching as a career. Course content includes history, theories, philosophies and legal rights and responsibilities of teachers that influence current educational practice. Students also have an opportunity to compare and contrast philosophies of education and develop their own. This is the first required class in the sequence for all teacher education students; the policies and practices of the Franklin College program will be outlined.

**EDU 222 Child Development and Educational Psychology**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prereq: 2.25 GPA (A=4.00) &amp; EDU 124 or consent of the instructor</td>
<td>2 credit hours</td>
</tr>
<tr>
<td>Coreq: EDU 223</td>
<td></td>
</tr>
</tbody>
</table>

This course explores typical and atypical patterns in human growth and development from conception through adolescence. Students will examine theories and research in key areas such as learning, intelligence, and motivation which impact the ability of the teacher to design and implement integrated curriculum in the classroom. Students will become aware of current societal issues, such as child abuse and neglect, changing family structures, and multiculturalism, which influence the lives of children. A variety of instructional strategies will be utilized including group presentations, analysis of journal articles, and case analysis.

**EDU 223 Children's and Adolescent Literature**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prereq: 2.25 GPA (A=4.00) &amp; EDU 124 or consent of the instructor</td>
<td>2 credit hours</td>
</tr>
<tr>
<td>Coreq: EDU 222</td>
<td></td>
</tr>
</tbody>
</table>

A critical examination of a wide variety of literature for children and young people. Values of literature for children, standards for judging quality, exposure to books about other cultures, and methods of encouraging responses to literature are emphasized.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Corequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 225</td>
<td>General Methods for Effective Instruction</td>
<td>2</td>
<td>2.25 GPA (A=4.00), EDU 124, EDU 222, EDU 223, or consent of the instructor</td>
<td>EDP 222, EDU 227 &amp; EFE/SFE 284</td>
</tr>
<tr>
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<td></td>
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</tr>
<tr>
<td>EDU 227 Grammar</td>
<td>Grammar and Linguistics</td>
<td>1</td>
<td>2.25 GPA (A=4.00), EDU 124, EDU 222, EDU 223, or consent of the instructor</td>
<td>EDU 225, EDP 222 &amp; EFE/SFE 284</td>
</tr>
<tr>
<td>and Linguistics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 315</td>
<td>Human Diversity in the Classroom</td>
<td>3</td>
<td>2.5 GPA (A=4.00) &amp; admission to teacher education program</td>
<td>SFE 385 Secondary &amp; Physical Education Majors; EFE 484 Elementary Education majors</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>EDU 330</td>
<td>Mild Intervention in Elementary Education</td>
<td>3</td>
<td>2.50 GPA (A=4.00), EDP 222 &amp; admission to teacher education program</td>
<td></td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>EDU 401</td>
<td>CPR/AED/Heimlich certification for Education Majors</td>
<td>1</td>
<td>EFE/SFE 484 or consent of the instructor</td>
<td></td>
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<td></td>
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</tbody>
</table>

The first in the series of courses in the development of instructional approaches for both elementary and secondary education students. The primary focus is on the knowledge and performance of basic lesson planning and assessment, plus general teaching and classroom management skills. Related areas include, but are not limited to, cooperative learning strategies, classroom management, questioning techniques, and adapting lessons for the needs of special learners.

An introduction to the rules of English grammar and linguistics that apply to teaching with an emphasis on effective strategies for teaching language structure and syntax to English as a New Language (ENL) students.

Promotes curricular and instructional techniques and approaches for culturally diverse classrooms, including strategies for working with English Language Learners. Provides opportunities to explore and learn about ideas, people, cultures, and biases that impact how teachers conceptualize the world and includes a student directed culturally responsive teaching project. Spring junior year for Secondary and Physical Education majors. Fall, senior year for Elementary Education majors.

Course focus is on teaching and strategies to differentiate academics, social, and behavioral needs in an inclusive elementary classroom setting. Understanding the impact of labels on children, theory to practice, the law, evaluation procedures, and the importance of collaboration between teacher and parents are topics emphasized in the course. Offered for junior elementary education majors who have met all other education requirements up to this point.

This American Red Cross certification class is an opportunity for graduating education majors to meet the Indiana Department of Education licensing requirement IC 20-28-5-3(c) which requires applicants to hold a valid certification in each of the following procedures: 1) cardiopulmonary resuscitation that includes a test demonstration on a mannequin, 2) removing a foreign body causing an obstruction in an airway, and the Heimlich Maneuver; and 3) the use of an automated external defibrillator (AED) Prerequisites: 2.50 GPA (A=4.00) and admission to teacher education program. Taken during the fall semester of the senior year by education majors who have met all other education requirements up to this point. Course Fee: $21.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semester &amp; Year</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 443</td>
<td>Interdisciplinary Unit Planning</td>
<td>2</td>
<td>Fall, senior year</td>
<td>Prereq: 2.5 GPA (A=4.00) &amp; admission to the teacher education program</td>
</tr>
</tbody>
</table>

This course requires students to create a curriculum unit which demonstrates the students’ knowledge of educational theory, pedagogy, instructional strategies, assessment, and an understanding of both content knowledge and process skills. Students in this course will develop an interdisciplinary unit that includes: an emphasis on using multiple intelligences and different learning styles, the use of technology, addressing the needs of all learners including accommodations and modifications for students, and a variety of formative and summative assessments.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 490</td>
<td>Independent Study</td>
<td>1-2</td>
<td>Prereq: offered with consent of instructor</td>
</tr>
</tbody>
</table>

Courses are designed to encourage student initiative and to provide a degree of flexibility in the departmental program. Normally the subject is not sufficiently or appropriately covered in departmental course offerings.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semester &amp; Year</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>INE 200</td>
<td>Internship in Education</td>
<td>4</td>
<td>Winter term, sophomore year</td>
<td>Prereq: EDU 124</td>
</tr>
</tbody>
</table>

The initial immersion internship in education in an accredited school classroom. Full-time observation, participation, and teaching under the combined supervision of a cooperating teacher, college supervisor and coordinator of field experiences. Students participating in a field experience in education are to display the professional dispositions of a competent, caring decision maker as outlined in the Field Information Packet, Field Course Requirement Packet, and the Teacher Education Program Handbook. This course is offered during the winter term and fulfills four hours of the winter term requirement for graduation. **Course Fee: $15.** Graded on satisfactory/unsatisfactory basis.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semester &amp; Year</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>INE 300</td>
<td>Internship in Education</td>
<td>4</td>
<td>Winter term, junior year</td>
<td>Prereq: EFE/SFE 384</td>
</tr>
</tbody>
</table>

Internship in an accredited school classroom. Full-time observation, participation, and teaching under the combined supervision of a cooperating teacher, college supervisor and coordinator of field experiences. Students participating in a field experience in education are to display the professional dispositions of a competent, caring decision maker as outlined in the Field Information Packet, Field Course Requirement Packet and the Teacher Education Program Handbook. This course is offered during the winter term and fulfills four hours of the winter term requirement for graduation. **Course Fee: $15.** Graded on satisfactory/unsatisfactory basis.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semester &amp; Year</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>INE 400</td>
<td>Internship in Education</td>
<td>4</td>
<td>Winter term, senior year</td>
<td>Prereq: INE 300</td>
</tr>
</tbody>
</table>

Internship in an accredited school classroom. Full-time observation, participation, and teaching under the combined supervision of a cooperating teacher, college supervisor and coordinator of field experiences. Students participating in a field experience in education are to display the professional dispositions of a competent, caring decision maker as outlined in the Field Information Packet, Field Course Requirement Packet and the Teacher Education Program Handbook. This course is offered during the winter term. **Course Fee: $15.** Graded on satisfactory/unsatisfactory basis.
INEC 400 International Internship in Education

Winter term junior or senior year

Prereq: Consent of the Education Department & admission to the teacher education program

Full-time study during winter term, active participation in a classroom setting and travel under the supervision of a college professor. Special emphasis is given to international cultural experiences. This internship counts as an international course. Expenses are separate from regular tuition. Graded on a satisfactory/unsatisfactory basis.

Elementary Education

EDE 300 Topics in Elementary Education

1-3 credit hours

A topic of current interest in elementary education will be taught. Topics will vary depending on faculty interest. Course will be offered upon request of faculty member and with the approval of the vice president for academic affairs.

EDE 336 Science and Teaching I

3 credit hours

Fall, junior year

Prereq: BIO 114, 2.50 GPA (A=4.00) & admission to the teacher education program
Coreq: EFE 384, EDE 344, EDE 365 & MAT 323

The first of two semester courses to be taken by elementary education majors. The two-semester courses will emphasize content and methods for biology, earth science and physics. The curriculum for the course will match the K-6 Science Education Proficiencies for the state of Indiana as well as the Next Generation Science Standards. The science teaching methodology emphasizes hands-on experiences, inquiry and practice. Course Fee: $20.

EDE 337 Science and Teaching II

3 credit hours

Spring, junior year

Prereq: 2.50 GPA (A=4.00), EDE 336 & admission to the teacher education program
Coreq: EDE 345, EDE 366, MAT 324 & EFE 385

Continuation of EDE 336, this course will expand on the natural science curriculum and methodology for elementary education majors. The curriculum for the course will match the K-6 Science Education Proficiencies for the state of Indiana as well as the Next Generation Science Standards. The science teaching methodology emphasizes hands-on experiences, inquiry and practice.

EDE 344 Teaching and Learning Literacy I

4 credit hours

Fall, junior year

Prereq: 2.50 GPA (A=4.00) & admission to the teacher education program
Co-req: EFE 384, EDE 365, MAT 323 & EDE 336

The first of two courses, this course is National Reading Panel and SBRR focused. An introduction to effective methods and materials used to teach reading, writing, listening, speaking, and viewing to a diverse community of learners in the elementary schools. Course emphasis is on the foundations of reading, phonemic awareness and phonics, emergent and developmental literary processes, as well as the role of the teacher as a knowledgeable decision-maker in instruction. Course topics include direct, explicit, and multi-sensory interventions and extensions as well as assessment and progress monitoring of the key reading skills learners must acquire in order to achieve reading success.
**EDE 345 Teaching and Learning Literacy II**

<table>
<thead>
<tr>
<th>Spring, junior year</th>
<th>4 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisites:</strong> 2.50 GPA (A=4.00), EDE 344 &amp; admission to the teacher education program</td>
<td></td>
</tr>
<tr>
<td><strong>Coreq:</strong> EDE 385, EDE 366, MAT 324 &amp; EDE 337</td>
<td></td>
</tr>
</tbody>
</table>

This course is a continuation course of EDE 344. It is National Reading Panel and SBRR focused. Course emphasis is on fluency, vocabulary, and comprehension of text, as well as the teacher as a knowledgeable leader in all areas of reading instruction, including direct, explicit, and multi-sensory interventions and extensions as well as assessment and progress monitoring of all learners including those with developing and Limited English Proficiencies (ENL).

**EDE 365 Mathematics Methods for Elementary Teachers I**

<table>
<thead>
<tr>
<th>Fall of junior year</th>
<th>2 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prereq:</strong> 2.50 GPA (A=4.00) &amp; admission to teacher education program</td>
<td></td>
</tr>
<tr>
<td><strong>Coreq:</strong> EFE 384, MAT 323, EDE 344, &amp; EDE 336</td>
<td></td>
</tr>
</tbody>
</table>

This course complements the material and learning approaches within MAT 323. Topics include: curriculum and instruction, equity, number sense, basic mathematical operations, data analysis, and tools for teaching mathematics in the elementary classroom. Emphasis is on alternative assessment techniques, NCTM standards, problem-solving skills, use of manipulatives, and the development of a student-centered learning environment that integrates with other subjects in the curriculum as well as the child’s real world.

**EDE 366 Mathematics Methods for Elementary Teachers II**

<table>
<thead>
<tr>
<th>Spring of junior year</th>
<th>2 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prereq:</strong> 2.50 GPA (A=4.00), EDE 365 &amp; admission to teacher education program</td>
<td></td>
</tr>
<tr>
<td><strong>Coreq:</strong> EDE 385, MAT 324, EDE 345 &amp; EDE 337</td>
<td></td>
</tr>
</tbody>
</table>

This course is a continuation for EDE 365 and complements the material and learning approaches within MAT 324. Topics include: curriculum and instruction, equity, number sense, measurement, geometry, data analysis, and tools for teaching mathematics in the elementary classroom. Emphasis is on alternative assessment techniques, NCTM standards, problem-solving skills, use of manipulatives, and the development of a student-centered learning environment that integrates with other subjects in the curriculum as well as the child’s real world.

**EDE 444 Methods of Teaching Elementary Social Studies**

<table>
<thead>
<tr>
<th>Fall, junior year</th>
<th>2 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prereq:</strong> 2.50 GPA (A=4.00) &amp; admission to teacher education program</td>
<td></td>
</tr>
</tbody>
</table>

This course focuses on instructional methods, subject matter, and curricular planning for teaching social studies in the elementary schools, grades K-6 focusing on the social studies disciplines of history, economics, geography, and civics/government. Includes a focus on strategies for developing skills, concepts, and values plus ethnic and cultural awareness.

**EDE 456 Professional Development**

<table>
<thead>
<tr>
<th>Spring, senior year</th>
<th>1 credit hour</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prereq:</strong> 2.50 GPA (A=4.00) &amp; admission to student teaching program</td>
<td></td>
</tr>
<tr>
<td><strong>Coreq:</strong> EDE 499, EST 489</td>
<td></td>
</tr>
</tbody>
</table>

This course helps senior level Education majors develop the knowledge and skills needed to shift from the role of a college student to a beginning professional. The portfolio requirement necessary for graduation will be met in this course. Same as EDS 456.
### EDE 457 Effective Methods for Assessment and Evaluation

**2 credit hours**

- **Fall, senior year**
- **Prereq:** 2.50 GPA (A=4.00) & admission to the teacher education program
- **Coreq:** EDU 315, EDU 443, EFE 484, PED 322 & FNA 420

This course explores current issues and trends concerning educational assessment and evaluation at the local, state and national level. Topics may include: grading, authentic assessment strategies, teacher evaluations, and standardized testing.

### EDE 499 Senior Competency Practicum

- **No credit**
- **Spring, senior year**
- **Coreq:** EDE 456 & EST 489

Completion of Senior Competency Practicum with a grade of “C” or higher.

### EFE 284 Field Experience in Elementary Education

- **1 credit hour**
- **Spring, sophomore year**
- **Prereq:** 2.25 GPA (A=4.00) & EDU 124, EDU 222, EDU 223 & INE 200
- **Coreq:** EDU 225, EDU 227 & EDP 222

Active participation in an elementary classroom one full day each week across 12 weeks. Special emphasis is given to the performance of general teaching and management principles. Students participating in a field experience in education are to display the professional dispositions of a competent, caring decision maker as outlined in the Field Information Packet, Field Course Requirement Packet and the Teacher Education Program Handbook. **Course Fee:** $15. Graded on a satisfactory/unsatisfactory basis.

### EFE 384 Field Experience in Elementary Education

- **1 credit hour**
- **Fall, junior year**
- **Prereq:** 2.5 GPA (A=4.00), EDU 124, EDU 222, EDU 223, EDU 225, EDU 227, EDP 222, INE 200 & admission to the teacher education program
- **Coreq:** EDE 344, MAT 323, EDE 365 & EDE 336

Active participation in an elementary classroom one full day each week across 12 weeks. Special emphasis is given to the performance of planning and implementing sound teaching/learning activities for elementary school learners. Students participating in a field experience in education are to display the professional dispositions of a competent, caring decision maker as outlined in the Field Information Packet, Field Course Requirement Packet and the Teacher Education Program Handbook. **Course Fee:** $15. Graded on satisfactory/unsatisfactory basis.

### EFE 385 Field Experience in Elementary Education

- **1 credit hour**
- **Spring, junior year**
- **Prereq:** 2.5 GPA (A=4.00), EDE 344, MAT 323, EDE 365, EDE 336 & admission to the teacher education program
- **Coreq:** EDE 345, EDE 366, MAT 324 & EDU 337

Active participation in an elementary classroom one full day each week across 12 weeks. Higher level of performance required in planning and implementing sound teaching/learning activities for elementary school learners. Students participating in a field experience in education are to display the professional dispositions of a competent, caring decision maker as outlined in the Field Information Packet, Field Course Requirement Packet and the Teacher Education Program Handbook. Placement is in a multicultural or at-risk population school. **Course Fee:** $15. Graded on satisfactory/unsatisfactory basis.
<table>
<thead>
<tr>
<th>EFE 484 Field Experience in Elementary Education</th>
<th>1 credit hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall, senior year</td>
<td>Prereq: 2.50 GPA (A=4.00) &amp; admission to student teaching program</td>
</tr>
<tr>
<td>Coreq: EDE 457, EDU 443, EDU 315 FNA 420 &amp; PED 322</td>
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</tr>
</tbody>
</table>

Active participation in an elementary classroom one full day each week across 12 weeks. Provides an opportunity to become familiar with the total school environment in order to perform teaching and decision-making skills and to plan and teach interdisciplinary lessons and units using technology. Emphasis is on integrating the content areas and meeting the needs of ENL in the classroom. Students participating in a field experience in education are to display the professional dispositions of a competent, caring decision maker as outlined in the Field Information Packet, Field Course Requirement Packet and the Teacher Education Program Handbook. Course Fee: $15. Graded on satisfactory/unsatisfactory basis.

<table>
<thead>
<tr>
<th>EST 489 Student Teaching in the Elementary Classroom</th>
<th>11 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring, senior year</td>
<td>Prereq: 2.50 GPA (A=4.00), admission to student teaching program, successful completion of all content &amp; pedagogy exams required for licensure &amp; completion of all coursework</td>
</tr>
<tr>
<td>Coreq: EDE 456, EDE 499</td>
<td></td>
</tr>
</tbody>
</table>

Classroom teaching and other activities under the guidance of the cooperating teacher, the college supervisor and coordinator of field experiences. The minimum 10-week experience will provide the capstone experience and will focus upon an appropriate broad, integrated, and multi-disciplinary approach to teaching. The FACT Project (Franklin’s Assessment of Candidate Teaching) will be completed during the student teaching experience to measure impact on student learning. Satisfactory performance is demonstrated by a grade of C or better and is required prior to approval for graduation. Course Fee: $125.

<table>
<thead>
<tr>
<th>FNA 420 Fine Arts for Elementary Teachers</th>
<th>4 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall, senior year</td>
<td>Prereq: 2.50 GPA (A=4.00) &amp; admission to student teaching program</td>
</tr>
<tr>
<td>Coreq: EFE 484, EDU 443, EDE 457, EDE 499, EDU 315 &amp; PED 322</td>
<td></td>
</tr>
</tbody>
</table>

This course provides prospective elementary teachers a practical working knowledge of various fine arts activities to assist them in discovering ways to integrate the fine arts into all facets of the school curriculum. Special emphasis will be placed on using fine arts activities to explore content in other disciplines.

<table>
<thead>
<tr>
<th>GEO 220 Human World Geography</th>
<th>3 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall and spring</td>
<td>Diversity &amp; Social Science exploratory</td>
</tr>
</tbody>
</table>

Explores the nature of human social behaviors through the study of “diverse focus countries” recognizing recurring patterns in behavior and the forces that shape them. Students will understand how people as well as countries communicate ideas and attempt to solve problems. This course is taught through a lens of current events in the 21st century examining various diverse regions around the globe and how the cultures within those regions live and interact. Human elements of population, cultural inheritance, and accomplishments are studied as these interrelate with the physical elements. Education majors will create a project using the five themes of geography (location, place, human/environmental interaction, movement, and regions).
**MAT 323 Mathematics for Elementary Teaching I**

**Fall, junior year**

Prereq: 2.50 GPA (A = 4.0), admission to the teacher education program & LA 103
Coreq: EFE 384, EDE 344, EDE 365 & EDE 336

This course is the first foundational course in the mathematics content area for elementary education majors. It includes problem solving, sets, functions, exploration of our number system including properties, place value, basic operations and algorithms, and basic concepts of algebra. Problem solving is stressed in each unit. The NCTM Principles and Standards and Indiana’s Academic Standards for Mathematics are introduced.

**MAT 324 Mathematics for Elementary Teaching II**

**Spring, junior year**

Prereq: 2.50 GPA, admission to the teacher education program & MAT 323
Coreq: EFE 385, EDE 345, EDE 366 & EDE 337

This course is the second foundational course in the mathematics content area for elementary education majors. It includes exploration of our number system including properties, basic operations and algorithms, probability, statistics, measurement, coordinate geometry, graphs, and 2- and 3-dimensional geometry. Problem solving is stressed in each unit. The NCTM Principles and Standards and Indiana’s Academic Standards for Mathematics are introduced.

**PED 322 Methods of Teaching Physical Education and Health For the Elementary Classroom Teacher**

**Fall, senior year**

Coreq: EFE 484

The contents of this course focus on the unique contributions of health and physical education as they relate to the total development of the elementary child. Methods, materials, management, motivational, and evaluation techniques for elementary children will be covered.

**Secondary Education**

**EDS 300 Topics in Secondary Education**

1-3 credit hours

A topic of current interest in secondary education will be taught. Topics will vary depending on faculty interest. Course will be offered upon request of faculty member and with the approval of the vice president for academic affairs.

**EDS 326 Instructional Strategies I**

**Fall, junior year**

Prereq: 2.50 GPA (A=4.00) & admission to the teacher education program
Coreq: SFE 384

The first of two semester courses in developing instructional strategies for grades 5-12 pre-service teachers. The primary focus is meeting the multiple needs of learners while continuing to develop skills related to lesson planning that meet state and national standards.
**EDS 327 Instructional Strategies II**

<table>
<thead>
<tr>
<th>Spring, junior year</th>
<th>3 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prereq: 2.50 GPA (A=4.0), EDS 326, SFE 384 &amp; admission to the teacher education program Coreq: EDU 315 &amp; SFE 385</td>
<td></td>
</tr>
</tbody>
</table>

The second of two semester courses in developing instructional strategies for grades 5-12 pre-service teachers. While continuing with the development of skills related to lesson planning that meet state and national standards, emphasis is placed on teaching skills and strategies that develop critical thinking skills in learners and on the development of integrated curriculum approaches. Problem solving, investigation, experimental inquiry, decision-making, and meeting the needs of diverse learners will be discussed. In addition, other topics emphasized will be teaming, integration of disciplines, multiple intelligences, multicultural education, learning styles, collaborative learning, and Bloom’s taxonomy. Creating appropriate assessments as well as classroom management and environment are also integral elements of the course.

**EDS 422 Teaching Reading in Content Areas**

<table>
<thead>
<tr>
<th>Spring, junior year</th>
<th>2 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prereq: 2.50 GPA (A=4.0) &amp; admission to teacher education program</td>
<td></td>
</tr>
</tbody>
</table>

Designed to model creative strategies to promote reading comprehension, vocabulary development, and study skills in the various content areas for students in grades 5-12. Through an emphasis on SBRR focused methods and materials, students learn to apply, combine, and adapt instructional strategies that will accommodate the learning styles and special needs of a diverse classroom.

**EDS 456 Professional Development**

<table>
<thead>
<tr>
<th>Spring, senior year</th>
<th>1 credit hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prereq: 2.50 GPA (A=4.0) &amp; admission to student teaching program Coreq: EDS 499, SST 489</td>
<td></td>
</tr>
</tbody>
</table>

A course designed to help senior level Education majors develop the knowledge and skills needed to shift from the role of a college student to a beginning professional. The portfolio requirement necessary for graduation will be met in this course. Same as EDE 456.

**EDS 457 Effective Methods for Assessment and Evaluation**

<table>
<thead>
<tr>
<th>Fall, senior year</th>
<th>2 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prereq: 2.50 GPA (A=4.0) &amp; admission to the teacher education program Coreq: SFE 484, EDU 443 &amp; EDS 459</td>
<td></td>
</tr>
</tbody>
</table>

This course explores current issues and trends concerning educational assessment and evaluation at the local, state and national level. Topics may include: grading, authentic assessment strategies, teacher evaluations, and standardized testing.

**EDS 459 Methods of Teaching Middle and High School Content Areas**

<table>
<thead>
<tr>
<th>Fall, senior year</th>
<th>2 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prereq: 2.50 GPA (A=4.0), EDS 327, SFE 385 &amp; admission to the teacher education program Coreq: SFE 484</td>
<td></td>
</tr>
</tbody>
</table>

Special methods for teaching middle and high school content areas. An examination of materials and other resources appropriate both to the discipline and selected grade 5-12 curricular areas.

**EDS 499 Senior Competency Practicum**

<table>
<thead>
<tr>
<th>Spring, senior year</th>
<th>No credit</th>
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</thead>
<tbody>
<tr>
<td>Coreq: EDS 456 &amp; SST 489</td>
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</tbody>
</table>

Completion of Senior Competency Practicum with a grade of “C” or higher.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Prerequisites</th>
<th>Corequisites</th>
<th>Course Description</th>
<th>Course Fee</th>
<th>Grading Basis</th>
</tr>
</thead>
<tbody>
<tr>
<td>SFE 284 Field Experience in Middle or High School Education</td>
<td>1 credit hour</td>
<td>Spring, sophomore year</td>
<td>Prereq: 2.25 GPA (A=4.00) &amp; EDU 124, EDU 222, EDU 223 &amp; INE 200&lt;br&gt;Coreq: EDU 225, EDU 227 &amp; EDP 222</td>
<td>Active participation in a middle/high school classroom one full day each week across 12 weeks. Special emphasis is given to the performance of general teaching and management principles. Students participating in a field experience in education are to display the professional dispositions of a competent, caring decision maker as outlined in the Field Information Packet, Field Course Requirement Packet and the Teacher Education Program Handbook. Course Fee: $15. Graded on satisfactory/unsatisfactory basis.</td>
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<tr>
<td>SFE 384 Field Experience in Middle or High School Education</td>
<td>1 credit hour</td>
<td>Fall, junior year</td>
<td>Prereq: 2.5 GPA (A=4.00), SFE 284, INE 200, EDU 124, EDP 222, EDU 222, EDU 223, EDU 225, EDU 227 &amp; admission to teacher education program&lt;br&gt;Coreq: EDS 326</td>
<td>Active participation in a middle/high school classroom one full day each week across 12 weeks. Special emphasis is given to the performance of specific instructional strategies. Students participating in a field experience in education are to display the professional dispositions of a competent, caring decision maker as outlined in the Field Information Packet, Field Course Requirement Packet and the Teacher Education Program Handbook. Course Fee: $15. Graded on satisfactory/unsatisfactory basis.</td>
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<tr>
<td>SFE 385 Field Experience in Middle or High School Education</td>
<td>1 credit hour</td>
<td>Spring, junior year</td>
<td>Prereq: 2.5 GPA (A=4.00), EDS 326, SFE 384 &amp; admission to teacher education program&lt;br&gt;Coreq: EDS 327 &amp; EDU 315</td>
<td>Active participation in a middle/high school classroom one full day each week across 12 weeks. Emphasis on advanced instructional strategies. Students participating in a field experience in education are to display the professional dispositions of a competent, caring decision maker as outlined in the Field Information Packet, Field Course Requirement Packet and the Teacher Education Program Handbook. Course Fee: $15. Graded on satisfactory/unsatisfactory basis.</td>
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<tr>
<td>SFE 484 Field Experience in Middle or High School Education</td>
<td>1 credit hour</td>
<td>Fall, senior year</td>
<td>Prereq: 2.50 GPA (A=4.00) &amp; admission to the student teaching program&lt;br&gt;Coreq: EDS 459 &amp; EDU 443</td>
<td>Active participation in a middle/high school classroom one full day each week across 12 weeks in the student teaching site. Provides an opportunity to become familiar with the total school environment in order to perform teaching and decision-making skills. Students participating in a field experience in education are to display the professional dispositions of a competent, caring decision maker as outlined in the Field Information Packet, Field Course Requirement Packet and the Teacher Education Program Handbook. Course Fee: $15. Graded on satisfactory/unsatisfactory basis.</td>
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<tr>
<td>SST 489 Student Teaching in the Middle or High School Classroom</td>
<td>11 credit hours</td>
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<td>Spring, senior year</td>
<td>Prereq: 2.50 GPA (A=4.00), admission to student teaching program, successful completion of all content &amp; pedagogy exams required for licensure &amp; completion of all coursework except concurrent courses. Coreq: EDS 456 &amp; EDS 499</td>
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</tbody>
</table>

Classroom teaching and other activities under the guidance of the cooperating teacher, college supervisor, and coordinator of field experiences. The minimum 10-week experience will provide the capstone experience and will focus upon an appropriate broad, integrated, and multi-disciplinary approach to teaching. The FACT Project (Franklin’s Assessment of Candidate Teaching) will be completed during the student teaching experience to measure impact on student learning. Satisfactory performance is demonstrated by a grade of ‘C’ or better and is required prior to approval for graduation. *Course Fee: $125.*
Engineering
Cooperative Program in Engineering with Purdue University School of Engineering and Technology (IUPUI)

Cooperative Advisor: J. Boardman (jboardman@franklincollege.edu)

Franklin College maintains a cooperative “3+2” program with the Purdue University School of Engineering and Technology at Indiana University-Purdue University Indianapolis (IUPUI). Students in this program earn a B.A. degree from Franklin College in Applied Mathematics and a B.S. degree from Purdue University in one of three engineering fields, typically in the span of five years. The engineering degrees available through this program are:

- Computer Engineering (B.S.Cmp.E.)
- Electrical Engineering (B.S.E.E.)
- Mechanical Engineering (B.S.M.E.)

Students will declare a major in Applied Mathematics and follow that degree program as stated in the catalog. Students with a declared enrollment in the 3+2 engineering program will be given priority during registration in subsequent semester(s).

Students following the 3+2 program will be required to make certain selections in their liberal arts core and for major courses currently listed as electives in order to satisfy the engineering requirements at IUPUI. Those choices are as follows:

**Computer Engineering**

- CHE 121 General Chemistry I
- CMP 142 Computing II
- ECO 115 Principles of Economics*
- MAT 181 Discrete Mathematics I
- MAT 182 Discrete Mathematics II
- PHL 220 Principles of Ethics**
- PHY 211 & 203 General Physics I and Lab
- PHY 212 & 204 General Physics II and Lab

**Electrical Engineering**

- CHE 121 General Chemistry I
- CMP 142 Computing II
- ECO 115 Principles of Economics*
- PHL 220 Principles of Ethics**
- PHY 211 & 203 General Physics I and Lab
- PHY 212 & 204 General Physics II and Lab

**Mechanical Engineering**

- CHE 121 General Chemistry I
- ECO 115 Principles of Economics*
- PHL 220 Principles of Ethics**
- PHY 211 & 203 General Physics I and Lab
- PHY 212 & 204 General Physics II and Lab
*ECO 115 Principles of Economics satisfies the Social Science exploratory requirement at Franklin College and the economics requirement for the IUPUI Engineering Program.

**PHL 220 Principles of Ethics satisfies the Philosophy & Religion exploratory requirement at Franklin College as well as ECE 401 Ethics at IUPUI.

Note: IUPUI recommends CHE 122 General Chemistry II for each of these engineering programs, but it is not a requirement.

For students intending on pursuing Computer, Electrical, and Mechanical Engineering degrees and who are therefore majoring in Applied Mathematics:

- The courses indicated in the tables above satisfy the “12 additional credit hours” requirement for the major as well as the Laboratory Science exploratory requirement for the liberal arts core.
- CMP 130 Introduction to Computing and PDP 200 Preparing for Your Internship are both waived as requirements for the Applied Mathematics degree for students in the engineering program.
- INT 261/SNT 489 may be satisfied by an internship in engineering done through IUPUI if the student chooses.

Information on specific coursework in these programs is available at [http://www.franklincollege.edu/academics/majors/engineering](http://www.franklincollege.edu/academics/majors/engineering).

During the sophomore and junior years in the engineering program at Franklin College, students take one course each semester at IUPUI through the Consortium for Urban Education (CUE), also referred to as cross-registration. These courses are limited in seating and need to be requested through the Academic Records Office at Franklin College well in advance. (CUE requests are not processed at the hosting schools until their students have completed registration.) Member schools of the consortium require a student to enroll through their home school (Franklin College) and pay all tuition and fees through the student’s home school. Any other fees and books for the CUE courses are the responsibility of the student. The student will not receive a transcript from the host institution; instead the grade is sent to the Academic Records Office at Franklin College to be recorded on the Franklin College transcript and is entered as a grade; however, the student’s GPA is not impacted since the course was taken off campus. If your request for cross-registration gets denied for any reason, please see Dr. John Boardman immediately because we can usually obtain special permission to enroll our engineering students. All questions regarding CUE/cross registration should be directed to the Associate Registrar in the Academic Records Office.
English and Creative Writing

**Department:** English  
**Department Chair:** S. Crisafulli  
**Department Members:** C. Buchen, K. Burpo, S. Crisafulli, R. Erable, J. Lang, G. Phillips, K. Schmidt, J. Smith  

**Major:** Creative Writing, English  
**Minors:** Creative Writing, English

The Creative Writing and English majors are designed to develop students who can read, write, speak, and argue intelligently and sensitively, and who know the great artistic achievements and profound insights into human experience which our literary heritage provides. Both majors call for extensive preparatory work in the foundations of writing and literature, particularly British and American. Upper-division courses offer specialized work in periods, genres, literary research and scholarship, written expression, film, and the history and structure of English. Students who complete these majors develop proficiency in reading, writing, and thinking critically, and have a well-rounded knowledge of English literature; thus, they acquire the skills needed to pursue a variety of graduate programs and/or a variety of careers—in public service, business, law, education, and publishing.
**English Major**

English majors must earn a C or better in ENG 200 and ENG 210. They must earn a C- or better in all other ENG and prerequisite courses.

**Core Requirements**
- ENG 117 World Literature I
- ENG 118 World Literature II
- ENG 200 Introduction to Literary Studies
- ENG 210 Intro to Literary Research
- ENG 315 Humanities and the Liberal Arts
- ENG 333 Shakespeare
- ENG 499 Senior Competency Practicum

**One course from each of the following categories**

*Category A: Literature Before 1800*
- ENG 308 Old and Medieval Literature
- ENG 309 Early Modern British Literature
- ENG 311 British Literature of the Enlightenment
- ENG 355 Early American Literature

*Category B: Nineteenth- and Twentieth-Century Literature*
- ENG 312 Romantic and Victorian Literature
- ENG 314 Modern British Literature
- ENG 356 American Realism
- ENG 357 American Modernism

*Category C: Contemporary, World, and Minority Literature*
- ENG 358 American Minority Literature
- ENG 360 Contemporary American Literature
- ENG 361 Global Literature

**Additional required coursework**

English majors are required to take additional ENG course work at the 200 level or higher to reach the required minimum 30 hours beyond the 100-level courses. Students may count toward the English major one four-credit, upper-level French or Spanish literature course; this course will count as four undistributed ENG credit hours.

**Professional Development Requirements**
- ENG 480 Internship Practicum

**One of the following courses**
- ENG 482 English Practicum (approved as a PDP experience for 2 hours credit)
- SNR/SNT 489 (ENG) Professional Development Experience in English

**Related field requirement**

Twelve semester hours from related fields are to be selected in consultation with the student’s departmental advisor. (Note: The agreed list of courses must be submitted to the Academic Records Office, in writing, by the academic advisor). All related field requirements must be completed with a grade of C- or better.
Creative Writing Major

Note for students majoring in both Creative Writing and English: of the courses that make up the Creative Writing major, only ENG 200, ENG 210, and the nine additional credit hours at the 200-level or higher may be applied to the English major.

Creative Writing majors must earn a C or better in CWR 150, ENG 200, and ENG 210. They must earn a C- or better in all other CWR, ENG, and prerequisite courses.

Core Requirements

- CWR 150 Introduction to Creative Writing
- CWR 270 Fiction I
- CWR 280 Poetry I
- CWR 390 Creative Nonfiction
- CWR 499 Senior Competency Practicum
- ENG 200 Introduction to Literary Studies
- ENG 210 Introduction to Literary Research
- ENG 312 Romantic and Victorian Literature
- ENG 360 Contemporary American Literature
- THE 245 Playwriting

One of the following courses

- CWR 370 Fiction II
- CWR 380 Poetry II

Additional required coursework

Creative Writing majors are required to take nine additional credit hours of CWR and/or ENG course work at the 200-level or higher to reach the required minimum 35 hours beyond 100-level courses.

Professional Development Requirements

- CWR 480 Internship Practicum

One of the following courses

- CWR 482 Creative Writing Practicum (approved as a PDP experience for 2-4 credits)
- SNR/SNT 489 (CWR) Professional Development Experience in Creative Writing

Related field requirement

Twelve semester hours from related fields are to be selected in consultation with the student’s departmental advisor. (Note: The agreed list of courses must be submitted to the Academic Records Office, in writing, by the academic advisor). Creative Writing majors may use the English major or minor as a related field. All related field requirements must be completed with a grade of C- or better.
**English Minor** (19 hours)
English minors must earn a C or better in ENG 200 and ENG 210. They must earn a C- or better in all other ENG and prerequisite courses.

**Core Requirements**
- ENG 117 World Literature I
- ENG 118 World Literature II
- ENG 200 Introduction to Literary Studies
- ENG 210 Introduction to Literary Research

**Additional required coursework**
An additional 6 hours of ENG course work at the 200-level or higher.

**Creative Writing Minor**
Creative Writing minors must earn a C or better in CWR 150 and ENG 200. They must earn a C- or better in all other ENG and prerequisite courses.

**Core Requirements**
- CWR 150 Introduction to Creative Writing
- ENG 200 Introduction to Literary Studies

**Three of the following courses**
- CWR 270 Fiction I
- CWR 280 Poetry I
- CWR 370 Fiction II
- CWR 380 Poetry II
- CWR 390 Creative Nonfiction
- THE 245 Playwriting

**One of the following courses**
- ENG 312 Romantic and Victorian Literature
- ENG 314 Modern British Literature
- ENG 357 American Modernism
- ENG 360 Contemporary American Literature

Of these courses, only ENG 200 may be applied to the English major.
English Courses

ENG 100 Reading Critically
Fall
2 credit hours
Prereq: placement by admissions or recommendation of the English department
Coreq: LA 101
A developmental course that provides instruction in college-level reading comprehension skills, such as summarizing, paraphrasing, inferencing, making connections to the text, and understanding grammar and syntax. This course does not satisfy the liberal arts core reading and writing requirement.

ENG 117 World Literature I
Fall
4 credit hours
Reading and analysis of selected major literary works from ancient times through the Renaissance. Concurrent or prior enrollment in LA 101 recommended but not required.

ENG 118 World Literature II
Spring
4 credit hours
Reading and analysis of selected major literary works from around the world from the 17th century to the present. Concurrent or prior enrollment in LA 101 recommended but not required.

ENG 200 Introduction to Literary Studies
Fall
4 credit hours
Fulfills LA 201 requirement
Prereq: a grade of C- or above in LA 101 or equivalent; sophomore standing or consent of instructor
An introductory study of the interrelationship of form and meaning in poetry and fiction. Emphasis will be on understanding literary terminology and on developing skills of literary analysis through discussion and writing. Students may substitute ENG 200 for LA 201, but may not substitute LA 201 for ENG 200. Students should be aware that even though ENG 200 may substitute for LA 201, ENG 200 has more requirements and therefore students may find the course to be more rigorous. (English and Creative Writing majors and minors must complete the course with a C or better. Note that the minimum grade required for ENG 200 and ENG 210 is different from other courses in the major.) Preferably sophomore year.

ENG 210 Introduction to Literary Research
Spring
1 credit hour
Prereq: a grade of C or above in ENG 200
An introduction to the fundamentals of literary research, including locating, annotating, and explicating sources; creating a research proposal and annotated bibliography; and writing a research paper. (English and Creative Writing majors and minors must complete the course with a C or better. Note that the minimum grade required for ENG 200 and ENG 210 is different from other courses in the major.) Preferably sophomore year.

ENG 227 The English Language
Fall, even academic years
4 credit hours
Prereq: sophomore standing
Intensive examination of the English language, including its history and structure. Particular emphasis will be given to the organization of grammar, syntactic systems, and language change.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Schedule</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>ENG 240</td>
<td>Introduction to Canadian Fiction</td>
<td>3</td>
<td>Spring, even academic years</td>
<td>International exploratory, Prereq: LA 201 or ENG 200 or consent of instructor</td>
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<td>A study of 6-8 novels and stories written by Canadian men and women who</td>
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<td>have explored the meaning of the</td>
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<td>Canadian experience, particularly in the 20th century. French-Canadian</td>
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<td>literature will be read in translation. Same as CAN 240.</td>
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<td>ENG 290</td>
<td>Film Studies</td>
<td>3</td>
<td>Fall, even academic years</td>
<td>Fine Arts exploratory, Prereq: LA 101</td>
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<td>An application of contemporary critical theory to the study of individual</td>
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<td>films and an examination of how film</td>
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<td>reflects the aesthetic and philosophic dimensions of modern culture.</td>
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<td>ENG 300</td>
<td>Topics in English</td>
<td>3</td>
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<td>A topic of current interest in English will be taught. Topics will vary</td>
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<td>depending on faculty interest. Course will be offered upon the request of a</td>
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<td>faculty member and with approval of the vice president for academic affairs.</td>
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<tr>
<td>ENG 308</td>
<td>Old and Medieval Literature</td>
<td>3</td>
<td>Spring, odd academic years</td>
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<td>A broad overview of English literature from its Anglo-Saxon beginnings through</td>
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<td>the fifteenth century. <strong>Prerequisites:</strong> ENG 117 and a grade of C or higher</td>
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<td>in ENG 200.</td>
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<tr>
<td>ENG 309</td>
<td>Early Modern British Literature</td>
<td>3</td>
<td>Spring, odd academic years</td>
<td>Prereq: ENG 117 &amp; a grade of C or higher in ENG 200</td>
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<td>A broad overview of British Renaissance literature from the sixteenth century</td>
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<td>through the seventeenth century.</td>
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<tr>
<td>ENG 311</td>
<td>British Literature of the Enlightenment</td>
<td>3</td>
<td>Fall, even academic years</td>
<td>Prereq: ENG 118 &amp; a grade of C or higher in ENG 200</td>
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<td>A study of major British literary works from the Restoration to the 18th</td>
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<td>century, especially the efforts of several major British authors to assimilate</td>
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<td>classical and Christian values in the epic and in satirical poetry and prose</td>
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<td>fiction, the emergence of the modern novel, and some important developments</td>
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<td>in the tradition of comic theatre.</td>
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<tr>
<td>ENG 312</td>
<td>Romantic and Victorian Literature</td>
<td>3</td>
<td>Fall, even academic years</td>
<td>Prereq: ENG 118 &amp; a grade of C or higher in ENG 200</td>
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<td>A study of selected works from the Romantic and Victorian periods of British</td>
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<td>literature. Attention will be paid to the revolutions in poetry, the</td>
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<td>development of the novel into a significant art form, and the</td>
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<td>interrelationship of social and philosophical concerns and form.</td>
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<tr>
<td>ENG 314</td>
<td>Modern British Literature</td>
<td>3</td>
<td>Fall, odd academic years</td>
<td>Prereq: ENG 118 &amp; a grade of C or higher in ENG 200</td>
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<td>A close examination of some of the most significant and innovative literature</td>
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<td>to come out of the British Isles from 1910 to 1970. Attention will be paid</td>
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<td>to the inseparability of idea and technique and to the ways that the</td>
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<td>authors engage the readers in a collaborative creation of the text.</td>
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<td>Course Code</td>
<td>Course Title</td>
<td>Credit Hours</td>
<td>Prerequisites</td>
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<tr>
<td>ENG 315</td>
<td>Humanities and the Liberal Arts</td>
<td>3</td>
<td>Spring, fulfills LA 315 requirement, all 100- &amp; 200-level LA-prefix courses</td>
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<td>A study of the interaction between the humanities and the liberal arts. Focus will be on students integrating an understanding of their respective majors with their knowledge of the liberal arts, paying particular attention to the role both play in society.</td>
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<tr>
<td>ENG 328</td>
<td>Advanced Composition</td>
<td>3</td>
<td>Fall, odd academic years, LA 101 &amp; LA 201 or ENG 200 or equivalents</td>
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<td>An advanced examination of the theory and practice of current written English. Focus will be on the development of critical writing abilities through the various means of argumentation and through the development of an individual style and voice in the standard essay forms.</td>
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<tr>
<td>ENG 333</td>
<td>Shakespeare</td>
<td>4</td>
<td>Spring, Prereq: ENG 117 or THE 125</td>
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<td>A study of some of Shakespeare’s major comedies, tragedies, and histories. Attention will be paid to Shakespeare’s poetry, dramaturgy, and vision of the human experience.</td>
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<tr>
<td>ENG 355</td>
<td>Early American Literature</td>
<td>3</td>
<td>Fall, odd academic years, Prereq: ENG 117 or ENG 118 &amp; a grade of C or higher in ENG 200</td>
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<td>An examination of American literature from its beginnings and through the American Renaissance, concentrating on the Transcendentalist and Romantic movements.</td>
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<tr>
<td>ENG 356</td>
<td>American Realism</td>
<td>3</td>
<td>Spring, odd academic years, Prereq: ENG 118 &amp; a grade of C or higher in ENG 200</td>
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<td>A study of the literary period from the Civil War to 1912, a time that saw the rise of Realism and Naturalism in reaction to Romanticism.</td>
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<tr>
<td>ENG 357</td>
<td>American Modernism</td>
<td>3</td>
<td>Spring, even academic years, Prereq: ENG 118 &amp; a grade of C or higher in ENG 200</td>
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<td>A study of American literature from 1912 to 1950, paying particular attention to experimentation with language and form to create innovative modes of expression in poetry, the novel, and the short story.</td>
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<tr>
<td>ENG 358</td>
<td>American Minority Literature</td>
<td>3</td>
<td>Fall, odd academic years, Prereq: ENG 118 &amp; a grade of C or better in ENG 200</td>
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<td>An examination of minority voices in American Literature.</td>
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<tr>
<td>ENG 360</td>
<td>Contemporary American Literature</td>
<td>3</td>
<td>Spring, odd academic years, Prereq: ENG 118 &amp; a grade of C or higher in ENG 200</td>
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<td>An examination of important works representing artistic and thematic trends in post-World War II American literature.</td>
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<tr>
<td>ENG 361</td>
<td>Global Literature</td>
<td>3</td>
<td>Fall, even academic years, International exploratory, Prereq: ENG 200 or LA 201</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Reading and analysis of selected literary works from a particular region of the globe.</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Name</td>
<td>Credit Hours</td>
<td>Prerequisites</td>
<td></td>
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<td>-------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>ENG 375</td>
<td>Dramatic Literature I</td>
<td>3</td>
<td>Fall, odd academic years, Prereq: ENG 117, THE 110, or THE 125 or consent of the instructor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reading and analysis of selected significant plays from ancient times through the Renaissance. Same as THE 375.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>ENG 376</td>
<td>Dramatic Literature II</td>
<td>3</td>
<td>Spring, odd academic years, Prereq: ENG 118, THE 110, or THE 125 or consent of the instructor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reading and analysis of selected significant plays from around the world from the 17th century to the present. Same as THE 376.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>ENG 480</td>
<td>Internship Practicum</td>
<td>1</td>
<td>Fall, junior year, Co-req: SNT 489, ENG 482, or CWR 482</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A course designed to help students succeed in their internships. Readings and discussions center on professionalism, negotiation, communication skills, and fostering collegiality, as well as the relationship between the internship and future career plans. Same as CWR 480.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 482</td>
<td>English Practicum</td>
<td>2-4</td>
<td>Prereq: instructor permission</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A supervised, pre-approved experience which allows a student to pursue specific learning goals and/or be involved in a field experience during the regular academic year. Students with junior or senior standing who wish ENG 482 to count as the required Professional Development Experience in English (SNR/SNT 489 (ENG)) must gain English Department approval of their proposal.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 490</td>
<td>Independent Study</td>
<td>1-2</td>
<td>Prereq: instructor permission</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Courses are designed to encourage student initiative and to provide a degree of flexibility in the departmental program. Normally the subject is not sufficiently or appropriately covered in departmental course offerings.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 499</td>
<td>Senior Competency Practicum</td>
<td>No</td>
<td>Fall or spring</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students in English take the two-hour multiple-choice Educational Testing Service Major Field Test: Literature in English, which counts for one-fourth of their grade. Students also take a three-hour written test on selected work(s) from a departmental list prepared each semester; this written test counts for three-fourths of their grade. The grade students earn on the comprehensive exam will appear on their transcript but will not be included in their GPA. Senior year</td>
<td></td>
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</tr>
<tr>
<td>SNR/SNT 489</td>
<td>Professional Development Experience in English</td>
<td>2-4</td>
<td>Prereq: junior or senior standing &amp; a professional development experience proposal approved by the English department</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A professional development experience related to the field of English that calls upon skills in critical thinking, writing, reading, and analysis. Pass-Fail.</td>
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<td></td>
</tr>
</tbody>
</table>
Creative Writing Courses

**CWR 110 Journal Editing**  
1-3 credit hours  
Fall  
An introduction to the process of editing a literary magazine, including the selection process, advertising, and editing. First part of a two-semester sequence. *Concurrent or prior enrollment in LA 101 recommended but not required.*

**CWR 111 Journal Publishing**  
1-3 credit hours  
Spring  
An introduction to the process of publishing a literary magazine, including magazine layout, communication with writers and various professional partners, organizing a reading, and producing a final print product. Second part of a two-semester sequence. *Concurrent or prior enrollment in LA 101 recommended but not required.*

**CWR 150 Introduction to Creative Writing**  
3 credit hours  
Fall  
Fine Arts exploratory  
An introduction to the techniques of writing well-crafted creative nonfiction, fiction, and poetry with attention to close reading, literary citizenship, and peer critique. *Concurrent or prior enrollment in LA 101 recommended but not required.*

**CWR 270 Fiction I**  
3 credit hours  
Spring, even academic years  
Prereq: CWR 150  
A creative writing workshop in fiction. There will be extensive reading and writing in the genre, with an emphasis on craft, form, and peer critique.

**CWR 280 Poetry I**  
3 credit hours  
Spring, odd academic years  
Prereq: CWR 150  
A creative writing workshop in poetry. There will be extensive reading and writing in the genre, with an emphasis on craft, form, and peer critique.

**CWR 370 Fiction II**  
3 credit hours  
Spring, even academic years  
Prereq: CWR 270 & a grade of C or higher in ENG 200  
A continuation of CWR 270, with added emphasis on new techniques for crafting fiction, as well as more experimentation with prose form and style. A larger body of creative work than that produced in CWR 270 will be expected.

**CWR 380 Poetry II**  
3 credit hours  
Spring, odd academic years  
Prereq: CWR 280 & a grade of C or higher in ENG 200  
A continuation of CWR 280, with added emphasis on new techniques for crafting poetry, as well as more experimentation with poetic form and style. A larger body of creative work than that produced in CWR 280 will be expected.

**CWR 390 Creative Nonfiction**  
3 credit hours  
Fall, even academic years  
Prereq: CWR 150 & a grade of C or higher in ENG 200 or consent of the instructor  
A creative writing workshop in creative nonfiction. There will be extensive reading and writing in the genre, with an emphasis on craft, form, and peer critique.
CWR 480 Internship Practicum

<table>
<thead>
<tr>
<th>Fall</th>
<th>Co-req: SNT 489, ENG 482, or CWR 482</th>
</tr>
</thead>
</table>

A course designed to help students succeed in their internships. Readings and discussions center on professionalism, negotiation, communication skills, and fostering collegiality, as well as the relationship between the internship and future career plans. Same as ENG 480. Junior year.

CWR 482 Creative Writing Practicum

<table>
<thead>
<tr>
<th>2-4 credit hours</th>
<th>Prereq: instructor permission</th>
</tr>
</thead>
</table>

A supervised, pre-approved experience which allows a student to pursue specific learning goals and/or be involved in a field experience during the regular academic year. Students with junior or senior standing who wish CWR 482 to count as the required Professional Development Experience in Creative Writing (SNR/SNT 489 (CWR)) must gain English Department approval of their proposal.

CWR 490 Independent Study

<table>
<thead>
<tr>
<th>1-2 credit hours</th>
<th>Prereq: instructor permission</th>
</tr>
</thead>
</table>

Courses are designed to encourage student initiative and to provide a degree of flexibility in the departmental program. Normally the subject is not sufficiently or appropriately covered in departmental course offerings.

CWR 499 Senior Competency Practicum

<table>
<thead>
<tr>
<th>No credit</th>
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</table>

Students in creative writing produce a well-developed portfolio of single or mixed-genre work, which counts for three-fourths of their grade. The public presentation of that writing counts for one-fourth of their grade. The grade students earn on the comprehensive exam will appear on their transcript.

SNR/SNT 489 Professional Development Experience in Creative Writing

<table>
<thead>
<tr>
<th>2-4 credit hours</th>
<th>Prereq: junior or senior standing and a professional development experience proposal approved by the English department</th>
</tr>
</thead>
</table>

A professional development experience related to the field of creative writing that calls upon skills in critical thinking, writing, reading, and analysis. Pass-Fail.
Exercise science is the study of physiological and functional adaptations to movement. The exercise science major at Franklin College provides unique hands-on opportunities to be involved in clinical and community programs which provide exercise-related services to a variety of populations. Through the curriculum, students will develop the knowledge to describe the relationship among physical activity, functional capacity, health and disease across the life span. It will also prepare students for positions in exercise testing and prescription or in clinical settings, such as health clubs, corporate fitness facilities or cardiac rehabilitation centers. An exercise science degree will provide a solid foundation for entry into graduate school in related disciplines such as physical therapy and rehabilitation, biomechanics, nutrition, exercise physiology, sports medicine, chiropractics, or other healthcare fields.

Admission to Exercise Science Program
The application process for admittance to the Exercise Science will begin in April of each year. After final grades are received in the spring, all application materials will be reviewed by the Exercise Science review committee. A decision is reached on each candidate’s acceptance/declination into the Exercise Science Program by June 1st. Candidates will be notified of their acceptance/declination by email. Candidates will be asked to send e-mail notification confirming acceptance into the Exercise Science Program. The maximum number of students accepted into the program each year will not exceed 25.

Admissions Process for 1st Year Students
1. Receive a grade of ‘C’ or higher in EXE 234 and EXE 244
   a. Each candidate must have taken or be currently taking EXE 234 Introduction to Exercise Science and EXE 244 Introduction to Strength and Conditioning Methods. A grade of ‘C’ or higher in each course is required. If taking either of the courses during the spring semester, admission into the Exercise Science Program is contingent on a grade of ‘C’ or higher at the end of the course.

2. Obtain an overall minimum GPA of 2.5 (A = 4.00)
   a. A minimum cumulative GPA of 2.5 (A = 4.00) must be achieved and maintained upon admittance to the program. Admission into the Exercise Science Program is contingent on an overall GPA of 2.5 (A = 4.00) at the completion of the spring semester. Students must receive a 2.0 GPA or above by the end of winter term to be offered an interview.

3. Complete at least one job observation within the health field for a minimum of two hours
   a. Each candidate is required to complete one job observation within the health field. The job observation should be a minimum of two hours in duration. Candidates should observe the skills needed to be a dedicated professional. Documentation forms to confirm observations may be obtained from the Exercise Science lab and must submitted as part of the application materials. Students will be expected to answer questions regarding the job observation during the interview.
The observation should be completed no earlier than September 1 and must be completed prior to submitting the application.

4. Submit an application, resume and personal statement
   a. As part of the process for acceptance into the program, each candidate must submit an application, up-to-date resume, and a personal statement. Professionalism and written communication skills in these materials will be part of the assessment by the Exercise Science Review Committee.

5. Complete an interview and demonstrate understanding of the cognitive (knowledge), psychomotor (skills) and affective (abilities) needed to become a strong professional in the health field
   a. Upon receipt and review of all proper application materials (application, resume, personal statement, and job observation documentation form), candidates will be asked to sit for an interview with the Exercise Science Program Review Committee. As part of the interview, candidates will be asked to demonstrate awareness and understanding of cognitive (knowledge), psychomotor (skills) and affective (abilities) needed within the field of Exercise Science as identified by the job task analysis domains produced by the American College of Sports Medicine.

6. Demonstrate ability to perform clinical skills specifically associated to the health-related components of fitness
   a. Candidates should be able to demonstrate clinical health assessments on a subject to display interpersonal skills and confidence to work with clients or patients within the profession. These assessments will occur during the interview portion of the application process. Candidates will be asked to perform skill(s) learned in the prerequisite courses, EXE 234 and EXE 244.

Admissions Process for 2nd Year and Transfer Students

1. Meet the minimum admission standards for 1st year students
   a. 2nd year or transfer student candidates will need to meet the minimum standards by the time of application in spring.

2. Students must have completed KIN 210 Applied Human Anatomy and KIN 220 Applied Human Physiology with a “C-“ or above by the end of sophomore year to graduate within the intended four year plan of study. KIN 210 and KIN 220 are prerequisite courses for junior-level exercise science courses. Sophomore level students and above who have not successfully completed KIN 210 and KIN 220 may apply but graduation may be extended by a minimum of 1 semester.

Please refer to the Transfer Student section of this catalog for the College’s requirements.

Continuance in Exercise Science Program

Students in the Exercise Science Program are expected to maintain the following minimum program standards:
• cumulative minimum GPA of 2.5 (A = 4.00) at the end of each academic semester/term
• no grade below a ‘C’ in Exercise Science core required courses
• no grade below a ‘C-’ in related field required courses
• a grade of ‘S’ in all field practicums, experiences and internships

Final grades will be reviewed for each student in the Exercise Science Program each semester.
**Probation within Exercise Science Program**

If a student does not meet the program standards, the student will be placed on probation.

1. If probation is due to not meeting the GPA minimum program standard, the student will have one semester to improve GPA to the minimum program standard. Upon completion of the subsequent semester, students must submit an application for reinstatement to the program. If the GPA does not improve by the end of the subsequent semester, the student will be dismissed from the Exercise Science Program. The student will not be able to participate in a field practicum, experience or internship until probationary status has been removed.

2. If probation is due to receiving a grade lower than ‘C’ in an Exercise Science core required course or a grade lower than a ‘C-’ in a related field required course, the student will have one opportunity to retake the course. The student will remain on probation until completion of the course with a satisfactory grade meeting minimum program standards. Departmental consent is required if the student is retaking the course from an institution other than Franklin College. The student will not be able to participate in a field practicum, experience or internship until probationary status has been removed. If a student is placed on probation for a grade lower than a ‘C’ in one of the core sequenced courses (EXE 372, EXE 372L, EXE 375, EXE 425), the ability to progress through the curriculum within 4 years will be impacted. A student who is required to retake a core sequence class will delay graduation by a minimum of 1 semester. If the student is unable to improve the grade, the student will be removed from the Exercise Science Program.

3. If probation is due to receiving a ‘fail’ in a field practicum, experience or internship, the student will be placed on probation. The student will have one opportunity to retake the field practicum, experience or internship and receive a satisfactory grade. If the student does not receive the satisfactory grade within one year, the student will be removed from the program.

4. Students who are placed on probation a second time, for any reason, will be automatically dismissed from the Exercise Science Program.

5. Students who receive a C- or below in KIN 210, KIN 220, EXE 372, EXE 375, or EXE 401 and placed on probation may not continue through the sequenced courses. If a student receives a “C-” or below in any other EXE courses, the student may continue to take EXE classes for one year. If the EXE grades does not improve within one (1) year, the student will be removed from the Exercise Science Program.

**Transportation to Engaged Learning Sites**

The Exercise Science Program will include service learning, experiential learning and internships. Many engaged learning opportunities will be off-campus for more varied experiences. Students in the Exercise Science Program are expected to have access to transportation to engaged learning sites and partnerships.
## Exercise Science Program Expenses

The students within the Exercise Science program will incur additional expenses outside of the typical college costs. Please see below for expected costs within the Exercise Science Program:

<table>
<thead>
<tr>
<th>Type of Expense</th>
<th>Expected Time of Expense</th>
<th>Approximate Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>TB test and flu shot*</td>
<td>If required by specific engaged learning sites, typically hospital settings</td>
<td>$5 - $70</td>
</tr>
<tr>
<td>Professional attire specifically FC Exercise Science polo</td>
<td>During entire program</td>
<td>Varies</td>
</tr>
<tr>
<td>Background check*</td>
<td>If required by specific engaged learning sites, typically school systems</td>
<td>$7 - 25</td>
</tr>
<tr>
<td>Transportation to off-campus engaged learning sites</td>
<td>During entire program</td>
<td>Varies</td>
</tr>
<tr>
<td>First Aid and CPR recertification</td>
<td>Bi-annually for CPR and First Aid</td>
<td>$20 for each certification</td>
</tr>
<tr>
<td>Exercise Science basic clinical equipment: stethoscope, sphygmomanometer, pedometer, tape measure, heart rate monitor, and skinfold caliper</td>
<td>Transfer students who transfer in credit from another institution for EXE 234 will be expected to have the equipment used in EXE 234. Students in the Exercise Science Program are expected to keep the equipment from EXE 234 throughout the duration of the program in functioning condition.</td>
<td>$110-175</td>
</tr>
</tbody>
</table>
| NSCA CSCS or ACSM EP-C certification examination* | Spring of graduation year | NSCA $260-445  
ACSM $219-279 |

*Some expenses may be optional based upon the career goals of the student.
**Exercise Science Major**

All core requirements for the major must be completed with a grade of C or better. All related field requirements for the major must be completed with a grade of C- or better.

**Core Requirements**
- EXE 119 Concepts of Wellness
- EXE 208 Basic Principles of Nutrition
- EXE 221 Contemporary Issues in Health and Wellness
- EXE 222 First Aid and CPR/AED for the Professional Rescuer
- EXE 234 Introduction to Exercise Science
- EXE 244 Introduction to Strength and Condition Methods
- EXE 341 Organization and Administration in Exercise Science
- EXE 372 Exercise Physiology
- EXE 372L Exercise Physiology Lab
- EXE 375 Exercise Testing and Prescription
- EXE 382 Motor Learning
- EXE 385 Sport and Exercise Psychology
- EXE 387 Biomechanics
- EXE 387L Biomechanics Lab
- EXE 401 Research Methods in Exercise Science I
- EXE 402 Research Methods in Exercise Science II
- EXE 425 Exercise Prescription for Special Populations
- EXE 499 Senior Competency Practicum and Professional Development Course

**Professional Development Requirements**
- EXE 489 Professional Development Experience
- EXE 498 Professional Development Portfolio
- PDP 200 Preparing for Your Internship

**Related Field Requirements**
- KIN 210 Applied Human Anatomy
- KIN 210L Applied Human Anatomy Lab
- KIN 220 Applied Human Physiology
- KIN 220L Applied Human Physiology Lab
- MAT 224 Basic Applied Statistics
- PSY 117 General Psychology
**Fitness Minor**

**Core Requirements**
- EXE 119 Concepts of Wellness
- EXE 208 Basic Principles of Nutrition
- EXE 222 First Aid and CPR/AED for the Professional Rescuer
- EXE 244 Introduction to Strength and Conditioning Methods
- EXE 372 Exercise Physiology
- EXE 372L Exercise Physiology Lab

**One of the following courses**
- EXE 480 Fitness Internship
- EXE 483 Fitness Practicum
- KIN 480 Fitness Internship
- KIN 483 Fitness Practicum

**Related Course Requirements**
- KIN 210 Applied Human Anatomy
- KIN 210L Applied Human Anatomy Lab
- KIN 220 Applied Human Physiology
- KIN 220L Applied Human Physiology Lab
### Exercise Science Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Term(s)</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXE 119</td>
<td>Concepts of Wellness</td>
<td>3</td>
<td>Fall and spring</td>
<td></td>
</tr>
<tr>
<td>EXE 208</td>
<td>Basic Principles of Nutrition</td>
<td>2</td>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td>EXE 221</td>
<td>Contemporary Issues in Health and Wellness</td>
<td>3</td>
<td>Spring</td>
<td>Prereq: Admittance to the Exercise Science program or Education program</td>
</tr>
<tr>
<td>EXE 222</td>
<td>First Aid and CPR/AED for the Professional Rescuer</td>
<td>2</td>
<td>Fall and spring</td>
<td></td>
</tr>
<tr>
<td>EXE 234</td>
<td>Introduction to Exercise Science</td>
<td>2</td>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>EXE 244</td>
<td>Introduction to Strength and Conditioning Methods</td>
<td>3</td>
<td>Fall and spring</td>
<td></td>
</tr>
</tbody>
</table>

This course focuses on the dimensions of personal well-being including physical fitness, nutritional awareness, stress management, the effect of drugs and health related environmental issues. Personal responsibility for well-being is stressed.

This course is an introduction to nutrition, including the nutritive value of foods, factors influencing body food requirements, their importance in promoting health and preventing disease. The course will also address body processes and their relation to total nutrition. Nutritional requirements throughout the human life cycle and the application of nutrition requirements will be discussed. The course will also examine current recommendations for Americans and topics of current interest.

This course provides an up-to-date examination of current trends and practices pertaining to the areas of health and wellness. Emphasis will be placed on interpreting and applying current facts and examining attitudes impacting one’s understanding of health and wellness in contemporary society.

The course is designed with the purpose of handling all types of emergency first aid and CPR situations encountered in everyday living. American Red Cross certification in community first aid, CPR for the professional rescuer, and AED is available upon successful completion of the course. Course Fee: $40.

This course is designed to expose the student to important aspects of the discipline, including areas of study, clinical skills, technology, certifications, professional associations, and career opportunities. The history of, as well as current and future trends in exercise science will also be explored.

This course focuses on the principles of physical conditioning, with emphasis on teaching and assessing correct technique in all areas of physical fitness. Topics discussed include assessment of muscular strength and endurance, cardiorespiratory endurance, flexibility, and skill-related components of health and how these concepts affect athletic performance.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semester</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXE 341</td>
<td>Organization &amp; Administration in Exercise Science</td>
<td>3</td>
<td>Fall</td>
<td>Prerequisite: Admittance to the Exercise Science program</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>This course will provide the necessary knowledge and skill of organization and administration in various exercise science settings and fields. Additionally, students will gain the knowledge and skills in professional development and responsibility necessary to function as a professional in exercise science related fields. Same as PED 341.</td>
</tr>
<tr>
<td>EXE 372</td>
<td>Exercise Physiology</td>
<td>3</td>
<td>Fall</td>
<td>Prereq: BIO 215 or KIN 210/210L and KIN 220/220L and admittance into the Exercise Science or Education program or consent of instructor Coreq: EXE 372L</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td>Exercise physiology is the study of acute and chronic adaptations of the body’s physiological systems to movement and physical conditioning. Physiological foundations and the development of physiological fitness components will be discussed. A laboratory component is integrated into class sessions. Must be taken concurrently with EXE 372L. Same as BIO 372.</td>
</tr>
<tr>
<td>EXE 372L</td>
<td>Exercise Physiology Lab</td>
<td>0</td>
<td>Fall</td>
<td>Coreq: EXE 372</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Lab component to EXE 372 Exercise Physiology. Same as BIO 372L.</td>
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<td></td>
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<td>This course prepares students to plan, direct, and administer age-appropriate exercise prescriptions and health assessments for the general population. Multiple hands-on experiences and application of knowledge will be emphasized. Students will participate in engaged experience with clients on- or off-campus.</td>
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<tr>
<td></td>
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<td></td>
<td>An examination of factors that affect the acquisition and performance of motor skills and how control of skilled movements is gained, maintained, and adapted. The student will gain experience in neuromuscular integration, psychomotor learning, and error detection and correction through laboratory experiences.</td>
</tr>
<tr>
<td>EXE 385</td>
<td>Sport and Exercise Psychology</td>
<td>3</td>
<td>Fall</td>
<td>Prereq: PSY 117 &amp; admittance to the Exercise Science program</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td>This interactive course will focus on the cognitive or mental preparation in sport and health behavior change. It will relate the application of conventional psychological areas and examine human behavior within the context of higher performance and health behavior theories. It will also apply psychological considerations pertaining to sport and exercise in the design of programs and in discussions with athletes and the physically active population.</td>
</tr>
<tr>
<td>EXE 387</td>
<td>Biomechanics</td>
<td>3</td>
<td>Spring</td>
<td>Prereq: BIO 215 or KIN 210/210L and KIN 220/220L, and EXE 372/372L Coreq: EXE 387L</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td>The course will provide the student with a mechanical examination of the motion of the human body. Application of anatomical, physiological, and mechanical data will be used to explain and predict movements of the body to improve technique or prevent injury. A laboratory experience is integrated into class sessions. Same as BIO 387.</td>
</tr>
</tbody>
</table>
EXE 387L Biomechanics Lab  
Spring  
Coreq: EXE 387  
0 credit hours  
Lab component to EXE 387 Biomechanics. Same as BIO 387L.

EXE 401 Research Methods in Exercise Science I  
Spring  
Prereq: EXE 375 & MAT 224  
2 credit hours  
This course will introduce students to the research process in the various areas of exercise science. Students will learn the various elements associated with the design and process of both qualitative and quantitative research, including the process of reviewing relevant literature, the development of a researchable question, and the design of a method to solve a research question. Students will also learn to become selective consumers of published research through the process of literature review and learn the ethical issues associated with research and progress to the human subject protection application with the college’s Institutional Review Board (IRB).

EXE 402 Research Methods in Exercise Science II  
Fall  
Prereq: EXE 401 & MAT 224  
1 credit hour  
This course will pair an exercise science faculty member with a student or a group of students who will be conducting research. With direction from the faculty member, students will select the appropriate body of methods to analyze a finalized research question. A significant part of the course will be spent on the student’s chosen methodology whether quantitative, qualitative or mixed-methods. Students will collect data, interpret and analyze findings and present research in an academic environment.

EXE 425 Exercise Prescription for Special Populations  
Fall  
3 credit hours  
This course provides practical information on assessment and exercise for persons with a wide range of special diseases and disabilities. Students will learn and apply knowledge on how to modify exercise for individuals and groups based on age, medical conditions, and special needs. Diseases and exercises will be explored through current medical research and evidence-based practices.

EXE 480 Fitness Internship  
Fall, winter, or spring  
Prereq: departmental consent  
4 credit hours  
Previous course content is integrate into a practical experience in a fitness setting equivalent to four weeks full-time employment. EXE 480 will fulfill four semester hours of winter term requirement. This course is for exercise science majors.

EXE 483 Fitness Practicum  
Fall and spring  
Prereq: departmental consent  
1-2 credit hours  
This supervised and pre-approved experience allows a student to pursue specific learning goals and/or be involved in a field experience during the regular academic semester. This course is for exercise science majors.

EXE 489 Professional Development Experience  
Fall and spring or winter with departmental consent  
Prereq: PDP 200, EXE 401 & senior year  
4-12 credit hours  
Exercise Science majors will complete a semester-long or summer internship experience. This internship will meet the professional development experience component required for the senior year experience. EXE 489 will fulfill four semester hours of the winter term requirement if taken during winter term. Students must meet with the Exercise Science internship coordinator to obtain an internship application and add/drop forms must be signed by a faculty member of record and must have approval of the faculty advisor.
**EXE 490 Independent Study**  
1-2 credit hours  
Fall and spring  
Prereq: Junior status and the consent of the department chair  
This course provides the student with an opportunity to further investigate an individualized, independent research topic in exercise science or a related healthcare field not thoroughly covered in core courses.

**EXE 498 Professional Development Portfolio**  
No credit  
Fall and Spring  
Prereq: Senior status  
The course is designed to help prepare students to become a professional within the health field. This is accomplished through a series of practical experiences, participation in professional organizations, volunteer and service activities, attending workshops, seminars, cooperative activities, community involvement, etc. that actively involve students throughout their senior year. Exercise science majors will finalize materials for their professional development portfolio. Artifacts from each of the Exercise Science core classes as well as the professional development experiences should be included in the portfolio.

**EXE 499 Senior Competency Practicum and Professional Development Course**  
No credit  
Fall and Spring  
The Senior Competency Practicum is designed to help the student grow professionally by applying the knowledge and skills acquired in the major. The student is required to successfully pass either the National Strength and Conditioning Association’s Certified Strength and Conditioning Coach® certification, the American College of Sports Medicine Certified Exercise Physiologist certification or a comprehensive practice test for the certifications. Successful completion of the senior competency practicum also meets the professional development course component for the senior year experience.

**Kinesiology Course Descriptions**

**KIN 121 Medical Terminology and Documentation for Allied Health Professions**  
1 credit hour  
Fall and Spring  
This course presents a basic study of medical terminology. Prefixes, suffixes, root words, combining forms, special endings, plural forms, abbreviations, and symbols are included in the content. This course is intended to assist those studying in medical and allied health-care fields by learning a system for defining, using, spelling, and pronouncing medical words. Basic principles of documentation and the various forms used by allied health-care professionals are also encompassed in this course.

**KIN 210 Applied Human Anatomy**  
4 credit hours  
Fall  
Coreq: KIN 210L  
This course is designed to provide students with a systematic and fundamental approach to the study of the human body with an emphasis on application to human movement. A primary goal will be the development of a comprehensive clinical vocabulary. Students will progress from a review of the history of anatomy; to the study of anatomy at the microscopic level of cells, organelles and tissues; and finally to the organ systems level. Special emphasis will be given to those systems with direct and major roles in exercise performance, namely the muscular, skeletal, nervous, endocrine, cardiovascular, and respiratory systems. The structure and related function of each of these body systems will be examined in detail, emphasizing the key components related to exercise and training. The major anatomical structures of the other body systems (e.g., digestive/gastrointestinal, reproductive, etc.) will also be covered. Designed for students interested in allied healthcare fields. Non-majors are welcome after initial registration.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Term(s)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 210L</td>
<td>Applied Human Anatomy Lab</td>
<td>No credit</td>
<td>Fall</td>
<td>Lab component of KIN 210 Applied Human Anatomy.</td>
</tr>
<tr>
<td>KIN 220</td>
<td>Applied Human Physiology</td>
<td>4 credit hours</td>
<td>Spring</td>
<td>Laboratory Science exploratory Prereq: KIN 210 with a C or higher Coreq: KIN 220L This course is designed to introduce students to the function and regulations of the body at the cellular, tissue, organ and systems level with emphasis on homeostasis maintenance. Study of the musculoskeletal, circulatory, respiratory, digestive, urinary, immune, reproductive, and endocrine organ systems will also be included. Designed for students interested in allied healthcare fields. Non-majors are welcome after initial registration.</td>
</tr>
<tr>
<td>KIN 220L</td>
<td>Applied Human Physiology</td>
<td>No credit</td>
<td>Spring</td>
<td>Prereq: KIN 210L Coreq: KIN 220 Lab component of KIN 220 Applied Human Physiology.</td>
</tr>
<tr>
<td>KIN 480</td>
<td>Fitness Internship</td>
<td>4 credit hours</td>
<td>Fall, winter, or spring</td>
<td>Prereq: departmental consent Previous course content is integrated into a practical experience in a fitness setting equivalent to four weeks full-time employment. KIN 480 will fulfill four semester hours of winter term requirement. This course is for non-exercise science majors.</td>
</tr>
<tr>
<td>KIN 483</td>
<td>Fitness Practicum</td>
<td>1-2 credit hours</td>
<td>Fall and spring</td>
<td>Prereq: departmental consent This supervised and pre-approved experience allows a student to pursue specific learning goals and/or be involved in a field experience during the regular academic semester. This course is for non-exercise science majors.</td>
</tr>
</tbody>
</table>
French

**Department:** Modern Languages  
**Department Chair:** D. Alsop  
**Department Members:** D. Alsop, J. Brown, S. Colburn-Alsop, K. Johnston, A. Formoso-Mayán, K. Wasielewski

**Major:** French  
**Minor:** French

The challenges of today’s world require men and women educated within a multilingual and multicultural perspective. The department of modern languages is dedicated to meeting those challenges by offering programs that open career opportunities in journalism, international business, law, Foreign Service, social and medical services, tourism, and teaching.

The department offers majors and minors in French and Spanish. The possibility of pursuing an individualized minor in language studies or other related areas can be investigated through the individualized minor program.

One semester of a modern foreign language at the 210 course level or higher will satisfy the international exploratory requirement.

**Advanced Placement**

Students who upon matriculation do not demonstrate proficiency equivalent to satisfactory completion of a Franklin College foreign language course numbered 111 or higher or the equivalent at another institution must complete such a course prior to graduation. If a student takes the French or Spanish placement test and places above the first-semester level, the student is eligible to receive credits for the courses below the level into which they placed, provided they successfully complete with a grade of C- or above, at Franklin College, the course into which they placed. Students may earn up to 12 hours for French or Spanish placement. **Example:** Students who place into the 300 level of French will receive 12 credit hours for FRE 111, 210 and 211 upon the successful completion of a 300-level course by earning a grade of C- or better. Students who place into the 200 level of French will receive eight credit hours for FRE 110 and 111 upon the successful completion of a 200-level course by earning a grade of C- or better. Credits for FRE 210 and 211 count toward the French major and minor and toward the 120 credit hours required for graduation. Credits for FRE 110 and FRE 111 only apply toward the 120 credit hours needed for graduation.

**Note:** *Students must receive a grade of C- or better in a class in order to continue to the next level.*
**French Major**

The minimum requirement for a modern language major is 28 semester hours, numbered above 111 and excluding 459. Students must take at least one literature course and must receive a grade of C- or better in all 28 semester hours. The courses chosen by the student for the related field requirement must have department approval.

A maximum of 8 hours of transfer credit, AP credit, and/or advance-placement credit can be applied to the 28 hours of coursework at the 200-level or above required for the French major. In order to complete the French major, students must therefore complete at least 20 credit hours of French coursework at the 200-level or above at Franklin College, including a literature or culture class.

For French majors who spend a semester abroad in a French-speaking country, an additional 8 hours of study abroad credit can be applied to the 28 hours of coursework at the 200-level or above, pending departmental approval prior to the term abroad.

**Minimum of 28 credit hours from the following courses**

Must include at least one literature course
- FRE 210 Intermediate French I
- FRE 211 Intermediate French II
- FRE 300 Topics in French
- FRE 314 Career French
- FRE 315 Advanced Writing and Grammar
- FRE 331 French Civilization
- FRE 332 Masterpieces of French Literature
- FRE 334 Francophone Culture
- FRE 337 The Nineteenth-Century Novel
- FRE/CAN 340 Francophone Canadian Literature

**All of the following courses**
- FRE 498 Portfolio
- FRE 499 Senior Essay
- PDP 200 Preparing for Your Internship
- SNR/SNT 489 (FRE) Senior Year Internship/Project

**Related Field**

12 credit hours – courses chosen must have department approval and be submitted to the Academic Records Office. All related field courses must be completed with a grade of C- or better.
French Minor

A maximum of 8 hours of transfer credit, AP credit, advance-placement credit, and/or study-abroad credit can be applied to the 20 hours of coursework at the 200-level or above required for the French minor. In order to complete the French minor, students must therefore complete at least 12 credit hours of French coursework at the 200-level or above at Franklin College, including a literature or culture class.

Required Courses

- FRE 210 Intermediate French I
- FRE 211 Intermediate French II
- FRE 314 Career French
- FRE 315 Advanced Writing and Grammar

One of the following courses

- FRE 300 Topics in French
- FRE 331 French Civilization
- FRE 332 Masterpieces of French Literature
- FRE 334 Francophone Culture
- FRE 337 The Nineteenth-Century Novel
- FRE/CAN 340 Francophone Canadian Literature
### French Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
<th>Term</th>
<th>Prerequisites</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRE 110</td>
<td>Elementary French I</td>
<td>4</td>
<td>Fall</td>
<td></td>
<td>Designed to introduce students to basic French grammar and conversation so that they may develop skills in listening, speaking, reading, and writing French. Emphasis on Francophone culture.</td>
</tr>
<tr>
<td>FRE 111</td>
<td>Elementary French II</td>
<td>4</td>
<td>Spring</td>
<td>grade of C- or better in FRE 110 or equivalent</td>
<td>Continuation of French I.</td>
</tr>
<tr>
<td>FRE 210</td>
<td>Intermediate French I</td>
<td>4</td>
<td>Fall</td>
<td>International exploratory Prreq: grade of C- or better in FRE 111 or equivalent</td>
<td>A continuation of FRE 110 and 111. Reading and discussion of short works and articles for comprehension of ideas and study of intermediate grammar.</td>
</tr>
<tr>
<td>FRE 211</td>
<td>Intermediate French II</td>
<td>4</td>
<td>Spring</td>
<td>International exploratory Prreq: grade of C- or better in FRE 210 or equivalent</td>
<td>Discussion of readings in French literature, and civilization and continued study of grammar. Strongly recommended by the department as part of a related field for students whose major is the humanities and who plan to pursue graduate study.</td>
</tr>
<tr>
<td>FRE 300</td>
<td>Topics in French</td>
<td>4</td>
<td>International exploratory</td>
<td>Prreq: grade of C- or better in FRE 211 or equivalent</td>
<td>A topic of current interest in French will be taught. Topics will vary depending on faculty interest. Course will be offered upon the request of a faculty member and with approval of the vice president for academic affairs.</td>
</tr>
<tr>
<td>FRE 314</td>
<td>Career French</td>
<td>4</td>
<td>Spring</td>
<td>International exploratory Prreq: grade of C- or better in FRE 211 or equivalent</td>
<td>A basic introduction to French as used in such career fields as journalism, business, medicine, law, and social work. Emphasis is on conversation and the development of oral and written skills through the study of advanced grammar.</td>
</tr>
<tr>
<td>FRE 315</td>
<td>Advanced Writing and Grammar</td>
<td>4</td>
<td>Fall</td>
<td>International exploratory Prreq: grade of C- or better in FRE 211 or equivalent</td>
<td>Discussion of journalistic and cultural readings as models for students' writing will be combined with continued study of advanced grammar. Emphasis will be on writing skills.</td>
</tr>
<tr>
<td>FRE 331</td>
<td>French Civilization</td>
<td>4</td>
<td>Fall, even academic years</td>
<td>International exploratory</td>
<td>Prreq: Successful completion of FRE 314 and FRE 315, or consent of instructor</td>
</tr>
</tbody>
</table>
### FRE 332 Masterpieces of French Literature

| Spring, even academic years | International exploratory | Prereq: Successful completion of FRE 314 and FRE 315, or consent of instructor |

Readings, lectures, and discussions in French of representative masterpieces of French literature from its origins to the present day.

### FRE 334 Francophone Culture

| Fall, odd academic years | International exploratory | Prereq: Successful completion of FRE 314 & FRE 315, or consent of instructor |

This course is designed to broaden student’s cultural knowledge of the francophone world. Students will study the history of different French-speaking areas, in particular Africa, the Antilles, and North America. The study of literary and cultural texts along with art and music will allow students to further develop their understanding of the cultures studied. This course provides students with a broader cultural dimension to raise their consciousness of intercultural perspectives. This course can satisfy the literature requirement for French majors and minors.

### FRE 337 The Nineteenth-Century Novel

| Offered on sufficient demand | International exploratory | Prereq: Successful completion of FRE 314 & FRE 315, or consent of instructor |

In-depth study of the French novel in this productive century. Reading and discussion of representative works from Romanticism through Naturalism.

### FRE 340 Francophone Canadian Literature

| Spring, odd academic years | International exploratory | Prereq: a grade of C- or better in CAN 130 & successful completion of FRE 314 & FRE 315, or consent of instructor |

A literary analysis of representative works by Quebec and other Francophone authors from the colonial period to the present. Taught in French. Same as CAN 340.

### FRE 482 French Practicum

| 1-2 credit hours |

A supervised, pre-approved experience which allows a student to pursue specific learning goals and/or be involved in a field experience during the regular academic semester.

### FRE 490 Independent Study

| 1-2 credit hours | Prereq: Departmental consent is required |

This course is designed to encourage student initiative and to provide a degree of flexibility in the departmental program. Normally the subject is not sufficiently or appropriately covered in departmental course offerings. The course will include directed reading and discussion of French culture, language, and literature. A final exam or paper is required.

### FRE 498 Portfolio

| No credit |

Students will save all components leading to their senior essay required in FRE 499; research, drafts, final copy. Contents may also include assignments and projects of the student’s choosing from other coursework. The portfolio is completed with assignments related to leadership and professional development from the PDP 200 course.
FRE 499 Senior Essay  
No credit

Students will be required to research, write, and revise an essay on a topic relating to their course work at Franklin College. The topic must be approved by the modern languages department. Students will be required to present their essay at a session open to the college community. Students must receive a grade of C- or better in order to pass.

LAN 120 Language Study  
1-4 credit hours

Upon occasion, when qualified instructors are available and student demand is sufficient, courses in languages other than French or Spanish may be offered as approved by the vice president for academic affairs. These courses will apply as elective credit toward graduation requirements. Courses offered at the intermediate level or above will meet the international exploratory requirement.

LAN 300 Topics in Language  
3 credit hours

International exploratory (pending topic approval)

A topic of current interest in language, other than French or Spanish, will be taught. Topics will vary depending on faculty interest. Course will be offered upon the request of a faculty member and with approval of the vice president for academic affairs. Depending on the topic and/or level of the course, LAN course may satisfy the international exploratory requirement.

SNR/SNT 489 (FRE) Senior Year Internship/Project  
1 credit hour

Prereq: instructor permission

A one-credit-hour practicum that is set up with help from the Modern Languages Department. Possibilities include, but are not limited to: working in French for a local business and helping with language programs at area schools. Students may not apply this one credit towards the 28-hours required for a major in French.
History

Department: History
Department Chair: R. Guentzel
Department Members: M. Clark-Wiltz, R. Gawthrop, R. Guentzel, L. Hurtado

Major: History
Minor: History

The department of history provides the means in the liberal arts curriculum by which undergraduate students learn to appreciate the present and prepare for the future by studying the past.

To fulfill this mission, the department provides its students with the main outlines of European, North American, and non-Western history; cultivates in them the skills required to analyze and interpret historical phenomena; shows them how to evaluate the writings of other historians; and instructs them in the techniques of historical research and writing. As a result of this training, students majoring in history will be able to conduct historical research, write about historical topics analytically, and apply an informed historical perspective to the world in which they live. They will specifically be prepared for graduate school, employment in historical organizations, a career in teaching, or entry into professions which utilize a historical point of view combined with research and writing skills.

All history majors and minors must earn at least a C- in each of the required history courses and must earn an overall C average in all history courses. A senior competency practicum (HIS 499) is required of all history majors and includes a written and an oral examination conducted by three history professors, unless the student requests one from a related field. A grade, representing an average of the two examinations, is entered on the student’s permanent record. The senior competency practicum (HIS 499) must be passed with a grade of C in order to satisfy graduation requirements.
History Major

Core Requirements
- LA 102 The Past and Present: The World Since 1750
- HIS 120 United States History to 1877
- HIS 121 United States History since 1877
- HIS 370 Historiography
- HIS 499 Senior Competency Practicum

Professional Development Requirements
- HIS 200 Public History
- HIS 400 Senior Seminar (includes senior portfolio)

One course from each category, plus one additional course from any of these categories
(HIS 300 topics courses may substitute for any course in the appropriate category)

Category A
- HIS 231 African American History
- HIS 250 Indiana History
- HIS 325 History of American Thought
- HIS/WST 332 History of Women in the United States
- HIS 335 United States History Since 1945

Category B
- HIS 210 Introduction to Latin American History and Culture
- HIS 214 The South Atlantic World, 1400-1824
- HIS 230 History of Canada
- HIS 310 Modern Latin America

Category C
- HIS 348 Germany and Europe: 1848-1945
- HIS 350 Europe Since 1945
- HIS 356 Russian History

Category D
- HIS 205 World History to 1750
- HIS 340 Global Military History
- HIS 361 East Asian History
- HIS 365 History of the Middle East

Related Field Requirement
Twelve semester hours from related fields are to be selected in consultation with the student’s departmental advisor. (Note: the agreed list of courses must be submitted to the Academic Records Office, in writing, by the academic advisor). All related field requirements must be completed with a grade of C- or better.
History Minor

Required courses

LA 102 The Past and Present: The World Since 1750
HIS 120 United States History to 1877
HIS 121 United States History since 1877

Three courses, each from different categories

Category A

HIS 231 African American History
HIS 250 Indiana History
HIS 325 History of American Thought
HIS/WST 332 History of Women in the United States
HIS 335 United States History Since 1945

Category B

HIS 210 Introduction to Latin American History and Culture
HIS 214 The South Atlantic World, 1400-1824
HIS 230 History of Canada
HIS 310 Modern Latin America

Category C

HIS 348 Germany & Europe: 1848-1945
HIS 350 Europe Since 1945
HIS 356 Russian History

Category D

HIS 205 World History to 1750
HIS 340 Global Military History
HIS 361 East Asian History
HIS 365 History of the Middle East
### History Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 120</td>
<td>United States History to 1877</td>
<td>3</td>
<td>Fall</td>
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<tr>
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<tr>
<td>Survey of the history of the United States from the 15th century to the end of the Reconstruction following the Civil War.</td>
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<tr>
<td>HIS 121</td>
<td>United States History since 1877</td>
<td>3</td>
<td>Spring</td>
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<tr>
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<tr>
<td>A survey of the history of the United States from the end of the Reconstruction until the contemporary period.</td>
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<tr>
<td>HIS 200</td>
<td>Public History</td>
<td>4</td>
<td>Spring</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Prereq: HIS 120, HIS 121 or consent of the instructor</td>
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<tr>
<td>This course will introduce students to the concept and practice of public history. Students will examine how institutions and communities construct history for public consumption and consider the variety of purposes, problems, methods, and forms that coincide with public history. Some areas of focus might include community/local history, historic preservation, archives, museum studies, oral history, and digital narratives. This course will assist students with their professional development, allowing them to explore career options in the field, introducing them to the conventions of the profession, and providing them with tools to plan an academic path that will support their post-graduation goals.</td>
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</tr>
<tr>
<td>HIS 205</td>
<td>World History to 1750</td>
<td>4</td>
<td>Fall, even academic years</td>
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<tr>
<td>A systematic introduction to events, ideas, and institutions that shaped world history from the beginnings to 1750. Particular emphasis will be placed on political, economic, social, and cultural developments.</td>
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<tr>
<td>HIS 210</td>
<td>Introduction to Latin American History and Culture</td>
<td>4</td>
<td>Spring, odd academic years</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>International exploratory</td>
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<tr>
<td>An introductory class to the history, arts, economy, and politics of Latin American countries through the lens of popular culture. Some of the topics that students discuss in this class are the pre-Columbian and Colonial foundations of Latin American societies in Mesoamerican, the Andes, the Southern Cone and the Caribbean; the process of state formation on the region in the 19th century, the wave of Military Regimes in South America, and the rise of neo-populisms in the 21st century. In this class, students use a wide variety of primary and secondary sources, they will also watch movies and listen to songs.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>HIS 214</td>
<td>The South Atlantic World, 1400-1824</td>
<td>4</td>
<td>Spring, even academic years</td>
</tr>
<tr>
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<tr>
<td>This course is a survey of the evolution of societies in the Southern Atlantic World from 1400-1824 focusing on Africa, Spain, Portugal, Spanish America, Brazil, and the Caribbean. Topics include political and commercial systems, the slave trade, evangelization and the hybridization of religions, gender ideology, and social history.</td>
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<tr>
<td>HIS 230</td>
<td>History of Canada</td>
<td>4</td>
<td>Fall, even academic years</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>International exploratory</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Prereq: HIS 120, CAN 130 or consent of instructor</td>
</tr>
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<tr>
<td>This course traces Canada’s historical evolution from colonial times to the present. It introduces students to the political, economic, social, and cultural history of Canada. Same as CAN 230.</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Schedule/Prerequisites</td>
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<tr>
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<td>--------------------------------------------------</td>
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<td>---------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>HIS 231</td>
<td>African American History</td>
<td>4</td>
<td>Fall, even academic years, Diversity exploratory</td>
</tr>
<tr>
<td></td>
<td>This course will examine the African-American experience from its beginnings to the present. We will study and analyze historical developments related to the process of race formation, the development of American slavery, the meanings of emancipation and freedom, resistance and civil rights movements, and cultural and community production. We will focus on the voices of African American historical actors and consider the diversity within those experiences and perspectives. This study will require placing the African-American experience in the larger context of U.S. history, understanding it as a central force that shaped and revealed other historical developments.</td>
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</tr>
<tr>
<td>HIS 250</td>
<td>Indiana History</td>
<td>3</td>
<td>Spring, odd academic years, Prereq: HIS 120, 121 or consent of instructor</td>
</tr>
<tr>
<td></td>
<td>A study of Indiana history from prehistoric to recent times, with emphasis on the growth of a distinctive Hoosier culture. Particular areas of concentration include Indian, French and English backgrounds, frontier history, the effects of the Civil War on Hoosier social and political life, the rise of industrial and urban Indiana, and political, economic, and social developments in recent times.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIS 300</td>
<td>Topics in History</td>
<td>3</td>
<td>A topic of current interest in history will be taught. Topics will vary depending on faculty interest. Course will be offered upon the request of a faculty member and with approval of the vice president for academic affairs.</td>
</tr>
<tr>
<td>HIS 310</td>
<td>Modern Latin America</td>
<td>4</td>
<td>Fall, odd academic years, International exploratory</td>
</tr>
<tr>
<td></td>
<td>This course is a survey of the history of Latin America since 1810. Major themes include the emergence of national identities, the legacies of colonialism, urbanization, industrialization, U.S. – Latin American relations, social movements, and revolutionary change.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIS 325</td>
<td>History of American Thought</td>
<td>4</td>
<td>Fall, even academic years, Prereq: HIS 120, HIS 121 or consent of instructor</td>
</tr>
<tr>
<td></td>
<td>An examination of themes in American intellectual history, including systems of ideas such as Puritanism, Enlightenment thought, Transcendentalism, Social Darwinism, and Pragmatism; particular concepts such as vision of the New World, the myth of the West, and liberal versus conservative interpretations of the American experience; the lives and works of outstanding American intellectuals.</td>
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<tr>
<td>HIS 332</td>
<td>History of Women in the United States</td>
<td>4</td>
<td>Fall, odd academic years, Social Science exploratory, Prereq: HIS 120, HIS 121 or consent of instructor</td>
</tr>
<tr>
<td></td>
<td>This course will survey the history of women in the United States from the colonial era through the civil rights movement of the 1950s –’60s. The course will focus especially on the role of women in various social movements including: the movement to abolish slavery, the fight for women’s suffrage, reformist movements of the early twentieth century and the modern feminist movement. Students will have the opportunity to pursue a research paper on the social issues addressed in the life/work of an activist of their choosing. Same a WST 332.</td>
<td></td>
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</tr>
<tr>
<td>HIS 335</td>
<td>United States History Since 1945</td>
<td>3</td>
<td>Fall, odd academic years, Prereq: HIS 121 or consent of the instructor</td>
</tr>
<tr>
<td></td>
<td>This course examines major political, economic, cultural, and social developments in the U. S. from 1945 to the present.</td>
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</tbody>
</table>
HIS 340 Global Military History  
Fall, even academic years  
4 credit hours
What is war? How have war and conflict shaped the economy and politics of societies from the past and present? What is the relationship between tactics and strategy? Is there a unique Western way of fighting wars? This class discusses the relationship between the military and society across time and in different geographical scenarios, from the Ancient Greeks to the Aztecs and from the Zulu in South Africa to the Pashtun in present-day Afghanistan. The class pays special attention to the role that military innovations such as chariots, the phalanx, gunpowder, steamboats, atomic energy and terrorism, have had in shaping war and conflict, and the spread of military ideas in shaping military interactions across the globe. In this class we will use primary and secondary sources, and we will also watch war movies from different countries.

HIS 348 Germany and Europe: 1848-1945  
Spring, even academic years  
4 credit hours
Prereq: LA 102 or consent of instructor
A probe into the German bid to dominate Europe by force, beginning with the process of creating the modern German state in the mid-to-late 19th century and focusing on the two world wars, the Nazi dictatorship, and the Holocaust.

HIS 350 Europe Since 1945  
Spring, odd academic years  
3 credit hours
Prereq: LA 102 or consent of instructor
Explores the importance of the economic integration of western Europe following World War II, the creation of welfare states, the cold-war division of Europe into NATO and the Warsaw Pact countries, the collapse of the eastern block, and the integration of the eastern European countries into the modern European community.

HIS 356 Russian History  
Fall, even academic years  
4 credit hours
Prereq: LA 102 or consent of instructor
Survey of Russian history with equal emphasis on the imperial and Soviet periods. Russia’s cultural and political relationships with the West, on the one hand, and with its Asian imperial possessions, on the other hand, are prominent themes of the course.

HIS 361 East Asian History  
Fall, odd academic years  
4 credit hours
Prereq: LA 102 or consent of instructor
The history of China, Japan, and Korea, with most emphasis on the 20th.-century conflict between China and Japan, World War II in the Pacific, and the Communist regime in China.

HIS 365 History of the Middle East  
Spring, odd academic years  
4 credit hours
Prereq: LA 102 or consent of instructor
The history of the Middle East from the time of Muhammad to the present. Extensive treatment is given to the 19th.- and 20th.-century roots of the present-day crises in the region.

HIS 370 Historiography  
Fall  
4 credit hours
Prereq: LA 102, HIS 120, 121, junior standing
An introduction to the discipline of history through a study of its practitioners in Europe and North America. This course will explore the variety of approaches to the past, the conceptual and analytical tools of historians over time, and the search for patterns and laws of history. The course also includes research and writing methods for historians: choice of project; creation of a thesis question and bibliography; use of primary, secondary, and internet sources; and style and production skills.
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td><strong>HIS 400 Senior Seminar</strong></td>
<td>4 credit</td>
<td>Fall Prereq: Senior standing or consent of instructor</td>
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<tr>
<td></td>
<td>hours</td>
<td>This senior year experience allows majors to research, write, and present a</td>
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<td>substantial original research paper. The project requires students to develop</td>
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<td>a research question, engage with relevant secondary literature and</td>
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<td>historiographical debates, and construct an argument based on their critical</td>
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<td>evaluation of primary sources. Students will also present their findings in a</td>
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<td>public forum in the style of a professional conference. This course fulfills</td>
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<td>the SNR portion of the professional development requirements.</td>
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<tr>
<td><strong>HIS 490 Independent Study</strong></td>
<td>1-2 credit</td>
<td>Prereq: consent of instructor</td>
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<td></td>
<td>hours</td>
<td>Designed to encourage student initiative and to provide a degree of flexibility</td>
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<td>in the departmental program, this course may consist of special reading or</td>
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<td>research in a field of the student's interest not sufficiently covered or</td>
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<td>appropriately covered in regular departmental courses.</td>
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<tr>
<td><strong>HIS 498 Senior Portfolio</strong></td>
<td>No credit</td>
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<tr>
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<td></td>
<td>Student will create and maintain their own portfolios to be kept in the</td>
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<td>department with important written work, resumes, publicity, and any other</td>
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<td>information necessary and helpful to those from whom they ask references. The</td>
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<td>content and current nature of this portfolio will be the responsibility of the</td>
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<td>student.</td>
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<tr>
<td><strong>HIS 499 Senior Competency Practicum</strong></td>
<td>No credit</td>
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<td></td>
<td>History majors are to take both written and oral exams. A panel of three</td>
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<td>professors will pose written questions for the student and will officiate at</td>
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<tr>
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<td></td>
<td>the oral exam. The combined grades for the three faculty for the written exam</td>
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<tr>
<td></td>
<td></td>
<td>and the oral exam must average a C or better.</td>
</tr>
</tbody>
</table>
Individualized Major

An Individualized Major offers highly motivated and self-directed students an opportunity to develop a program of study tailored to meet their special talents, academic interests, and career goals. An individualized major is designed for a student who is able to document the absence of an existing major that satisfactorily meets his/her specific educational and professional objectives. A student may design an individualized major for a first or second major. However, those seeking a second major via this process may not duplicate any courses with his/her first major.

Individualized Majors are designed by students in conjunction with their academic advisor, at least one other faculty sponsor, and a faculty member designated by the Faculty Curriculum Committee. The first two members of this Individualized Major (I.M.) Committee should reflect the student’s educational objectives and career interests. An academic department must also sponsor the proposal (see Parameter #4 below).

Students applying for an individualized major must meet the following requirements:
- Completed at least one full semester of college work at Franklin College.
- Minimum GPA of 2.75 prior to submitting an application.
- Class level less than junior status (< 58 credit hours). Students with junior status (58-90 hours completed) may petition the Academic Rules Committee for an exception to the academic policy. Seniors are ineligible to apply for an individualized major. Academic Rules Committee petitions are located in the Academic Records Office.

Parameters for the Individualized Major
1. As individualized majors are student specific, each student’s I.M. proposal must undergo all stages of the approval process.
2. The major must consist of at least 30 credits hours of core requirements with an additional 12 credit hours in a related field.
3. No more than 18 of the 30 credit hours in the major core requirements may come from an existing major at Franklin College.
4. At least 20 of the 30 core credit hours must be from courses numbered 200 or higher.
5. At least 12 of the 30 core credit hours must come from the sponsoring department.
6. No courses with an LA prefix may count toward the major.
7. No more than 6 credit hours of individualized studies may be used to complete the major.
8. The major must include a senior-level capstone experience and a senior competency practicum (499). The capstone may be an existing course or an independent study course supervised by one of the faculty sponsors.
9. Students must meet all liberal arts requirements and all other requirements for graduation.
10. All courses in the major must be completed with a grade of C- or better. Student must maintain a cumulative and major GPA of 2.00 in order to graduate with the proposed individualized major.
11. Academic courses taken for the major may not be taken on a pass/fail basis.
12. A course may not count for both the individualized major and another major.
13. This major may include regular catalog courses, winter-term courses and experiences, off-campus courses (if approved), travel experiences, individualized studies, special topics courses, practica, and internships.
14. An individualized major must be completed within six semesters of its declaration. A student seeking an extension must gain approval from his/her I.M. Committee. Documentation regarding an extension must be submitted to the Academic Records Office for degree-granting purposes.
15. Any interruption, which extends beyond one semester, in a student’s academic progress toward an individualized major requires a resubmission of the I.M. proposal.

Development of the Proposal
1. In conjunction with the student’s I.M. Committee, verify that the proposed individualized major satisfies the above parameters.
2. Prepare a defense of the individualized major on the I.M. application, which is available in the Academic Records Office. This defense should include a rationale for the courses chosen to constitute the major and related field and an explanation of how the major will enhance the student’s educational and professional objectives. The student must explain why an existing major at Franklin will not meet these objectives. Furthermore, the student should demonstrate connections between academic interests and vocational or graduate school interests.
3. Carefully complete the individualized major application. (available in the Academic Records Office)
4. All changes to the Individualized Major must be approved by the student’s I.M. Committee. Any and all changes must be filed in the Academic Records Office for degree-granting purposes.

Approval Process
1. I.M. Committee – signatures on formal application
   o Includes academic advisor, one additional faculty member, and a member of Faculty Curriculum Committee
2. Chair of sponsoring department – signature on formal application
3. Faculty supervising individualized studies, practica, experiential learning activities, etc. – signature if necessary
4. Academic Rules Committee Chair/Registrar – signature and file
**Leadership Program**

**Director:** D. Rebhorn

**Minors:** Leadership, Nonprofit Leadership

In our government, in our workplaces, in our places of worship, schools, and homes, people need to be better prepared to come together to solve problems, to lead, and to contribute to the group. The Franklin College Leadership Program prepares students to lead and contribute to society by providing a structured learning experience and opportunities for reflecting on and practicing leadership.

Franklin College prepares all its students to become leaders.

The Franklin College community believes that leaders must
- be self-aware,
- develop and practice ethical standards,
- work well with diverse people, and
- be willing and able to take action.

The Franklin College faculty and staff have adopted a comprehensive list of professional and leadership qualities, skills, and competencies that are incorporated in the Liberal Arts student learning plan, departmental student learning plans, and co-curricular activities. They are as follows:

### Personal Qualities

<table>
<thead>
<tr>
<th>Personal Qualities</th>
<th>Willingness to learn and change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrity</td>
<td>Willingness to learn and change</td>
</tr>
<tr>
<td>A personal, ethical framework</td>
<td>Physical well being</td>
</tr>
<tr>
<td>Responsibility and accountability</td>
<td>Commitment</td>
</tr>
<tr>
<td>Personal vision and goal setting</td>
<td>Self awareness</td>
</tr>
</tbody>
</table>

### Interpersonal Competencies

<table>
<thead>
<tr>
<th>Interpersonal Competencies</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Appreciate diversity</td>
<td>Give, receive, and learn from feedback</td>
</tr>
<tr>
<td>Work with and in a group</td>
<td>Share leadership</td>
</tr>
<tr>
<td>Manage conflict</td>
<td>Initiate and manage change</td>
</tr>
<tr>
<td>Create a shared vision and find common ground</td>
<td></td>
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</tbody>
</table>

### Communication Skills

<table>
<thead>
<tr>
<th>Communication Skills</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Present ideas effectively</td>
<td></td>
</tr>
<tr>
<td>Write well</td>
<td></td>
</tr>
<tr>
<td>Listen well</td>
<td></td>
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<tr>
<td>Read with high comprehension</td>
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<tr>
<td>Attend to non-verbal communication</td>
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<tr>
<td>Participate in and conduct civil discourse</td>
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<tr>
<td>Balance advocacy and inquiry</td>
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<tr>
<td>Speak confidently in public</td>
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</table>

### Cognitive Abilities

<table>
<thead>
<tr>
<th>Cognitive Abilities</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Think systemically</td>
<td>Transfer knowledge and create analogies</td>
</tr>
<tr>
<td>Practice integrative thinking</td>
<td>Solve theoretical and applied problems</td>
</tr>
<tr>
<td>Think critically</td>
<td>Manage complexity and ambiguity</td>
</tr>
<tr>
<td>Make decisions</td>
<td>Assess and manage risk</td>
</tr>
<tr>
<td>Think creatively</td>
<td>Exercise an awareness of international perspectives</td>
</tr>
</tbody>
</table>
Technological Skills
Utilize technology to solve problems
Evaluate and use technology appropriately and effectively
Evaluate and use technological resources and documentation
Access, evaluate, and synthesize informational resources

Integration of Leadership throughout the Curriculum

Liberal Arts Curriculum:
The Liberal Arts core curriculum begins in the freshman year with LA 100: Liberal Arts Seminar. This course connects the first semester experience to the mission of Franklin College: “… to prepare graduates, through the liberal arts, to think independently, to lead responsibly, and to serve with integrity.” Students will develop greater understanding of self, which may include discussion and study of leadership styles. The course also provides an academic and co-curricular transition from high school to college.

Other liberal arts courses recommended for the freshman year, LA 101, LA 102, and LA 103, focus on developing a personal ethical framework, developing interpersonal skills, thinking logically and critically, and becoming proficient in communication skills. The core curriculum’s developmental and experiential approach includes an emphasis on leadership and service, particularly in LA 112: Contemporary Issues and LA 315: Liberal Arts Capstone.

<table>
<thead>
<tr>
<th>Franklin College Definition of Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aspect</td>
</tr>
<tr>
<td>Is self-aware</td>
</tr>
<tr>
<td>Develops and practices ethical standards</td>
</tr>
<tr>
<td>Works well with diverse people</td>
</tr>
<tr>
<td>Is willing and able to take action</td>
</tr>
</tbody>
</table>

Leadership in Major Fields of Study:
Almost all of the academic departments have incorporated leadership and professional skills in teaching and assessment. Many professors at the college have attended workshops and received training in modern leadership theories and have incorporated this into their courses.

Franklin College Leadership Offerings

FOCUS - Franklin Offering the Community Unselfish Service
During freshman orientation, all students are required to participate in a community service day to emphasize the college’s belief that leadership begins with engagement and service to the community. Students work with their new classmates, professors, college staff members, and community volunteers. At the close of the day, they discuss the leadership that emerged in their groups.

Liberal Arts Seminar
All new students are required to complete this one credit course, which introduces leadership concepts and skills as well as the unique traditions, mission, and values of Franklin College. Students are encouraged to become leaders in the college community, to find opportunities for service both on and off campus, and to strive for excellence throughout their college career.
Leadership Internships
Upper-division students may participate in a winter term internship with a leader in the student’s chosen career field. Participation is restricted to students who have taken at least one leadership class and demonstrated interest and maturity.
Leadership Minor
(a minimum of 18 hours as follows, all earned with a grade of C- or better)

Core courses
- LEA 100 Introduction to Personal Leadership Skills
- LEA 220 Leadership: Foundations, Theory, and Practice

One of the following courses
- LEA 320 Leadership, Creativity, and Innovation
- LEA 330 Leadership in a Multicultural Context

One of the following immersive courses
- LEA 315 Nonprofit Leadership Capstone
- LEA 320 Leadership, Creativity, and Innovation (in addition to LEA 330 above)
- LEA 330 Leadership in a Multicultural Context (in addition to LEA 320 above)
- MAT 345 Statistical Consulting Project
- POL 234 American Political Participation
- POL 275 Law and Politics in American Society
- Mock Trial course
- Model United Nations course

To complete the 18 required hours, students can select from any courses listed above, as well as any of the following courses
- ART 140 Graphic Design I
- BUS 355 Entrepreneurship
- BUS 367 Principles of Management
- MMJ/PRL 180 Publication Design
- PHL 220 Principles of Ethics
- POL 360 Social and Political Thought
- PSY 320 Social Psychology or SOC 323 Organizations

Other classes or internships may be substituted on this list with the approval of the Director of Leadership.

Nonprofit Leadership Minor
All courses must be completed with a grade of “C-” or better.

Core Requirements
- BUS 100 Introduction to Business
- LEA 100 Introduction to Personal Leadership Skills
- NPL/SOC 222 Social Problems & Nonprofit Responses
- NPL/SOC 230 Introduction to Nonprofits
- NPL/LEA/SOC/LA 315 Nonprofit Leadership Capstone

One of the following courses
- BUS 367 Principles of Management
- LEA course number 200-level or higher
- SOC 323 Organizations
Leadership Course Descriptions

**COR 003 Student Leadership**

| 1 activity credit |

Students enrolling in this course must currently hold a leadership position in a campus organization. This class will provide information on effective leadership techniques and help students establish goals for the organization and develop a plan to achieve them.

**LEA 100 Introduction to Personal Leadership Skills**

| 3 credit hours |

| Fall & Spring, on demand |

Students will learn about their personal leadership style and improve their skills in conflict management, decision making, goal setting, collaboration, and managing change. Experiential activities will be used to illustrate theories of leadership. Students will also explore opportunities for leadership in the campus community.

**LEA 220 Leadership: Foundations, Theory, and Practice**

| 3 credit hours |

| Spring |

| Social Science exploratory |

In this course students will explore the research and ideas about leadership from historical and critical perspectives. Readings will include work from early history through the ages, including Machiavelli, J.M. Burns, Robert Greenleaf, Stewart Friedman and others. Students will connect their learning to field experiences and contact with leadership groups in Indiana.

**LEA 300 Leadership Topics**

| 1-3 credit hours |

A topic of current interest in leadership will be taught. Past topics have included Change, Collaboration, and Leadership in Films.

**LEA 315 Nonprofit Leadership Capstone**

| 4 credit hours |

| Spring, odd academic years |

| Fulfills LA 315 requirement |

| Prereq: NPL/SOC 230 and all other LA courses |

This course provides an integrative experience linking the student’s leadership skills and liberal arts preparation to the learning in her/his major field of study. Specifically, the capstone experience will involve direct student participation working with a non-profit organization and that organization’s board. Students in the course must develop a project(s) to be carried out with the non-profit. The project will culminate with a public event or presentation. The capstone project must be reviewed and approved by the course instructor and at least one representative of the Engaged Learning Team. Total course experience brings opportunity to think independently, lead responsibly, and serve with integrity. Same as SOC/NPL/LA 315.

**LEA 320 Leadership, Creativity, and Innovation**

| 3 credit hours |

| Fall, even academic years |

| Prereq: Each student will be expected to have a personal website and some experience with social media and online collaboration; these prerequisites can be fulfilled either through previous LEA classes or through online non-credit workshops |

Students will examine contemporary alternatives to traditional leader-follower models, and will gain hands-on experience with creative problem solving and designing innovation. Readings will be selected from theorists and practitioners including Margaret Wheatley, Linda Hill, Tom Kelley, Ed Catmull, and Marty Neumeier.
In this course students will examine how different cultures define leadership and respond to its core elements such as power, vision, conflict, and decision making.

A supervised, pre-approved experience that allows a student to pursue specific learning goals and/or be involved in a field experience during the regular academic semester.
Department: Mathematics and Computing
Department Chair: R. Beasley (Fall 2016-2017), J. Gash (Spring 2016-2017)
Department Members: R. Beasley, J. Boardman, D. Callon, P. Fonstad, J. Gash, S. Hoehn, K. Smith, A. Walls

Majors: Applied Mathematics, Pure Mathematics, Quantitative Analysis, Mathematics Education (see Education listing in this catalog)
Minors: Mathematics, Quantitative Methods

Courses and majors in mathematics and computing are designed to provide students with fundamental knowledge of and facility with concepts and processes in mathematics and computing and to help develop interpersonal and lifetime learning skills so that they can adapt to new challenges and situations in their personal and professional lives. The department seeks to promote active learning in the classroom through the implementation of cooperative learning, discovery learning, and the incorporation of technology in a variety of hands-on experiences.

All required courses for a major or minor in mathematics or computing, including all related field and prerequisite requirements, must be completed with a C- or better. Prerequisites for non-majors must also be completed with a C- or better. Education students should consult that department for minimum requirements.

Majors in Mathematics
Students who pursue a major in mathematics may select one or more of the following curricular programs: pure mathematics, mathematics education, applied mathematics, and quantitative analysis. For a description of mathematics education, see Department of Education listing in this catalog. A 3+2 engineering program is also available in computer engineering, electrical engineering, and mechanical engineering. See the engineering section of this catalog for further details.
Pure Mathematics Major
*Designed for students who are preparing for graduate school by providing a broad theoretical base*

**Core Requirements**
- MAT 135 Calculus
- MAT 140 Introduction to the Mathematical Sciences
- MAT 142 Calculus II
- MAT 181 Discrete Mathematics I
- MAT 182 Discrete Mathematics II
- MAT 233 Linear Algebra
- MAT 253 Calculus III
- MAT 343 Probability Theory
- MAT 471 Senior Seminar
- MAT 499 Senior Competency Practicum
- PDP 200 Preparing for Your Internship

**Pure Math Program Requirements**
- MAT 224 Basic Applied Statistics
- MAT 361 Modern Algebra
- MAT 363 Topics in Geometry
- MAT 367 Introduction to Real Analysis

**One of the following courses** — satisfies the senior year experiences requirement for graduation
- MAT 450 Guided Independent Research in Mathematics
- MAT 490 Independent Study

**Related Field Requirements**

**Computer modeling**
- CMP 130 Introduction to Computing
- CMP 141 Computing I
- CMP 150 Computer Tools for Problem Solving

**One of the following courses**
- CMP 142 Computing II
- CMP 360 Operations Research

**Three additional credit hours** approved by the departmental advisor. Courses taken to meet liberal arts exploratory requirements cannot be included.
**Applied Mathematics Major**

*Designed for students interested in relating theoretical concepts with their applications in other disciplines and in industry (e.g. engineering and operations research).*

**Core Requirements**
- MAT 135 Calculus
- MAT 140 Introduction to the Mathematical Sciences
- MAT 142 Calculus II
- MAT 181 Discrete Mathematics I
- MAT 182 Discrete Mathematics II
- MAT 233 Linear Algebra
- MAT 253 Calculus III
- MAT 343 Probability Theory
- MAT 471 Senior Seminar
- MAT 499 Senior Competency Practicum
- PDP 200 Preparing for Your Internship

**One of the following internships**
- INT 261 Computing/Math/Statistics Internship
- SNT 489 Senior Year Internship in Math

**Applied Math Program Requirements**
- MAT 224 Basic Applied Statistics
- MAT 256 Differential Equations
- MAT 345 Statistical Consulting Project
- PDP 330 Big Data and the Professional Workplace

**One of the following courses**
- MAT 300 Topics in Mathematics
- MAT 367 Introduction to Real Analysis

**Related Field Requirements**

**Computer modeling**
- CMP 130 Introduction to Computing
- CMP 141 Computing I
- CMP 150 Computer Tools for Problem Solving

**One of the following courses**
- CMP 142 Computing II
- CMP 360 Operations Research

**Nine additional credit hours** selected by the student and approved by a departmental advisor. Courses taken to meet liberal arts exploratory requirements cannot be included.
Quantitative Analysis Major

Designed for students interested in exploring the relationships between mathematics and either marketing, finance, or economics. The list below includes the related field requirements.

Core Requirements

- MAT 135 Calculus
- MAT 140 Introduction to the Mathematical Sciences
- MAT 142 Calculus II
- MAT 181 Discrete Mathematics I
- MAT 182 Discrete Mathematics II
- MAT 233 Linear Algebra
- MAT 253 Calculus III
- MAT 343 Probability Theory
- MAT 471 Senior Seminar
- MAT 499 Senior Competency Practicum
- PDP 200 Preparing for Your Internship
- PDP 330 Big Data and the Professional Workplace

One of the following internships

- INT 261 Computing/Math/Statistics Internship
- SNT 489 Senior Year Internship in Math

Quantitative Analysis Program – one of the following courses

- MAT 256 Differential Equations
- MAT 300 Topics in Mathematics
- MAT 345 Statistical Consulting Project
- MAT 367 Introduction to Real Analysis

One of the following courses

- BUS 265 Business Research Methods
- MAT 224 Basic Applied Statistics

Computer Modeling Requirements

- CMP 130 Introduction to Computing
- CMP 141 Computing I
- CMP 150 Computer Tools for Problem Solving
- CMP 360 Operations Research

Economics, Business, and Accounting Requirements

- ACC 221 Principles of Accounting I
- ECO 115 Principles of Economics

One of the following options

Economics Option

- ECO 221 Intermediate Microeconomic Theory
- ECO 223 Intermediate Macroeconomic Theory
- ECO 380 Elementary Econometrics
Two of the following courses
ECO 300 Topics in Economics
ECO 330 Money and Banking
ECO 350 International Economics & Finance
ECO 360 Economics of Labor and Labor Relations
ECO 370 Sports Economics

Finance Option
ACC 222 Principles of Accounting II
BUS 351 Business Finance
BUS 352 Investments

One of the following courses
ECO 221 Intermediate Microeconomic Theory
ECO 223 Intermediate Macroeconomic Theory

One of the following courses
BUS 353 Principles of Risk and Insurance
ECO 330 Money and Banking

Marketing Option
ACC 222 Principles of Accounting II
BUS 361 Principles of Marketing
BUS 364 Marketing Research

One of the following courses
ECO 221 Intermediate Microeconomic Theory
ECO 223 Intermediate Macroeconomic Theory

One of the following courses
BUS 362 Consumer Behavior
PSY 320 Social Psychology

**Cooperative Program in Engineering (Computer, Electrical, and Mechanical Engineering)**
Franklin College maintains a cooperative “3+2” program in engineering with the Purdue School of Engineering and Technology at IUPUI. Students in this program will earn a Bachelor of Arts degree in Applied Mathematics at Franklin College, and then a Bachelor of Science degree in Computer Engineering, Electrical Engineering, or Mechanical Engineering through the Purdue School of Engineering and Technology at IUPUI.

Students opting to pursue the degree programs in Computer, Electrical, or Mechanical Engineering will major in Applied Mathematics at Franklin College and follow the Applied Mathematics course of study given above. Some course substitutions and choices of electives are necessary to complete the engineering portion of the program; details of these and other aspects of the cooperative program can be found in the Engineering section of the catalog.
**Mathematics Minor**

A minor which provides a broad overview of some of the primary areas of study in mathematics.

**Core Requirements**
- MAT 135 Calculus
- MAT 140 Introduction to the Mathematical Sciences
- MAT 142 Calculus II
- MAT 181 Discrete Mathematics I

**Two of the following courses**
- MAT 182 Discrete Mathematics II
- MAT 224 Basic Applied Statistics
- MAT 233 Linear Algebra
- MAT 253 Calculus III
- MAT 256 Differential Equations
- MAT 300 Topics in Mathematics
- MAT 323 Mathematics for Elementary Teaching I
- MAT 324 Mathematics for Elementary Teaching II
- MAT 343 Probability Theory
- MAT 345 Statistical Consulting Project
- MAT 361 Modern Algebra
- MAT 363 Topics in Geometry
- MAT 367 Introduction to Real Analysis

**Quantitative Methods Minor**

A minor geared toward students majoring in the social sciences or humanities. Students majoring in mathematics or computer science may not elect this minor.

**One of the following courses**
- BUS 265 Business Research Methods
- MAT 224 Basic Applied Statistics

**Twelve credit hours from the following courses**
- CMP 130 Introduction to Computing or CMP 141 Computing I
- CMP 150 Computer Tools for Problem Solving
- CMP 360 Operations Research
- ECO 380 Elementary Econometrics
- LA 103 Quantitative Reasoning
- MAT 135 Calculus
- MAT 181 Discrete Mathematics I
- MAT 182 Discrete Mathematics II
- MAT 233 Linear Algebra
- MAT 300 Topics in Mathematics
- MAT 345 Statistical Consulting Project
- PDP 330 Big Data and the Professional Workplace
Mathematics Course Descriptions

<table>
<thead>
<tr>
<th>MAT 125 Functions and Models</th>
<th>3 credit hours*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall and spring</td>
<td>Note: Placement into LA 103 based upon mathematics placement criteria</td>
</tr>
</tbody>
</table>

A course designed for students who will enroll in MAT 135 or MAT 181 in the subsequent semester and who would benefit from additional preparation. Focuses on families of functions (including linear, polynomial, exponential, logarithmic, rational, and power), their properties, and their uses in modeling and applications. Includes review of algebra concepts. The course emphasizes a graphical approach and involves the use of computer software. Not open to students with credit in MAT 135 or MAT 181.

*Note: This course does not satisfy the liberal arts mathematics requirement.

<table>
<thead>
<tr>
<th>MAT 126 Functions and Models for Majors in the Natural Sciences</th>
<th>3 credit hours*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td>Note: Placement into LA 103 based upon mathematics placement criteria</td>
</tr>
</tbody>
</table>

This course will cover similar topics as MAT 125, including families of functions (including linear, polynomial, exponential, logarithmic, rational, and power), their properties, and their uses in modeling and applications. It also includes review of algebra concepts. Moreover, this course covers topics in trigonometry, including properties of right-angled triangles, areas of triangles, and the laws, inverses, and behaviors of basic trigonometric functions. Scientific notation and sinusoidal functions will also be covered. The course emphasizes a graphical approach and involves the use of computer software. Not open to students with credit in MAT 135 or MAT 181. Completing MAT 126 counts as satisfying MAT 125 for purposes of future pre-requisites.

*Note: This course does not satisfy the liberal arts mathematics requirement.

<table>
<thead>
<tr>
<th>MAT 135 Calculus</th>
<th>4 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall and spring</td>
<td>Fulfills LA 103 requirement</td>
</tr>
<tr>
<td></td>
<td>Note: MAT 125, MAT 126, or placement into MAT 135 based upon mathematics placement criteria</td>
</tr>
</tbody>
</table>

The concept of differentiation is developed using limits and focusing on algebraic, exponential, and logarithmic functions. Applications of derivatives in the sciences and economics are presented, and an introduction to integration concludes the course. The mathematics is presented from analytical, graphical, and numerical perspectives, with extensive use of technology.

<table>
<thead>
<tr>
<th>MAT 140 Introduction to the Mathematical Sciences</th>
<th>1 credit hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Prereq or coreq: MAT 135</td>
</tr>
</tbody>
</table>

An introduction to mathematical processes, methods of problem solving, topics of current interest in mathematics, and the role of mathematics in the workplace. Some topics will extend and supplement the content of MAT 135 Calculus.

<table>
<thead>
<tr>
<th>MAT 142 Calculus II</th>
<th>4 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td>Prereq: MAT 135 and MAT 140 or consent of instructor</td>
</tr>
</tbody>
</table>

A continuation of MAT 135. Course material includes the rotation of functions in three-dimensional space, applications and techniques of integration, the convergence and divergence of sequences and series, and parameterization. Incorporates the use of R. an open source programming language.
**MAT 181 Discrete Mathematics I**  
3 credit hours  

| Fall | Fulfills LA 103 requirement | Note: MAT 125, MAT 126, or placement into MAT 135 based upon mathematics placement criteria |

This course provides a foundation for the study of discrete (finite) structures. The course focuses heavily on proof techniques and style, including proof by contradiction and proof by contraposition. Boolean algebra and propositional logic make up a large portion of the semester. Additional topics include introductory set theory and modular arithmetic. There is also heavy emphasis on the use of typesetting technology, making this course attractive for those considering graduate school in mathematics, computing or the natural sciences.

**MAT 182 Discrete Mathematics II**  
3 credit hours  

| Spring | Prereq: MAT 181 |

This course continues, using the content of MAT 181, to delve into discrete topics. Proof by induction is introduced and used throughout the semester. Methods of counting and basic probability are a primary focus, and students will get exposure to expected value, variance, and other more advanced topics from probability theory. The last portion of the course will focus on discrete structures, including graphs and trees.

**MAT 224 Basic Applied Statistics**  
3 credit hours  

| Fall and Spring | Fulfills LA 103 requirement | Prereq: one of the following: CMP 130, LA 103, MAT 125, MAT 126, MAT 135, MAT 181, or placement in MAT 135/181 |

An introduction to statistical reasoning for students in life and social sciences using the computer as a tool to analyze data. Data reduction, probability concepts, sampling theory, hypothesis testing, estimation, chi-square, t-test, analysis of variance, correlation and regression, and some non-parametric tests are included. Does not count towards a mathematics major. Same as PSY/SOC 224. Students cannot receive credit for both.

**MAT 233 Linear Algebra**  
4 credit hours  

| Spring | Prereq: MAT 142 or MAT 181 | Prereq or coreq: CMP 150 or consent of instructor |

The study of systems of linear equations: the determination of whether a system has no, one, or infinitely many solutions and the techniques for obtaining such solutions. The topics include Gaussian elimination, linear independence, matrix algebra, determinants, vector spaces, linear transformations and their matrix representations, spanning sets and bases, rank, eigenvalues and eigenvectors, and orthogonality and least squares. Incorporates use of Matlab software. The course also includes the development and explanation of applications of those concepts and a study of the role of proof in linear algebra with emphasis on reading and writing proofs and using mathematical results to draw conclusions.

**MAT 253 Calculus III**  
4 credit hours  

| Fall | Prereq: MAT 142 and CMP 150 or consent of instructor |

Multidimensional calculus. Vectors, partial derivatives, multiple integrals, alternative coordinate systems, vector fields and line and flux integrals, with applications to volumes, optimization, and motion. Incorporates use of computer algebra system for graphics display and symbolic manipulation. Includes topics in analytic geometry.

**MAT 256 Differential Equations**  
3 credit hours  

| Spring, odd academic years | Prereq: MAT 142 |

A study of ordinary differential equations, their applications, and selected methods of solutions both in closed form and by numerical methods. Includes qualitative methods and use of computer technology.
### MAT 300 Topics in Mathematics

**3 credit hours**

Spring, even academic years  
Prereq: MAT 142 and MAT 181 or consent of instructor

A topic of current interest in mathematics will be taught. Topics will vary depending on faculty interest.

### MAT 323 Mathematics for Elementary Teaching I

**2 credit hours**

Fall, junior year  
Prereq: LA 103; Coreq: EDE 336, EDE 344, EDE 365 & EFE 384; Additional prereq: 2.50 GPA & admission to the teacher education program

This course is the first foundational course in the mathematics content area for elementary education majors. It includes problem solving, sets, functions, exploration of our number system including properties, place value, basic operations and algorithms, and basic concepts of algebra. Problem solving is stressed in each unit. The NCTM Principles and Standards and Indiana’s Academic Standards for Mathematics are introduced.

### MAT 324 Mathematics for Elementary Teaching II

**2 credit hours**

Spring, junior year  
Prereq: MAT 323; Coreq: EDE 337, EDE 345, EDE 366 & EFE 385; Additional prereq: 2.50 GPA & admission to the teacher education program

This course is the second foundational course in the mathematics content area for elementary education majors. It includes exploration of our number system including properties, basic operations and algorithms, probability, statistics, measurement, coordinate geometry, graphs, and 2- and 3-dimensional geometry. Problem solving is stressed in each unit. The NCTM Principles and Standards and Indiana’s Academic Standards for Mathematics are introduced.

### MAT 343 Probability Theory

**3 credit hours**

Spring  
Prereq: CMP 150, MAT 182 & MAT 253

An introduction to probability theory, the part of mathematics that studies random phenomena. We model simple random experiments mathematically and learn techniques for studying these models. Topics covered include a review of combinatorics, axioms of probability, discrete and continuous random variables, common probability distributions, expectations, moment generating functions, conditional probability and conditional expectations, multivariate distributions, covariance, laws of large numbers, and the central limit theorem.

### MAT 345 Statistical Consulting Project

**3 credit hours**

Spring, odd academic years  
Fulfills LA 315 requirement  
Prereq: MAT/PSY 224, MAT 331 or BUS 265

Each student will work as part of a team to complete a statistical consulting project for a local non-profit agency or other appropriate organization. Special emphasis will be given to the development of skills in project management and consulting. Projects will be chosen to require the use of important statistical concepts such as experimental design, survey design, or regression analysis. Recommended especially for majors in the social sciences who are intending to go to graduate school or for those aiming for careers involving statistical applications. Same as ECO/PSY/SOC 345. Students may receive credit in only one of these cross-referenced courses.

### MAT 361 Modern Algebra

**3 credit hours**

Fall, odd academic years  
Prereq: MAT 142, MAT 182 & CMP 150 or consent of instructor

Overview of the concepts and applications of algebraic structures. Major topics include basic number theory and modular arithmetic; groups, subgroups and cyclic groups; permutations and dihedral groups; isomorphisms and homomorphisms; product and factor groups; rings, integral domains, and fields; ideals and factor rings; and rings of polynomials and polynomial factorization. Includes discussion of applications to cryptography and other areas.
MAT 363 Topics in Geometry
Fall, even academic years
Prereq: MAT 142, MAT 182 & CMP 150 or consent of instructor
An introduction to modern geometric concepts, including foundations of geometry and non-Euclidean geometry. Incorporates use of computer software to illustrate and explore geometric concepts.

MAT 367 Introduction to Real Analysis
Fall, even academic years
Prereq: MAT 142, MAT 182 & CMP 150 or consent of instructor
An introduction to the theory of functions of a real variable, including limits, continuity, derivatives, integration theory, and sequences and series.

MAT 450 Guided Independent Research in Mathematics
On demand
Prereq: senior standing or consent of instructor
A semester-long research experience in a mathematical topic of interest. Students will attend an intensive short course held during the first three weeks of the semester and then work with the instructor to develop questions for mathematical investigation. Students then investigate their questions throughout the semester utilizing appropriate mathematical research and problem-solving techniques. Student work will culminate in a public presentation of their research. Students may receive credit for this course through departmentally-approved activities such as participation in REU programs, although all students must participate in the public presentations. Offered only upon demonstration of sufficient demand and with approval of the VPAA.

MAT 471 Senior Seminar
Fall
Prereq: senior standing & departmental consent; Coreq: MAT 499
A capstone course focusing on a re-examination of major mathematical concepts and their relationships and development. A study of the history and philosophy of mathematics establishes a frame within which students prepare for the senior competency exam. Emphasizes individual and team student presentations. Satisfies the senior year portfolio requirements for graduation.

MAT 482 Mathematics Practicum
1-2 credit hours
A supervised, pre-approved experience which allows a student to pursue specific learning goals and/or be involved in a field experience during the regular academic semester.

MAT 490 Independent Study
1-2 credit hours
Prereq: departmental consent
Courses are designed to encourage student initiative and to provide a degree of flexibility in the departmental program. Normally the subject is not sufficiently or appropriately covered in departmental course offerings. Course work is planned by student and instructor jointly to meet student’s individual needs.
<table>
<thead>
<tr>
<th>MAT 499 Senior Competency Practicum</th>
<th>No credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Coreq: MAT 471</td>
</tr>
</tbody>
</table>

The senior competency practicum consists of three components. The first component, the joint written comprehensive exam, requires students working in teams to prepare written responses to a set of approximately five questions posed by an outside evaluator. Responses may require experimentation involving computer technology, writing proofs, modeling real situations, and using library and information resources. The second component is an oral examination by three faculty members involving fundamental concepts encountered in the student’s major and the relationships between them. The third component is the Major Field Achievement Test in Mathematics, a nationally-normed multiple-choice examination. Students must earn a C- on the oral component and a C or higher in the entire senior comprehensive practicum.

<table>
<thead>
<tr>
<th>PDP 330 Big Data and the Professional Workplace</th>
<th>3 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td>Prereq: CMP 130, CMP 141, PDP 200 &amp; either BUS 365 or MAT/PSY/SOC 224, plus junior level standing</td>
</tr>
</tbody>
</table>

A course designed to provide students with experience in working with big data in a setting featuring many of the characteristics of a professional workplace. The course includes preparatory classroom instruction in data collection, storage, visualization, and model fitting with cross-validation. Students will work in teams, each under the coaching of an alumni professional who will provide the data for the project, serve as an advisor during the project, lead discussions regarding the demands of the professional workplace, and provide individual feedback on the degree to which each student displays professional skills and dispositions. Most of the project work will be conducted in an online environment to provide students with a taste of the conditions experienced by telecommuting professionals.

<table>
<thead>
<tr>
<th>SNT 489 (MAT) Professional Development Internship in Math</th>
<th>7-10 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Prereq: Senior standing or permission of instructor</td>
</tr>
</tbody>
</table>

A semester-long internship requiring 20-30 hours per week on-site under the supervision of a practicing professional and a member of the mathematics faculty. Each student will be responsible to ensure that required reports and other submissions are completed by the scheduled dates. Grading will be on a pass-fail basis.
Franklin College maintains affiliations with the Schools of Medical Technology at IU Health Methodist Hospital and Franciscan St. Francis Health, both in Indianapolis, Indiana. Upon successful completion of a minimum of 90 semester hours (three years) of baccalaureate instruction at Franklin College and the 12-month professional course in medical technology/clinical laboratory science at IU Health or St. Francis, the student is then eligible to receive the baccalaureate degree from Franklin College and a certificate of completion from the IU Health or St. Francis program.

The medical technology courses which can constitute the fourth year in the three plus one program are:

**At IU Health**
- Clinical Chemistry (8 hours)
- Clinical Hematology (7 hours)
- Clinical Immunohematology (4 hours)
- Clinical Microbiology (8 hours)
- Education/Management/Research (2 hours)
- Serology/Virology (2 hours)
- Urinalysis (1 hour)

**At Franciscan St. Francis Health**
- Laboratory Skills (4 hours)
- Chemistry (4 hours)
- Hematology (5 hours)
- Microbiology (5 hours)
- Immunology/Serology (2 hours)
- Clinical microscopy (2 hours)
- Immunohematology (4 hours)
- Clinical Practicum (6 hours)

Both programs include student laboratory and clinical rotation phases.

Students interested in this three-year-plus-one-year program should carefully plan Franklin College course selections after consultation with the faculty health professions advising committee.

The criteria utilized by the hospitals to select students for admission to the program include the following:
1. Science and cumulative grade point accumulative average of 2.70 (A= 4.00) or better.
2. Letters of recommendation. (see application packets for exact details)
3. Successful completion of the academic prerequisites listed below with a minimum grade of C-.
4. Completed application form.
5. Personal interview.

The application to the IU Health or the Franciscan St. Francis Health program must be completed by December 1st each year for the program which begins the following summer. Personal interviews must be completed between Oct. 1 and Dec. 15. (Schedule interview appointments prior to Dec. 1.) IU Health and Franciscan St. Francis Health participate, along with all of the medical technology programs in Indiana, in a student-school matching program. This matching program is a free service to the applicant. Application forms will be given out and explained during the interview.

Upon successful completion of the program at either hospital, the graduate will then be eligible to take the Board of Certification examination given by the American Society for Clinical Pathology (ASCP) to become certified as a Medical Laboratory Scientist (MLS).
Academic prerequisites for the medical technology program

**Biological Science**: 16 semester hours, including BIO 134, 140, and 373

**Chemistry**: 16 semester hours, including CHE 121, 122, 123, 124, 221, 223, and 334

**Mathematics**: MAT 135 or MAT 224

The minimum total of 90 semester hours required for admission to the IU Health and St. Francis programs must include all graduation requirements at Franklin College: a departmental major, six winter term hours, and the liberal arts program requirements, with the exception that students must complete either the diversity or international exploratory requirement. Successful completion of the clinical year satisfies the required internship or senior year experience for the Biology or Chemistry major.

Tuition and fees for the professional program are handled through the tuition plan at Franklin College. The tuition charged for the hospital portion of the program will be based on the hospital’s contract for fees with the college.

For additional information about this program or about other medical technology programs, students should consult with the Pre-Medical Technology advisor at Franklin College.
Military Science
Reserve Officer Training Corps (ROTC)
Indiana University-Purdue University at Indianapolis

Through a partnership program with Indiana University-Purdue University at Indianapolis (IUPUI), Franklin College students may participate in a ROTC program which leads to a commission in the U. S. Army, the Army Reserves, or the Army National Guard. All classes are held on the IUPUI campus.

ROTC enhances a student’s education by providing unique leadership and management experiences found in few college courses. Instruction in these courses encourages the development of resource management skills, self-assurance, confidence, personal discipline, executive abilities, personal responsibility, and professional ethics, as well as physical stamina, bearing, and other fundamental qualities required of an Army officer. These same qualities acquired while participating in the ROTC program will enhance any civilian career.

Army ROTC is a collection of college electives and a summer training program. When a cadet completes the electives, the summer program and earns a Bachelor’s degree, that cadet earns a commission in the U. S. Army, the Army Reserves, or the Army National Guard.

Credit Transfer to Franklin College
Credit earned at IUPUI through ROTC is transferable to Franklin College and will count as credit outside the major field for graduation. For information on how to receive transfer credit at Franklin College for completion of this program, please see the Associate Registrar in the Academic Records Office.

Admission Requirements
The ROTC Basic Course is open to Franklin College students without any prerequisites or allied requirements. Students who are not U. S. citizens must check with the Department of Military Science administrative office at IUPUI prior to course attendance to ensure they have the proper permission from their home country’s embassy for military training.

Basic and Advanced Courses
Basic Courses are open to all students at any academic level but are normally taken during the freshman and sophomore years. Advanced courses are taken during the student’s junior and senior years and require a military commitment.

Course Descriptions
For complete information on the courses, requirements and obligations please visit the IUPUI website at http://www.iupui.edu/~armyrotc/.
Multimedia Journalism
Pulliam School of Journalism

Director: J. Krull
Division Head: J. Cramer
Faculty: R. Begovich, J. Cramer, H. Nuwer, W. Shapiro

Major: Multimedia Journalism
Minors: Multimedia Journalism, Rhetoric, Visual Communications

The Pulliam School of Journalism prepares students for careers in which news is delivered through multiple media platforms: online, on-air, in print. Through classroom, lab and professional field experiences, students are engaged and immersed in the exhilarating practice of news reporting. The multimedia focus of the major means that students become proficient in reporting, writing, editing and producing accurate, ethical and meaningful stories for print, broadcast and, especially, online/digital news outlets.

Graduation with Merit or Distinction
Students who complete all MMJ, BRJ and NWS courses and finish with a 3.25 cumulative grade point average or higher will graduate with merit. Those who have a cumulative GPA of 3.5 or higher graduate with distinction.

Major and Minor Requirements
All courses for the major, minor and endorsements must be completed with a grade of C- or better. A grade of C- or better is required for all pre-requisite courses regardless of academic major.
**Multimedia Journalism Major**

**Core Requirements**
- MMJ 125 Multimedia Reporting and Interviewing
- MMJ 130 News Writing
- MMJ 135 Editing for Print and Online
- MMJ 140 Broadcast News Writing
- MMJ 150 Introduction to Digital Photography and Audio Reporting
- MMJ 155 Video for Digital Journalism
- MMJ 160 Using Databases in News Gathering
- MMJ 180 Publication Design
- MMJ 250 Multimedia Storytelling
- MMJ 360 Design for the Internet
- MMJ 445 Communication Law in a Digital World

**Immersion Experience**
This immersive semester-long experience (during which students take only immersion experience courses) will focus on developing students’ storytelling skills. Students will work across media platforms and may be published by professional news operations. This experience will be enhanced by detailed instruction in multimedia storytelling techniques and classroom exploration of contemporary political or public policy issues. Students must have completed successfully MMJ 120, MMJ 125, MMJ 130, MMJ 135, MMJ 140 and INT 119 before registering for the Immersion Experience. This experience includes the following courses, which are co-requisites and must be taken concurrently:

- INT 200 Multimedia Internship (6 hours)
- MMJ 201 In-depth News Writing
- MMJ 202 On-air Performance
- MMJ 203 On-air Production
- POL XXX Political Science class assigned by PSJ

**Professional Development**
- MMJ 120 Ethics and Professional Development
- MMJ 498 Multimedia Portfolio
- MMJ 499 Multimedia Storytelling Senior Project

**Activity Credits**
All MMJ majors must participate and earn credit for at least THREE multimedia journalism activity experiences such as:

- MMJ 001 Student Media
- MMJ 002 Statehouse File
- MMJ 004 Radio Station
- MMJ 005 TV News
- MMJ 007 Media Manager

**Related Field Requirements**
Twelve semester hours from ONE field outside MMJ. All courses used to satisfy the related field requirement must be completed with a grade of C- or better.
Optional Endorsements
All students are required to complete successfully all MMJ courses to receive a multimedia journalism degree. Students who complete successfully all BRJ courses receive a broadcast journalism endorsement. Students who complete successfully all NWS courses receive a news-editorial endorsement.

Broadcast Journalism Endorsement
- BRJ 400 Advanced On-air Storytelling
- BRJ 450 Broadcasting Journalism Special Project

News-editorial Endorsement
- NWS 400 Advanced In-depth News Writing
- NWS 450 In-depth Storytelling Project

Multimedia Journalism Minor (except for Public Relations majors)

Required Courses
- MMJ 120 Ethics and Professional Development
- MMJ 125 Multimedia Reporting and Interviewing
- MMJ 130 News Writing
- MMJ 135 Editing for Print and Online
- MMJ 140 Broadcast News Writing
- MMJ 150 Introduction to Digital Photography and Audio Reporting
- MMJ 155 Video for Digital Journalism
- MMJ 180 Publication Design
- MMJ 445 Communication Law in a Digital World

Multimedia Journalism Minor (for Public Relations majors)

A minimum of 16 hours in any combination of the following courses*
- MMJ 125 Multimedia Reporting and Interviewing
- MMJ 130 News Writing
- MMJ 135 Editing for Print and Online
- MMJ 140 Broadcast News Writing
- MMJ 160 Using Databases in News Gathering
- MMJ 201 In-depth News Writing
- MMJ 202 On-air Performance
- MMJ 203 On-air Production
- MMJ 250 Multimedia Storytelling
- MMJ 001 Student Media**
- MMJ 002 Statehouse File**
- MMJ 004 Radio Station**
- MMJ 005 TV News**
- MMJ 007 Media Manager**
*All pre-requisites for courses must be met as listed in the catalog description for each course. Courses required for the public relations major cannot be double-counted as courses for a minor in multimedia journalism. A minimum grade of C- is required in all courses counted toward the minor.

**Only one-time successful activity course completion can be counted toward the multimedia journalism minor for public relations majors, no repeat credit for an individual course. MMJ activity courses can be counted both for the minor and as total hours outside the public relations major.

**

*Rhetoric Minor* (for journalism majors)

**Required Courses**

- ENG 227 The English Language
- ENG 328 Advanced Composition
- PHL 115 Introductory Logic

**Two of the following courses**

- CWR 150 Introduction to Creative Writing
- ENG 200 Introduction to Literary Studies
- PHL 340 Advanced Logic

**Visual Communications Minor**

**Required Courses**

- ART 130 Color and Design
- ART 140 Graphic Design I
- ART 190 Digital Fine Art Photography I
- ART 240 Graphic Design II
- MMJ 150 Introduction to Digital Photography and Audio Reporting
- MMJ 155 Video for Digital Journalism
**Multimedia Journalism Course Descriptions**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Offered</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>MMJ 001</td>
<td>Student Media</td>
<td>1</td>
<td>Fall and Spring</td>
<td>None</td>
</tr>
<tr>
<td>MMJ 002</td>
<td>Statehouse File</td>
<td>1</td>
<td>Fall, Spring, and Summer</td>
<td>Prereq: MMJ 001 (can be satisfied concurrently with permission of advisor)</td>
</tr>
<tr>
<td>MMJ 004</td>
<td>Radio Station</td>
<td>1</td>
<td>Fall and Spring</td>
<td>None</td>
</tr>
<tr>
<td>MMJ 005</td>
<td>TV News</td>
<td>1</td>
<td>Fall and Spring</td>
<td>None</td>
</tr>
<tr>
<td>MMJ 007</td>
<td>Media Manager</td>
<td>2</td>
<td>Fall and Spring</td>
<td>None</td>
</tr>
<tr>
<td>MMJ 120</td>
<td>Ethics and Professional Development</td>
<td>2</td>
<td>Fall and Spring</td>
<td>None</td>
</tr>
<tr>
<td>MMJ 125</td>
<td>Multimedia Reporting and Interviewing</td>
<td>2</td>
<td>Fall and Spring</td>
<td>None</td>
</tr>
<tr>
<td>MMJ 130</td>
<td>News Writing</td>
<td>2</td>
<td>Fall and Spring</td>
<td>None</td>
</tr>
</tbody>
</table>

Students will work on refining their reporting, writing and editing skills by working across media platforms for media that make use of print, audio, video and current industry software.

Students refine their reporting, writing, and editing skills by working across media platforms that make use of print, audio, video and current industry software. Work will appear on the Franklin College Statehouse Bureau website, www.thestatehousefile.com and with the bureau’s news partners.

Laboratory course in radio station procedures, operations, and on-air broadcasting on WFCI-FM.

Laboratory course in video production. Students may work on The Statehouse File newscast or other video productions as approved by the course instructor.

All student media managers must enroll in MMJ 007 in the semester(s) during which they manage a student media outlet.

An introduction to basic aspects of professionalism required of multimedia journalists and public relations professionals. Course emphases are on professional ethics codes of journalism and public relations with an examination of case studies; basic concepts and terminology of journalism; business etiquette; multimedia and public relations career options; basics of Associated Press style; resume and cover letter preparation; and internship preparation. Same as PRL 120.

This course will focus on the processes of news and information gathering making use of different media platforms. Students will learn the techniques of interviewing and will learn to challenge the information they gather. The emphasis will be on developing reporting skills so students can gather accurate information.

This course provides an in-depth study and accompanying practical application of reporting, interviewing, news writing, editing, photography captions and copy editing skills. There is emphasis on developing the skills to address ethical and legal situations a journalist encounters in the course of publishing.
**MMJ 135 Editing for Print and Online**  
Fall and Spring  
This course introduces students to copyediting, self-editing and fact-checking skills needed to publish stories for the Web, broadcast and print.

**MMJ 140 Broadcast News Writing**  
Fall and Spring  
The course is an introduction to basic news writing and formats for television and radio. Topics include news judgment, interviewing, preparation of scripts for news and sports broadcasts, and effective use of social media in reporting.

**MMJ 150 Introduction to Digital Photography and Audio Reporting**  
Fall and Spring  
The course will introduce students to the basic principles of digital photojournalism and video technologies. Students will be introduced to digital cameras, the basics of editing still photographs and the basics of audio reporting. Students will be required to create content using appropriate technology and prepare stories for distribution across multiple platforms. Same as PRL 150.

**MMJ 155 Video for Digital Journalism**  
Fall and Spring  
Prereq: MMJ/PRL 150 or consent of instructor  
The course will focus on the practices and principles of shooting, editing and distributing video for multiple platforms. Topics include: shooting with DSLR cameras and dedicated video cameras; preproduction planning; lighting principles; audio for video, editing video and distributing digital stories through multiple platforms. Same as PRL 155.

**MMJ 160 Using Databases in News Gathering**  
Fall and Spring  
This course introduces students to the importance of locating, using and interpreting documents and database information and statistics to enhance news stories, including investigative features.

**MMJ 180 Publication Design**  
Fall and Spring  
This course will focus on fundamentals of typography including theory and practice in visual communication. By exploring typography, photography, layout, grids, and the principles of contrast, repetition, alignment, proximity, and hierarchy, students will create ethical, compelling, and effective two-dimensional designs. Through lectures, projects, and classroom critiques, the focus is on designing publications, information graphics and interactivity. Proficiency in Adobe InDesign and Illustrator required or willingness to learn through online tutorials. Same as PRL 180.

**MMJ 201 In-depth News Writing**  
Fall and Spring  
Coreq: MMJ 202, MMJ 203, INT 200 & a POL class assigned by PSJ  
This course material is required as part of the Immersion Experience. This is a multimedia reporting and writing class. Students will develop and enhance the skills necessary to explore one or more issues in depth, either through a series of stories or a single expanded story. The students’ work will be published or presented across media platforms through www.thestatehousefile.com and its newsgathering partners.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semester</th>
<th>Corequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>MMJ 202</td>
<td>On-air Performance</td>
<td>2</td>
<td>Fall and Spring</td>
<td>Coreq: MMJ 201, MMJ 203, INT 200 &amp; a POL class assigned by PSJ</td>
</tr>
<tr>
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<td>This course material is required as part of the Immersion Experience. This course is designed to build and enhance presentation and performance skills for television and radio through the daily experience of covering state government. Students acquire the skills necessary to work in a daily news environment, including interviewing, developing sources, archival research, deadline writing, and assembling television and radio news packages for broadcast.</td>
</tr>
<tr>
<td>MMJ 203</td>
<td>On-air Production</td>
<td>2</td>
<td>Fall and Spring</td>
<td>Coreq: MMJ 201, MMJ 202, INT 200 &amp; a POL class assigned by PSJ</td>
</tr>
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<td>This course material is required as part of the Immersion Experience. The course is designed to provide students with advanced hands-on experience in studio production practices, including techniques for news segments. Emphasis is placed on camera operation, production management, audio control, and portable lighting.</td>
</tr>
<tr>
<td>MMJ 250</td>
<td>Multimedia Storytelling</td>
<td>3</td>
<td>Fall and Spring</td>
<td>Prereq: MMJ 125, MMJ 130, MMJ 150 &amp; MMJ 155 or consent of instructor</td>
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<td>The course will introduce the principles and practices of telling journalistic stories across multi-media platforms. Students will use the tools introduced in earlier courses to research, prepare and present news stories in digital formats. Students will be expected to determine which media format is best utilized to tell the story and use a wide variety of tools and techniques to communicate with the audience. Social media as a journalism tool for research and distribution will be an emphasis.</td>
</tr>
<tr>
<td>MMJ 300</td>
<td>Topics in Multimedia News</td>
<td>3</td>
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<td>A topic of current interest in multimedia news will be taught. Topics will vary depending on faculty and student interest. Course will be offered upon the request of a faculty member and with approval of the vice president for academic affairs.</td>
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<tr>
<td>MMJ 360</td>
<td>Design for the Internet</td>
<td>3</td>
<td>Fall and Spring</td>
<td>Prereq: MMJ/PRL 180</td>
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<td>Builds on fundamentals learned in MMJ/PRL 180 by exploring information architecture and developing visual storytelling for multimedia. Students will learn to plan, gather, analyze, report, and visualize interactive stories. Focus is on visual communication using digital media to create and design interfaces, utilizing type, illustration, image, graphic models, motion, sound, video, interactivity, and navigation. Same as PRL 360.</td>
</tr>
<tr>
<td>MMJ 380</td>
<td>Practicum</td>
<td>1-2</td>
<td>Fall and Spring</td>
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<td>Experience on campus in areas directly related to the media; internships or off-campus on-the-job training. Open only to sophomores, juniors, and seniors.</td>
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<tr>
<td>MMJ 445</td>
<td>Communication Law in a Digital World</td>
<td>3</td>
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<td>Students will be introduced to First Amendment law as it relates to professional communicators. Topics will include First Amendment theory, libel law, invasion of privacy law, copyright law, news-gathering rights, public relations law and advertising law. Same as PRL 445.</td>
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</tbody>
</table>
MMJ 490 Independent Study 1-2 credit hours
Fall and Spring Prereq: consent of instructor
Course is designed to encourage student initiative and to provide a degree of flexibility in the departmental program.

MMJ 498 Multimedia Portfolio No credit
Fall and Spring
Each student must develop a digital portfolio containing a significant and appropriate body of work that, by the time of graduation, demonstrates to a potential employer that the student is ready to make the transition to the professional workplace. Each portfolio also must demonstrate the student’s understanding of linkages among leadership, the liberal arts, and the student’s intended career. The specific format and content of the portfolio is determined by the faculty. Students must enroll in MMJ 498 in fall or spring semester of the senior year. Portfolios will receive either a passing or failing grade by the Pulliam School of Journalism faculty. Deficiencies must be corrected before the portfolio is certified as passing.

MMJ 499 Multimedia Storytelling Senior Project No credit
Fall and Spring
Students will demonstrate and showcase the skills they have acquired through their careers at the Pulliam School of Journalism by creating an in-depth package of stories about a significant public issue that is told from multiple media platforms. In addition to the multimedia journalism skills that must be demonstrated to successfully complete this graduation requirement, students will be expected to meet all deadlines, be quickly responsive to communications from staff/faculty project supervisors, and adhere to principles of media law and ethics.

Broadcast Journalism Endorsement Course Descriptions

BRJ 400 Advanced On-air Storytelling 3 credit hours
Fall and Spring Prereq: Immersion Experience
The course is designed to teach the skills necessary to create a strong understanding of traditional storytelling, visual and audio narrative for television and radio broadcast. Emphasis is placed on creating stories through project development, natural sound and effective interviews. Throughout the course, a major concern will be the construction of stories that connect the news of the day to the larger community.

BRJ 450 Broadcast Journalism Special Project 3 credit hours
Fall and Spring Prereq: BRJ 400
The course is designed to develop practical experience in real-life field projects by completing a project in conjunction with a supervising faculty member.

News-editorial Endorsement Course Descriptions

NWS 400 Advanced In-depth News Writing 3 credit hours
Fall and Spring Prereq: Immersion Experience
An advanced exploration of reporting and writing techniques, this course will focus on preparing students to cover substantive issues. Students will study and produce enterprise stories of merit and feature stories of grace. The students will produce work that will be published or presented through www.thestatehousefile.com and its news-gathering partners.
NWS 450 In-depth Storytelling Project 3 credit hours
Fall and Spring  Prereq: NWS 400

Working with the faculty, staff and students of www.thestatehousefile.com, the students in this class will use sophisticated reporting and writing techniques to produce compelling stories on newsworthy subjects or issues of their choosing (subject to the approval of the instructor and/or editor). These stories will be published as display pieces at www.thestatehousefile.com and offered as such to its news-gathering partners.
Music

Department Chair: C. Hayes
Music Faculty: C. Bales, M. Black, E. DeForest, C. Hayes, C. Longendyke, N. Ostojic, L. Piccirillo, J. Torres

Major: Music
Minor: Music

The music program at Franklin College is dedicated to the cultivation of excellence in the areas of musical performance, pedagogy and scholarship. Through music theory, music history and literature courses, applied lessons, and ensemble participation, the music faculty aspires to develop student understanding of the complex systems of music, the contextual information regarding compositions, and the performance considerations inherent in each musical composition. Music students experience a variety of music at Franklin College through guest performances by music professionals, student recitals, master classes and seminars. A Franklin College student studying music is preparing for a life in music, whether as a vocation or an avocation, by further developing their musicianship and research skills.

All credit bearing music courses required of a music major or minor will receive A-F grading. All courses for music majors, minors, and endorsements must be completed with a C- or above. All prerequisites and related field courses must also be completed with a C- or above.
Music Major

Note: All prospective music majors must receive permission from the music faculty prior to formal declaration of the major. Transfer students will be asked to give a formal audition.

Also: All prospective music majors with prior piano experience may opt to take a piano placement examination to satisfy the requirements of MUS 180 and MUS 181. Regardless of placement, all music majors must pass MUS 112 prior to graduation.

Core Requirements
- MUS 110 Theory and Musicianship I
- MUS 111 Theory and Musicianship II
- MUS 112 Piano Proficiency Examination
- MUS 210 Theory and Musicianship III
- MUS 211 Theory and Musicianship IV
- MUS 310 Conducting and Score Preparation
- MUS 335 Music History
- MUS 499 Senior Competency Examination

Professional Development Requirements
- MUS 498 Senior Portfolio
- PDP 200 Preparing for Your Internship
- SNR/SNT 489 (MUS) Senior Recital

Ensemble Requirements – choose one performance area

Vocalists
- MUS 121 Franklin College Singers – every semester in residence
- MUS 122 Men’s Chorus or MUS 123 Women’s Chorus – four semesters

Pianists
- MUS 121 FC Singers, MUS 124 FC Band or MUS 125 String Ensemble – every semester in residence
- MUS 122 Men’s Chorus or MUS 123 Women’s Chorus – two semesters
- MUS 126 Piano Accompanying – two semesters

Other Instrumentalists
- MUS 124 FC Band or MUS 125 String Ensemble – every semester in residence
- MUS 121 FC Singers, MUS 122 Men’s Chorus or MUS 123 Women’s Chorus – four semesters

Applied Study Requirements
- MUS SEM Performance Seminar – every semester in applied study
- MUS 180 Piano Class I – unless student passes placement exam*
- MUS 181 Piano Class II – unless student passes placement exam*

*These courses are not required, but are available to prepare students to pass MUS 112
**Literature and Pedagogy Requirements***

- MUS 343 Survey of Vocal and Choral Literature or MUS 353 Survey of Piano Literature
- MUS 344 Vocal Pedagogy or MUS 354 Piano Pedagogy

*Students may substitute two alternative courses approved by departmental advisor.

**Related Field Requirements** *(These course requirements are waived if the student has a double major or a minor.)*

- One course with ART prefix
- One course with THE prefix

**Music Minor**

**NOTE:** All prospective music minors with prior piano experience may opt to take a piano placement examination to satisfy the requirements of MUS 180 and MUS 181. Regardless of placement, all music minors must pass MUS 112 prior to graduation.

**Core Requirements**

- MUS 110 Theory and Musicianship I
- MUS 111 Theory and Musicianship II
- MUS 112 Piano Proficiency Exam
- MUS 335 Music History

**One of the following courses**

- MUS 119 Introduction to Music
- MUS 219 World Music

**Ensemble Requirements - choose one performance area**

**Vocalists**

- MUS 121 Franklin College Singers – two semesters
- MUS 122 Men’s Chorus or MUS 123 Women’s Chorus – two semesters

**Pianists**

- MUS 121 FC Singers, MUS 124 FC Band or MUS 125 String Ensemble – two semesters
- MUS 122 Men’s Chorus or MUS 123 Women’s Chorus – two semesters

**Other Instrumentalists**

- MUS 124 FC Band or MUS 125 String Ensemble – two semesters
- MUS 121 FC Singers, MUS 122 Men’s Chorus or MUS 123 Women’s Chorus – two semesters

**Applied Study Requirements**

- MUS 101 Applied Voice, MUS 102 Applied Piano, MUS 103 Applied Guitar, MUS 104 Applied Woodwind,
- MUS 105 Applied Brass or MUS 106 Applied String – two semesters
- MUS SEM Performance Seminar – two semesters when registered for applied lessons
- MUS 180 Piano Class I – unless student passes placement exam*
- MUS 181 Piano Class II – unless student passes placement exam*

*These courses are not required, but are available to prepare students to pass MUS 112

**One course with the ART or THE prefix**
**Music Course Descriptions**

<table>
<thead>
<tr>
<th>Private music lessons</th>
<th>1 credit hour</th>
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<tbody>
<tr>
<td><strong>Fall and Spring</strong></td>
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</table>

Instruction in voice, piano, classical guitar, woodwind, brass, and string is offered on a private-lesson basis to all Franklin College students. There is an additional $200 fee assessed per credit each semester. This fee entitles the student to take 14 half-hour lessons. The student may register for private lessons in as many subsequent semesters as desired.

| MUS 101 Applied Voice                     | 1 hour credit |
| MUS 102A Applied Piano                    | 1 hour credit |
| MUS 102B Applied Percussion               | 1 hour credit |
| MUS 103 Applied Guitar                    | 1 hour credit |
| MUS 104 Applied Woodwind                  | 1 hour credit |
| MUS 105 Applied Brass                     | 1 hour credit |
| MUS 106 Applied String                    | 1 hour credit |

| MUS SEM Performance Seminar              | No credit     |
| **Fall and Spring**                      |               |

The Performance Seminar is a communal learning forum for all Franklin College music majors and music minors in applied lessons, as well as the music faculty. Other students in applied lessons are welcome to enroll as well. Each week, students will perform pieces they are studying in their applied lessons for the seminar in a Master Class setting. Members of the Franklin College music faculty will provide feedback to demonstrate tools for improving performance and technique. Participants in the seminar will offer additional suggestions and may ask questions that apply to their own repertoire. Guest musicians will attend a few seminars during the semester. In addition, seminar participants are required to attend all concerts sponsored by Franklin College during the semester. Graded on a pass/fail basis.

| MUS 011 Music Activity                   | 1 activity credit |

Music ensemble activity, such as African Drumming Ensemble, Ukelele, and Franklin College Drumline.

| MUS 110 Theory and Musicianship I        | 3 credit hours   |
| **Fall**                                 | Fine Art exploratory |

The study of theory and musicianship is designed to develop a student’s ability to think in musical sound. A student will learn to hear and write the patterns of music and to understand how music is organized. Theory involves the writing and analysis of music while musicianship involves the skills of ear training and sight singing.

| MUS 111 Theory and Musicianship II       | 3 credit hours   |
| **Spring**                               | Prereq: Grade of C- or better in MUS 110 or equivalent |

Theory and Musicianship II is the second semester of the four-semester course sequence that is designed to develop a student’s ability to think in musical sound. This course focuses on diatonic harmony.

| MUS 112 Piano Proficiency Examination    | No credit        |

**NOTE:** All prospective music majors and minors must pass MUS 112 prior to graduation. Successful completion of the piano proficiency examination is required of all music majors and minors. Students may be required to take MUS 180 and MUS 181 prior to the piano proficiency examination.
### MUS 119 Introduction to Music

| Credit Hours: 4 | Fall and Spring | Fine Arts exploratory |

This introductory course in music provides students with a fundamental understanding of how music is valued in societies, how the elements of music interrelate in musical compositions, and how musical style is recognized from various historical periods and different cultures. While students come to understand and appreciate diverse styles and genres of music they also develop active listening skills and increase their ability to articulate their musical preferences.

### MUS 121 Franklin College Singers

| Credit Hours: 1 | Fall and Spring | Fulfills Fine Arts exploratory if accumulated at least four credit hours between any combinations of MUS 121-125 |

Franklin College Singers is a chamber ensemble that is committed to excellence in choral singing. The ensemble performs in concert on campus, at campus athletic events, in the Franklin community, and in area schools and churches. The Franklin College Singers uphold the mission statement of the college and strive to represent the vision of the college both on and off-campus. The high performance standards established by the conductor, upheld by the college, and inherent within the choral repertoire require individual dedication, time, and positive attitude. Graded.

### MUS 122 Men’s Chorus

| Credit Hours: 1 | Fall and Spring | Fulfills Fine Arts exploratory if accumulated at least four credit hours between any combinations of MUS 121-125 |

This non-auditioned choir is open to all men at Franklin College who enjoy singing. Rehearsals will address music reading skills and voice skills. The ensemble frequently performs for events on campus and in the greater community. Graded.

### MUS 123 Women’s Chorus

| Credit Hours: 1 | Fall and Spring | Fulfills Fine Arts exploratory if accumulated at least four credit hours between any combinations of MUS 121-125 |

This non-auditioned choir is open to all women at Franklin College who enjoy singing. Rehearsals will address music reading skills and voice skills. A variety of choral music for women’s voices will be performed on campus and within the Franklin community. Graded.

### MUS 124 Franklin College Band

| Credit Hours: 1 | Fall and Spring | Fulfills Fine Arts exploratory if accumulated at least four credit hours between any combinations of MUS 121-125 |

The Franklin College Band is open to all students with high school band experience and is dedicated to the musical enrichment of the campus and community. The band performs as a pep band for athletic events and as a wind ensemble for concerts each semester. Graded.
**MUS 125 String Ensemble**

<table>
<thead>
<tr>
<th>Fall and Spring</th>
<th>1 credit hour</th>
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</thead>
<tbody>
<tr>
<td>Fulfills Fine Arts exploratory if accumulated at least four credit hours between any combinations of MUS 121-125</td>
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</table>

The String Ensemble is open to all students with high school orchestra experience and is committed to the musical enrichment of the campus and community. The string ensemble plays chamber music for a variety of events and concludes with a concert each semester. Graded.

**MUS 126 Piano Accompanying**

<table>
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<tr>
<th></th>
<th>1 credit hour</th>
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<tbody>
<tr>
<td>Accompanying is an ensemble for pianists which develops accompanying skills through practical application. The student will participate in collaborative performing projects with vocalists, instrumentalists or choirs, in settings such as rehearsals, concerts, recitals, vocal applied lessons, vocal literature classes, instrumental and chamber music, church services or musical theatre productions.</td>
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</table>

**MUS 170 Class Guitar I**

<table>
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<tr>
<th>Fall and spring</th>
<th>2 credit hours</th>
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<tbody>
<tr>
<td>This guitar class is intended as a one-semester introduction to playing popular songs. This will involve learning basic open chords (major, minor, dominant seventh) as well as their progressions and learning to read and play single notes on the sixth, fifth, and fourth strings. Students will also learn basic rhythmic values of notes. During the second seven weeks of the class, students will learn to play bar chords, read and play single notes on the third, second, and first strings, and learn about dotted and tied rhythms. This course is subject to the availability of a qualified instructor and sufficient enrollment.</td>
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**MUS 171 Class Guitar II**

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<tr>
<th>Fall and spring</th>
<th>2 credit hours</th>
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<tr>
<td>Prereq: MUS 170 or audition</td>
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<tr>
<td>This guitar class builds upon the skills learned in MUS 170. This course is intended for students who can comfortably play bar chords and have basic knowledge of the instrument. Students will learn how to play and build more advanced harmonies, gain basic knowledge of single line melodies and their improvisation, and start finger picking exercises for the right hand. This course is subject to the availability of a qualified instructor and sufficient enrollment.</td>
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**MUS 180 Class Piano I**

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<tr>
<th>Fall</th>
<th>2 credit hours</th>
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<tbody>
<tr>
<td>Open to all students, this is a beginning level piano class. Students will learn how to play the piano and how to read musical notes and rhythms. Students will learn how to build and play chords. Music styles will include folk, patriotic, and holiday songs, and other familiar tunes. Piano technique will include scales and chord progressions. Class occurs in the electronic piano lab and students will have access to piano practice rooms during the week.</td>
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**MUS 181 Class Piano II**

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<tr>
<th>Spring</th>
<th>2 credit hours</th>
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<tr>
<td>Prereq: A grade of C- or better in MUS 180 or equivalent</td>
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<tr>
<td>Open to all students, this is the second semester of beginning level piano for students who have taken MUS 180 or for students who have a little background in playing the piano. Students will continue with music reading, chord building, harmonizing melodies and improvising in addition to learning more songs. Class occurs in the electronic piano lab and students will have access to piano practice rooms during the week.</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
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<tr>
<td>MUS 210</td>
<td>Theory and Musicianship III</td>
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<td>Theory and Musicianship III is the third semester of the four-semester course sequence that is designed to develop a student’s ability to think in musical sound. This course focuses on chromatic harmony.</td>
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<tr>
<td>MUS 211</td>
<td>Theory and Musicianship IV</td>
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<td>Theory and Musicianship IV is the fourth semester of the four-semester course sequence that is designed to develop a student’s ability to think in musical sound. This course focuses on form and analysis.</td>
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<tr>
<td>MUS 219</td>
<td>World Music</td>
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<td>A survey of Non-Western Music from across the globe. Students will develop skills for describing various musical styles and work toward understanding music’s role in cultural identity. Students will learn to play instruments from these societies in a weekly performance lab and may choose to participate in a concert on campus at the end of the semester. No prior musical experience is necessary.</td>
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<tr>
<td>MUS 300</td>
<td>Topics in Music</td>
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<td>A topic of current interest in music will be taught. Topics will vary depending on faculty interest. Course will be offered upon the request of a faculty member and with approval of the vice president for academic affairs.</td>
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<tr>
<td>MUS 310</td>
<td>Conducting and Score Preparation</td>
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<td>This course functions to establish and develop basic conducting skills with an emphasis on simple metrical patterns, fundamental conducting technique, non-verbal communication, and the basics of score study. This course will integrate components of music theory, history and performance in such a way that each student will gain the skills that are appropriate to prepare and conduct rehearsals and performances.</td>
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<tr>
<td>MUS 335</td>
<td>Music History</td>
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<td>This course is a survey of Western Music from the Medieval period to the present. The course will offer opportunities to become involved with music from a historical perspective. We will examine many works representing various genres and stylistic periods.</td>
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<tr>
<td>MUS 343</td>
<td>Survey of Vocal and Choral Literature</td>
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<td>This course will introduce the voice student to the primary genres of vocal and choral literature from the Renaissance to the 20th century. Vocal and choral repertoire will be investigated according to historical context, style, interpretation and performance and programming issues.</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
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<tr>
<td>MUS 344</td>
<td>Vocal Pedagogy</td>
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<td>Spring, even academic years</td>
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<td>This course presents the various aspects of</td>
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<td>teaching private and group voice lessons.</td>
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<td>A study of teaching techniques will be presented</td>
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<td>and will emphasize vocal anatomy and physiology</td>
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<td>as well as components of respiration, phonation</td>
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<td>and resonance. A survey of repertoire and</td>
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<td>technique books will be analyzed for</td>
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<td>appropriateness with differing ability levels.</td>
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<td>All aspects of the course will focus on</td>
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<td>developing musicianship skills, voice technique,</td>
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<td>and artistry in students of singing.</td>
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<td>MUS 353</td>
<td>Survey of Piano Literature</td>
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<td>Fall, even academic years</td>
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<td>This course provides students with a survey of</td>
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<td>the major compositions for piano from 1600 to</td>
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<td>the present. In addition to listening to and</td>
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<td>analyzing this music, students will look at the</td>
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<td>cultural influences, historical development,</td>
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<td>nationalistic tendencies, and contemporary</td>
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<td></td>
<td>impact on the composers.</td>
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<tr>
<td>MUS 354</td>
<td>Piano Pedagogy</td>
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<td></td>
<td>Spring, even academic years</td>
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<td></td>
<td>This course is an intensive and comprehensive</td>
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<td></td>
<td>presentation of the various aspects of the piano</td>
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<td>teaching profession, including a study of</td>
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<td>techniques and methods for teaching the</td>
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<td>beginning and intermediate student. A survey of</td>
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<td>various materials for teaching piano are</td>
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<td>examined with an emphasis on evaluation and</td>
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<td>critical analysis of integral elements</td>
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<td>necessary to achieve music literacy, keyboard</td>
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<td>musicianship and comprehensive training.</td>
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<tr>
<td>MUS 359</td>
<td>Music Methods</td>
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<td>Offered on demand</td>
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<td>Fundamentals of musical notation, scales, keys,</td>
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<td>and intervals introduced in such a way as to</td>
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<td>give prospective elementary music teachers a</td>
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<td>practical working knowledge of the various</td>
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<td>facets of music (reading, singing, playing,</td>
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<td>listening, and creating) needed to conduct an</td>
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<td>effective music program in a classroom. Course</td>
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<td></td>
<td>is required for elementary education majors</td>
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<td></td>
<td>seeking a music addition to their elementary</td>
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<td>license.</td>
</tr>
<tr>
<td>MUS 482</td>
<td>Music Practicum</td>
</tr>
<tr>
<td></td>
<td>A supervised, pre-approved experience which</td>
</tr>
<tr>
<td></td>
<td>allows a student to pursue specific learning</td>
</tr>
<tr>
<td></td>
<td>goals and/or be involved in a field experience</td>
</tr>
<tr>
<td></td>
<td>during the regular academic semester.</td>
</tr>
<tr>
<td>MUS 490</td>
<td>Independent Study</td>
</tr>
<tr>
<td></td>
<td>A course designed to encourage student</td>
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<td></td>
<td>initiative and to provide a degree of</td>
</tr>
<tr>
<td></td>
<td>flexibility in the departmental program.</td>
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<tr>
<td></td>
<td>Normally the subject is not sufficiently or</td>
</tr>
<tr>
<td></td>
<td>appropriately covered in departmental course</td>
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<tr>
<td></td>
<td>offerings.</td>
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<tr>
<td>MUS 498</td>
<td>Senior Portfolio</td>
</tr>
<tr>
<td></td>
<td>Each student must develop a portfolio containing</td>
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<td>an appropriate body of work, by the time of</td>
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<tr>
<td></td>
<td>graduation, demonstrates the student is</td>
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<td></td>
<td>ready to make the transition to graduate school</td>
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<tr>
<td></td>
<td>or the professional workplace.</td>
</tr>
<tr>
<td>MUS 499</td>
<td>Senior Competency Examination</td>
</tr>
<tr>
<td></td>
<td>Senior music majors take a written, oral and</td>
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<td>aural comprehensive examination covering basic</td>
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<td></td>
<td>musical principles and material from the</td>
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<tr>
<td></td>
<td>required music courses. Grade of C- or better</td>
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<td>required.</td>
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</tbody>
</table>
SNR/SNT 489 (MUS) Senior Recital

1 credit hour

During the senior year the student will plan and perform a solo recital on campus. In consultation with his/her applied instructor the student will draw from all aspects of music study including theory, history, performance, and research in selecting repertoire, preparing program notes, and promoting the performance.
The Franklin College philosophy program is designed to prepare students for a life of critical examination of themselves and their society; to develop in students an ability to detect the structures, the strengths and weaknesses, and the assumptions of argumentation; and to seek to put these skills to use for the betterment of society.

To fulfill this mission, the program provides opportunities for students to understand the basic questions of all disciplines and of human existence by introducing them to the major traditions and thinkers in philosophy. The program also provides practice in sharpening the skills of logical argument and awareness of the major value systems and how they shape persons and cultures.

Students will learn to think philosophically in a variety of contexts; to seek and detect the assumptions involved in argumentation; to judge what is not only in terms of what might be, but as well in terms of what ought to be; and to understand the value of critical self-examination.
**Philosophy Major**
A major in philosophy is offered for those students preparing for professional careers in college teaching, law, medicine, and the ministry. As well, the area is strongly recommended for persons expecting careers involving significant amounts of decision-making, such as management, or involving the helping professions. All courses are available to all students except 300 and 400 level philosophy courses, which are not available to first-year students. PHL 470 and PHL 490 require the consent of the instructor. All prerequisites require a C- or better.

**Core Requirements**
- PHL 220 Principles of Ethics
- PHL 499 Senior Competency Practicum

**Professional Development Requirements**
- PDP 200 Preparing for Your Internship
- PHL 498 Portfolio Development Practicum
- SNR/SNT 489 (PHL) Senior Year Experience/Project

**One of the following courses**
- PHL 115 Introductory Logic
- PHL 116 Introduction to Philosophy
  *(PHL 115 or 116, while required, is not included in the 24 hours required for the major)*

**Two of the following courses**
- PHL 310 Ancient and Medieval Philosophy
- PHL 320 Modern Philosophy
- PHL 330 Contemporary Philosophy

**One of the following courses:** *(not same course as used above)*
- HIS 325 History of American Thought
- PHL/REL 250 Living Religions East
- PHL 310 Ancient and Medieval Philosophy
- PHL 320 Modern Philosophy
- PHL 330 Contemporary Philosophy

**Nine to ten additional hours in PHL** to meet a minimum 24 semester hours beyond PHL 115/116

**Related Field Requirement**
Twelve semester hours to be approved by the department and submitted in writing to the Academic Records Office. All related field courses require a C- or better.

*A student planning to do graduate work should acquire a reading knowledge of French.*
**Philosophy Minor**

**Core Requirements**
- PHL 340 Advanced Logic
- PHL 490 Individualized Study – two credit hours, relating philosophy to some aspect of the student’s major

**One of the following courses**
- PHL 310 Ancient and Medieval Philosophy
- PHL 320 Modern Philosophy
- PHL 330 Contemporary Philosophy

**One of the following courses**
- PHL 220 Principles of Ethics
- PHL/POL 360 Social and Political Thought

**One additional PHL course** beyond those listed above
### Philosophy Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semester(s)</th>
<th>Exploratory Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHL 115</td>
<td>Introductory Logic</td>
<td>4</td>
<td>Fall</td>
<td>Philosophy &amp; Religion exploratory</td>
</tr>
<tr>
<td></td>
<td><strong>An examination of what constitutes sound or persuasive reasoning. The course aims at enhancing the student’s ability to discover the structure of an argument.</strong></td>
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</tr>
<tr>
<td>PHL 116</td>
<td>Introduction to Philosophy</td>
<td>4</td>
<td>Fall and spring</td>
<td>Philosophy &amp; Religion exploratory</td>
</tr>
<tr>
<td></td>
<td><strong>An introduction to the &quot;perennial questions&quot; of philosophy: Is knowledge possible? Does God exist? What is truth? Do persons have souls? What constitutes the good life or human fulfillment?</strong></td>
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</tr>
<tr>
<td>PHL 220</td>
<td>Principles of Ethics</td>
<td>4</td>
<td>Spring</td>
<td>Philosophy &amp; Religion exploratory</td>
</tr>
<tr>
<td></td>
<td><strong>An examination of the classical sources of ethical thought, such as Plato, Aristotle, Kant, Mill, and others, with attention to their relevance to contemporary problems in business and social ethics.</strong></td>
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<tr>
<td>PHL 250</td>
<td>Living Religions East</td>
<td>4</td>
<td>Spring, even academic years</td>
<td>Philosophy &amp; Religion exploratories</td>
</tr>
<tr>
<td></td>
<td><strong>Historical development, cultural influences, and contemporary expression of Hinduism, Buddhism, Confucianism, Taoism, and Shinto. Same as REL 250.</strong></td>
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<tr>
<td>PHL 300</td>
<td>Topics in Philosophy</td>
<td>3</td>
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<td></td>
<td><strong>A topic of current interest in philosophy will be taught. Topics will vary depending on faculty and student interest. Course will be offered upon the request of a faculty member and with approval of the vice president for academic affairs.</strong></td>
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<tr>
<td>PHL 310</td>
<td>Ancient and Medieval Philosophy</td>
<td>4</td>
<td>Fall, odd academic years</td>
<td></td>
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<tr>
<td></td>
<td><strong>The history of philosophy from ancient Greece to the end of the Medieval period. The course includes major thinkers, such as Socrates, Plato, Aristotle, Augustine, and Aquinas. As well, it includes the beginnings of Christianity.</strong></td>
<td></td>
<td></td>
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<tr>
<td>PHL 320</td>
<td>Modern Philosophy</td>
<td>4</td>
<td>Spring, even academic years</td>
<td></td>
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<tr>
<td></td>
<td><strong>The history of philosophy from the Renaissance and the Protestant Reformation to the 19th century. The course includes Descartes and rationalism; Locke, Hume, and empiricism; Kant, Hegel, and idealism.</strong></td>
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<tr>
<td>PHL 330</td>
<td>Contemporary Philosophy</td>
<td>4</td>
<td>Spring, odd academic years</td>
<td></td>
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<tr>
<td></td>
<td><strong>The history of philosophy from the mid-19th century to the present. The course includes reactions to idealism as well as pragmatism, positivism, existentialism, and phenomenology.</strong></td>
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<tr>
<td>PHL 340</td>
<td>Advanced Logic</td>
<td>3</td>
<td>Spring, odd academic years</td>
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<tr>
<td></td>
<td><strong>Study of the structures of thought in specialized areas, including several of the following: Formal logic, patterns of thought appropriate to the study of the law, of history, of art criticism, ethics, theology, and science.</strong></td>
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<tr>
<td>Course</td>
<td>Credits</td>
<td>Prerequisites</td>
<td>Description</td>
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</tr>
<tr>
<td><strong>PHL 360 Social and Political Thought</strong></td>
<td>4</td>
<td></td>
<td>Study of social and political ideas such as the nature and justification of political power, the nature and legitimacy of governments, and related topics from Plato to the present. Same as POL 360.</td>
<td></td>
</tr>
<tr>
<td><strong>PHL 365 Philosophy of Religion</strong></td>
<td>4</td>
<td></td>
<td>Persistent philosophical problems of historical religions, such as the nature of religion, religious knowledge, and the nature and existence of God, and human freedom. Same as REL 365.</td>
<td></td>
</tr>
<tr>
<td><strong>PHL 470 Seminar: Themes in Philosophic Inquiry</strong></td>
<td>3</td>
<td>Prereq: consent of instructor</td>
<td>A study of the theory of knowledge, metaphysics, axiology, advanced logic, or some particular thinker, tradition, or theme, depending on needs and interests of students.</td>
<td></td>
</tr>
<tr>
<td><strong>PHL 482 Philosophy Practicum</strong></td>
<td>1-2</td>
<td>Prereq: instructor permission</td>
<td>A supervised, pre-approved experience which allows a student to pursue specific learning goals and/or be involved in a field experience during the regular academic semester.</td>
<td></td>
</tr>
<tr>
<td><strong>PHL 490 Independent Study</strong></td>
<td>1-2</td>
<td>Prereq: departmental consent</td>
<td>An academic project designed to encourage student initiative and to provide a degree of flexibility in the departmental program. Normally the subject is not sufficiently or appropriately covered in departmental course offerings.</td>
<td></td>
</tr>
<tr>
<td><strong>PHL 498 Portfolio Development Practicum</strong></td>
<td>0</td>
<td>Coreq: PHL 499 and SNR/SNT 489</td>
<td>Each student must develop a portfolio containing an appropriate body of work that, by the time of graduation, demonstrates the student is ready to make the transition to the professional workplace or graduate school. The specific format and content of the portfolio is determined through consultation of the student with the department and by attending appropriate sessions of PDP 200. PHL 498 is one component of the SNR/SNT 489 requirement. Portfolios will receive either a passing or failing grade.</td>
<td></td>
</tr>
<tr>
<td><strong>PHL 499 Senior Competency Practicum</strong></td>
<td>0</td>
<td>Coreq: PHL 498 and SNR/SNT 489</td>
<td>Taken concurrently with SNR/SNT 489 (PHL), but may include at the department’s discretion a multiple-hour comprehensive essay examination covering the history of philosophy and related topics (Oriental thought, political philosophy, ethics, etc.) depending on the student’s transcript and senior year experience. A grade of C or better is required for graduation.</td>
<td></td>
</tr>
<tr>
<td><strong>SNR/SNT 489 (PHL) Senior Year Experience/Project</strong></td>
<td>2</td>
<td>Coreq: PHL 498 and PHL 499</td>
<td>Franklin College requires a senior year experience (SNR/SNT 489) of all graduating seniors. A portfolio, some participation in PDP 200 and a practical professional development experience related to the field of philosophy and the student’s future plans are normal components. Options for completing this requirement will be as determined for each student in consultation with the department.</td>
<td></td>
</tr>
</tbody>
</table>
Physical Education

Department: Kinesiology
Department Chair: K. Eiler
Department Members: M. Britner, K. Eiler, S. Gaven, K. Noerr, K. Remsburg

Major: Physical Education
Minor: Coaching

The department of physical education at Franklin College is designed to prepare students with current facts, principles, and the general knowledge base to teach physical education and health on the K-12 levels. Through lecture, discussion, laboratories, microteaching, field experiences and internships, students gain the necessary knowledge and develop the appropriate skills to make sound judgments and to be successful professionally. Franklin College students completing the education department and physical education major requirements will be prepared to plan, organize, implement and apply practical knowledge in teaching physical education and health.

Franklin College Physical Education teacher education program encompasses elementary (primary and intermediate), and secondary (5-12) settings and complies with all appropriate developmental standards. The Physical Education program is based on the content standards for teachers of physical education and health.

Please refer to Teacher Education major in the Education section of this catalog for requirements on acceptance into the Teacher Education Program, education courses descriptions, approval for student teaching, program fees, and teacher licensure.

Grade Requirements
A “C” minimum is required for all major and minor required courses. A “C-” minimum is required for all related field required courses, unless otherwise noted.
Physical Education Teaching Major-K-12 with Health

Liberal Arts Core Curriculum
See Secondary Education License Areas in the Education section of the catalog and Liberal Arts for course requirements.

Exploratory Courses
See Liberal Arts requirements in this catalog for specific courses.

Professional Secondary Education Courses
Students must earn at least a ‘C’
- EDU 124 Introduction to Teaching and American Education
- EDP 222 Survey of Exceptional Children/Inclusion
- EDU 222 Child Development and Educational Psychology
- EDU 223 Children’s and Adolescent Literature
- EDU 225 General Methods for Effective Instruction
- EDU 227 Grammar and Linguistics
- EDU 315 Human Diversity in the Classroom
- EDS 326 Instructional Strategies I
- EDS 327 Instructional Strategies II
- EDS 422 Teaching Reading in Content Area
- EDU 443 Interdisciplinary Unit Planning
- EDS 456 Professional Development
- EDS 457 Effective Methods of Assessment and Evaluation
- EDS 499 Senior Education State Competency Practicum
- PED 424 Curriculum and Methods of Physical Education

Field Experiences
A grade of satisfactory ‘S’ is required in all field experiences. Students must earn at least a grade of a ‘C’ in SST 489 Student Teaching.
- SFE 284 Field Experience in Middle or High School Education
- SFE 384 Field Experience in Middle or High School Education
- SFE 385 Field Experience in Middle or High School Education
- SFE 484 Field Experience in Middle or High School Education
- SST 489 Student Teaching in the Middle or High School Classroom

Winter Term
A grade of satisfactory ‘S’ is required in all internships.
- Winter Term Course or LA 112 (freshman year)
- INE 200 Internship in Education
- INE 300 Internship in Education
**Physical Education K-12 with Health Content Course Requirements**

*Students must earn at least a ‘C’ in any content course designated/required for certification*

- **EXE 208** Basic Principles of Nutrition
- **EXE 221** Contemporary Issues in Health and Wellness
- **EXE 222** First Aid and CPR/AED for the Professional Rescuer
- **EXE 372** Exercise Physiology
- **EXE 372L** Exercise Physiology Lab
- **EXE 387** Biomechanics
- **EXE 387L** Biomechanics Lab
- **PED 234** Introduction to Teaching and Coaching Physical Activities
- **PED 250** Fundamental Skills in Elementary Physical Education
- **PED 327** Introduction to Adapted Physical Education
- **PED 341** Organization and Administration of Physical Education Programs
- **PED 343** Curriculum and Methods of Health and Safety
- **PED 345** Fundamental Skills in Middle School Physical Education
- **PED 350** Fundamental Skills in Secondary Physical Education
- **PED 424** Curriculum and Methods of Physical Education

**Related Field Requirements**

*Students must earn a minimum of a ‘C’ in related field courses*

- **EXE 119** Concepts of Wellness
- **KIN 210** Applied Human Anatomy
- **KIN 210L** Applied Human Anatomy Lab
- **KIN 220** Applied Human Physiology
- **KIN 220L** Applied Human Physiology Lab
- **PSY 117** General Psychology

**Highly Recommended**

- **EDU 401** CPR/AED/Heimlich Certification for Education Majors
- **PED 110** Lifeguard Training
- **PED 112** Water Safety Instructor
- **PED 115** Officiating in Volleyball
- **PED 116** Officiating in Basketball
- **PED 333** Coaching Baseball and Softball
- **PED 334** Coaching Basketball
- **PED 335** Coaching Football
- **PED 336** Coaching Volleyball
- **PED 337** Coaching Track and Field
- **PED 338** Coaching Soccer
- **PED 339** Coaching Swimming
Coaching Minor (not a licensure area)

Core Requirements
Students must earn at least a ‘C’
- EXE 208 Basic Principles of Nutrition
- EXE 222 First Aid and CPR/AED for the Professional Rescuer
- EXE 244 Introduction to Strength and Conditioning Methods
- EXE 372 Exercise Physiology
- EXE 372L Exercise Physiology Lab
- EXE 387 Biomechanics
- EXE 387L Biomechanics Lab
- PED 234 Introduction to Teaching and Coaching Physical Activities

Two hours from the following courses
Students must earn at least a ‘C’
- PED 110 Lifeguard Training
- PED 112 Water Safety Instructor
- PED 115 Officiating in Volleyball
- PED 116 Officiating in Basketball
- PED 250 Fundamental Skills in Elementary Physical Education
- PED 333 Coaching Baseball and Softball
- PED 334 Coaching Basketball
- PED 335 Coaching Football
- PED 336 Coaching Volleyball
- PED 337 Coaching Track and Field
- PED 338 Coaching Soccer
- PED 339 Coaching Swimming
- PED 345 Fundamental Skills in Middle School Physical Education
- PED 350 Fundamental Skills in Secondary Physical Education
- PED 490 Independent Study (other coaching classes by student interest)

Related Field Requirements
Students must earn a minimum of a ‘C’ in related field courses
- KIN 210 Applied Human Anatomy
- KIN 210L Applied Human Anatomy Lab
- KIN 220 Applied Human Physiology
- KIN 220L Applied Human Physiology Lab
**Physical Education Course Descriptions**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Grade Basis</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PED 004</td>
<td>Physical Education Activity</td>
<td>1 activity</td>
<td>Pass/Fail</td>
<td>Participation courses involving a variety of sports and activities. Each course includes the origin of the sport, etiquette, fundamental skills, rules, and strategy. Course fees may be associated with some activity classes.</td>
</tr>
<tr>
<td>PED 009</td>
<td>Varsity Sports</td>
<td>1 activity</td>
<td></td>
<td>Students who participate in a varsity sport(s) as a player, manager, cheerleader or dance team member may take PED 009. A student may receive only one credit for a particular sport each academic year.</td>
</tr>
<tr>
<td>PED 100</td>
<td>Lifeguard Training</td>
<td>2 credit</td>
<td></td>
<td>The American Red Cross Lifeguard Training program provides lifeguards with the skills and knowledge necessary to keep patrons of aquatic facilities safe in and around the water. <strong>Skill Prerequisite:</strong> Must be able to swim 300 yards, tread water for 2 minutes, and retrieve a 10lb object from a 7-10 ft. depth in 1 minute, 40 seconds. <strong>Course Fee:</strong> $50. Graded Pass/Fail.</td>
</tr>
<tr>
<td>PED 102</td>
<td>Water Safety Instructor</td>
<td>2 credit</td>
<td></td>
<td>The American Red Cross Water Safety Instructor course provides instructor candidates the training needed to teach courses in the American Red Cross Swimming and Water Safety Program by developing their understanding of how to use the course materials, how to conduct training sessions and how to evaluate participants’ progress. <strong>Prerequisite:</strong> Candidates must be at least 16 years old (proof of age required) by last class session and successfully complete the basic skills test the first night of class. <strong>Basic Skills Strokes:</strong> Front Crawl, 25 yds.; Back Crawl, 25 yds.; Sidestroke, 25 yds.; Breaststroke, 25 yds.; Elementary Backstroke, 25 yds.; Butterfly, 15 yds. Candidates must also maintain position on back for 1 minute in deep water and tread water for 1 minute.</td>
</tr>
<tr>
<td>PED 105</td>
<td>Officiating in Volleyball</td>
<td>1 credit</td>
<td></td>
<td>Responsibilities, mechanics, and techniques of officiating volleyball are learned through practical experience. IHSAA certification is available. <strong>Course fee:</strong> $50 (fee also covers PED 116).</td>
</tr>
<tr>
<td>PED 106</td>
<td>Officiating in Basketball</td>
<td>1 credit</td>
<td></td>
<td>Responsibilities, mechanics, and techniques of officiating basketball are learned through practical experience. IHSAA certification is available. <strong>Course fee:</strong> $50 (fee also covers PED 115).</td>
</tr>
<tr>
<td>PED 234</td>
<td>Introduction to Teaching and Coaching Physical Activities</td>
<td>3 credit</td>
<td></td>
<td>This course serves as an introduction for students who may enter a profession that includes the teaching and/or coaching of physical activities. Students will be presented with history, philosophies, and principles underlying the current status and nature of physical activity and sport within the school curriculum and society. The course will introduce background information and include discussion on sport psychology, pedagogy, and physiology.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Offered</td>
<td>Prerequisites</td>
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<tr>
<td>PED 250</td>
<td>Fundamental Skills in Elementary Physical Education</td>
<td>4</td>
<td>Spring</td>
<td>Prereg: PE K-12 majors - PED 234, EDU 124 or consent of instructor</td>
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<td></td>
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<td></td>
<td>This course focuses on how and what to teach in the elementary school physical education setting. The curriculum will be based on skill themes, movement concepts, and fundamental motor, manipulative and body management skills for elementary students with and without disabilities.</td>
</tr>
<tr>
<td>PED 300</td>
<td>Topics in Physical Education</td>
<td>1-3</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>A topic of current interest in physical education will be taught. Topics will vary depending on faculty interest. Course will be offered upon request of a faculty member and with approval of the vice president for academic affairs.</td>
</tr>
<tr>
<td>PED 327</td>
<td>Introduction to Adapted Physical Education</td>
<td>2</td>
<td>Fall, even academic years</td>
<td>Prereg: PE K-12 majors – PED 234, EDU 124, or consent of instructor</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>This course is designed to provide basic knowledge of terminology associated with and the general characteristics pertaining to students with disabilities. In addition, the course will address federal and state laws pertaining to the education of individuals with disabilities, and the process for referral and placement in the least restrictive environment. Students will have the opportunity to work with individuals with disabilities in a public school setting.</td>
</tr>
<tr>
<td>PED 333</td>
<td>Coaching Baseball and Softball</td>
<td>1</td>
<td>Spring, odd academic years (second seven weeks)</td>
<td>Prereg: PED 234 is highly recommended as a prerequisite.</td>
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<tr>
<td></td>
<td></td>
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<td></td>
<td>A study of offensive and defensive strategies and techniques, practice and game responsibilities, rules and related coaching concepts and ideas are covered. PED 234 is highly recommended as a prerequisite.</td>
</tr>
<tr>
<td>PED 334</td>
<td>Coaching Basketball</td>
<td>1</td>
<td>Spring (first seven weeks)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A study of individual player’s offensive and defensive skills, different offensive and defensive systems of play and other coaching responsibilities. PED 234 is highly recommended as a prerequisite.</td>
</tr>
<tr>
<td>PED 335</td>
<td>Coaching Football</td>
<td>1</td>
<td>Fall (first seven weeks)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>History, rules, offensive and defensive systems of football, current trends, and coaching methods are covered. PED 234 is highly recommended as a prerequisite.</td>
</tr>
<tr>
<td>PED 336</td>
<td>Coaching Volleyball</td>
<td>1</td>
<td>Fall, even academic years (second seven weeks)</td>
<td>Prereg: PED 234 is highly recommended as a prerequisite.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A study of team strategy, systems of play, rules, mechanics of skill development, team selection, practice organization, drills, scouting, and team statistics. PED 234 is highly recommended as a prerequisite.</td>
</tr>
<tr>
<td>PED 337</td>
<td>Coaching Track and Field</td>
<td>1</td>
<td>Spring, even academic years (second seven weeks)</td>
<td>Prereg: PED 234 is highly recommended as a prerequisite.</td>
</tr>
<tr>
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<td></td>
<td></td>
<td>A study of the coaching techniques for each of the track and field events including the organization and administration of track meets, daily practice structures, and psychology of coaching track and field event competition. PED 234 is highly recommended as a prerequisite.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Semester</td>
<td>Prerequisites</td>
</tr>
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</tr>
<tr>
<td>PED 338</td>
<td>Coaching Soccer</td>
<td>1</td>
<td>Fall, odd academic years (second seven weeks)</td>
<td>A study of team strategy, systems of play, rules, mechanics of skill development, team selection, practice organization, drills, scouting, and team statistics. <em>PED 234 is highly recommended as a prerequisite.</em></td>
</tr>
<tr>
<td>PED 339</td>
<td>Coaching Swimming</td>
<td>1</td>
<td>On demand – Fall or spring (seven weeks)</td>
<td>This class is designed to teach students how to develop a comprehensive swimming program. Course content will include the practical development of coaching philosophy, swimming skills and progressions, training principles, practice organization, fundamentals of diving and how to develop an overall season plan. The course will also include an introduction to swimming software.</td>
</tr>
<tr>
<td>PED 341</td>
<td>Organization and Administration of Physical Education Programs</td>
<td>3</td>
<td>Fall</td>
<td>Administrative and organizational procedures and techniques involved in conducting successful K-12 physical education programs. Same as EXE 341.</td>
</tr>
<tr>
<td>PED 343</td>
<td>Curriculum and Methods of Health and Safety</td>
<td>2</td>
<td>Fall, odd academic years</td>
<td>This course provides prospective health teachers with the materials, methods, resources, and public health services available to enhance effective middle and secondary school health and safety instruction.</td>
</tr>
<tr>
<td>PED 345</td>
<td>Fundamental Skills in Middle School Physical Education</td>
<td>3</td>
<td>Fall</td>
<td>Prereq: PE K-12 majors – PED 234, PED 250, EDU 225 or consent of instructor</td>
</tr>
<tr>
<td>PED 350</td>
<td>Fundamental Skills in Secondary Physical Education</td>
<td>3</td>
<td>Spring</td>
<td>Prereq: PE K-12 majors – PED 234, PED 250, PED 345, EDU 225 or consent of instructor</td>
</tr>
<tr>
<td>PED 424</td>
<td>Curriculum and Methods of Physical Education</td>
<td>3</td>
<td>Fall</td>
<td>Prereq: PED 234, PED 250, PED 345 PED 350, and EDU 225 and admission to the student teaching program Coreq: SFE 484</td>
</tr>
</tbody>
</table>

A study of the physical education curriculum in K-12. Special methods for teaching curricular content and an examination of materials and other resources appropriate to both the discipline and the grades K-12. To be taken during the fall semester of the student teaching year.
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>PED 470 Seminar</td>
<td>2</td>
<td>Advanced study of selected physical education coaching or health problems.</td>
<td></td>
</tr>
<tr>
<td>PED 480 Internship in Athletics</td>
<td>4</td>
<td>A practical experience in a physical education or athletic setting equivalent to four weeks full-time employment. PED 480 will fulfill four semester hours of the winter term requirement.</td>
<td>departmental consent</td>
</tr>
<tr>
<td>PED 482 Practicum in Athletics</td>
<td>1-2</td>
<td>A supervised, pre-approved experience which allows a student to pursue specific learning goals and/or be involved in a field experience during the regular academic semester.</td>
<td>instructor permission</td>
</tr>
<tr>
<td>PED 490 Independent Study</td>
<td>1-2</td>
<td>Individualized, independent research project in a student’s field of interest in physical education not thoroughly covered in regular courses.</td>
<td>at least 18 semester hours of physical education and the consent of the instructor</td>
</tr>
</tbody>
</table>
Political Science

Department Chair: R. Smith
Department Members: A. Fetter-Harrott, R. Smith

Major: Political Science
Minors: Political Science, International Relations

The political science department provides the means by which, within the liberal arts curriculum, undergraduate students learn to understand the political process (at both domestic and international levels.) The place of political science in a liberal arts setting has been established for the better part of 3,000 years. To fulfill this mission, the department offers two sets of courses: one concerned with international politics, and another concerned with American politics. Like the ancient Greek philosophers, political science is concerned both with understanding and evaluating the processes which allocate societal values. In so doing, our students will be able to appreciate and understand these two levels of the political process.

As a result of this experience, students will be able to think analytically about the problems that face humankind internationally and domestically. They will be prepared for such things as law school, graduate school, employment by government at the local, state, and federal levels, as well as careers in teaching.

All political science majors and minors must earn a grade of C- or better in all required political science courses. Students majoring in political science must complete the 29 semester hours of political science with a minimum graduation GPA of 2.00 (A=4.00). Students wishing to minor in political science or international relations must complete all required courses with a minimum graduation GPA of 2.00 (A=4.00).
Political Science Major

Core Requirements
- POL 110 American National Government
- POL 360 Social and Political Thought
- POL 470 Senior Seminar
- POL 499 Senior Competency Practicum

One of the following courses
- POL 410 American Constitutional Law I: Powers and Duties
- POL 420 American Constitutional Law II: Civil Rights and Liberties

Immersive Learning Requirement – one of the following courses
- POL 225 State and Local Government
- POL 234 American Political Participation
- POL 275 Law and Politics in American Society
  Any other experiential course relating to political sciences by approval of the Department

Two of the following courses – not the same courses as used above
- POL 225 State and Local Government
- POL 234 American Political Participation
- POL 275 Law and Politics in American Society
- POL 315 American Congress
- POL 316 American Presidency
- POL 336 Introduction to Public Policy
- POL 350 Public Administration
- POL 410 American Constitutional Law I: Powers and Duties
- POL 420 American Constitutional Law II: Civil Rights and Liberties

Two of the following courses – not the same course as used above
- POL 120 Introduction to International Relations
- POL 130 Introduction to Comparative Politics
- POL 250 Comparative Politics in Developed Countries
- POL 320 International Security and Conflict Management
- POL 341 International Law and Organizations
- POL 390 American Foreign Policy

Additional POL credits, if necessary, to meet the minimum required of 25 hours beyond POL 110.

Professional Development Requirements
- PDP 200 Preparing for Your Internship
- POL 498 Portfolio (take with POL 470)
- SNR/SNT489 (POL) Senior Internship/Project
Related Field Requirement
Twelve semester hours in a related field such as journalism, philosophy, history, economics, psychology, or sociology (Any variations must be approved by the department and submitted in writing to the Academic Records Office.). Courses may be taken outside these departments for a related field only with the consent of the chairperson of the department of political science. All related field courses must be completed with a grade of D or better.

*NOTE:* POL 110 should be taken before the completion of the sophomore year.

Political Science Minor

Core requirements
- POL 110 American National Government
- POL 120 Introduction to International Relations
- POL 130 Introduction to Comparative Politics
- POL 360 Social and Political Thought

One of the following courses
- POL 410 American Constitutional Law I: Powers and Duties
- POL 420 American Constitutional Law II: Civil Rights and Liberties

International Relations Minor
Note: This minor is not available to political science majors.

Core requirements
- POL 120 Introduction to International Relations
- POL 130 Introduction to Comparative Politics
- POL 341 International Law and Organizations
- POL 360 Social and Political Thought

One of the following courses
- BUS/ECO 350 International Economics and Finance
- CAN/POL 250 Comparative Politics in Developed Countries
- HIS 361 East Asian History
- HIS 365 History of the Middle East
- PHL/REL 250 Living Religions East

Two semesters of a foreign language offered by Franklin College.
**Political Science Course Descriptions**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Term(s)</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>POL 110</td>
<td>American National Government</td>
<td>4</td>
<td>Fall, Spring</td>
<td>Social Science exploratory</td>
</tr>
<tr>
<td></td>
<td>Introduction to the basic principles, theories, and major factors</td>
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<td></td>
<td>which influence decision-making within the political process.</td>
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</tr>
<tr>
<td>POL 120</td>
<td>Introduction to International Relations</td>
<td>4</td>
<td>Fall</td>
<td>Social Science exploratory</td>
</tr>
<tr>
<td></td>
<td>History, theory, practice, and analysis of the forces and</td>
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<td></td>
<td>conflicts among nation-states, including such factors as</td>
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<td></td>
<td>nationalism, diplomacy, war, etc., causes, peaceful resolution</td>
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<td></td>
<td>and discussion of systems to prevent war, polycentrism and power,</td>
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<tr>
<td></td>
<td>i.e., public opinion, technology, economics, and military.</td>
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<tr>
<td>POL 130</td>
<td>Introduction to Comparative Politics</td>
<td>4</td>
<td>Spring</td>
<td>Social Science exploratory</td>
</tr>
<tr>
<td></td>
<td>Introduction to the methodology of systematic country comparison</td>
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<td></td>
<td>through use of selected examples from Asia, Africa, Latin America</td>
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<td></td>
<td>and/or Europe. Issues such as the roles played by political</td>
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<td></td>
<td>institutions, ideologies, cultures and interest groups are</td>
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<td></td>
<td>examined alongside the concepts of nation-building, development</td>
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<td></td>
<td>and democratization. Students learn a method for comparing</td>
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<td></td>
<td>countries across political systems.</td>
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<tr>
<td>POL 225</td>
<td>State and Local Government</td>
<td>3</td>
<td>Spring, odd academic</td>
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<tr>
<td></td>
<td>The American political process as viewed from the perspective of</td>
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<td></td>
<td>state and local governmental institutions, including political</td>
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<td></td>
<td>parties, interest and clientele groups, the electoral process,</td>
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<td></td>
<td>urban politics, traditional and new patterns of city and</td>
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<tr>
<td></td>
<td>county government, and problems and needs of metropolitan areas.</td>
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<tr>
<td>POL 234</td>
<td>American Political Participation</td>
<td>3</td>
<td>Fall, even academic years</td>
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<tr>
<td></td>
<td>Patterns of voting, political parties, interest groups, and the</td>
<td></td>
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<td></td>
<td>election process in the American political system and their</td>
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<td></td>
<td>impact on stability and change in the system. Students will be</td>
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<td>required to complete a substantial service component within this</td>
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<tr>
<td></td>
<td>course, either through media coverage of political participation</td>
<td></td>
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<td>at TheStatehouseFile.com or through service to a relevant political</td>
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<tr>
<td></td>
<td>organization.</td>
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</tr>
<tr>
<td>POL 250</td>
<td>Comparative Politics in Developed Countries</td>
<td>3</td>
<td>On demand, International</td>
<td>CAN 130 or POL 130 or consent of instructor</td>
</tr>
<tr>
<td></td>
<td>This course examines the political cultures, governmental</td>
<td></td>
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<td></td>
<td>institutions, and current policy debates in Canada, France and</td>
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<td>Germany. Relations between these countries and the United States</td>
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<tr>
<td></td>
<td>will also be examined. Same as CAN 250.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>POL 275</td>
<td>Law and Politics in American Society</td>
<td>4</td>
<td>Fall, odd academic years</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The focus of this course will be on tracing the American legal</td>
<td></td>
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<tr>
<td></td>
<td>philosophy from the roots of its political and legal settings.</td>
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<tr>
<td></td>
<td>Special attention will be paid to the English legal heritage,</td>
<td></td>
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<tr>
<td></td>
<td>the concepts of law and justice, and the different types of law</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>in American society.</td>
<td></td>
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</tr>
</tbody>
</table>
**POL 300 Topics in Political Science**  
3 credit hours  
Spring  

The purpose of this course is to bridge the gap between theory and practice in the field of politics. Important topics, both international and domestic, may be selected by the department. Courses will be offered upon the request of a faculty member and with approval of the vice president for academic affairs.

**POL 315 American Congress**  
4 credit hours  
On demand  
Prereq: POL 110  

Examination of the institutionalization of Congress, the theories regarding motivations of its members and how these motivations likely impact the nature of the institution itself. Topics discussed include: rules, procedures, and structures of Congress; elections; and the role of parties, leadership and interest groups. Students learn alternative ways of conceiving the motivations of members of Congress and how such motivation might impact policy, as well as the importance of information in making legislative decisions.

**POL 316 American Presidency**  
4 credit hours  
On demand  
Prereq: POL 110  

Examination of the institutionalization of the presidency, as well as the topics of power, personality, public opinion, and elections. Students develop an understanding of the constraints placed on the individuals that hold the presidency as well as the manner in which the behavior of these individuals irrevocably change the institution. Students learn of the powers and imperatives of the American presidency, as well as an understanding of the president’s role in the American political order.

**POL 320 International Security and Conflict Management**  
4 credit hours  
On demand  
Prereq: POL 120  

Examination of international conflict and cooperation. A wide range of competitive situations are surveyed, including: war, global economy, terrorism and the environment. The structure and functions of international organizations and their role in the resolution of international conflicts are also examined. Students learn to critically assess international relations theory regarding the prospects of war and peace.

**POL 336 Introduction to Public Policy**  
3 credit hours  
Fall, even academic years  
Prereq: POL 110  

Introduction to the elements of the American public policy process including the identification, formation, adoption, implementation, and impact stages.

**POL 341 International Law and Organizations**  
4 credit hours  
Spring, odd academic years  
Prereq: POL 120  

Nature, sources, and functions of international law with particular attention to the rights and duties of states. The new subject of international law: international organizations particularly the United Nations will be examined thoroughly.

**POL 350 Public Administration**  
3 credit hours  
On demand  
Prereq: POL 110  

Theories and processes of public bureaucracy with emphasis on alternate efficiency and accountability problems in a democratic political system.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Schedule</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>POL 360</td>
<td>Social and Political Thought</td>
<td>4</td>
<td>Fall</td>
<td>Study of social and political ideas such as the nature and justification of political power, the nature and legitimacy of governments, and related topics, from Plato to the present. Same as PHL 360.</td>
</tr>
<tr>
<td>POL 375</td>
<td>Justice and Advocacy</td>
<td>2</td>
<td>Fall, odd academic years</td>
<td>This course focuses on advanced concepts relating to the American system of justice. Students will learn about the rules of evidence, rhetorical strategy in a legal setting, principles of civil and criminal law, and other issues relating to court proceedings and trial practice. This course does not satisfy the hours required toward a major in Political Science.</td>
</tr>
<tr>
<td>POL 390</td>
<td>American Foreign Policy</td>
<td>4</td>
<td>On demand</td>
<td>Examination of the leading theoretical approaches to the study of American foreign policy. The impact of Realist and Liberal paradigms are explored along with the role of culture in the formation of foreign policy. Additional approaches such as decision-making, leadership, public opinion and psychology are also explored. Students learn to critically evaluate foreign policy from several different perspectives.</td>
</tr>
<tr>
<td>POL 410</td>
<td>American Constitutional Law I: Powers and Duties</td>
<td>4</td>
<td>Fall, even academic years</td>
<td>Analysis of decisions of the Supreme Court of the U.S., with special emphasis on decisions relating to the powers and duties of the institutions of American government.</td>
</tr>
<tr>
<td>POL 420</td>
<td>American Constitutional Law II: Civil Rights and Liberties</td>
<td>4</td>
<td>Spring</td>
<td>Analysis of decisions of the Supreme Court of the U.S., with special emphasis on decisions relating to the Bill of Rights and the 14th Amendment.</td>
</tr>
<tr>
<td>POL 470</td>
<td>Senior Seminar</td>
<td>3</td>
<td>Spring</td>
<td>Methods and materials of research in government. Each student chooses a research question which culminates in a formal empirical analysis which is presented to the College.</td>
</tr>
<tr>
<td>POL 482</td>
<td>Political Science Practicum</td>
<td>1-2</td>
<td></td>
<td>A supervised, pre-approved experience which allows a student to pursue specific learning goals and/or be involved in a field experience during the regular academic semester.</td>
</tr>
<tr>
<td>POL 490</td>
<td>Independent Study</td>
<td>1-2</td>
<td></td>
<td>Courses are designed to encourage student initiative and to provide a degree of flexibility in the departmental program. Normally the subject is not sufficiently or appropriately covered in departmental course offerings. Course can consist of individualized reading and research in a field or area of student interest or need.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credit Hours</td>
<td></td>
<td></td>
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<tr>
<td>POL 498</td>
<td>Portfolio</td>
<td>No credit</td>
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<td></td>
<td>Spring</td>
<td></td>
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<tr>
<td></td>
<td>Coreq: POL 470</td>
<td></td>
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</tbody>
</table>

The main component of this collection of student work will be the research paper completed in POL 470 that students develop from courses taken within the department and internships they may have completed. Contents may also include designated class assignments, case studies and projects, or assignments and projects of the student’s choosing. The portfolio is completed with assignments related to leadership and professional development from the PDP 200 course.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>POL 499</td>
<td>Senior Competency Practicum</td>
<td>No credit</td>
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</tr>
</tbody>
</table>

The senior competency practicum is both a written essay and oral exam. The questions for the essay exam are submitted by the faculty of the department who also conduct the oral exam. A grade of ‘C-’ or better is considered a passing grade.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SNR/SNT 489 (POL)</td>
<td>Senior Internship/Project</td>
<td>4-6 credit hours</td>
</tr>
</tbody>
</table>

A senior internship/project which may also be completed in the junior year.
Pre-Law Curriculum

Program Advisors: A. Fetter-Harrott, R. Smith

Program: Pre-Law

Students who plan to enter a law school upon graduation from Franklin College may complete any major. Those most prepared for the challenge of law school practice will develop an understanding of the U.S. legal system, its historical and philosophical bases, and issues central to ethical, contemporary practice. To earn a pre-law designation upon graduation from Franklin College, students must complete the following program with the guidance of the pre-law advisors.

Required courses
- PHL 340 Advanced Logic
- POL 110 American National Government
- POL 275 Law and Politics in American Society

Category A: One of the following courses
- ENG 227 The English Language
- ENG 328 Advanced Composition

Category B: One of the following courses
- BUS 341 Business Law I
- MMJ/PRL 445 Communication Law in a Digital World
- POL 341 International Law and Organizations
- POL 410 American Constitutional Law I: Powers and Duties
- POL 420 American Constitutional Law II: Civil Rights and Liberties

Category C: 10 or 11 semester hours* from the following courses
- Any course listed in Category B above
- ACC 221 Principles of Accounting I
- ACC 222 Principles of Accounting II
- BIO 225 Bioethics
- BIO/CHE 334 Biochemistry
- BIO/CHE 392 Techniques in Biotechnology and Biochemistry
- BUS/ECO 340 Government and Business
- BUS/ECO 360 Economics of Labor and Labor Relations
- ECO 115 Principles of Economics
- ECO 221 Intermediate Microeconomic Theory
- ENG 333 Shakespeare
- HIS 231 African American History
- HIS 325 History of American Thought
- HIS 332 History of Women in the United States
- LEA 220 Leadership: Foundations, Theory, and Practice
- MAT/PSY/SOC 224 Basic Applied Statistics
- PHL 220 Principles of Ethics
- PHL 320 Modern Philosophy
PHL 330 Contemporary Philosophy  
POL 225 State and Local Government  
POL 336 Introduction to Public Policy  
POL 360 Social and Political Thought  
SOC 118 Introduction to Sociology  
SOC 210 Criminal Justice  
SOC 321 Criminology  

*Students who take either BUS 341 Business Law I or MMJ/PRL 445 Communication Law in a Digital World to fulfill their Category B requirement must take 11 hours from Category C. All others must take only 10 hours from Category C.  

Additionally, students may petition the Pre-Law Program Advisors to substitute another course not listed in the catalogue (such as a Topics, Winter Term, or Independent Study course) to meet the 10 or 11 hour requirement.  

**Internship Requirement**  
Students must complete at least one high quality law-related internship approved by the pre-law advisors.  

Complete course descriptions for each of these offerings may be found elsewhere in this catalog under the appropriate major headings. Note that some course may have prerequisites.
Psychology

Department: Psychology
Department Chair: J. Bromley
Department Members: A. Bracken, J. Bromley, K. Flora, R. Rush

Major: Psychology
Minors: Psychology, Neuroscience
Cooperative Program: Accelerated Master of Public Health

Program Information: Psychology is the scientific study of human behavior. Even the most introverted, isolated individuals must interact with others at some point; nobody is exempt from the findings of the field of psychology. Because most people interact with others regularly, most people use psychology on a daily basis whether they are aware of it or not. Findings from the field of psychology can be applicable to a broad range of occupations and roles, from managers to teachers to parents. Thus, psychology provides the insight to better understand ourselves and our wide network of relationships.

Operating within the strong liberal arts structure at Franklin College, the Psychology Program is intended to communicate to students that psychology offers unique ways of thinking and knowing, which have great potential for helping people identify and cope with the world’s problems. Additionally, the program aims to develop in students the compassion, command and comprehension they will need to work toward making the world a better place for all individuals to lead satisfying and productive lives.

The Psychology Program strives to:

• provide students with a broad and deep knowledge base in psychology
• engage students in practical applications of that knowledge base
• enable students to develop methodological competence and ethical sensitivity
• encourage students to play an active role in their education both inside and outside of the classroom.

All major and minor courses and prerequisites must be completed with a grade of C- or better.
Psychology Major

Minimum of 30 semester hours as follows. A maximum of 9 credit hours of transfer credit may be applied to the 30 hours of coursework required for the psychology major.

Core Requirements
- PSY 117 General Psychology
- PSY 227 Research Methods in Psychology
- PSY 240 Abnormal Psychology
- PSY 320 Social Psychology
- PSY 322 Physiological Psychology
- PSY 419 Experimental Psychology I
- PSY 420 Experimental Psychology II
- PSY 422 History and Systems
- PSY 499 Senior Competency Practicum

One of the following courses
- BUS 265 Business Research Methods
- PSY 224 Basic Applied Statistics

Professional Development Requirements
- PSY 200 Careers in Psychology
- PSY 482 Psychology Practicum
- PSY 498 Portfolio
- SNT 489 PSY Internship in Psychology

One course from two of the following three categories

Category A – Developmental/Applied
- PSY 220 Gerontology
- PSY 226 Lifespan Development
- PSY 416 Health Psychology

Category B – Personality/Counseling
- PSY 310 Introduction to Counseling
- PSY 315 Cross-Cultural Psychology
- PSY 421 Theories of Personality

Category C – Cognitive/Biological
- PSY 324 Psychology of Learning
- PSY 326 Drugs, Brain, and Behavior

Related Field Requirement: Students are required to choose ONE of the following options

Related Field Option - Twelve credit hours from one academic field outside of psychology as approved by the department.

Minor Option - A minor in an academic field outside of psychology. Students must meet the requirements of the department offering the minor.

Double Major Option - A second major at Franklin College. Students must meet all requirements for the second major and the psychology major.
Sequencing Notes: A student is strongly recommended to take PSY 227 in the freshman or sophomore year since PSY 227 is a prerequisite for the PSY 419/PSY 420 course sequence. Students contemplating a major or minor in psychology must receive a grade of C- or better in PSY 117 before registering for upper level classes. Additionally, it is recommended that PSY 224 be taken concurrently with or prior to PSY 227. Another general recommendation is that PSY 320 should be completed in the junior year. Students should pay particular attention to alternate year course offerings and carefully plan, in close consultation with their advisor, the timing for taking these courses. Undergraduate research is recommended for students planning to attend graduate school.

Psychology Minor

Core Requirement
PSY 117 General Psychology

Four of the following courses - At least one of the four courses must be a 300 or 400 level course.
Students should select four of the following courses best suited to supplement their major emphasis or career interest, after consultation with advisor or psychology faculty.

PSY 224 Basic Applied Statistics or BUS 265 Business Research Methods
PSY 226 Lifespan Development
PSY 227 Research Methods in Psychology
PSY 240 Abnormal Psychology
PSY 310 Introduction to Counseling
PSY 320 Social Psychology
PSY 322 Physiological Psychology
PSY 324 Psychology of Learning
PSY 326 Drugs, Brain, & Behavior
PSY 416 Health Psychology
PSY 421 Theories of Personality

Neuroscience Minor

Core Requirements
BIO 140 Cell Biology
PSY 117 General Psychology
PSY 322 Physiological Psychology
Independent study, research, or Internship related to Neuroscience (2 credit minimum)

One of the following options
Option 1: BIO 210 and BIO 215 Human Anatomy & Physiology I & II
Option 2: BIO 360 Animal Physiology

One of the following courses
PSY 324 Psychology of Learning
PSY 326 Drugs, Brain, and Behavior
Cooperative Programs in Psychology
Franklin College offers an accelerated Master of Public Health (AMPH) in the form of a 3 + 2 combined Bachelor of Arts (3) and Master of Public Health (2) degree with the IUPUI Richard M. Fairbanks School of Public Health. This consists of a common core and specific courses required for each particular program. After completion of three years of college work and fulfilling Franklin College graduation requirements (except total graduation hours and completion of one of the two required diversity and international courses), students may receive a bachelor of arts degree from Franklin College upon completing one year at IUPUI, for a total of 120 semester hours. Successful completion of the first year in the cooperative program satisfies the internship or senior year experience requirement for the major. Any student following these programs who is not accepted by IUPUI after the third year could return to Franklin College and receive a bachelor of arts in psychology by completing: 1) all of the remaining requirements for the psychology major, 2) one additional diversity or international course, and 3) 120 total semester hours required for graduation. (Students with a declared enrollment in the aforementioned cooperative program will be given priority during registration in subsequent semester(s)). See the Public Health section of this catalog for more details.
### Psychology Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 117</td>
<td>General Psychology</td>
<td>4</td>
<td>Fall and Spring, Social Science exploratory</td>
</tr>
<tr>
<td></td>
<td>Offers an introduction to the field of psychology as a social science. This course covers many areas of investigation of interpersonal and intra-personal processes, such as sensation and perception, memory development, and learning. An understanding of basic psychological principles and perspectives will be emphasized. Satisfies social sciences exploratory requirement.</td>
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<tr>
<td>PSY 200</td>
<td>Careers in Psychology</td>
<td>1</td>
<td>Spring</td>
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<td></td>
<td>This course is designed to provide an overview of the discipline, including exploring career options, success strategies in psychology courses, introduction to APA format and the graduate school admissions process. Students will complete several reflections and self-assessments with the intent of understanding personal strengths and weaknesses and how this may impact their study of psychology.</td>
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<tr>
<td>PSY 220</td>
<td>Gerontology</td>
<td>4</td>
<td>Spring, odd academic years, Prereq: PSY 117 or SOC 118</td>
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<tr>
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<td>An analysis of the process of aging, which will utilize social, psychological, and structural approaches to gain an understanding of the unique problems which confront the elderly in modern society. Course goals also include the development or refinement of specific skills and techniques for studying or working with older adults through a substantive experiential learning component. Same as SOC 220.</td>
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<tr>
<td>PSY 224</td>
<td>Basic Applied Statistics</td>
<td>3</td>
<td>Fall and Spring, Fulfills LA 103 requirement</td>
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<td></td>
<td>Prereq: one of the following: CMP 130, LA 103, MAT 125, MAT 126, MAT 135, MAT 181, or placement in MAT 135/181</td>
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<td></td>
<td>An introduction to statistical reasoning for students in life and social sciences. Data reduction, probability concepts, sampling theory, hypothesis testing, estimation, chi-square, t-test, analysis of variance, correlation and regression, and some non-parametric tests are included. Does not count towards a mathematics major. Same as MAT/SOC 224. Students cannot receive credit for both.</td>
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<tr>
<td>PSY 226</td>
<td>Lifespan Development</td>
<td>4</td>
<td>Spring, even academic years, Prereq: PSY 117</td>
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<tr>
<td></td>
<td>This course is a survey of major themes of change and constancy from fetal development to death, with emphasis on typical biological, cognitive and socioemotional development. Students will apply theory to practice through observational projects and critical readings of both empirical and popular sources. The impact of ethnic, gender and cultural factors on development will be emphasized.</td>
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<tr>
<td>PSY 227</td>
<td>Research Methods in Psychology</td>
<td>3</td>
<td>Fall and Spring</td>
</tr>
<tr>
<td></td>
<td>Prereq: PSY 117 or consent of instructor</td>
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<td>This course will prepare students for upper-level psychology courses by providing an overview of various methodologies used by psychologists to understand the world. This writing intensive course will teach students to locate and summarize scholarly articles using APA format. Students will be introduced to SPSS to enter, analyze, and interpret small data sets. Discussion of ethical decision making as part of the research process will be emphasized. The course culminates with a group replication of a previously published psychological study, complete with a full write-up and presentation.</td>
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</table>
### PSY 240 Abnormal Psychology
4 credit hours
Fall, even & Spring, odd academic years
Prereq: PSY 117

Offers a survey of adult abnormal psychology integrating theory and research with case histories and first-person narratives.

### PSY 300 Topics in Psychology
3-4 credit hours
On demand

A topic of current interest in psychology will be taught. Topics will vary depending on faculty interest. Course will be offered upon the request of a faculty member and with approval of the vice president for academic affairs.

### PSY 310 Introduction to Counseling
4 credit hours
Spring, even academic years
Prereq: PSY 117

The purpose of this course is to provide an introduction to the theories, research, and practice of counseling. The history as well as the current status of the profession of counseling will be discussed. In addition, the values of the counseling field and underlying assumptions will be described. Scientific and professional aspects of counseling will be explored. Different counseling approaches, including, psychoanalytic, humanistic, behavioral, and cognitive theories, will also be introduced. Introductory active listening and interviewing skills will also be covered.

### PSY 315 Cross-Cultural Psychology
3 credit hours
Fall, even academic years
Fulfills LA 315 requirement
Prereq: PSY 117, LA 101, 102, 103, 111, 112 and 201

This course will cover the study of culture in psychology and the application of cultural knowledge to the scientific study of human behavior. Areas in cultural psychology that will be covered include research methods, psychological development, health, cognition, emotion, language, and social behavior. This course will also integrate student’s previous experiences in the liberal arts curriculum in to their current understanding of their cultural self.

### PSY 320 Social Psychology
4 credit hours
Spring
Prereq: PSY 117 & junior or senior standing

Survey of laboratory and field research on the interaction of an individual with his or her social environment.

### PSY 322 Physiological Psychology
4 credit hours
Fall, even & spring, odd academic years
Prereq: PSY 117 or consent of instructor

A course focused on the biological underpinnings of human behavior. Topics covered include the nervous system, endocrine system, sensation and perception, memory, language, and other basic behaviors.

### PSY 324 Psychology of Learning
4 credit hours
Fall, odd academic years
Prereq: PSY 117

A course focused on theories and principles of animal and human learning. Topics include innate behaviors and habituation, classical conditioning, operant conditioning, observational and motor learning.

### PSY 326 Drugs, Brain, and Behavior
3 credit hours
Spring, even academic years
Prereq: PSY 117

This course will begin with an in-depth study of basic pharmacological principles, including receptor pharmacology and pharmacokinetics. We will cover the locations and actions of the major neurotransmitters. Next, various classes of drugs of abuse, as well as different definitions and theories of drug abuse and addiction, will be discussed. We will consider how the different classes of drugs affect brain function to cause changes in behavior, as well as the consequences of long-term drug exposure and withdrawal. Finally, we will explore pharmacological treatments for various psychological disorders.
### PSY 345 Statistical Consulting Project

**3 credit hours**

| Spring, odd academic years | Fulfills LA 315 requirement | Prereq: PSY 224, MAT 331 or BUS 265 |

Each student will work as part of a team to complete a statistical consulting project for a local non-profit agency or other appropriate organization. Special emphasis will be given to the development of skills in project management and consulting. Projects will be chosen to require the use of important statistical concepts such as experimental design, survey design, or regression analysis. Recommended especially for majors in the social sciences who are intending to go to graduate school or for those aiming for careers involving statistical applications. Same as ECO/MAT/SOC 345. Students may receive credit in only one of these cross-referenced courses.

### PSY 416 Health Psychology

**4 credit hours**

| Fall, odd academic years | Prereq: PSY 117 |

This course will provide an introduction to the field of health psychology, which is concerned with the roles of behavioral/lifestyle, psychological and social factors on health, illness and chronic disease. The course will address three general subject areas: 1) attitudes, behavior, and lifestyle factors affecting disease prevention and development; 2) stress and the related psychological and social processes associated with disease development and progression; and 3) social and psychological factors involved in the illness experience.

### PSY 419 Experimental Psychology I

**3 credit hours**

| Fall | Prereq: PSY 117, PSY 227 & junior or senior standing |

Introduction to the planning, conducting, and interpreting of research in psychology and development of further knowledge of content material associated with selected areas of investigation. Provides the experience of conducting a complete original experiment.

### PSY 420 Experimental Psychology II

**3 credit hours**

| Spring | Prereq: PSY 224 or BUS 265, & PSY 419; Coreq: PSY 498 |

Advanced course in experimental design which develops a greater understanding of the experimental method and provides the experience of conducting a complete original experiment. Incorporates graduation requirements for senior year experience/project.

### PSY 421 Theories of Personality

**4 credit hours**

| Fall, odd academic years | Prereq: PSY 117 & junior or senior standing |

An investigation of theory, testing data, and findings in the study of personality. The course may emphasize one or more approaches such as psychoanalytic, neoanalytic, social psychological, learning, and phenomenological theories.

### PSY 422 History and Systems

**3 credit hours**

| Spring | Prereq: at least 15 semester hours of PSY excluding PSY 117, senior standing, psychology major; Coreq: PSY 499 |

Historical antecedents of contemporary psychological systems, with special emphasis on the relationship of these systems to contemporary psychological theory.
**PSY 470 Psychology Seminar**

| Offered on demand | Prereq: at least 12 semester hours of psychology & consent of instructor |

An advanced course devoted to an intensive examination of selected topics of psychological importance. Open to psychology majors and other majors with an adequate background in psychology.

**PSY 482 Psychology Practicum**

| Spring | Prereq: PSY 200 & completion of a departmental-approved internship |

An advanced course for students to take after the completion of or concurrently with their internship in psychology. This course will require in-depth reflection and critical analysis of the internship experience. Emphasis will also be given to applying psychological concepts and identifying skills developed on internship. Students will also engage in professional development opportunities related to graduate school and the job search.

**PSY 490 Independent Study**

| 1-2 credit hours | Prereq: Departmental consent |

Courses are designed to encourage student initiative and to provide a degree of flexibility in the departmental program. Normally the subject is not sufficiently or appropriately covered in departmental course offerings.

**PSY 498 Portfolio**

| Spring | Coreq: PSY 420 |

The main component will be the research project required in PSY 420. Contents may also include assignments and projects of the student’s and/or faculty’s choosing from other coursework. The professional development and leadership components are part of PSY 420 in that students are guided in preparing and presenting their research projects. Completion of PSY 420 with a grade of C- or better will show completion of portfolio requirement.

**PSY 499 Senior Competency Practicum**

| Spring | Coreq: PSY 422 |

The requirement for PSY 499 are met by the successful completion of the department’s required capstone course, PSY 422. A grade of ‘C’ or better is considered a passing grade.

**SNT 489 PSY Internship in Psychology**

| 2-4 credit hours |

Senior year internship experience in a field related to the student’s chosen career field and in conjunction with professional development. Credit hours vary according to particular internship experience.
Franklin College offers an accelerated Master of Public Health Program (AMPH) in the form of a 3 + 2 combined Bachelor of Arts (3 years) and Master of Public Health (2 years) degree with the IUPUI Richard M. Fairbanks School of Public Health. Upon successful completion of a minimum of 105 credit hours (in three years) of baccalaureate instruction at Franklin College and the core requirements of the Master of Public Health degree (in the 4th year) at IUPUI (15 credit hours), the student will be eligible to receive a baccalaureate degree from Franklin College. After completion of the required credits in the MPH program, the student will then be eligible to receive the MPH degree from IUPUI.

The MPH core graduate level courses which will be part of the credits that the student will take in the fourth year (1st year at IUPUI) of the AMPH program to fulfill the final 15 credit hours required for an FC Bachelor of Arts degree are:

- S500: Social and Behavioral Science in Public Health (3 hours)
- H501: US Health care Systems and Health Policy (3 hours)
- E517: Fundamentals of Epidemiology (3 hours)
- A519: Environmental Science in Public Health (3 hours)
- B551: Biostatistics for Public Health (3 hours)

Students interested in this three-year-plus-two-year program should carefully plan Franklin College course selections after consultation with the following AMPH faculty advisors: Denise Baird, Edward Chikwana, Allison Fetter-Harrott, and Kristin Flora.

The criteria utilized by the Richard M. Fairbanks School of Public Health to select students for admission to the program include the following:

1. Cumulative grade point average of 3.50 (A= 4.00) or better.
2. Minimum of one year of undergraduate mathematics (MAT/PSY/SOC 224 recommended).
3. Minimum of one semester human physiology biology course
4. Competent written and oral communication skills.
5. Completed application package (contact Dr. Steven Lacy at IUPUI).
6. Personal Interview

The application to the Richard M. Fairbanks School of Public Health program must be completed by July 1st of your third year at FC for the MPH program which begins the following fall.

**Academic prerequisites for the AMPH program:**

**Biological Science:** At least one semester of Human Anatomy & Physiology

**Chemistry:** At least one semester of Introductory Chemistry or higher

**Mathematics:** One year of college math including MAT/PSY/SOC 224
The minimum total of 105 semester hours required for admission to the Richard M. Fairbanks School of Public Health programs must include all graduation requirements at Franklin College: a departmental major, six winter term hours, and the liberal arts program requirements, with the exception that students must complete either the diversity or international exploratory requirement. Successful completion of a Public Health related internship at FC will satisfy the internship requirements for the MPH program as well. Once students are admitted into the MPH program at IUPUI they will be expected to maintain full time graduate student status (at least 9 Cr Hours per semester) and take the core courses listed above in their first year of the graduate program to allow them to obtain their FC degree at the end of their fourth year in the AMPH program.

Tuition and fees for the MPH program are paid directly to IUPUI. For additional information about this program, students should consult with the faculty advisors listed above.
Public Relations

Department: Journalism
Pulliam School of Journalism Director: J. Krull
Division Head: J. Cramer
Department Members: R. Begovich, J. Cramer, W. Shapiro

Major: Public Relations
Minor: Public Relations

Public relations is a management function that helps business, government and nonprofit organizations reach desired outcomes by ethically and effectively building and maintaining relationships with target audiences. Deeply rooted in the liberal arts tradition of Aristotle’s *Rhetoric* teachings, PR has become an engaging, fast-paced, demanding and strategically sophisticated profession that today uses multi-media communications tactics and technologies.

Hallmarks of the profession include, but are certainly not limited to, a) a commitment to freedom of speech and expression; b) clear, concise and compelling writing; c) an understanding of and appreciation for journalism’s role in a democracy; d) appreciation of and commitment to multicultural awareness; e) mass media literacy; f) critical thinking and problem-solving skills; g) adherence to the codes of ethics of the Public Relations Society of America and the International Association of Business Communicators.

Students pursue in-depth academic studies of public relations while also gaining real-world, real-time learning experiences. Graduates are well prepared to launch careers in public relations and related fields. The public relations major also serves students who plan to pursue graduate or professional degrees in communications or other areas. The public relations program encourages students to explore possibilities for double majors, and also possibilities for study abroad and study away experiences.

Franklin College is the alma mater of one of the key historical figures in American public relations – Elmer Davis, who directed the Office of War Information for President Franklin Roosevelt during World War II.

*All major and minor courses must be completed with a grade of C- or better.*
Public Relations Major

Core Requirements
PRL 150 Introduction to Digital Photography and Audio Reporting
PRL 155 Video for Digital Journalism
PRL 180 Publications Design
PRL 221 Public Relations Practice Areas
PRL 231 Service Learning in Public Relations
PRL 321 Current and Emerging Media in Public Relations
PRL 333 Public Relations Writing
PRL 360 Design for the Internet
PRL 445 Communication Law in a Digital World
PRL 493 Public Relations Senior Projects Seminar in Intellectual Skills
PRL 495 Senior Seminar in Public Relations History
PRL 499 Senior Competency Seminar

Professional Development Requirements
PRL 120 Ethics and Professional Development
PRL 498 Portfolio Development Seminar
SNT 489 PRL Senior Year Internship

Related Field Requirements: Students are required to choose ONE of the following options
Related Field Option – Twelve credit hours from one academic field outside of public relations.
Minor Option – A minor in an academic field outside of public relations.
   Students must meet the requirements of the department offering the minor.
Double Major Option – A second major at Franklin College. Students must meet all requirements for the second major AND the public relations major.

Public Relations Minor

Core Requirements
PRL 150 Introduction to Digital Photography and Audio Reporting
PRL 155 Video for Digital Journalism
PRL 221 Public Relations Practice Areas
PRL 445 Communication Law in a Digital World

One of the following courses
PRL 180 Publication Design
PRL 333 Public Relations Writing

One of the following courses
PRL 231 Service Learning in Public Relations
PRL 321 Current and Emerging Media in Public Relations
**Public Relations Course Descriptions**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semester</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRL 120</td>
<td>Ethics and Professional Development</td>
<td>2</td>
<td>Fall and Spring</td>
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<tr>
<td></td>
<td>An introduction to basic aspects of professionalism required of media professionals. Course emphases are on professional ethics codes of journalism and public relations; basic concepts and terminology of journalism; business etiquette; media career options; basics of Associated Press style; resume and cover letter preparation; and internship preparation. Same as MMJ 120.</td>
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<tr>
<td>PRL 150</td>
<td>Introduction to Digital Photography and Audio Reporting</td>
<td>2</td>
<td>Fall and Spring</td>
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<td></td>
<td>The course will introduce students to the basic principles of digital photojournalism and video technologies. Students will be introduced to digital cameras (photographic and video), the basics of editing still photographs and the basics of video editing. Students will be required to create content using appropriate gear and prepare it for distribution across multiple platforms as appropriate for the message intended. Same as MMJ 150.</td>
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<tr>
<td>PRL 155</td>
<td>Video for Digital Journalism</td>
<td>2</td>
<td>Fall and Spring</td>
<td>Prereq: PRL/MMJ 150 or consent of instructor</td>
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<td></td>
<td>The course will focus on the practices and principles of shooting, editing and distributing video for multiple platforms. Topics include: shooting with cellphones, DSLR cameras and dedicated video cameras; preproduction planning; lighting principles; audio for video, editing video and distributing digital stories through multiple platforms. Same as MMJ 155.</td>
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<tr>
<td>PRL 180</td>
<td>Publication Design</td>
<td>3</td>
<td>Fall and Spring</td>
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<tr>
<td></td>
<td>Theory and practice in graphic design for publications commonly used by news and public relations professionals. Focus is on creating ethical, compelling and effective visual communications vehicles by combining elements such as copy, colors, fonts, photos, illustrations and informational graphics. Same as MMJ 180.</td>
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<tr>
<td>PRL 221</td>
<td>Public Relations Practice Areas</td>
<td>3</td>
<td>Spring</td>
<td>Prereq: PRL/MMJ 120 or consent of instructor</td>
</tr>
<tr>
<td></td>
<td>An introduction to practical and theoretical aspects of the public relations profession. Students become familiar with career options and the basic knowledge/skills required of public relations practitioners through the study of contemporary practice areas such as, but not limited to, community relations, consumer relations, corporate communications, education communications, employee communications, faith-based communications, government communications, healthcare communications, investor relations, nonprofit communications, sports communications.</td>
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<tr>
<td>PRL 231</td>
<td>Service Learning in Public Relations</td>
<td>3</td>
<td>Fall</td>
<td>Prereq: PRL/MMJ 120 and PRL 221 or consent of instructor</td>
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<tr>
<td></td>
<td>Students use their public relations knowledge and skills in a PR agency setting to provide pro bono (free/volunteer) communication services to local, regional, national or international nonprofit organizations. Course emphases include concepts and philosophies of service in undergraduate and professional settings, excellence in client services, strategic communications planning, development and implementation of creative communications concepts, and time/project management. Note: Because of the nature of working with clients, this course is likely to involve schedule changes, meetings outside the posted course hours, and meetings off campus.</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Notes</td>
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<tr>
<td>PRL 300</td>
<td>Topics in Public Relations</td>
<td>3</td>
<td>A topic of current interest in public relations will be taught. Topics will vary depending on faculty and student interest. Course will be offered upon the request of a faculty member and with approval of the vice president for academic affairs.</td>
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<tr>
<td>PRL 321</td>
<td>Current and Emerging Media in Public Relations</td>
<td>3</td>
<td>Fall Prereq: PRL/MMJ 120 and PRL 221 or consent of instructor Focus is on using social media, mobile media, and new/developing media to communicate effectively on behalf of businesses and nonprofit organizations. Course also includes an emphasis on using traditional mass media outlets in public relations efforts, and on developing an effective “media mix” for ongoing reputation management and for new public relations campaigns.</td>
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<tr>
<td>PRL 333</td>
<td>Public Relations Writing</td>
<td>3</td>
<td>Spring Prereq: PRL/MMJ 120 and PRL 221 or consent of instructor Extensive practice in writing materials commonly used by public relations professionals and their clients. Projects involve research, concept development, writing, revision, and project management. Focuses on results-oriented writing based on accuracy, clarity, and creativity in business and non-profit settings. Includes introduction to advertising copywriting.</td>
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<tr>
<td>PRL 360</td>
<td>Design for the Internet</td>
<td>3</td>
<td>Fall and Spring Prereq: PRL/MMJ 180 Builds on fundamentals learned in previous courses and provides hands-on practice in developing the written and visual elements for delivering news in online digital formats. Focus in on designing news-focused and social media sites utilizing video, audio, slide shows and interactive blogs. Same as MMJ 360.</td>
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<tr>
<td>PRL 380</td>
<td>Practicum in Public Relations</td>
<td>1-2</td>
<td>Fall and Spring Open only to sophomores, juniors, and seniors Experience on campus in areas directly related to public relations and mass media; or off-campus experiences or on-the-job training related to public relations.</td>
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</tr>
<tr>
<td>PRL 445</td>
<td>Communication Law in a Digital World</td>
<td>3</td>
<td>Fall A survey of communications law, including libel, privacy, free press/fair trial, reportorial privilege, access, and broadcast regulation. Same as MMJ 445.</td>
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</tr>
<tr>
<td>PRL 490</td>
<td>Independent Study</td>
<td>1-2</td>
<td>Fall and spring Prereq: consent of instructor Course is designed to encourage student initiative and to provide a degree of flexibility in the departmental program. Normally the subject is not sufficiently or appropriately covered in departmental course offerings.</td>
<td></td>
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</tbody>
</table>
As part of the public relations overall senior-year experience, this course focuses on demonstrating Degree Qualification Profile, bachelor-degree-level competencies in the following intellectual skills: communication fluencies, use of information sources, and engagement with diverse perspectives. Taken concurrently with PRL 498 in the senior year.

A survey of major developments – from ancient Greece until contemporary times – in communications, media, and, especially, public relations. Course includes an introduction to conducting public relations research. Also includes familiarization with classic case studies in public relations.

Each student must develop physical ("book") and digital interactive portfolios containing an appropriate body of work that demonstrates to a potential employer that the student is ready to make the transition to the professional workplace. Coursework requirements include job searches and actual job applications. Satisfactory/Unsatisfactory grading.

A comprehensive exam over major aspects of the study of public relations. A minimum grade of 60 is required. If the minimum grade is not achieved, one retake may be permitted if Pulliam School faculty members judge the first attempt to be an earnest effort with a score reasonably close to the required minimum.

A practical professional experience in public relations. In special circumstances, and with permission of a majority of Pulliam School faculty, a significant experience in mass media, and not specifically in public relations, may be accepted. Pass/Fail grading.
Religion

**Department:** Philosophy and Religion  
**Department Chair:** J. Alexander  
**Department Members:** J. Alexander, D. Carlson, D. Chandler

**Major:** Religion  
**Minor:** Religion

The Franklin College religious studies program is designed to provide students with the opportunity to study religion as a response to the basic question of human life, to become familiar with the religious perceptions and practices in Western and Eastern cultures, and to develop their own theological understandings and responses.

The program acquaints students with the diverse traditions of the world religions, explores the various dimensions of the phenomenon of religion, and provides insights into the spiritual quest for the “Divine” or the “Holy.”

Students will gain a foundational knowledge of major religious traditions, a substantive and applied knowledge of the major religious questions, and be able to analyze religious expressions in this culture and in the global community.
**Religious Studies Major**

A major in religious studies is intended to prepare students for entrance into the field of church vocations (pastorate, Christian education, counseling) or for graduate work in preparation for teaching religion on a college or university level. REL 340, 350, 470 and 490 require consent of the instructor or specified prerequisites. Courses numbered 300 and 400 are not available to freshmen. All other religious studies courses are available as electives to all students. All prerequisites require a C- or better. The major in religious studies consists of 26 semester hours in religious studies, plus 12 semester hours in supporting fields.

**Core Requirements**
- REL 114 Introduction to Religion
- REL 310 Historical Faith and Modern Culture
- REL 365 Philosophy of Religion
- REL 499 Senior Competency Practicum

**Professional Development Requirements**
- PDP 200 Preparing for Your Internship
- REL 498 Portfolio Development Practicum
- SNR/SNT 489 REL Senior Year Experience/Project

**One of the following courses**
- REL 220 Old Testament Life and Literature
- REL 230 New Testament Life and Literature

**One of the following courses**
- REL 250 Living Religions East
- REL 260 Living Religions West

**Plus additional Religion coursework to meet the minimum requirement of 26 credit hours**

**Related Field Requirement**
Twelve semester hours to be approved by the department and submitted in writing to the Academic Records Office. All related field courses require a C- or better.
Religious Studies Major – Religion and Nonprofits Track

Core Requirements
REL 114 Introduction to Religion
REL 310 Historical Faith and Modern Culture
REL 499 Senior Competency Practicum

Professional Development Requirements
PDP 200 Preparing for Your Internship
REL 498 Portfolio Development Practicum
SNR/SNT 489 REL Senior Year Experience/Project

One of the following courses
REL 220 Old Testament Life and Literature
REL 230 New Testament Life and Literature

One of the following courses
REL 250 Living Religions East
REL 260 Living Religions West

One of the following courses
REL 215 Religion in America I: History of Religion in America
REL 225 Religion in American II: Contemporary Religious Experience

All of the following courses
NPL 222 Social Problems and Nonprofit Responses
NPL 230 Introduction to Nonprofits
NPL 315 Nonprofit Leadership Capstone
REL 240 Giving in Religion
REL 490 Independent Study – research topic concerning Religion and Philanthropy (1 credit)

Religious Studies Minor

Core Requirements
REL 114 Introduction to Religion
REL 490 Independent Study (two hours - relating religious studies to some aspect of the student’s major)

One of the following courses
REL 220 Old Testament Life & Literature
REL 230 New Testament Life & Lit

One of the following courses
REL 310 Historical Faith & Mod. Culture
REL 360 Contemporary Christian Thought
REL 365 Philosophy of Religion

Plus additional Religion coursework to meet the minimum requirement of 20 credit hours
### Religious Studies Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Time, Academic Years</th>
<th>Exploration Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 114</td>
<td>Introduction to Religion</td>
<td>4</td>
<td>Fall and Spring</td>
<td>Philosophy &amp; Religion exploratory</td>
</tr>
<tr>
<td></td>
<td>An exploration of introductory topics in religious studies: the origins of religion, God, the problem of evil, revelation and scripture, morality, and religious experience.</td>
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</tr>
<tr>
<td>REL 210</td>
<td>Religion and the Environment</td>
<td>3</td>
<td>Fall and Spring</td>
<td>Philosophy &amp; Religion exploratory</td>
</tr>
<tr>
<td></td>
<td>This course is a study of the relationship between religion and the environment. It will explore the connection between religious faith tradition(s) and the environmental problems that challenge sustainability in God’s creation. Course is open to freshmen.</td>
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<tr>
<td>REL 215</td>
<td>Religion in America I: History of Religion in America</td>
<td>4</td>
<td>Fall, even academic years</td>
<td>Philosophy &amp; Religion exploratory</td>
</tr>
<tr>
<td></td>
<td>Why is the United States the most religiously active and religiously diverse nation in the world? How has religion shaped the nation’s democratic society? This course examines the role of religion in the United States from its founding, through the beginnings of the 20th century. Students will explore the nation’s major religious movements, the relationship of politics and religion, as well as important national debates that have highlighted the tension between religious ideology and scientific theory. Open to all students.</td>
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<tr>
<td>REL 220</td>
<td>Old Testament Life and Literature</td>
<td>3</td>
<td>Fall</td>
<td>Philosophy &amp; Religion exploratory</td>
</tr>
<tr>
<td></td>
<td>A study of the literature of the Old Testament as this literature arose in the historical experience of the people Israel.</td>
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<tr>
<td>REL 225</td>
<td>Religion in America II: Contemporary Religious Experience</td>
<td>4</td>
<td>Fall, odd academic years</td>
<td>Philosophy &amp; Religion exploratory</td>
</tr>
<tr>
<td></td>
<td>Religion has always been a dynamic influence on American culture, but the 20th century has seen American religion respond to national financial desperation, multiple international conflicts, and a host of civil rights issues. As a result, religion has undergone significant change in America, and has likewise changed American culture. This course examines the role of religion in the United States throughout the most turbulent and inspiring eras of the 20th century and emphasizes the writings of religious figures at the center of those cultural shifts. Open to all students.</td>
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</tr>
<tr>
<td>REL 230</td>
<td>New Testament Life and Literature</td>
<td>3</td>
<td>Spring</td>
<td>Philosophy &amp; Religion exploratory</td>
</tr>
<tr>
<td></td>
<td>A study of the literature of the New Testament, particularly as this literature reveals the early church’s understanding of Jesus and the Christian faith.</td>
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<tr>
<td>REL 240</td>
<td>Giving in Religion</td>
<td>3</td>
<td>Fall, even academic years</td>
<td>Philosophy &amp; Religion exploratory</td>
</tr>
<tr>
<td></td>
<td>This course explores how different religious traditions understand the importance of giving and the relationships that the offering of “time, talent, and treasure” promote between the divine and humanity. The course will focus on religious understandings of volunteerism through a variety of service projects with members of different religious traditions as well as on religion in faith-based organizations. Open to all students.</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Offered</td>
<td>Prerequisites</td>
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<tr>
<td>REL 250</td>
<td>Living Religions East</td>
<td>4</td>
<td>Spring, even academic years</td>
<td>Philosophy &amp; Religion exploratory</td>
</tr>
<tr>
<td></td>
<td>Historical development, cultural influences, and contemporary expression of Hinduism, Buddhism, Confucianism, Taoism and Shinto. Same as PHL 250.</td>
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<tr>
<td>REL 260</td>
<td>Living Religions West</td>
<td>4</td>
<td>Spring, odd academic years</td>
<td>Philosophy &amp; Religion exploratory</td>
</tr>
<tr>
<td></td>
<td>Historical development, cultural influences, and contemporary expression of Judaism, Christianity, and Islam studied through primary as well as secondary sources.</td>
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<tr>
<td>REL 300</td>
<td>Topics in Religion</td>
<td>3</td>
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<tr>
<td></td>
<td>A topic of current interest in religion will be taught. Topics will vary depending on faculty and student interest. Course will be offered upon the request of a faculty member and with approval of the vice president for academic affairs.</td>
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<tr>
<td>REL 310</td>
<td>Historical Faith and Modern Culture</td>
<td>4</td>
<td>Spring, even academic years</td>
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<tr>
<td></td>
<td>Emergence and expressions of Christian faith in the history of Western and world cultures. Attention given to major personalities; interaction between religion and science, church and state in the modern era.</td>
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<tr>
<td>REL 325</td>
<td>Theories of Religion</td>
<td>2</td>
<td>Spring, odd academic years</td>
<td>Prereq: PHL 116 or REL 114</td>
</tr>
<tr>
<td></td>
<td>This course explores the various anthropological, psychological, and sociological theories for the presence of organized religion throughout the world; moreover, this course serves to educate students regarding the rise of religious studies as a unique discipline apart from theology and philosophy. Special attention will be given to the work of Sigmund Freud, Carl Jung, William James, Emile Durkheim, Max Weber, and Clifford Geertz, among other scholars.</td>
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<tr>
<td>REL 350</td>
<td>Life of Jesus and Gospel Formation</td>
<td>2</td>
<td>Fall, odd academic years</td>
<td>Prereq: REL 230</td>
</tr>
<tr>
<td></td>
<td>A study of what the critical tools of literary criticism, form criticism, and redaction criticism can tell us about the historical Jesus; the formation of the Synoptic gospels and John, and Christological formulation in the New Testament.</td>
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<tr>
<td>REL 360</td>
<td>Contemporary Christian Thought</td>
<td>4</td>
<td>Spring, even academic years</td>
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<td></td>
<td>An exploration of themes and issues in the thought of significant 20th and 21st century Protestant, Roman Catholic, and Orthodox theologians.</td>
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<tr>
<td>REL 365</td>
<td>Philosophy of Religion</td>
<td>4</td>
<td>Fall, even academic years</td>
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<tr>
<td></td>
<td>Persistent philosophical problems of historical religion, such as the nature of religion, religious knowledge, and the nature and existence of God and human freedom. Same as PHL 365.</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credit Hours</td>
<td>Prerequisites</td>
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<tr>
<td>REL 470</td>
<td>Seminar: Themes in Religious Inquiry</td>
<td>3</td>
<td>Prereq: consent of instructor</td>
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<td></td>
<td>Topics in the biblical, historical, or theological area of religious inquiry, depending upon interests of students.</td>
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<tr>
<td>REL 482</td>
<td>Religion Practicum</td>
<td>1-2</td>
<td>Prereq: consent of instructor</td>
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<tr>
<td></td>
<td>A supervised, pre-approved experience which allows a student to pursue specific learning goals and/or be involved in a field experience during the regular academic semester.</td>
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<tr>
<td>REL 490</td>
<td>Independent Study</td>
<td>1-2</td>
<td>Prereq: Departmental consent</td>
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<td></td>
<td>An academic project designed to encourage student initiative and to provide a degree of flexibility in the departmental program. Normally the subject is not sufficiently or appropriately covered in departmental course offerings.</td>
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<tr>
<td>REL 498</td>
<td>Portfolio Development Practicum</td>
<td>No credit</td>
<td>Coreq: REL 499 and SNR/SNT 489</td>
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<tr>
<td></td>
<td>Each student must develop a portfolio containing an appropriate body of work that, by the time of graduation, demonstrates the student is ready to make the transition to the professional workplace or graduate school. The specific format and content of the portfolio is determined through consultation of the student with the department and by attending appropriate sessions of PDP 200. REL 498 is one component of the SNR/SNT 489 requirement. Portfolios will receive either a passing or failing grade.</td>
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<tr>
<td>REL 499</td>
<td>Senior Competency Practicum</td>
<td>No credit</td>
<td>Coreq: REL 498 and SNR/SNT 489</td>
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<tr>
<td></td>
<td>Taken concurrently with SNR/SNT 489 (REL), but may include at the department’s discretion a multiple-hour comprehensive essay examination covering topics in religious studies (biblical studies, historical theology, systematic theology, comparative religions, and philosophic theology) depending on the student’s transcript. A grade of C or better is required for graduation.</td>
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<tr>
<td>SNR/SNT 489</td>
<td>REL Senior Year Experience/Project</td>
<td>2</td>
<td>Coreq: REL 498 and REL 499</td>
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<tr>
<td></td>
<td>Franklin College requires a senior year experience (SNT 489) of all graduating seniors. A portfolio, some participation in PDP 200 and a practical professional development experience related to the field of religion and the student’s future plans are normal components. Options for completing this requirement will be as determined for each student in consultation with the department.</td>
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</table>
Sociology

Department: Sociology
Department Chair: J. Jimerson
Department Members: D. Baird, J. Jimerson

Major: Sociology (Optional Track: Criminal Justice)
Minors: Nonprofit Leadership, Sociology

Sociology students learn to scientifically analyze and evaluate social phenomena in ways that will benefit themselves and other people—personally, professionally, and politically.

The Franklin College Sociology Department introduces students to the fundamentals of sociology. Topics courses in Sociology (such as Corrections, Stratification, or Marriage and the Family) expose students to key data, debates, and paradigms in the study of that topic. Students who study Sociology will also learn how to apply scientific methods to social situations. Our faculty also emphasize the development of critical thinking, reading, and writing. Students also utilize quantitative reasoning. Finally, students participate in professional development activities by engaging in internships or other co-curricular and community-based experiences. Ultimately, the sociology department strives to create knowledgeable, critical, and conscientious alumni.

All courses must be completed with a grade of C- or better.
**Sociology Major**

**Core requirements**

- SOC 118 Introduction to Sociology
- SOC 224 Basic Applied Statistics
- SOC 227 Inquiry in the Social Sciences
- SOC 422 Sociological Theory
- SOC 425 Research Methods I
- SOC 427 Research Methods II
- SOC 499 Senior Comp Practicum

**One course from each of the following categories**

**Category A**
- SOC 319 Gender and Sexualities
- SOC 325 Social Stratification
- SOC 330 Global Transformations

**Category B**
- SOC 230 Introduction to Nonprofits
- SOC 221 Marriage and Family
- SOC 323 Organizations
- SOC 340 Corrections

**Category C**
- SOC 220 Gerontology
- SOC 222 Social Problems and Nonprofit Responses
- SOC 321 Criminology

**Senior Year Experience**

- PDP 200 Preparing for Your Internship
- SNT 489 Senior Year Internship
- SOC 482 Sociology Practicum

**Related Field requirements**

Note: Students who declare a minor (in Nonprofit Leadership or any other minor) OR the Criminal Justice Track do NOT need additional related field requirements. Students who do NOT declare one of these options must complete a minimum of 12 semester hours 200-level or above from a related field defined in consultation with his/her advisor and approved by the Registrar. A grade of C- or better is required for all related field courses.
Sociology Major: Criminal Justice Track

Core requirements
Same as for the sociology major listed on preceding page minus the related field requirements

All of the following courses
- POL 110 American National Government*
- POL 420 American Constitutional Law II
- SOC 210 Criminal Justice
- SOC 321 Criminology
- SOC 340 Corrections

One of the following courses
- POL 225 State and Local Government
- POL 275 Law and Politics in American Society
- PSY 240 Abnormal Psychology
- PSY 320 Social Psychology
- SOC 323 Organizations

Sociology Minor

Core Requirements
- SOC 118 Introduction to Sociology

Four additional SOC courses, two of which must be 300-level or higher

Nonprofit Leadership Minor

Core Requirements
- BUS 100 Introduction to Business
- LEA 100 Introduction to Personal Leadership Skills
- NPL 222 Social Problems & Nonprofit Responses
- NPL 230 Introduction to Nonprofits
- NPL 315 Nonprofit Leadership Capstone

One of the following courses
- BUS 367 Principles of Management
- LEA course number 200-level or higher
- SOC 323 Organizations
### Sociology Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Schedule</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SOC 118</strong> Introduction to Sociology</td>
<td>4</td>
<td>Fall and Spring</td>
<td>Social Science exploratory</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Methods, theories, principles, and concepts that have resulted from the scientific analysis of human interaction. Emphasis is given to the structural and cultural aspects of society and to the complex ways in which various environments influence human development and behavior. Not an appropriate exploratory course for junior and senior non-majors. Prerequisite for most other courses in sociology.</td>
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<tr>
<td><strong>SOC 210</strong> Criminal Justice</td>
<td>4</td>
<td>Fall</td>
<td>Prereq or coreq: SOC 118</td>
<td></td>
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<tr>
<td></td>
<td>This course introduces students to this history, philosophy, structure, functions, and operation of the U.S. criminal justice system. This course also examines how that criminal justice system interacts with race, class, gender, and other forms of social stratification.</td>
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</tr>
<tr>
<td><strong>SOC 220</strong> Gerontology</td>
<td>4</td>
<td>Spring, odd academic years</td>
<td>Prereq: PSY 117 or SOC 118</td>
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</tr>
<tr>
<td></td>
<td>An analysis of the process of aging, which will utilize social, psychological, and structural approaches to gain an understanding of the unique problems which confront the elderly in modern society. Course goals also include the development or refinement of specific skills and techniques for studying or working with older adults through a substantive experiential learning component. Same as PSY 220.</td>
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<tr>
<td><strong>SOC 221</strong> Marriage and the Family</td>
<td>4</td>
<td>Fall, odd academic years</td>
<td>Prereq: SOC 118</td>
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</tr>
<tr>
<td></td>
<td>The institutions of marriage and family are explored. Special consideration is given to the social, cultural, and economic forces that influence trends in family structure and family functioning. Cross-cultural and subcultural comparisons are often made to show the socially constructed aspects of family.</td>
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<tr>
<td><strong>SOC 222</strong> Social Problems and Nonprofit Responses</td>
<td>4</td>
<td>Spring, even academic years</td>
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<tr>
<td></td>
<td>An analysis of the nature, causes, and responses to social and cultural problems such as hunger, homeless, illiteracy, drug addiction, or domestic violence. Attention will be paid to framing of these phenomena as problems. Will also address major role of the nonprofit sector in alleviating these problems with attention to effectiveness of service programs. Same as NPL 222.</td>
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<tr>
<td><strong>SOC 224</strong> Basic Applied Statistics</td>
<td>3</td>
<td>Fall and Spring</td>
<td>Fulfills LA 103 requirement</td>
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<td></td>
<td>Prereq: one of the following: CMP 130, LA 103, MAT 125, MAT 126, MAT 135, MAT 181, or placement in MAT 135/181</td>
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<td></td>
<td>An introduction to statistical reasoning for students in life and social sciences using the computer as a tool to analyze data. Data reduction, probability concepts, sampling theory, hypothesis testing, estimation, chi-square, t-test, analysis of variance, correlation and regression, and some non-parametric tests are included. Does not count towards a mathematics major. Same as MAT/PSY 224. Students cannot receive credit for both.</td>
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</tbody>
</table>
SOC 227 Inquiry in the Social Sciences  
3 credit hours  
Fall  
Prereq: POL 110, POL 120, POL 130 or SOC 118 or consent of instructor

This course will introduce students to qualitative and quantitative research. Students will learn to ask and answer questions as a social scientist and apply these skills to explore a contemporary topic. Students will also learn how to format research papers and analyze data. Students should take this course before taking advanced social science research courses.

SOC 230 Introduction to Nonprofits  
4 credit hours  
Fall

This course provides an overview of the nonprofit sector in American society. Attention will be given to the widely varied roles that nonprofit organizations play in responding to social issues and the interplay between nonprofits, business, and government in this broad mission. Students will be introduced to the functions and operation of a nonprofit organization including program development and measurement, fundraising, volunteer management, board governance and management of staff and finances. Same as NPL 230.

SOC 240 Sociology of Sport  
4 credit hours  
Spring, even academic years

In this course, students will: (1) study the history of sports; (2) examine how people use sports to socialize adults and children; (3) investigate corruption in sports (e.g., cheating, gambling, and winning at all costs); and (4) study stratification in sports, particularly racial, class, and gender inequalities in American athletics. By taking this critical approach, students will learn a great deal about progress, inside and outside of sports.

SOC 300 Topics in Sociology  
1-3 credit hours  
Prereq: SOC 118

A topic of current interest in sociology will be taught. Topics will vary depending on faculty interest. Course will be offered upon the request of a faculty member and with approval of the vice president for academic affairs.

SOC 315 Nonprofit Leadership Capstone  
4 credit hours  
Spring, odd academic years  
Fulfills LA 315 requirement  
Prereq: NPL/SOC 230 & LA 101, 102, 103, 111, 112 & 201

This course provides an integrative experience linking the student’s leadership skills and liberal arts preparation to the learning in her/his major field of study. Specifically, the capstone experience will involve direct student participation working with a non-profit organization and that organization’s board. Students in the course must develop a project(s) to be carried out with the non-profit. The project will culminate with a public event or presentation. The capstone project must be reviewed and approved by the course instructor and at least one representative of the Engaged Learning Team. Total course experience brings opportunity to think independently, lead responsibly, and serve with integrity. Same as NPL/LEA/LA 315.

SOC 319 Gender and Sexualities  
4 credit hours  
Fall, even academic years  
Prereq: SOC 118

This course provides an overview of theoretical and empirical work in the sociology of sex, gender, and sexuality. The course will also address various facets of the subject including ways that social, cultural, and legal status influence individual experiences and outcomes. Attention is paid to the social construction/control of gender, transgender, and multiple sexualities. Same as WST 319.
SO
C 321 Criminology 4 credit hours
Spring Prereq: SOC 118 or consent of instructor
A study of the social, cultural, and psychological process involved in the creation of deviance; attention is given to
the nature of criminal law, to the various forms of social control which society uses in its attempts to cope with and
prevent crime, and to the consequences of social typing on those so typed.

SO
C 323 Organizations 4 credit hours
Spring Prereq: SOC 118 or consent of instructor
An introduction to the study of formal or complex organizations; the variables which affect the structure of formal
organizations; types of organizations, the relationship between formal and informal organization and alternative
organizations.

SO
C 325 Social Stratification 4 credit hours
Spring, even academic years Prereq: SOC 118
An examination and analysis of major concepts, theories, methods, and research findings in the field of social
stratification. Stratification is presented as a result of unequal distribution of everyday life necessities such as social
and political power, land, food, and shelter.

SO
C 330 Global Transformations 4 credit hours
Spring, odd academic years Prereq: SOC 118
This course examines the historical, political, and economic factors contributing to globalization, as well as the social
consequences of recent political, economic, and environmental change. It focuses in particular on how new forms
of global production and networking are transforming the traditional role of the nation-state, creating new
dynamics of wealth distribution in the global economy, influencing international migration patterns. Additionally,
it examines the way in which globalization processes are generating new sources of social conflict and collective
action, including transnational social movements.

SO
C 340 Corrections 4 credit hours
Fall Prereq: SOC 118 & either SOC 210 or SOC 321
History, philosophy, practice, and evaluation of noncustodial and custodial sanctions in formal social control
systems. This course studies a wide range of correctional treatments such as diversion programs and restorative
justice, probation/parole and intermediate sanctions, incarceration, and the death penalty. Special attention will
be given to juvenile corrections and cross-cultural perspectives.

SO
C 422 Sociological Theory 4 credit hours
Fall Prereq: SOC 118
A consideration of the nature and purpose of sociological theory and its relationship to empirical research. The
course will consider the theories of major sociological thinkers, past and present. Students should take this course
during the junior year.

SO
C 425 Research Methods I 4 credit hours
Fall Prereq: SOC 118 & SOC 227
An introduction to the design and methods employed in modern sociological research. Students are required to
plan a research project and to conduct an intensive review of the literature on that topic.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semester</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 427</td>
<td>Research Methods II</td>
<td>4</td>
<td>Spring</td>
<td>Prereq: SOC 224, SOC 227 &amp; SOC 425</td>
</tr>
<tr>
<td></td>
<td>Continued consideration of the design and methods employed in modern sociological research begun in SOC 425. Students are required to carry out the research project proposed in SOC 425, under the supervision of the instructor.</td>
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<tr>
<td>SOC 482</td>
<td>Sociology Practicum</td>
<td>1</td>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A thoughtful reflection on an internship experience. Designed to provide students the opportunity to communicate their sociological interpretations of their real-world learning. This course meets the senior year portfolio requirement for graduation.</td>
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<tr>
<td>SOC 490</td>
<td>Independent Study</td>
<td>1-2</td>
<td></td>
<td>Prereq: departmental consent</td>
</tr>
<tr>
<td></td>
<td>Courses are designed to encourage student initiative and to provide a degree of flexibility in the departmental program. Normally the subject is not sufficiently or appropriately covered in departmental course offerings.</td>
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<tr>
<td>SOC 499</td>
<td>Senior Competency Practicum</td>
<td>No</td>
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<tr>
<td></td>
<td>Students are required to develop a written report which requires the application of sociological concepts, sociological theory, and social methods to a current social issue. A grade of C- or better is required for graduation.</td>
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<tr>
<td>SNR/SNT 489 (SOC)</td>
<td>Senior Project/Internship</td>
<td>3-12</td>
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<tr>
<td></td>
<td>This course provides professional development, usually off-campus. Students gain practical experience by performing edifying tasks in specialized settings. Students must obtain approval prior to beginning an internship, keep a written record of observations and activities for each day at the internship, and write an analysis of the internship that must be given to his or her advisor. Students may receive one-hour of credit for every thirty hours of work at the internship site.</td>
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</tbody>
</table>

**Nonprofit Leadership Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semester</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>NPL 222</td>
<td>Social Problems and Nonprofit Responses</td>
<td>4</td>
<td>Spring, even academic years</td>
<td></td>
</tr>
<tr>
<td></td>
<td>An analysis of the nature, causes, and responses to social and cultural problems such as hunger, homeless, illiteracy, drug addiction, or domestic violence. Attention will be paid to framing of these phenomena as problems. Will also address major role of the nonprofit sector in alleviating these problems with attention to effectiveness of service programs. Same as SOC 222.</td>
<td></td>
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</tr>
<tr>
<td>NPL 230</td>
<td>Introduction to Nonprofits</td>
<td>4</td>
<td>Fall</td>
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<tr>
<td></td>
<td>This course provides an overview of the nonprofit sector in American society. Attention will be given to the widely varied roles that nonprofit organizations play in responding to social issues and the interplay between nonprofits, business, and government in this broad mission. Students will be introduced to the functions and operation of a nonprofit organization including program development and measurement, fundraising, volunteer management, board governance and management of staff and finances. Same as SOC 230.</td>
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<tr>
<td><strong>NPL 315 Nonprofit Leadership Capstone</strong></td>
<td>4 credit hours</td>
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<tr>
<td>Spring, odd academic years.</td>
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</tr>
<tr>
<td>Fulfills LA 315 requirement</td>
<td>Prereq: NPL/SOC 230 &amp; LA 101, 102, 103, 111, 112 &amp; 201</td>
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</tbody>
</table>

This course provides an integrative experience linking the student’s leadership skills and liberal arts preparation to the learning in her/his major field of study. Specifically, the capstone experience will involve direct student participation working with a non-profit organization and that organization’s board. Students in the course must develop a project(s) to be carried out with the non-profit. The project will culminate with a public event or presentation. The capstone project must be reviewed and approved by the course instructor and at least one representative of the Engaged Learning Team. Total course experience brings opportunity to think independently, lead responsibly, and serve with integrity. Same as SOC/LEA/LA 315.
Spanish

**Department:** Modern Languages
**Department Chair:** D. Alsop
**Department Members:** D. Alsop, J. Brown, S. Colburn-Alsop, A. Formoso-Mayán, K. Johnston, and K. Wasielewski

**Major:** Spanish
**Minor:** Spanish

The challenges of today’s world require men and women educated within a multilingual and multicultural perspective.

The department of modern languages is dedicated to meeting those challenges by offering programs that open career opportunities in journalism, international business, law, Foreign Service, social and medical services, tourism, and teaching.

The department offers majors and minors in French and Spanish. The possibility of pursuing an individualized minor in language studies or other related areas can be investigated through the individualized minor program.

One semester of a modern foreign language at the 210 course level or higher will satisfy the international exploratory requirement.

**Advanced Placement**

Students who upon matriculation do not demonstrate proficiency equivalent to satisfactory completion of a Franklin College foreign language course numbered 111 or higher or the equivalent at another institution must complete such a course prior to graduation. If a student takes the French or Spanish placement test and places above the first-semester level, the student is eligible to receive credits for the courses below the level into which they placed, provided they successfully complete with a C- or above, at Franklin College, the course into which they placed. Students may earn up to 12 hours for French or Spanish placement. **Example:** Students who place into the 300 level of Spanish will receive 12 credit hours for SPA 111, 210 and 211 upon the successful completion of a 300-level course by earning a grade of C- or better. Students who place into the 200 level of Spanish will receive eight credit hours for SPA 110 and 111 upon the successful completion of a 200-level course by earning a grade of C- or better. Credits for SPA 210 and 211 count toward the Spanish major and minor and toward the 120 credit hours required for graduation. Credits for SPA 110 and SPA 111 only apply toward the 120 credit hours needed for graduation.

**Helpful Notes**

- The Advanced Skills courses (AS) can be taken in any order.
- The prerequisite for any Advanced Culture/Literature (CL) course is SPA 315 and any other Advanced Skills (AS) course. In other words, SPA 315 plus one of the following: SPA 300 (AS), SPA 312, SPA 313, SPA 314, SPA 316, SPA 317, or SPA 318, unless the student receives departmental approval.
- Students must receive a grade of C- or better in a class in order to continue to the next level.
- SPA 300 Topics in Spanish may be taken more than once as long as topic differs. Depending on topic, it may count as Advanced Skills or Advanced Culture/Literature. Check description of each individual course offering for designation or contact the department for questions.
Spanish Major
The minimum requirement for a foreign language major is 28 semester hours, numbered above 111. The advanced courses, SPA 300 and above, are structured in two tiers, Advanced Skills (AS) and Advanced Culture/Literature (CL), which are designated in the list below. Students must take at least two Advanced Culture/Literature courses (CL) on the Franklin College campus or an approved campus exchange course and must receive a grade of C- or better in all 28 semester hours. The courses chosen by the student for the related field requirement must have department approval.

A maximum of 8 hours of transfer credit, AP credit, and/or advance-placement credit can be applied to the 28 hours of coursework at the 200-level or above required for the Spanish major. In order to complete the Spanish major, students must complete at least 20 credit hours of Spanish coursework at the 200-level or above at Franklin College, including two Culture/Literature classes. For Spanish majors who spend a semester abroad in a Spanish-speaking country, an additional 8 hours of study abroad credit can be applied to the 28 hours of coursework at the 200-level or above, pending departmental approval prior to the term abroad. Only 4 of the possible 8 hours can be applied to the Culture/Literature requirement; the remaining 4 must be completed at Franklin College.

Minimum of 28 credit hours from the following
Must include at least two Culture/Literature Courses; CL = Culture/Literature, AS = Advanced Skills

Required Courses
SPA 210 Intermediate Spanish
SPA 211 Intermediate Reading, Writing, and Discussion
SPA 315 Advanced Grammar and Composition (AS)

At least one of the following courses
SPA 300 Topics in Spanish (AS)
SPA 312 Pronunciation for Communication (AS: 2 or 4 hours)
SPA 313 Altruism and Civic Engagement in Latino Communities (AS)
SPA 314 Spanish in the Work World (AS)
SPA 316 One-Act Plays for Fluency (AS: 2 or 4 hours)
SPA 317 Hispanic Visual Arts (AS: 2 or 4 hours)
SPA 318 Hispanic Civilization and Culture (AS: 2 or 4 hours)

At least two of the following courses
SPA 300 Topics in Spanish (CL)
SPA 330 Chicano-Riqueños (CL)
SPA 331 Uncovering Latin America: Getting to Know the Unknown (CL)
SPA 332 Masterpieces of Spanish Literature (CL)
SPA 334 Masterpieces of Spanish-American Literature (CL)
SPA 337 Golden Age of Spanish Literature (CL)

All of the following courses
PDP 200 Preparing for Your Internship
SNR/SNT 489 SPA Senior Year Internship/Project
SPA 498 Portfolio
SPA 499 Senior Essay

Related field
12 credit hours - courses chosen must have department approval and be submitted to the Academic Records Office. All related field courses must be completed with a grade of C- or better.
**Spanish Minor**

The minimum requirement for a Spanish minor is 20 semester hours, numbered above 111. The advanced courses, SPA 300 and above, are structured in two tiers, Advanced Skills (AS) and Advanced Culture/Literature (CL), which are designated in the list below. Students must receive a grade of C- or better in all 20 semester hours.

A maximum of 8 hours of transfer credit, AP credit, advance-placement credit, and/or study-abroad credit can be applied to the 20 hours of coursework at the 200-level or above required for the Spanish minor. In order to complete the Spanish minor, students must complete at least 12 credit hours of Spanish coursework at the 200-level or above at Franklin College.

**Required Courses** (AS = Advanced Skills, CL = Culture Literature)
- SPA 210 Intermediate Spanish
- SPA 211 Intermediate Reading, Writing, and Discussion
- SPA 315 Advanced Grammar and Composition (AS)

**Two of the following courses**
- SPA 300 Topics in Spanish (AS/CL)
- SPA 312 Pronunciation for Communication (AS: 2 or 4 hours)
- SPA 313 Altruism and Civic Engagement in Latino Communities (AS)
- SPA 314 Spanish in the Work World (AS)
- SPA 316 One-Act Plays for Fluency (AS: 2 or 4 hours)
- SPA 317 Hispanic Visual Arts (AS: 2 or 4 hours)
- SPA 318 Hispanic Civilization and Culture (AS: 2 or 4 hours)
- SPA 330 Chicano-Riqueños (CL)
- SPA 331 Uncovering Latin America: Getting to Know the Unknown (CL)
- SPA 332 Masterpieces of Spanish Literature (CL)
- SPA 334 Masterpieces of Spanish-American Literature (CL)
- SPA 337 Golden Age of Spanish Literature (CL)
### Spanish Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Sessions</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 110</td>
<td>Elementary College Spanish I</td>
<td>4 credit hours</td>
<td>Fall</td>
<td>Designed to provide students with a basic knowledge and comprehension of Spanish, with some degree of facility in conversation. Emphasis on Hispanic culture.</td>
</tr>
<tr>
<td>SPA 111</td>
<td>Elementary College Spanish II</td>
<td>4 credit hours</td>
<td>Spring</td>
<td>Prereq: C- or better in SPA 110 or equivalent</td>
</tr>
<tr>
<td>SPA 210</td>
<td>Intermediate Spanish</td>
<td>4 credit hours</td>
<td>Fall</td>
<td>Spanish 210 is the first course at the intermediate level of university Spanish. This course will focus on fomenting and polishing speaking, listening comprehension, reading, and writing skills in the target language.</td>
</tr>
<tr>
<td>SPA 211</td>
<td>Intermediate Reading, Writing, and Discussion</td>
<td>4 credit hours</td>
<td>Spring</td>
<td>Prereq: C- or better in SPA 210 or equivalent</td>
</tr>
<tr>
<td>SPA 300</td>
<td>Topics in Spanish</td>
<td>2-4 credit hours</td>
<td></td>
<td>A topic of current interest in Spanish will be taught. Topics will vary depending on faculty interest. Course will be offered upon the request of a faculty member and with approval of the vice president for academic affairs. Satisfies international exploratory requirement when offered as a 3 or 4 credit course.</td>
</tr>
<tr>
<td>SPA 312</td>
<td>Pronunciation for Communication</td>
<td>2 or 4 credit hours</td>
<td>Spring, odd academic years</td>
<td>Prereq: C- or better in SPA 211 or equivalent</td>
</tr>
</tbody>
</table>

Combines study and practice of the sounds of the Spanish language with the development of communicational fluency through activities, such as tongue twisters, reading aloud, conversations with native speakers via Skype, etc. Offered as a two-credit or four-credit option. Students who wish to take the two-credit option should enroll in section A on T R only. Students who prefer the four-credit option should enroll in section B on M T R F. **Does not satisfy international exploratory requirement.** Fee: $60 for Skype conversation partner arrangement.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Time</th>
<th>Type</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 313</td>
<td>Altruism &amp; Civic Engagement in Latino Communities</td>
<td>4</td>
<td>Spring, odd academic years</td>
<td>International exploratory</td>
<td>Prereq: C- or better in SPA 211 or consent of instructor</td>
</tr>
</tbody>
</table>

In this course we will meet two days per week (50 minutes) to read and discuss various essays, short stories, and novels from Hispanic literature that relate the subject to altruism and service. The readings will prepare students for their participatory experience in an organized service-learning activity that develops student civic responsibility and allows them to reflect on the service learning in such a way as to gain further understanding of the concept of altruism, an enhanced sense of personal responsibility and a better culture understanding of the Latino individuals with whom they work and collaborate. Class time will also be used to discuss the students’ reactions and reflections on the service-learning experience and how they relate their respective experiences to their class reading assignments. Note: The approach does not regard literature as sermons or didactic tests! The readings simply provide a platform for students to relate their own personal experiences to analysis of the literary works.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Time</th>
<th>Type</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 314</td>
<td>Spanish in the Work World</td>
<td>4</td>
<td>Spring, even academic years</td>
<td>International exploratory</td>
<td>Prereq: C- or better in SPA 211 or equivalent</td>
</tr>
</tbody>
</table>

This course links the study of Spanish with many professions in business, communications, social services, education, health care, law, and much more. We will examine specific career options that encompass the Spanish language and study the corresponding work environment, culture, etiquette, and vocabulary associated with these areas. Each student will have the opportunity to explore how Spanish fits into his/her potential career choice.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Time</th>
<th>Type</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 315</td>
<td>Advanced Grammar and Composition</td>
<td>4</td>
<td>Fall</td>
<td>International exploratory</td>
<td>Prereq: C- or better in SPA 211 or equivalent</td>
</tr>
</tbody>
</table>

The objective of this course is to work toward fluency in written Spanish through daily writing assignments, formal compositions, classroom discussions and small-group interaction. Further, study of advanced grammatical points is an essential component of this course to improve grammatical accuracy in writing.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Time</th>
<th>Type</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 316</td>
<td>One-Act Plays for Fluency</td>
<td>2 or 4</td>
<td>Fall, odd academic years</td>
<td></td>
<td>Prereq: C- or better in SPA 211 or equivalent</td>
</tr>
</tbody>
</table>

Develops fluency in all four language skills utilizing one-act plays from Latin America. Includes discussion, writing, analysis and improvisational practice. Offered as a two-credit or four-credit option. Students who wish to take the two-credit option should enroll in section A on TR only. Students who prefer the four-credit option should enroll in section B on M T R F. **Does not satisfy international exploratory requirement.**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Time</th>
<th>Type</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 317</td>
<td>Hispanic Visual Arts</td>
<td>2 or 4</td>
<td>Fall, even academic years</td>
<td></td>
<td>Prereq: C- or better in SPA 211 or consent of instructor</td>
</tr>
</tbody>
</table>

This course expands students’ understanding and appreciation for Spanish-speaking cultures and communities through the study of the visual arts. It examines the ways in which the visual arts reflect history, society, class, and gender issues, and develops the understanding of art forms within specific cultural contexts. Students will develop all four language skills through analysis and discussion of the different cultural aspects studied, while further developing their historical and cultural knowledge. Offered as a two-credit or four-credit option. Students who wish to take the two-credit option should enroll in section A on TR only. Students who prefer the four-credit option should enrolled in section B on MTRF. **Does not satisfy the international exploratory requirement.**
This course expands students’ understanding and appreciation for the Spanish-speaking world through the study of Hispanic culture and civilizations. Topics may include, but are not limited to, issues of colonization, self-representation, religion, gender, race, nationalisms, globalizations, and cultural appropriation from the interdisciplinary perspective. Students will develop all four language skills through analysis and discussion, while further developing their historical and cultural knowledge. Offered as a two-credit or four-credit option. Students who wish to take the two-credit option should enroll in section A on TR only. Students who prefer the four-credit option should enroll in section B on MTRF. Does not satisfy the international exploratory requirement.

A historical, sociological, political and literary study of Mexican-Americans and Puerto Ricans in the United States. Readings are in English and Spanish; lectures and discussions are in Spanish.

SPA 331 Uncovering Latin America: Getting to Know the Unknown

Prereq: Successful completion of SPA 315 plus one of SPA 300 (AS), 312, 313, 314, or 316 or consent of instructor

An in-depth contemporary study of four Spanish-American Cultures and Civilizations.

SPA 332 Masterpieces of Spanish Literature

Prereq: Successful completion of SPA 315 plus one of SPA 300 (AS), 312, 313, 314, or 316 or consent of instructor

Analysis of the literary backgrounds of representative Spanish authors with assigned readings from these authors. Readings, lectures, and discussions are in Spanish.

SPA 334 Masterpieces of Spanish-American Literature

Prereq: Successful completion of SPA 315 plus one of SPA 300 (AS), 312, 313, 314, or 316 or consent of instructor

Analysis of the literary backgrounds of representative authors of Spanish-American literature with assigned readings from these authors. Readings, lectures, and discussions are in Spanish.

SPA 337 Golden Age of Spanish Literature

Prereq: Successful completion of SPA 315 plus one of SPA 300 (AS), 312, 313, 314, or 316 or consent of instructor

A selection of the masterpieces of this period are read and discussed in Spanish.

SPA 482 Spanish Practicum

A supervised, pre-approved experience which allows a student to pursue specific learning goals and/or be involved in a field experience during the regular academic semester.
### SPA 490 Independent Study

<table>
<thead>
<tr>
<th>1-2 credit hours</th>
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<tbody>
<tr>
<td>Departmental consent is required</td>
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</tbody>
</table>

This course is designed to encourage student initiative and to provide a degree of flexibility in the departmental program. Normally the subject is not sufficiently or appropriately covered in departmental course offerings. The course will include directed reading and discussion of Spanish culture, language, and literature. Final examination or paper is required.

### SPA 498 Portfolio

<table>
<thead>
<tr>
<th>No credit</th>
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<tbody>
<tr>
<td>FALL</td>
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</tbody>
</table>

Students will save all components leading to their senior essay required in SPA 499; research, drafts, final copy. Contents may also include assignments and projects of the student’s choosing from other coursework. The portfolio is completed with assignments related to leadership and professional development from the PDP 200 course.

### SPA 499 Senior Essay

<table>
<thead>
<tr>
<th>No credit</th>
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<tr>
<td>SPRING</td>
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</table>

Students will be required to research, write, and revise an essay on a topic relating to their course work at Franklin College. The topic must be approved by the modern languages department. Students will be required to present their essay at a session open to the college community. Students must receive a grade of C- or better in order to pass.

### SNR/SNT 489 (SPA) Senior Year Internship/Project

| 1 credit hour |

A one credit hour practicum that is set up with help from the Modern Languages Department. Possibilities include, but are not limited to: working in Spanish for a local business and helping with language programs at area schools. Students may not apply this one credit towards the 28-hours required for a major in Spanish. Note: If a student has a double major (i.e. Journalism and Spanish) and completes the internship in the other major, s/he is not required to complete another in Spanish.

### LAN 120 Language Study

| 1-4 credit hours |

Upon occasion, when qualified instructors are available and student demand is sufficient, courses in languages other than French or Spanish may be offered as approved by the vice president for academic affairs. These courses will apply as elective credit toward graduation requirements. Courses offered at the intermediate level or above will meet the international exploratory requirement.

### LAN 300 Topics in Language

| 3 credit hours |

A topic of current interest in language, other than French or Spanish, will be taught. Topics will vary depending on faculty interest. Course will be offered upon the request of a faculty member and with approval of the vice president for academic affairs. Depending on the topic and/or level of the course, LAN course may satisfy the international exploratory requirement.
Department: Theatre
Department Chair: G. Strain
Department Members: N. Crisafulli, R. Roberts, G. Strain

Major: Theatre
Minor: Theatre

Program Information: The fine arts division at Franklin College provides theoretical and practical education in three programs, each of which explores one of society’s creative traditions: art, music, and theatre.

The theatre department, through curricular offerings and co-curricular productions, aspires to develop students’ appreciation of theatre as an art form by expanding their understanding of the position of theatre in society and to develop their opportunities for participation in theatre, avocationally or vocationally, by increasing their competence in theatrical skills and abilities. The theatre program also administers the college’s required course in public speaking, which focuses on the preparation and delivery skills required in public address.

All major and minor courses, related field courses, and prerequisites must be completed with a grade of C- or better.
Theatre Major

Required courses
- THE 125 Script Analysis and Theory
- THE 135 Stagecraft
- THE 170 Theatre History
- THE 205 Acting
- THE 220 Directing
- THE 236 Production Design
- THE 375 Dramatic Literature I
- THE 376 Dramatic Literature II
- THE 499 Sr. Competency Practicum

Three of the following courses
- THE 235 Scenic Painting
- THE 245 Playwriting
- THE 305 Acting II
- THE 325 Directing II

Professional Development Requirements
- THE 200 Professional Development
- THE 498 Portfolio
- SNR/SNT 489 Senior Experience

Related field requirements
- One course with ART prefix
- One course with MUS prefix (Must be 3-4 credit hours)
- Plus SIX additional semester hours - this is waived for students with a minor or a second major
  - The remaining credits may be any sequence of related-area courses outside the THE prefix. Courses must
    be approved by the department and submitted to the Academic Records Office.
Theatre Minor

Required courses
THE 125 Script Analysis and Theory
THE 135 Stagecraft
THE 205 Acting
THE 220 Directing

One of the following courses
THE 170 Theatre History
THE 235 Scenic Painting
THE 236 Production Design
THE 245 Playwriting
THE 305 Acting II
THE 325 Directing II

One of the following courses
THE 375 Dramatic Literature I
THE 376 Dramatic Literature II

One of the following courses
One course with ART prefix
One course with MUS prefix (Must be 3-4 credit hours)
## Theatre Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Term</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE 001</td>
<td>Theatre Activity</td>
<td>1</td>
<td>Fall and Spring</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Activity credit given for work on theatre productions. Graded on a pass/fail basis.</td>
</tr>
<tr>
<td>THE 110</td>
<td>Theatre Appreciation</td>
<td>3</td>
<td>Fall and Spring</td>
<td>Fine Art exploratory</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A study of the development of theatre as an art form within the liberal arts, including its functional theories, principles, methods, and historical context. Emphasis is on the role of the audience and the understanding and appreciation of the nature of theatre to provide students with a background, framework, and vocabulary for seeing and discussing live theatre events. Additional production work required.</td>
</tr>
<tr>
<td>THE 125</td>
<td>Script Analysis and Theory</td>
<td>3</td>
<td>Fall</td>
<td>Diversity &amp; Fine Art exploratory</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Examines both traditional and nontraditional (Aristotelian and non-Aristotelian) approaches to the analysis of dramatic literature and explores literary and theatrical techniques used by significant playwrights through the ages with a focus on diverse playwrights. In addition, students will gain a critical perspective on the ways society explains the nature of the theatrical experience and the various structural approaches that create and communicate meaning in the theatre.</td>
</tr>
<tr>
<td>THE 135</td>
<td>Stagecraft</td>
<td>3</td>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>An introduction to the fundamentals of scenic construction, scene painting, stage properties, lighting and sound technology, and mechanical drafting. Additional production work is required. Additional fees for required materials.</td>
</tr>
<tr>
<td>THE 170</td>
<td>Theatre History</td>
<td>3</td>
<td>Spring, even academic years</td>
<td>Fine Art exploratory</td>
</tr>
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<td>A tracing of the development of the institution and art of the theatre from its ancient origins to the present day, examining drama, acting, design, directing, theatre architecture and critical theory. The theatrical arts will be studied in the context of the cultures which they reflect and interpret. Research paper required.</td>
</tr>
<tr>
<td>THE 200</td>
<td>Professional Development</td>
<td>1</td>
<td>Spring</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A course designed to help theatre majors develop the necessary skills to make a successful transition into the professional world or graduate school.</td>
</tr>
<tr>
<td>THE 205</td>
<td>Acting</td>
<td>3</td>
<td>Fall</td>
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<tr>
<td></td>
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<td></td>
<td>A study of the fundamentals of the acting craft, including practical analysis of play, scene, and character; work on stage voice and movement; and practical applications of these areas to the development of characterizations in scene work and monologues.</td>
</tr>
<tr>
<td>THE 220</td>
<td>Directing I</td>
<td>3</td>
<td>Spring, odd academic years</td>
<td>Prereq: THE 205 or consent of instructor</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Principles and theories of play selection, analysis, and conceptualization; auditioning, casting, and rehearsing; stage composition, picturization, and movement; and overall production management.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Semester</td>
<td>Prerequisites</td>
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<tr>
<td>THE 235</td>
<td>Scenic Painting</td>
<td>3</td>
<td>Fall, even years</td>
<td>Prereq: THE 135 or consent of instructor</td>
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<tr>
<td>THIS COURSE</td>
<td>WILL PROVIDE BASIC SKILLS</td>
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<tr>
<td></td>
<td>NEEDED FOR THEATRICAL</td>
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<tr>
<td></td>
<td>SCENE PAINTING. Students</td>
<td></td>
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<tr>
<td></td>
<td>WILL LEARN HOW TO CREATE</td>
<td></td>
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<tr>
<td></td>
<td>PAINT ELEVATIONS AND THEN</td>
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<tr>
<td></td>
<td>TRANSLATE AN ELEVATION TO A</td>
<td></td>
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<tr>
<td></td>
<td>FULL SCALE STAGE. Students</td>
<td></td>
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<tr>
<td></td>
<td>WILL UNDERSTAND HOW TO</td>
<td></td>
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<tr>
<td></td>
<td>APPROACH A PICTURE, BREAK</td>
<td></td>
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<tr>
<td></td>
<td>IT INTO “LAYERS” OR STEPS</td>
<td></td>
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<tr>
<td></td>
<td>AND THEN TRANSLATE THAT TO</td>
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<tr>
<td></td>
<td>THE STAGE. Additional</td>
<td></td>
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<tr>
<td></td>
<td>PRODUCTION WORK REQUIRED. Fee:</td>
<td></td>
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<tr>
<td></td>
<td>$100 nonrefundable for</td>
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<tr>
<td></td>
<td>MATERIALS.</td>
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</tr>
<tr>
<td>THE 238</td>
<td>Production Design</td>
<td>3</td>
<td>Fall, odd years</td>
<td>Prereq: THE 135 or consent of the instructor</td>
</tr>
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<tr>
<td>THIS COURSE</td>
<td>WILL FOCUS ON THEORIES AND</td>
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<td></td>
<td>PRACTICES OF PRODUCTION</td>
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<td></td>
<td>DESIGN IN COLLABORATIVE</td>
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<td></td>
<td>SITUATIONS, AND HOW TO</td>
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<td></td>
<td>COMMUNICATE EFFECTIVELY WITH</td>
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<td></td>
<td>A GROUP AND AS A GROUP IN A</td>
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<td></td>
<td>THEATRICAL SETTING. Fee: $50</td>
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<tr>
<td></td>
<td>nonrefundable for materials.</td>
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<tr>
<td>THE 245</td>
<td>Playwriting</td>
<td>3</td>
<td>Spring, even years</td>
<td></td>
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<tr>
<td>THIS COURSE</td>
<td>WILL PROVIDE THEORETICAL</td>
<td></td>
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<tr>
<td></td>
<td>KNOWLEDGE AND BEGINNING SKILLS</td>
<td></td>
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<tr>
<td></td>
<td>IN WRITING A SHORT PLAY FOR</td>
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<tr>
<td></td>
<td>THE STAGE. The first half of</td>
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<tr>
<td></td>
<td>THE SEMESTER DEALS WITH THE</td>
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<td></td>
<td>ESSENTIAL NATURE OF DRAMA,</td>
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<td></td>
<td>AND THE SECOND HALF LOOKS AT</td>
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<td></td>
<td>HOW THE VARIOUS ELEMENTS OF</td>
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<tr>
<td></td>
<td>DRAMATIC STRUCTURE ARE USED</td>
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<tr>
<td></td>
<td>TO MAKE A PLAY EFFECTIVE</td>
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<td></td>
<td>THEATRICALLY.</td>
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<tr>
<td>THE 300</td>
<td>Topics in Theatre</td>
<td>3</td>
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<td>THIS COURSE</td>
<td>WILL BE TAUGHT. TOPICS WILL</td>
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<td></td>
<td>VARY DEPENDING ON FACULTY</td>
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<td></td>
<td>INTEREST. COURSE WILL BE</td>
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<td>OFFERED UPON THE REQUEST OF</td>
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<td></td>
<td>A FACULTY MEMBER AND WITH</td>
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<tr>
<td></td>
<td>APPROVAL OF THE VICE PRESIDENT</td>
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<td></td>
<td>FOR ACADEMIC AFFAIRS.</td>
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<tr>
<td>THE 305</td>
<td>Acting II</td>
<td>3</td>
<td>Spring, odd years</td>
<td>Prereq: THE 205</td>
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<td>THIS COURSE</td>
<td>WILL PROVIDE SPECIALIZED</td>
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<td></td>
<td>WORK ON VOICE AND MOVEMENT</td>
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<td>TECHNIQUE SKILLS, ESPECIALLY</td>
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<td></td>
<td>AS RELATED TO WORKS OF VARIOUS</td>
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<td></td>
<td>STYLES AND PERIODS OF THEATRE</td>
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<td></td>
<td>AND DRAMA. THE CLASS WILL</td>
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<tr>
<td></td>
<td>FOCUS ON PRE-MODERN STYLES</td>
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<tr>
<td></td>
<td>AND MODERN NON-REALISTIC</td>
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<tr>
<td></td>
<td>STYLES.</td>
<td></td>
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<tr>
<td>THE 325</td>
<td>Directing II</td>
<td>3</td>
<td>Spring, even years</td>
<td>Prereq: THE 220 or consent of instructor</td>
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<tr>
<td>THIS COURSE</td>
<td>WILL PROVIDE FURTHER</td>
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<tr>
<td></td>
<td>EXPLORATION OF THE SKILLS</td>
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<td></td>
<td>ACQUIRED IN DIRECTING I</td>
<td></td>
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<tr>
<td></td>
<td>INCLUDING CONCEPTUALIZATION</td>
<td></td>
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<tr>
<td></td>
<td>OF PERIOD AND NON-REALISTIC</td>
<td></td>
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<td></td>
<td>PLAYS; CONTINUING DEVELOPMENT</td>
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<td></td>
<td>OF LEADERSHIP SKILLS WITH</td>
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<tr>
<td></td>
<td>ACTORS, AND COLLABORATION</td>
<td></td>
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<tr>
<td></td>
<td>SKILLS USED WITH PLAYWrights,</td>
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<tr>
<td></td>
<td>DESIGNERS, AND PRODUCERS.</td>
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<tr>
<td></td>
<td>ADDITIONAL PRODUCTION WORK</td>
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<tr>
<td></td>
<td>IS REQUIRED.</td>
<td></td>
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</tr>
<tr>
<td>THE 375</td>
<td>Dramatic Literature I</td>
<td>3</td>
<td>Fall, odd years</td>
<td>Prereq: ENG 117, THE 110, or THE 125 or consent of the instructor</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>Reading and</td>
<td>analysis of selected significant plays from ancient times through the Renaissance. Same as ENG 375.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>THE 376</td>
<td>Dramatic Literature II</td>
<td>3</td>
<td>Spring, odd years</td>
<td>Prereq: ENG 118, THE 110, or THE 125 or consent of the instructor</td>
</tr>
<tr>
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<tr>
<td>Reading and</td>
<td>analysis of selected significant plays from around the world from the 17th century to the present. Same as ENG 376.</td>
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<tr>
<td>Course Code</td>
<td>Credits</td>
<td>Description</td>
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<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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<tr>
<td>THE 482 Advanced Practicum</td>
<td>1-2</td>
<td>A supervised, pre-approved experience which allows a student to pursue specific practical learning goals and/or be involved in a field experience during the regular academic semester.</td>
<td></td>
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<tr>
<td>Prereq: consent of instructor</td>
<td></td>
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<tr>
<td>THE 490 Individualized Study</td>
<td>1-2</td>
<td>A course designed to encourage student initiative and to provide a degree of flexibility in the departmental program. Normally the subject is not sufficiently or appropriately covered in departmental course offerings.</td>
<td></td>
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<tr>
<td>Prereq: departmental and instructor consent</td>
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</tr>
<tr>
<td>THE 498 Senior Portfolio</td>
<td>No credit</td>
<td>Each student must develop a portfolio containing an appropriate body of work that, by the time of graduation, demonstrates the student is ready to make the transition to graduate school or the professional workplace.</td>
<td></td>
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</tr>
<tr>
<td>THE 499 Senior Competency Practicum</td>
<td>No credit</td>
<td>Students will take a written exam which covers information from core requirements for the major. Students must earn a C- or better.</td>
<td></td>
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</tr>
<tr>
<td>SNR/SNT 489 (THE) Senior Experience</td>
<td>1 hour</td>
<td>This senior year experience is fulfilled by completing a significant acting, playwriting, directing, design, or research project. An internship with an arts organization may also be used. The student must complete at least 70 hours of documented time in practical application and/or research and will meet weekly with the practicum advisor. Students must earn at least a grade of C.</td>
<td></td>
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</tr>
<tr>
<td>Fall and spring</td>
<td>Coreq: THE 499</td>
<td></td>
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</tr>
</tbody>
</table>
**Women’s Studies Program**

**Department:** Sociology  
**Director:** D. Baird

**Women’s Studies Individualized Minor**

Students can minor in Women’s Studies by proposing a personalized 15-credit hour plan. This plan includes WST 101 (required), Introduction to Women’s Studies, and courses and coursework in other disciplines that focus on issues of relevance to women’s studies (e.g., Women and Leadership, Women Photojournalists). Upon approval and completion of the proposed individualized plan, the minor appears on the student’s transcript.

A journalism major with an interest in women’s studies might propose the following:

- **WST 101** Introduction to Women’s Studies (4 hours)
- **WST/SOC 319** Gender and Sexualities (4 hours)
- **WST/MMJ 490** Independent Study/Advertising to the Woman (1-2 hours)

**PLUS:** 5-6 hours in other Journalism courses where work focuses on women/gender

**Women’s Studies Course Descriptions**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Offered</th>
</tr>
</thead>
</table>
| WST 101     | Introduction to Women’s Studies           | 4       | Spring, even academic years  
|             | **Social Science exploratory**            |         |                        |

An overview of major issues raised by the range of women’s situations and experiences in Western and non-Western societies. An examination of analytical perspectives that feminist critics in a variety of disciplines use to explore these issues.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>WST 300</td>
<td>Topics in Women’s Studies</td>
<td>3</td>
<td></td>
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</tbody>
</table>

A topic of current interest in women’s studies will be taught. Topics will vary according to faculty interest. Course will be offered upon request of a faculty member and with approval of the vice president for academic affairs and the director of women’s studies.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Offered</th>
</tr>
</thead>
</table>
| WST/SOC 319 | Gender and Sexualities                    | 4       | Fall, even academic years  
|             | **Prereq:** SOC 118                       |         |                        |

This course provides an overview of theoretical and empirical work in the sociology of sex, gender, and sexuality. The course will also address various facets of the subject including ways that social, cultural, and legal status influence individual experiences and outcomes. Attention is paid to the social construction/control of gender, transgender, and multiple sexualities. Same as SOC 319.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Offered</th>
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</thead>
</table>
| WST/HIS 332 | History of Women in the United States     | 4       | Fall, odd years  
|             | **Social Science exploratory**            |         |                        |
|             | **Prereq:** HIS 120, HIS 121, or consent of instructor | | |

This course will survey the history of women in the United States from the colonial era through the civil rights movement of the 1950s –‘60s. The course will focus especially on the role of women in various social movements including: the movement to abolish slavery, the fight for women’s suffrage, reformist movements of the early twentieth century and the modern feminist movement. Students will have the opportunity to pursue a research paper on the social issues addressed in the life/work of an activist of their choosing. Same as HIS 332.
Franklin College Graduate Policies & Programs

The policies and procedures listed in this section of the catalog are specific for graduate students. For a complete list of policies and procedures, please refer to the Academic Policies and Procedures section of this catalog. If a policy or procedure is not specifically listed in the graduate section of the catalog, then the policies and procedures stated in the Academic Policies and Procedures section apply to graduate students.

Admissions Policy
Application for admission is program specific. Please see details for the program in which you are applying. Further, graduate students should refer to program specific student handbooks for more detailed information and program policies.

Tuition and Fees
This tuition policy is specific to the Master of Science in Athletic Training.

- Once admitted a $250 deposit is due within two weeks of receiving notice of acceptance to ensure your place in the MSAT is reserved.
- Once admitted into and enrolling in the MSAT Program, regardless of whether you are completing the 3+2 or two-year professional program, ALL students are required to pay the credit hour tuition rate for graduate studies throughout the duration of the MSAT curriculum.
  - Tuition rates for the 2017-18 academic year are $690 per credit hour.
  - Tuition billing and due dates for 2017-18 are as follows:

<table>
<thead>
<tr>
<th>Term</th>
<th>Credit Hours</th>
<th>Tuition for Term</th>
<th>Bill Date</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deposit</td>
<td></td>
<td>$250</td>
<td>Upon acceptance</td>
<td>March 15, 2017</td>
</tr>
<tr>
<td>Summer</td>
<td>6</td>
<td>$4,140*</td>
<td>May 15, 2017</td>
<td>June 15, 2017</td>
</tr>
<tr>
<td>Fall</td>
<td>12</td>
<td>$8,280</td>
<td>July 15, 2017</td>
<td>August 15, 2017</td>
</tr>
<tr>
<td>Winter</td>
<td>4</td>
<td>$2,760</td>
<td>December 15, 2017</td>
<td>January 15, 2018</td>
</tr>
<tr>
<td>Spring</td>
<td>12</td>
<td>$8,280</td>
<td>December 15, 2017</td>
<td>January 15, 2018</td>
</tr>
</tbody>
</table>

*Summer term tuition will be reduced by deposit amount once paid.

Second Year

<table>
<thead>
<tr>
<th>Term</th>
<th>Credit Hours</th>
<th>Tuition for Term</th>
<th>Bill Date</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>Fall</td>
<td>12</td>
<td>$8,280</td>
<td>July 15, 2018</td>
<td>August 15, 2018</td>
</tr>
<tr>
<td>Winter</td>
<td>4</td>
<td>$2,760</td>
<td>December 15, 2018</td>
<td>January 15, 2019</td>
</tr>
<tr>
<td>Spring</td>
<td>10</td>
<td>$6,900</td>
<td>December 15, 2018</td>
<td>January 15, 2019</td>
</tr>
</tbody>
</table>

*The tuition rate for the second year is subject to change.

- Tuition refunds will not be given on or after the first day of class for each academic term. An 80% tuition refund will be paid when requested 14 days before the first day of class. A 100% tuition refund will be paid when requested 15 days or longer before the first day of class. Refer to “The Key: The Guide to Student Life for Graduate Students” for detailed information regarding refunds.
Financial Aid

- To determine your eligibility for financial aid the Free Application for Federal Student Aid (FAFSA) is required. The FAFSA can be filed at fafsa.gov and is available January 1st EACH year.
- Beginning mid-April financial aid awards will be available for enrolled students via the online financial aid system.
- Financial Aid questions can be directed to the financial aid office at finaid@franklincollege.edu or 317-738-8075.

Please note that students enrolled in the MSAT program are NOT eligible for Franklin College scholarships/grants as these awards are restricted to undergraduate enrollment.

Master’s orientation
All graduate students will be required to attend a master’s program orientation prior to the start of summer courses. A detailed description of orientation events will be included with students’ acceptance letters.

Course hour definition
For financial aid purposes, graduate students must be enrolled in a minimum of 10 credit hours during fall and spring semesters for full-time status. During summer and/or winter terms the requirement for full time status is enrollment in four credit hours.

Course load
A maximum of 12 graduate-level hours (500 and 600 level courses) and 4 undergraduate-level hours (300 and 400 level courses only) per semester may be taken during the first year of graduate studies. A maximum of 12 graduate-level hours (500 and 600 level courses) per semester may be taken during the second year of graduate studies. No undergraduate-level courses may be taken during either winter term when completing a graduate program.

Course numbering
500-level courses are intended for students completing their undergraduate degree in conjunction with a graduate degree and for first year students who have completed an undergraduate degree. Students may count up to 12 credit hours of 500-level courses towards completing the requirements of their undergraduate degree if they are completing both degrees in a 3+2 program at Franklin College. 600-level courses are intended for second year graduate level students.

Degree application
An application for degree and appropriate degree templates must be filed with the Academic Records Office before the student is considered for graduation. The application should be completed and filed by October 1 semester prior to the following May of the next calendar year graduation date.
Grading and credit system

All grades carry a point value per credit hour:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Exceptional, excellent in all respects</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>Satisfactory</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td></td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>Below expectation</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>2.00</td>
</tr>
<tr>
<td>F</td>
<td>Failure, no academic credit</td>
<td>0.00</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td>0.00</td>
</tr>
</tbody>
</table>
Master of Science in Athletic Training

Program Director: J. Austin
MSAT Faculty: J. Williams

The Master of Science in Athletic Training (MSAT) program is a professional program designed for students who do not hold a bachelor’s degree in athletic training but who want to pursue athletic training credentials by the Board of Certification (BOC) and pursue a career as an athletic trainer. Franklin College athletic training is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). A degree from a CAATE accredited program is necessary for students to be eligible for the BOC exam.

Program Options
Two options are available for the MSAT:

1. 3+2 program for entering freshman or potential undergraduate transfer students
2. Two-year professional program for students who already hold a bachelor’s degree

Regardless of the program option, coursework specific to the MSAT is completed over one summer session (classes start in July 2017) followed by coursework over fall, winter, and spring semesters for two years. Select this document to see the MSAT Plan of Study.

3+2 Program
The 3+2 (five years total) program is intended for entering freshmen, transfer students or students who change majors early in their undergraduate education. During the first three years, each student will complete the MSAT program prerequisites and bachelor’s degree requirements for the major of their choice (exercise science is recommended). Upon acceptance into the graduate program, students will begin coursework for the MSAT during summer session prior to their fourth year. At the end of the student’s fourth year, he or she will receive a bachelor’s degree. At the end of successful completion of the fifth year, each student will earn a Master of Science in Athletic Training degree.

Two-Year Professional Program
The two-year program is intended for students who have already earned a bachelor’s degree and have completed required prerequisite courses for the MSAT program. This program is appropriate for college graduates who may want to change careers; those students who decided athletic training as a career option late in their undergraduate studies; or those who did not have time during their undergraduate years to major in athletic training.

MSAT Admission Requirements
Applications for the MSAT will be submitted through the Athletic Training Centralized Application System (ATCAS) and are due no later than January 15 for consideration of acceptance into the MSAT program beginning the following July. Admission to the MSAT at Franklin College is competitive. The following is a list of minimum requirements for application. Meeting these minimum requirements does not ensure admission into the program.

- Completed application form
- Verification of a minimum of 50 hours of observation under the direct supervision of a BOC Certified Athletic Trainer
  - Only 20 of these hours may occur at Franklin College, and you are limited to 5 hours during each fall semester and 5 hours during each spring semester
• Evidence of a C or higher in the following prerequisites classes (within the past 7 years):
  o Anatomy and Physiology with labs
  o An Exercise Science or Kinesiology course
  o Nutrition
  o A Community or Personal Health or Wellness course
  o General or Health-related Psychology
  o Statistics
• Completed program-specific health questionnaire, physical, and immunization records with HBV and TB information signed by a healthcare provider
• Copy of current 1st aid and CPR for the professional rescuer or BLS Healthcare Provider certification
• Verification that the MSAT program’s Technical Standards can be met
• Statement of Professional Goals
• Two letters of recommendation. One each from: a faculty member and from an athletic trainer, physician, or other healthcare provider
• An interview with the selection committee members may be required

The MSAT program is a rigorous and intense program that places specific physical and intellectual demands on students. Because of this, students must submit completed medical and program forms. These forms ensure students meet the stated technical standards, such as the physical and mental demands of the MSAT program, with or without accommodations. Further, they ensure compliance with accreditation standards. The complete technical standard document is available with application materials. Students who have questions about this document should inquire with the Franklin College Affirmative Action Officer and the MSAT program director. These technical standards meet the requirements set forth by the American Disabilities Act (ADA) of 1990.

Transfer Policy
Transfer students with prior graduate-level athletic training education are evaluated on an individual basis. In direct consultation, the student and the MSAT Program Director develop a plan of study that builds on previous learning, addresses necessary content and skill requirements, and ensures the student’s complete incorporation into the program at the college. Transfer students are required to provide the MSAT director with course descriptions and appropriately dated syllabi for all graduate-level athletic training specific courses prior to approval for transfer credit. Transfer students are held to all application requirements and must complete the application process through ATCAS. As per Commission on Accreditation of Athletic Training (CAATE) requirements, students must be enrolled in Franklin College’s MSAT program for a minimum of two calendar years prior to graduation in order to meet graduation requirements.

Continuance in MSAT
The Franklin College MSAT student’s academic success is of utmost importance to all members of the program. Academic achievement is directly tied to passing the BOC exam and achieving professional success. In order to help students achieve academic success and higher cumulative grade point averages (GPA), mid-term and final grades are reviewed by the student’s individual academic advisor as well as the MSAT program director each semester. In addition, academic advisors and the program director communicate on a regular and consistent basis.

Academic Requirements
1. A 2.75 (4.0 scale) cumulative GPA must be maintained.
2. A “C+” or higher is required in all courses required for the MSAT.
3. Successful completion of all Clinical Experience rotations, on and off campus.
Each student within the AT Program must maintain a minimum 2.75 (4.0 scale) cumulative GPA to participate in clinical experience rotations. If a student’s cumulative GPA falls below the 2.75 (4.0 scale) minimum, he/she will be placed on academic probation. Students placed on academic probation are not permitted to continue with athletic training clinical experience assignments or the accumulation of clinical experience hours. Students will have one semester to improve his/her cumulative GPA to acceptable standards or will be dismissed from the MSAT Program. Once positive improvement has been demonstrated in the student’s cumulative GPA, the athletic training student may resume clinical experience activities only after review and consultation with the program director.

1. A grade of “C+” or higher is required for all required courses within the MSAT. If a student receives a “C” or below in a course required by the athletic training major, the course must be repeated and the student is placed on academic probation. The student will be removed from probation when he/she has successfully repeated the course with a “C+” or higher. Students are only allowed to repeat a course once.

2. All courses within the MSAT program are sequential and are prerequisites for subsequent athletic training courses. Any student who must repeat any required course will fall behind in his/her coursework. MSAT courses are only offered once a year so any course that must be repeated will put the student behind by one year which will postpone graduation. The MSAT program faculty and staff makes every effort to provide support and access to appropriate tutorial assistance to help all students restore good academic standing. The role of the preceptors includes not only instruction and supervision of the student, but also advising and supporting student academic success.

3. If a student is placed on probation a second time, either for low cumulative GPA or unacceptable course grades, the student will be automatically dismissed from the MSAT Program and graduate studies.

4. MSAT students meet regularly with preceptors during each clinical experience rotation to discuss his/her personal and professional evaluation. The evaluation encompasses skills, techniques, proficiencies and behaviors appropriate to athletic training. The purpose of the evaluation is for the student to receive feedback from his/her preceptor and the preceptor to receive feedback from the student. Preceptors may request more frequent evaluations if they feel students are not performing adequately in the clinical portion of the major. If additional meetings are required, the student and preceptors will discuss the concerns and come to a mutual agreement on a plan for improvement.

If inappropriate behavior persists, or an overall evaluation score falls below average, the MSAT program director reserves the right to place a student on probation from clinical experience rotations until the student can show progress towards improving skills, techniques, proficiencies and/or behavior. Consequences of this probation will be determined in each situation depending on the probation reasoning.

The Franklin College MSAT program consists of several clinical experience rotation requirements. Some clinical experience rotations are completed at off-campus clinical settings in Franklin, Whiteland, Greenwood, Columbus, and Indianapolis. In order to fulfill the requirements of these rotations students must have access to transportation.

Further, due to the nature of athletic training being a health care profession, students must submit completed medical forms and documentation of up-to-date vaccinations as part of the application process.

Students who excel in the MSAT program have the opportunity to join the Franklin College chapter of Iota Tau Alpha, the official academic honorary society of the National Athletic Trainers’ Association. Criteria are a 3.5 or higher cumulative GPA and in good standing in the program.
Athletic Training Program Expenses

Students enrolled in the MSAT will incur required expenses throughout the duration of the program. Below is a list of expenses required above and beyond college tuition and fees, and individual course fees.

<table>
<thead>
<tr>
<th>Type of Expense</th>
<th>Expected Time of Expense</th>
<th>Appropriate Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATCAS application fee</td>
<td>At time of application</td>
<td>$85</td>
</tr>
<tr>
<td>Physical exam and immunizations</td>
<td>At time of application</td>
<td>Varies</td>
</tr>
<tr>
<td>NATA student membership</td>
<td>Fall semester first year in MSAT</td>
<td>$75</td>
</tr>
<tr>
<td>Professional attire</td>
<td>Throughout the duration of the program</td>
<td>Varies</td>
</tr>
<tr>
<td>TB skin test and influenza vaccine</td>
<td>Fall semester each year</td>
<td>Varies</td>
</tr>
<tr>
<td>Transportation to off-campus clinical sites</td>
<td>Throughout the duration of the program</td>
<td>Varies</td>
</tr>
<tr>
<td>Background check</td>
<td>As required by specific clinical sites</td>
<td>$7 - $25</td>
</tr>
<tr>
<td>First Aid and CPR recertification</td>
<td>Varies per student; Updates for re-certifications are required biannually</td>
<td>$20 for each certification</td>
</tr>
<tr>
<td>Iota Tau Alpha Honor Society</td>
<td>Spring semester first year in MSAT, if accepted into society</td>
<td>$25</td>
</tr>
<tr>
<td>BOC exam</td>
<td>Spring semester final year</td>
<td>$335-$365</td>
</tr>
</tbody>
</table>
Master of Science in Athletic Training

Core Requirements
MSAT 526 Foundations of Evidence-based Practice
MSAT 527 Prevention of Injuries and Medical Conditions
MSAT 529 Acute Care of Injuries & Illness
MSAT 530 Clinical Exam and Diagnosis: Lower Extremity
MSAT 531 Clinical Exam and Diagnosis: Upper Extremity
MSAT 534 Concepts in Therapeutic Interventions I
MSAT 625 Healthcare Administration
MSAT 631 Clinical Pathology and Medical Interventions
MSAT 634 Concepts in Therapeutic Interventions II
MSAT 635 Psychosocial Strategies and Referral
MSAT 637 Professional Preparation in Athletic Training
MSAT 638 Advanced Therapeutic Interventions

Research Requirements
MSAT 540 Research Methods I
MSAT 541 Research Methods II
MSAT 542 Directed Research Studies
MSAT 640 Research Analysis
MSAT 641 Research Seminar

Clinical Requirements
MSAT 550 Clinical Education in Athletic Training I
MSAT 551 Clinical Education in Athletic Training II
MSAT 552 Clinical Education in Athletic Training III
MSAT 553 Clinical Education in Athletic Training IV
MSAT 650 Clinical Education in Athletic Training V
MSAT 651 Clinical Education in Athletic Training VI
**Master of Science in Athletic Training Course Descriptions**

**MSAT 526 Foundations of Evidence-based Practice**  
1 credit hour  
Summer  
Prereq: Admittance to the MSAT  
An introduction to the fundamentals of evidence-based medicine with specific focus toward understanding the various levels of research and reading comprehension of research articles. Students develop an understanding of the importance of integrating patient values, best available evidence, and clinical expertise when making decisions regarding patient care. Additionally practice in developing specific clinical questions and searching for relevant evidence will occur.

**MSAT 527 Prevention of Injuries and Medical Conditions**  
3 credit hours  
Summer  
Prereq: Admittance to the MSAT  
Students will develop strategies and programs to prevent the incidence and/or severity of injuries and illnesses while optimizing patient overall health. Emphasis is placed on the prevention of injuries to physically active individuals in the areas of conditioning, pre-participation screening, nutritional concepts, and environmental risk factors. The appropriate use of and fit for protective equipment, and proper application of wrapping, taping, braces and orthotic devices will be practiced. Laboratory experiences are used to supplement classroom instruction.

**MSAT 529 Acute Care of Injuries and Illness**  
4 credit hours  
Fall  
Prereq: Admittance to the MSAT  
Development of knowledge and skills in the evaluation and immediate management of acute injuries and illnesses. Focus is on planning for, examining, and managing immediate, emergent and acute situations particularly for physically active individuals. Immobilization, splinting, transporting, wrapping and taping techniques for managing acute injuries will be practiced. Additionally students will demonstrate emergency care skill consistent with National Athletic Trainers’ Association position statements. Laboratory experiences are used to supplement classroom instruction.

**MSAT 530 Clinical Examination and Diagnosis: Lower Extremity**  
4 credit hours  
Fall  
Prerequisite: MSAT 527  
Instruction on assessment procedures and evaluation techniques for lumbosacral and lower extremity injuries. It includes an in-depth inquiry into the anatomical and physiological effects associated with the occurrence of injuries to physically active individuals and the process and components of an injury evaluation. Students learn to perform and interpret the results of structural and functional tests in order to accurately diagnose injury and determine appropriate differential diagnoses. Students will develop clinical decision making skills through the integration of evidence-based medicine. Clinical outcomes assessment including patient self-report measures will be an integral part of this course.

**MSAT 531 Clinical Examination and Diagnosis: Upper Extremity**  
4 credit hours  
Spring  
Prerequisite: MSAT 530  
Assessment procedures and evaluation techniques for cervical, thoracic, and upper extremity injuries. It includes an in-depth inquiry into the anatomical and physiological effects associated with the occurrence of injuries to physically active individuals, and the process and components of an injury evaluation. Students learn to perform and interpret the results of structural and functional tests in order to accurately diagnose injury and determine appropriate differential diagnoses. Students will develop clinical decision making skills through the integration of evidence-based medicine. Clinical outcomes assessment including patient self-report measures will be an integral component of this course.
**MSAT 534 Concepts in Therapeutic Interventions I**  
4 credit hours  
Spring  
Prerequisite: MSAT 530  
This integrated course focuses on theory, principles, physiological effects, and application of various therapeutic interventions designed to maximize patient’s participation and health-related quality of life. The indications, contraindications, and operational protocols for common therapeutic interventions and pharmacological agents to manage pain, control inflammation, and restore function will be studied. Emphasis will be placed on the use of evidence-based practice to develop therapeutic goals and establish appropriate use of progression, treatment effectiveness, assessment of patient satisfaction, and ability to return to physical activity. Laboratory experiences will be used to supplement classroom instructions.

**MSAT 540 Research Methods I**  
2 credit hours  
Fall  
Prerequisite: MSAT 526  
A working knowledge of the research process and interpretation of research findings will be established. Focus is directed towards critical reading of athletic training literature and the analysis of research methodology and results. Further, students will begin work on research projects including identifying a problem, conducting a literature review, developing a hypothesis, and forming initial research design.

**MSAT 541 Research Methods II**  
2 credit hours  
Winter  
Prerequisite: MSAT 540  
A continuation of Research Methods I with an emphasis on fine tuning skills regarding research design. Application concerning the purpose and selection of statistical procedures will be emphasized. Students will finalize a clinically focused research proposal for submission to the College’s Institutional Review Board.

**MSAT 542 Directed Research Studies**  
2 credit hours  
Spring  
Prerequisite: MSAT 541  
Students will gain experience with the hands-on component of the research process. Working with a faculty advisor, students develop skill in implementing their research proposal developed in the Research Methods courses, and continue the research process through data collection.

**MSAT 550 Clinical Education in Athletic Training I**  
2 credit hours  
Summer  
Prerequisite: Admittance to the MSAT  
A clinical course in which students rotate through supervised experiences in a variety of health care settings under the guidance of preceptors. Clinical experience hours will be augmented with a seminar on basic practices necessary to a successful athletic trainer. Students are responsible for costs associated with travel to and from their clinical experiences.

**MSAT 551 Clinical Education in Athletic Training II**  
2 credit hours  
Fall  
Prerequisite: MSAT 550  
A clinical course in which students rotate through supervised experiences in a variety of athletic training and health care settings under the guidance of preceptors. Students begin the process of integrating knowledge, skills, and clinical decision-making into actual client/patient care while utilizing evidence-based medicine to solve clinical problems. A demonstration of proficiency in skills up to and including prevention and care of athletic injuries is required. Clinical experience hours will be augmented with a seminar on basic practices necessary to become a successful athletic trainer. Students are responsible for costs associated with travel to and from their clinical experiences.
<table>
<thead>
<tr>
<th>MSAT 552 Clinical Education in Athletic Training III</th>
<th>2 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter</td>
<td>Prerequisite: MSAT 551</td>
</tr>
<tr>
<td>A clinical course which provides students an opportunity to gain experience in off-campus health care settings. This will be an individualized experience where students either complete four, one-week rotations at a variety of settings or complete one, four-week intensive experience at the same clinical setting. Clinical experience hours will be augmented with a seminar on basic practices necessary to become a successful athletic trainer.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>MSAT 553 Clinical Education in Athletic Training IV</th>
<th>2 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td>Prerequisite: MSAT 552</td>
</tr>
<tr>
<td>A clinical course designed to provide experience under the direct supervision of a preceptor. A demonstration of proficiency in skills up to and including prevention and care of athletic injuries and clinical exam and diagnosis of injuries is required. The incorporation of evidence-based practice principles including critical assessment of patient self-report measures will be emphasized. Further foundational practice principles including critical assessment of patient self-report measures will be emphasized. Clinical experience hours will be augmented with a seminar on methods to enhance clinical skills. Students are responsible for costs associated with travel to and from their clinical experiences.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MSAT 625 Healthcare Administration</th>
<th>2 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td>Prerequisite: MSAT 552</td>
</tr>
<tr>
<td>Exploration of organizational and administrative aspects of athletic health care management for various employment settings. Emphasis is placed on students developing an understanding of human resources, risk management, healthcare delivery mechanisms, insurance, reimbursement, documentation, patient privacy, and facility management.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MSAT 631 Clinical Pathology and Medical Interventions</th>
<th>3 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Prerequisite: MSAT 531</td>
</tr>
<tr>
<td>This is an advanced course for athletic training students as they build a foundational understanding of disease, disorders, illness and other general medical conditions affecting the health of physically active people across the lifespan. Students learn to recognize signs, symptoms and predisposing factors of pathology along with appropriate interventions for treating medical conditions. Additionally students gain skill in analysis of evidence in relation to patient care while performing standard techniques and procedures for clinical examination and establishing appropriate referral. Laboratory experiences will be used to supplement classroom instructions.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MSAT 634 Concepts in Therapeutic Interventions II</th>
<th>4 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Prerequisite: MSAT 534</td>
</tr>
<tr>
<td>Content will build upon concepts of therapeutic interventions established in MSAT 5XX. Students will develop an integrated approach to the treatment of injuries. Focus will be on the indications, contraindications, and operational protocols for therapeutic interventions relative to progressing through healing and restoring normal function and a highly competitive state for physically active individuals. Treatment effectiveness, patient satisfaction, and critical assessment of evidence in relation to patient care will be emphasized. Laboratory experiences will be used to supplement classroom instructions.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MSAT 635 Psychosocial Strategies and Referral</th>
<th>2 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter</td>
<td>Prerequisite: MSAT 552</td>
</tr>
<tr>
<td>Preparation in the ability to recognize patients who are exhibiting unhealthy social, emotional, and/or mental behaviors of the physically active population will occur. Students will develop an advanced approach, including in-depth application of psychosocial interventions, to working with injured or impaired active individuals. Emphasis is placed on recognition, intervention, and appropriate referral.</td>
<td></td>
</tr>
</tbody>
</table>
MSAT 637 Professional Preparation in Athletic Training
2 credit hours
Spring
Prerequisite: MSAT 635
A focus on advanced concepts in professional development. Students complete a self-assessment and construct a plan for continued professional development. Preparation for the Board of Certification exam is emphasized. Strategies related to enhancing leadership skills and the promotion of athletic training will be explored.

MSAT 638 Advanced Therapeutic Interventions
3 credit hours
Spring
Prerequisite: MSAT 634
An advanced course that allows for examination of in-depth therapeutic interventions including movement pattern development and advanced manual therapy techniques. Practical application of current concepts and research-driven rehabilitative protocols are emphasized. The course also addresses trends in sports medicine surgical procedures, research behind new rehabilitative techniques, and effective mechanisms for evaluating clinical relevance of new products.

MSAT 640 Research Analysis
2 credit hours
Fall
Prerequisite: MSAT 542
Students will study statistical procedures commonly used in descriptive and experimental research in athletic training. Basic statistical analysis will be reviewed and advanced statistics in relation to individual research projects will be discussed. Emphasis will be placed on the analysis and interpretation of data collected during Directed Research Studies. Further students will prepare abstracts for submission to peer-reviewed organizations.

MSAT 641 Research Seminar
2 credit hours
Winter
Prerequisite: MSAT 640
Students will complete a written manuscript and poster in preparation for presentation. Oral presentations may occur both on and off campus to peers and professionals. Emphasis is placed on written and oral communication skills.

MSAT 650 Clinical Education in Athletic Training V
3 credit hours
Fall
Prerequisite: MSAT 553
Advanced clinical experience where students are responsible for assisting in the healthcare of patients during practices, games, treatments, and rehabilitation under the direct supervision of a preceptor. Demonstration of proficiency in skills up to and including clinical exam and diagnosis of injuries and basic therapeutic interventions is required. The incorporation of evidence-based practice principles including critical assessment of patient self-report measures will be emphasized. Further, foundational behaviors in the context of real patient care will be assessed. Clinical experience hours will be augmented with a seminar on methods to enhance clinical skills. Students are responsible for costs associated with travel to and from their clinical experiences.

MSAT 651 Clinical Education in Athletic Training VI
3 credit hours
Spring
Prerequisite: MSAT 650
Advanced clinical experience where students are responsible for assisting in the healthcare of patients during practices, games, treatments, and rehabilitation under the direct supervision of a preceptor. Students are required to integrate knowledge, skills, and clinical decision-making into actual client and patient care. Demonstration of proficiency in skills up to and including psychosocial strategies and advanced therapeutic interventions is required. The incorporation of evidence-based practice principles including critical assessment of patient self-report measures will be emphasized. Further foundational behaviors in the context of real patient care will be assessed. Clinical experience hours will be augmented with a seminar on methods to enhance clinical skill, including administrative and leadership attributes.
# Academic Calendar 2016-2017

## FALL SEMESTER • 2016-2017

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>New students arrive</td>
<td>Aug. 25</td>
</tr>
<tr>
<td>Bell Ceremony</td>
<td>Aug. 26</td>
</tr>
<tr>
<td>Returning students arrive</td>
<td>Aug. 28</td>
</tr>
<tr>
<td>Classes begin &amp; Self Service registration closes</td>
<td>Aug. 29</td>
</tr>
<tr>
<td>Labor Day, college closed</td>
<td>Sept. 5</td>
</tr>
<tr>
<td>Last day to add a class or declare audit or pass/fail</td>
<td>Sept. 6</td>
</tr>
<tr>
<td>Last day to drop a class</td>
<td>Sept. 20</td>
</tr>
<tr>
<td>Winter &amp; Spring classes posted on Self Service</td>
<td>Oct. 4</td>
</tr>
<tr>
<td>Early alert grades for new students due by noon</td>
<td>Oct. 4</td>
</tr>
<tr>
<td>Senior Competency period begins</td>
<td>Oct. 10</td>
</tr>
<tr>
<td>Incomplete grades from Spring &amp; Summer due</td>
<td>Oct. 11</td>
</tr>
<tr>
<td>Mid-term grades due by noon</td>
<td>Oct. 18</td>
</tr>
<tr>
<td>Fall Break</td>
<td>Oct. 20-21</td>
</tr>
<tr>
<td>Last day to add second half semester classes</td>
<td>Oct. 25</td>
</tr>
<tr>
<td>New students register for winter term</td>
<td>Oct. 27</td>
</tr>
<tr>
<td>Registration for Winter &amp; Spring begins</td>
<td>Oct. 31</td>
</tr>
<tr>
<td>Last day to withdraw from a class</td>
<td>Nov. 1</td>
</tr>
<tr>
<td>Senior Competency period ends</td>
<td>Nov. 11</td>
</tr>
<tr>
<td>Last day to drop second half semester classes</td>
<td>Nov. 11</td>
</tr>
<tr>
<td>Thanksgiving break</td>
<td>Nov. 23-25</td>
</tr>
<tr>
<td>Last day to submit Incomplete grade requests</td>
<td>Dec. 9</td>
</tr>
<tr>
<td>Final exam period</td>
<td>Dec. 12-15</td>
</tr>
<tr>
<td>Holiday break begins after exams</td>
<td>Dec. 15</td>
</tr>
<tr>
<td>Final grades due by noon</td>
<td>Dec. 19</td>
</tr>
</tbody>
</table>

## WINTER TERM • 2016-2017

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>First day of classes</td>
<td>Jan. 3</td>
</tr>
<tr>
<td>Last day to add a class or declare audit &amp; pass/fail</td>
<td>Jan. 4</td>
</tr>
<tr>
<td>Last day to drop a class</td>
<td>Jan. 6</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>Jan. 27</td>
</tr>
<tr>
<td>Final grades due by noon</td>
<td>Jan. 30</td>
</tr>
<tr>
<td>Winter Break</td>
<td>Jan. 30-31</td>
</tr>
</tbody>
</table>

## SPRING SEMESTER • 2016-2017

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes begin &amp; Self Service registration closes</td>
<td>Feb. 1</td>
</tr>
<tr>
<td>Last day to add a class or declare audit or pass/fail</td>
<td>Feb. 7</td>
</tr>
<tr>
<td>Summer &amp; Fall classes posted on Self Service</td>
<td>Feb. 20</td>
</tr>
<tr>
<td>Last day to drop a class</td>
<td>Feb. 21</td>
</tr>
<tr>
<td>Degree applications due</td>
<td>Feb. 21</td>
</tr>
<tr>
<td>Senior Competency period begins</td>
<td>Mar. 13</td>
</tr>
<tr>
<td>Registration for Summer &amp; Fall begins</td>
<td>Mar. 13</td>
</tr>
<tr>
<td>Incomplete grades from Fall &amp; Winter due</td>
<td>Mar. 14</td>
</tr>
<tr>
<td>Mid-term grades due by noon</td>
<td>Mar. 21</td>
</tr>
<tr>
<td>Spring Break</td>
<td>Mar. 27-31</td>
</tr>
<tr>
<td>Last day to add second half semester classes</td>
<td>Apr. 4</td>
</tr>
<tr>
<td>Last day to withdraw from a class</td>
<td>Apr. 11</td>
</tr>
<tr>
<td>Senior Competency period ends</td>
<td>Apr. 21</td>
</tr>
<tr>
<td>Last day to drop second half semester classes</td>
<td>Apr. 21</td>
</tr>
<tr>
<td>Senior tentative grades due</td>
<td>May 8</td>
</tr>
<tr>
<td>Last day to submit Incomplete grade requests</td>
<td>May 12</td>
</tr>
<tr>
<td>Last day of classes</td>
<td>May 12</td>
</tr>
<tr>
<td>Final exam period</td>
<td>May 15-18</td>
</tr>
<tr>
<td>Senior final grades due by noon</td>
<td>May 18</td>
</tr>
<tr>
<td>Commencement</td>
<td>May 20</td>
</tr>
<tr>
<td>Final grades due by noon</td>
<td>May 23</td>
</tr>
<tr>
<td>Memorial Day, college closed</td>
<td>May 29</td>
</tr>
</tbody>
</table>

## SUMMER SESSION • 2016-2017

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>First day of Summer Session I classes</td>
<td>May 31</td>
</tr>
<tr>
<td>Last day to add/drop a class or declare audit or pass/fail (SSI)</td>
<td>June 1</td>
</tr>
<tr>
<td>Last day to withdraw from Session I classes</td>
<td>June 6</td>
</tr>
<tr>
<td>Last day of Summer Session I, 4.5 week classes</td>
<td>June 30</td>
</tr>
<tr>
<td>Independence Day, college closed</td>
<td>July 4</td>
</tr>
<tr>
<td>Final grades for Session I, 4.5 week classes due at noon</td>
<td>July 5</td>
</tr>
<tr>
<td>First day of Summer Session II classes</td>
<td>July 5</td>
</tr>
<tr>
<td>Last day to add/drop a class or declare audit or pass/fail (SSII)</td>
<td>July 6</td>
</tr>
<tr>
<td>Last day to withdraw from Session II classes</td>
<td>July 11</td>
</tr>
<tr>
<td>Last day of Summer Session I, 8 week classes</td>
<td>July 26</td>
</tr>
<tr>
<td>Final grades for Session I, 8 week classes due at noon</td>
<td>July 28</td>
</tr>
<tr>
<td>Last day of Summer Session II classes</td>
<td>Aug. 4</td>
</tr>
<tr>
<td>Final grades for Summer Session II due at noon</td>
<td>Aug. 8</td>
</tr>
</tbody>
</table>
People

Board of Trustees

Executive Committee
Chair of the Board:  Christine S. Fields
Immediate Past Chair:  Susan Johnson DeVoss
Secretary:  Stephen L. Huddleston
Treasurer:  Robert D. Schafstall
Chair, Academic Affairs Committee:  Theressa J. Wright
Chair, Student Affairs Committee:  James T. Napolitan
Chair, Physical Facilities Committee:  Susan Williams
Chair, Development Committee:  Devin D. Anderson
Chair, Finance Committee:  Peter T. Cangany, Jr.
Chair, Trusteeship Committee:  Robert A. DeVoss
Chair, Enrollment Management Committee:  John R. Talley
Chair, Investment Committee:  James V. Due
Chair, Audit Committee:  William R. Brown
Chair, President’s Committee:  John W. Auld, Jr.

Trustees
Dean J. Abplanalp, Franklin, Indiana; senior vice president, investments, Raymond James & Associates, Inc.
Devin D. Anderson ’86, Carmel, Indiana; president and CEO, E & A Industries, Indianapolis, Indiana
John W. Auld, Jr. ’76, Franklin, Indiana; president, Franklin Insurance Agency
*Todd Bemis ’84, Bargersville, Indiana; president, Bemis Group
Dr. V. Von Boll ’52 (’03), Boca Raton, Florida; retired chairman of the board and chief executive officer, Cummins Bridgeway, LLC
Robert B. Brown, Carmel, Indiana; chief marketing officer, Eli Lilly and Company
William R. Brown ’61, Indianapolis, Indiana; retired general counsel and corporate secretary, American United Life Insurance/One America Financial Partners, Inc.
Samuel D. Bush, Grosse Pointe, Michigan; senior vice president and CFO, Saga Communications, Inc.
Peter T. Cangany, Jr. ’80, Devonshire, Bermuda; senior partner, Ernst & Young Ltd.
Robert L. Colin, ’78, Bargersville, Indiana; retired senior vice president, chief accounting officer, and controller, Brightpoint, Inc.
Mary Ann Collier, San Francisco, California; retired vice president of network operations, AT&T Wireless Services; and retired director, Cisco Systems, Inc.
Robert A. DeVoss ’69, Carmel, Indiana; retired partner/president, Retirement Management, Inc.
Susan Johnson DeVoss ’65 (’14), Fort Wayne, Indiana; retired vice president of human resources, Chase Manhattan Bank
*John R. Dickerson ’75, Indianapolis, Indiana; director, Indianapolis Facility Center, US Homeland Security- Customs & Border
James V. Due ’82, Chicago, Illinois; senior vice president, corporate and institutional services, Northern Trust
Christine S. Fields ’74, Indianapolis, Indiana; retired vice president and general counsel, international operations, Eli Lilly and Company
Scott Gudeman, M.D., Greenwood, Indiana; orthopedic surgeon/partner, Ortholndy South
Daniel P. Hann, Leesburg, Indiana; retired senior vice president, business development, Biomet, Inc.
Mark Harrison, ’78, Indianapolis, Indiana; president and managing partner, Ed Martin Automotive Group
Major General Worthe S. Holt, Jr., MD, MMM, Fishers, Indiana; corporate vice president, clinical innovation and regional lead, Plains/Great Lakes/Midwest, Humana, Indiana, Kansas, Missouri

Dr. Stephen L. Huddleston ('06), Franklin, Indiana; attorney

Katharine Kruse, Indianapolis, Indiana; director, Mothershead Foundation

James T. Napolitan, PhD ('12), Chicago, Illinois; commodity trader, Chicago Mercantile Exchange

Michael W. O’Dell, MD, ‘81, New York, NY; chief of clinical services and professor of clinical rehabilitation medicine, Weill Cornell Medical Center

William J. Receveur III '72, Louisville, Kentucky; president, Realm Construction Co., Inc.

Dr. Stephen L. Huddleston ('06), Franklin, Indiana; attorney

Katharine Kruse, Indianapolis, Indiana; director, Mothershead Foundation

James T. Napolitan, PhD ('12), Chicago, Illinois; commodity trader, Chicago Mercantile Exchange

Michael W. O’Dell, MD, ‘81, New York, NY; chief of clinical services and professor of clinical rehabilitation medicine, Weill Cornell Medical Center

William J. Receveur III '72, Louisville, Kentucky; president, Realm Construction Co., Inc.

Jane Hoffmeister Repp ’60, Naples, Florida; civic/community leader

Rafael S. Sánchez, Jr. ’92, Franklin, Indiana; News Anchor, WRTV Channel 6

The Honorable Robert D. Schafstall ’65, Franklin, Indiana; retired Franklin City Court judge; attorney, Cutsinger & Schafstall

John R. Talley, Franklin, Indiana; former president, ProLiance Holdings

Dan King Thomasson, Washington, D.C.; retired vice president, Scripps Howard Newspapers

Douglas L. Tillman ’70, Indianapolis, Indiana; retired associate general counsel, Eli Lilly and Company

*Carol S. Tumey ’63, Greenwood, Indiana; retired athletic administrator, Center Grove High School

Major General R. Martin Umbarger, Bargersville, Indiana; retired adjutant general of Indiana, Indiana Army and Air National Guard

Susan Williams ’67, Indianapolis, Indiana; retired president, Indiana Sports Corporation

Theressa J. Wright, M.D. ’72, Indianapolis, Indiana; senior medical fellow, consultant – cardiology & early phase medicine, global patient safety, Eli Lilly and Company

Honorary Trustees

  Reinhard W. Bockstette ’68
  Dr. John E. Grimmer ('12)
  Dr. Eugene L. Henderson ’50 ('74)
  Pamela Herring Hicks ’56
  Needham S. Hurst
  Wil B. Nelp, M.D., ’51 ('67)
  John D. Peterson
  Philip L. Powell, ’73
  T. Randall Tucker ’53

*Alumni Representatives to the Board

Franklin College alumni have class year following name.

Franklin College honorary degree recipients have (award year) following name.
Administration

(Note: Beginning year of employment with Franklin College is listed following each name, along with degrees earned.)

President: Thomas J. Minar – 2015; BA, Pomona College; MA and PhD, Northwestern University
Assistant to the President and Secretary to the Board: Janet Schantz - 1975; BA, Franklin College
Special Events Assistant: Ann Barton – 1983; AB, Indiana University; MA, Ball State University

Interim Provost and Dean of the College: Tim Garner – 1986; BA, Franklin College; MA and PhD, University of Illinois
Head, Business, Computing and Mathematics Division: Kerry D. Smith – 1996, professor; BA, Franklin College; MA, Miami University; PhD, Auburn University
Head, Education Division: Linda Airey – 1997; BS, Purdue University; MAE, MA, EdD, Ball State University
Head, Fine Arts Division: Robin E. Roberts – 2004; BA, Clemson University; MA, University of South Carolina; MFA, Southern Illinois University
Head, Health Science Division: Katherine M. Remsburg – 1999; BS, University of Indianapolis; MA, Illinois State University
Head, Humanities Division: Susan Crisafulli – 2008; associate professor; BA, BS, Presbyterian College; MA, University of Tennessee; PhD, Vanderbilt University
Head, Journalism Division: Joel E. Cramer – 1985; Occupant, The Eugene C. and Nina Mason Pulliam Chair in Journalism; BA, Olivet Nazarene College; MA, Central Michigan University; JD, Indiana University School of Law at Indianapolis
Head, Natural Sciences Division: Steven K. Browder - 1978; BS, Pacific Lutheran University; PhD, University of Oklahoma
Head, Social Sciences Division: Kristin C. Flora – 2007; associate professor; BS, Valparaiso University; MS and PhD, University of Wisconsin - Milwaukee
Coordinator of Liberal Arts Curriculum: Alice A. Heikens – 1991; BS and MS, University of Central Arkansas; PhD, Southern Illinois University

Faculty: See Department Lists
Acting Associate Dean of the College: Denise M. Baird – 1999; professor; BA, University of Akron; MS and PhD, Purdue University
Director of the Pulliam School of Journalism: John Krull – 2004; BA, Franklin College; MA, St. Louis University
Director of Leadership Development: Dale Rebhorn – 2014; BS, Indiana State University; MS, Purdue University
Director of Professional Development and Employer Relations: Jill Novotny – 2014; BS and MBA, Butler University
Director of Global Education: Jennifer Cataldi – 2013; BA, Franklin College; MA, Roehampton University
Director of the Library: Denise Shorey – 2016; BA, University of the West Indies; MLS, Rutgers University
Reference/Instruction Librarian: Jessica M. Mahoney – 2011; BA, Franklin College; MLS, Indiana University
Registrar: Lisa Mahan - 1989; BA, Franklin College, MISM Keller Graduate School of Management, DeVry University
Associate Registrar: Jennifer Whitson – 2008; BA, Franklin College; MS, Indiana State University
Assistant Registrar: Kelli Jones – 2007; BA, Indiana State University
Assistant to the Academic Records Office: Jarrod Brett – 2009; BA, Franklin College
Assistant Dean for Academic Services: Katie Wehner – 2005; BA, Wright State University; MS, Indiana University
Vice President for Enrollment and Marketing:  Open Position

Director of Admissions: Jennifer Bostrom – 2012; BA, DePauw University; MA, Indiana University
  Associate Director: Amanda McIntosh – 2010; BA, Franklin College
  Assistant Director: Brett Reardon – 2013; BA, Butler University;
              M.Ed., Concordia University - Portland
Senior Admissions Counselor: Megan Juchcinski – 2013; BSW, University of Indianapolis
Admissions Counselors:
   Wendy Hagn – 2004; BA, Franklin College
   Deya Hernandez – 2015; BA, Ball State University
   Kristen McCain – 2014; BS, The Ohio University; M.Ed., The University of Toledo
   Whitney Ramsay – 2014; BA, DePauw University
   Carlin Way – 2014; BS, Indiana University

Director of Financial Aid:  Open Position

Associate Director of Financial Aid: Christina Lucas - 1995; BA, Franklin College;
              MS, Indiana State University
Director of Marketing: Theresa Lehman – 2013; BA, Franklin College
Web Administrator: Ann Kish – 2014; BA, William Jewell
Campus Photographer: Renee N. Knight – 2006; BA, Franklin College
Director of Communication: Deidra Baumgardner – 2002; BS, Ball State University
Office of Marketing and Communications Assistant: Brenda Ferguson – 2009;
              BA, Franklin College
Publications Editor: Amy VerSteeg – 2004; BA, Franklin College

Vice President for Business and Finance: Daniel Schluge – 2012; BS, St. Joseph’s College, CPA
Director of Accounting: Jared Sabelhaus – 2013; BA, Franklin College
Business Office Manager: Brad Jones – 2005; BA, Franklin College
Manager of Employee Resources, EEOC and Title IX Officer: Maureen Pinnick - 2006;
              BA, Marian College, PHR
Director of Student Financial Services: Shaun Mahoney – 2006; BA, Franklin College;
              MS, Indiana Wesleyan University
Coordinator of Student Employment: Andrew Hendricks – 2008; BS, Indiana University;
              MBA, Indiana Wesleyan University
General Manager of Campus Dining Services (Sodexho): Les Petroff – 2007; BS, Southern Illinois
              University
Manager of Bookstore (Follett): Rebecca Rausch – 2014; BA, DePauw University; MA, Indiana State
              University
Director of Information Technology Services: Larry Stoffel – 2014; BS, Lynchburg Baptist College;
              MA, Liberty Theological Seminary
Director of Facilities and Energy Management: Tom Patz – 1991; BS, Ball State University;
              Certificate in Hazardous Materials Management, Indiana University, MA – Ball State, in Adult &
              Community Education
Superintendent, Building Services: Kevin Mitchell – 2007; BA, Taylor University
Superintendent, Grounds: Larry Bridges - 1998; Associate Degree in Agronomy,
                  Purdue University
Event Management Coordinator: April Reamsnyder - 2008
Vice President for Development and Alumni Engagement: Gail Lowry – 2012; BA, University of Evansville; Masters Fellowship in Secondary Education, The George Washington University
Director, Campaign for the Sciences: Matt Morris – 2013; BA, Indiana University
Dean of Alumni and Student Engagement: Brooke Worland – 2001; BA, Franklin College; MS, Indiana University
Associate Director of Alumni Engagement: Joanne Parish – 2010; BS, Ball State University
Assistant of Alumni Engagement and Social Media Coordinator: Emily Wood – 2013; BA, Franklin College
Senior Director of Development and Planned Giving: Tom Armor – 2010; BA, Indiana University-Purdue University at Indianapolis
Director of Research and Grants: Betsy Schmidt - 1989; BA, Franklin College; MBA, University of Indianapolis
Development Director: Nora Brems – 2008; BA, Franklin College
Annual Fund Director: Jane Howard – 2015; BA, Columbia College
Franklin Fund Officer: Emily Trinkle – 2015; BS, IU SPEA
Assistant Director of Annual Giving: Allison Schrock – 2014; BA, University of Indianapolis
Gifts Processing & Records Specialist: TBD
Stewardship & Operations Director: Kenna Wood – 2014; BS, Indiana University; MSM, Emmanuel College

Vice President of Student Affairs and Dean of Students: Ellis Hall – 2001; BA, Berry College;
MA, Bowling Green State University
Assistant Dean of Students and Director of Career Services: Kirk Bixler – 2000; BA, Earlham College;
MA, Ball State University
Assistant Dean of Students for Student Involvement: Keri Ellington – 2001; BA, Ball State University;
MS, Indiana University
Coordinator of Greek Life and Activities: Taylor Dwyer – 2016; BA, Northern Kentucky University;
MS, University of Dayton
Coordinator of New Student Programs: Jenna Day – 2015; BA, Ball State University; MA, Eastern Illinois University
Retention Assistant: Kandra Sejas – 2015; BA, Marian College; MA, Wright State University
Administrative Assistant: Judy Yarnell - 2004
Director of Campus Ministry: Leah Rumsey – 2014; BA, Kalamazoo College; MDiv, Harvard University
Director of Counseling: John Shafer – 1983; BS & MA, Ball State University; PhD, Concordia University
Counselor: Sara Kinder – 2015; BA, Indiana University; MA, Indiana University, Indianapolis
Director of Residence Life: Jacob Knight – 2013; BS & MS, Western Illinois University
Dietz Center Hall Coordinator: Stephen Green – 2016; BS, Indiana University Kokomo;
MS, Colorado State University
Elsey Hall Coordinator: Katherine Burns – 2015; BA & MA, West Virginia University
Johnson/Dietz & Hoover/Cline Hall Coordinator: Michael Rivera – 2015; BA & MA, Ball State University
Director of Campus Security: Steve Leonard – 1998
Coordinator of Health Services: Catherine DeCleene – 2012; BS, Indiana University-South Bend;
RN, Memorial Hospital School of Nursing
Director of Diversity and Inclusion: Terri L. Roberts-Leonard – 2012; BA, University of Cincinnati;
ME, Xavier University (OH); MA, Morehead State University
Executive Secretary for Student Affairs: Marti Schrock – 2001; BA, Franklin College
Director of Athletics: Kerry Prather – 1982; BS and MS, Indiana University

Assistant Director of Athletics: Lance Marshall – 1997; BA, Elmhurst; MA, Rockford College

Assistant Director of Athletics & Senior Woman Administrator: Mary Johnston - 2010; BS, Medaille College; MS, Old Dominion University

Head Athletic Trainer: Chris Shaff – 2003; BA, Franklin College; MA, Valparaiso University

Sports Information Director: Dale Long – 2013; BS, Indiana State University

Head Coaches

Baseball: Lance Marshall – 1997; BA, Elmhurst College; MA, Rockford College

Men’s Basketball: Kerry Prather – 1982; BS and MS, Indiana University

Women’s Basketball: Dana Haggenjos – 2014, BA, DePauw University; MS, Indiana State University

Men’s/Women’s Cross Country & Track: Paul Sargent – 1994; BA, Franklin College

Football: Mike Leonard – 2003; BA, Hanover College; MAT, DePauw University

Men’s Golf: Curt Holcroft – 2015; BA, Franklin College

Women’s Golf: Roger Lundy – 2007; BS, Ferris State University

Women’s Lacrosse: Stephanie Eft – 2014; BS, Eastern University

Men’s Soccer: Shaun Mahoney – 2006; BA, Franklin College; MS, Indiana Wesleyan University

Women’s Soccer: Justin Sullivan – 2012; BS, University of Indianapolis; MA, Marian University

Softball: Butch Zike – 2012; BA, Franklin College; MS, Indiana University

Men’s/Women’s Swimming/Diving: Andrew Hendricks – 2008; BS, Indiana University; MBA, Indiana Wesleyan University

Men’s/Women’s Tennis: Rusty Hughes – 1988; AS, Vincennes University

Volleyball: Mary Johnston – 2010; BS, Medaille College; MS, Old Dominion University
Faculty

**President of the College:**  Thomas J. Minar – 2015; BA, Pomona College; MA and PhD, Northwestern University  
**Interim Provost and Dean of the College:**  Tim Garner – 1986; BA, Franklin College; MA and PhD, University of Illinois

**Business, Computing, and Mathematics Division**

**Economics, Business, and Accounting Department**
  
James C. Williams, CFP – 1983, professor, Occupant, Edna B. Lacy Chair in Business and Entrepreneurship;  
  BA, MBA, MAT, Indiana University; CFP, College for Financial Planning  
Daniel T. Andrews, CPA – 2001, professor; BS, Indiana University; MACC, University of Indianapolis  
Hisaya Kitaoka – 2008, associate professor; BA, Keio University; MA and PhD, The University of Kansas  
Steven M. Scheer – 2012, assistant professor; BS, Indiana University; MBA, Saint Francis College;  
  DBA, Anderson University  
Emily D. Jones – 2013, visiting instructor; BA, Franklin College

**Mathematics and Computing Department**
  
G. Daniel Callon – 1987, professor; BA, Franklin College; MA, Indiana University; PhD, University of Cincinnati  
Kerry D. Smith – 1996, professor; BA, Franklin College; MA, Miami University; PhD, Auburn University  
Robert E. Beasley – 1997, professor; BS, MS, Illinois State University; PhD, University of Illinois  
John P. Boardman – 2003, professor; BS, MS, PhD, Northern Illinois University  
Justin M. Gash – 2008, associate professor; BA, DePauw University; MA and PhD, Indiana University  
Angelina M. Walls – 2007, instructor; BA, Franklin College; MS, IUPUI  
Stacy Hoehn – 2012, assistant professor; BS, Xavier University; MS and PhD, University of Notre Dame  
Paul Fonstad – 2012, assistant professor; BA, Winona State University; MS and PhD, University of Wisconsin-Milwaukee

**Education Division**

**Education Department**
  
Linda J. Airey – 1997, professor; BS, Purdue University; MAE, MA, EdD, Ball State University  
Cynthia E. Prather – 2000, assistant professor; BA, DePauw University; MS, Purdue University  
Sherri S. Hall – 2002, assistant professor; BA, Heidelberg College; MA, Bowling Green State University  
Connie J. Ables-Rigsbee – 2011, assistant professor; BS, Indiana State University; M.Ed, Olivet Nazarene University; PhD, Indiana University

**Health Science Division**
  
Mark S. Britner – 1979, professor; BA, University of Evansville; MS, Indiana University  
Katherine Taylor Remsburg – 1999, professor; BS, University of Indianapolis; MS, Illinois State University  
Kim K. Eiler – 2004, assistant professor; BS, Biola University; MA, Manchester College; EdD, Auburn University  
Kyra L. Noerr – 2013, instructor; BS, MS, and ABD, IUPUI  
Jennifer Austin – 2014, associate professor; BS, MS, and PhD, Ohio University  
Max Adolphs – 2016, instructor; BS and MS, Northern Michigan University; ABD, University of Kentucky
Jeffrey Williams – 2016, assistant professor; BS, Olivet Nazarene College; MS and ABD, Illinois State University

Fine Arts Division

Art Department
  Svetlana Rakic – 1996, professor; BA, University of Belgrade; MA, University of Belgrade; PhD, Indiana University
  David Cunningham – 2007, associate professor; BFA, University of Evansville; MFA, Indiana University
  Wendy Shapiro – 2012, assistant professor; BA and MFA, Millersville University

Music Department
  Casey J. Hayes – 2009, associate professor; BME and MM, Butler University; PhD, New York University
  Lauren Piccirillo – 2010, instructor; BM and MM, University of Cincinnati
  Eric DeForest – 2012, instructor; BM, The State University of New York at Fredonia; MM, West Virginia University; DMA, The University of Texas at Austin
  Michael C. Black – 2016, instructor; BME, Northeastern State University; MM, University of Connecticut; PhD, University of Kentucky

Theatre Department
  Robin E. Roberts – 2004, associate professor; BA, Clemson University; MA, University of South Carolina; MFA, Southern Illinois University
  Gordon R. Strain – 2006, associate professor; BFA, Ithaca College; MFA, Indiana University
  Nicholas A. Crisafulli – 2009, instructor; BA, Presbyterian College; MFA, University of Memphis

Humanities Division

English Department
  Richard J. Erable – 2001, professor; BA, California State University; MA and PhD, Marquette University
  Susan Crisafulli – 2008, associate professor; BA, BS, Presbyterian College; MA, University of Tennessee; PhD, Vanderbilt University
  Katie Burpo – 2014, lecturer of English; BA, DePauw University; MFA, Western Michigan University
  Callista Buchen – 2015, assistant professor; BS, University of Wisconsin; MA, University of Oregon; ABD, University of Kansas
  George Phillips – 2015, assistant professor; BA, Emory University; MA and PhD, University of Kentucky
  Jennifer Smith – 2015, assistant professor; BA, Ball State University; MA and PhD, Indiana University, Bloomington
  Kellie Schmidt – 2014, instructor; BA, Franklin College; MA, University of Saint Mary; MA, University of Indianapolis
  Jameelah Lang – 2016, assistant professor; BA and MFA, University of Kansas; PhD, University of Houston
Modern Language Department

Sara N. Colburn-Alsop – 2001, professor; BA, Ripon College; MA, Middlebury College; PhD, Indiana University
Kristin Wasielewski – 2004, assistant professor; BA, MA, PhD, University of Wisconsin, Madison
Daniel T. Alsop – 2007, assistant professor; BA, MAT, Indiana University; PhD, Purdue University
Kathryn Johnston – 2010, instructor; BA, Butler University; MA, IUPUI
Águeda Formoso Mayán – 2011, lecturer; BA, Dominican University; MA, Northern Illinois University
William Jarrod Brown – 2012, assistant professor; BA, Centre College; MTS, Duke Divinity School; MA, University of Notre Dame; MA and ABD, University of Kentucky

Philosophy and Religion Department

David C. Carlson – 1978, professor, Charles B. and Kathleen O. VanNuys Deans Fellow in Religious Studies; BA, Wheaton College; MA, American Baptist Seminary of the West; PhD, University of Aberdeen
David H. Chandler – 1981, professor; BA, Wheaton College; MTS, Gordon-Conwell Theological Seminary; PhD, Southern Illinois University
James R. Alexander – 2010, instructor; BA, Franklin College; MTS, Vanderbilt University Divinity School

Journalism Division

Journalism, Pulliam School

Joel E. Cramer – 1985, professor, Occupant, The Eugene C. and Nina Mason Pulliam Chair in Journalism; BA, Olivet Nazarene College; MA, Central Michigan University; JD, Indiana University School of Law at Indianapolis
Raymond S. Begovich – 1999, professor; BA, Indiana University; MA and EdD, Ball State University
Henry J. Nuwer – 2002, professor; BS, Buffalo State University; MA, New Mexico Highlands University
John L. Krull – 2004, professor; BA Franklin College; MA, St. Louis University
Wendy Shapiro – 2012, assistant professor; BA and MFA, Millersville University

Natural Sciences Division

Biology Department

Steven K. Browder – 1978, professor, Occupant, Charles A. Deppe Endowed Chair in Biology; BS, Pacific Lutheran University; PhD, University of Oklahoma
Samuel B. Rhodes – 1986, professor; AS, Ohio Wesleyan University; BS, University of Michigan; MS and PhD, Michigan State University
Alice A. Heikens – 1991, professor; BS and MS, University of Central Arkansas; PhD, Southern Illinois University
Sarah Mordan-McCombs – 2009, associate professor; BA, DePauw University; PhD, University of Notre Dame
Benjamin J. O’Neal – 2010, associate professor; BA, Anderson University; MS and PhD, University of Illinois
Chemistry and Physics Department

Nazir A. Khatri – 1989, professor; BS, University of Karachi; PhD, University of Nebraska
Edward Chikwana – 2008, associate professor; BS, University of Zimbabwe; PhD, Portland State University
Fumie X. Sunahori – 2014, assistant professor; BS, Georgia Southwestern State University; PhD, University of Kentucky
Arbin Thapaliya – 2016, assistant professor; BS and MS, Tribhuyan University, Nepal; MS and ABD, Ohio University

Medical Technology Program (IU Health and St. Francis Health)

Carla Clem, M.S., MT(ASCP)SH^CM, Program Director, IU Health
DeAnne Maxwell, MLS(ASCP)CM, Program Director, CLS, Franciscan St. Francis Health

Social Sciences Division

History Department

Richard L. Gawthrop – 1992, professor; BA, Colby College; MA and PhD, Indiana University
Ralph P. Guentzel – 1999, associate professor, director of Canadian Studies; BA, Free University of Berlin; MA and PhD, McGill University
Meredith Clark-Wiltz – 2011, assistant professor; BA, University of Louisiana; MA, Bowling Green State University; PhD, The Ohio State University
Lourdes Hurtado – 2012, assistant professor; BA, Universidad Nacional Mayor de San Marcos; MA and PhD, University of Notre Dame

Political Science Department

Randall D. Smith – 2009, associate professor; BA, Quincy University; MA, University of Illinois at Springfield; PhD, University of Illinois at Chicago
Allison Fetter-Harrott – 2011, assistant professor; BS, New York University; MS, Butler University; JD, Indiana University School of Law; PhD, Indiana University

Psychology Department

Kristin C. Flora – 2007, associate professor; BS, Valparaiso University; MS and PhD, University of Wisconsin - Milwaukee
Jamie L. Bromley – 2009, associate professor; BA, University of Dallas; MA, Duquesne University; PhD, The University of Akron
Amy L. Bracken – 2011, assistant professor; BA, DePauw University; PhD, Indiana University
Ryan Rush – 2016, assistant professor; BA, Pepperdine; MA and PhD, University of California at Riverside

Sociology Department

Timothy L. Garner – 1986, (on leave) professor; BA, Franklin College; MA and PhD, University of Illinois at Urbana-Champaign
Denise M. Baird – 1999, (on leave) professor; BA, University of Akron; MS and PhD, Purdue University
Jason B. Jimerson – 2002, associate professor; BA, Earlham College; MA, University of Virginia; PhD, University of Chicago
**Leadership Development**

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William A. Bridges – 1979-2003, professor emeritus of journalism
Clifford C. Cain – 1981-2010, professor emeritus of religion
Kathleen D. Carlson – 1979-2015, professor emerita of English
Luigi Crispino – 1966-1995, professor emeritus of art
Barbara J. Divins – 1995-2011, professor emerita of education
Susie B. Fleck – 1990-2005, professor emerita of journalism
Priscilla A. Grant – 1961-1973, associate professor emerita of Spanish
Sally Hanley – 1984-2004, professor emerita of history
Samuel Hicks – 1966-2003, professor emeritus of music
J. Thomas Howald – 1968-2013, professor emeritus of philosophy and religion
Yu-Long Ling – 1972-2009, professor emeritus of political science
Jayne E. Marek – 1995-2015, professor emerita of English
Jerry Miller – 1985-2002, professor emeritus of journalism
Ronald L. Schuetz – 1985-2016, professor emeritus
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Doreen St. Clair – 1970-2000, professor emerita of physical education
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