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 provides a liberal arts and sciences education that fosters independent thinking, innovation, leadership and action for ever-changing professions and a globally connected world. With an emphasis on engaged learning opportunities, Franklin offers a Bachelor of Arts degree in more than 50 majors and a Master of Science degree in athletic training. A vibrant part of the Indianapolis metropolitan area, the college values collaboration and upholds common values that benefit communities and inspire students. Franklin College is historically related to the American Baptist Churches USA. For more information, visit [www.FranklinCollege.edu](http://www.FranklinCollege.edu).

Find Franklin College on Facebook and follow @FranklinCollege on Twitter.

MISSION

A Franklin College education fosters independent thinking, innovation, leadership, and action for ever-changing professions and a globally connected world.

VISION

Franklin College will be nationally recognized as a premier college for engaged learning in the liberal arts and sciences, inspiring students to think independently, to question critically, and to live, lead, and serve meaningfully.

VALUES

Franklin College upholds a common set of values that enhances the community and sustains personal, spiritual, intellectual, and professional growth for a lifetime. We value:

People of INTEGRITY who exhibit
- honest and ethical conduct and speech
- responsibility in personal, academic, and professional lives

Commitment to INCLUSIVITY that honors
- all forms of diversity
- the dignity of self and others
- empathy, sincerity, and openness

Culture of INTELLECTUAL CURiosity that promotes
- deep reflection about knowledge, beliefs, and ideas
- the ability to recognize, formulate, and ask discerning questions
- independent thinking

Drive for INNOVATION and CREATIVITY that encourages
- a willingness to take risks
- adaptability to an every-changing world
- the ability to solve complex problems

Spirit of COMMUNITY that fosters
- a collaborative environment that is responsive to the needs of others
- a supportive, service-minded network
- respect for the personal beliefs, faiths, and convictions that give purpose and meaning to our lives
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.

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.

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, standardized 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, paper format or via the Common Application.
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.

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 $200 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 $200 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. There is a $40 application fee for the Common Application. International students are also required to take the Test of English as a Foreign Language (TOEFL), successfully complete level 112 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 79 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.

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://franklincollege.edu/wp-content/uploads/2016/01/Part-time-application.pdf. 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://franklincollege.edu/wp-content/uploads/2013/08/readmit_application_0.pdf. 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/, and submit the application to the Office of Admissions. The cost per semester 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://franklincollege.edu/wp-content/uploads/2017/03/2017-Running-Start-Application.pdf. 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 $415. Running Start students may enroll in summer courses but published Franklin College summer course rates will apply and no discount will be given.

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

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 2017-2018

Regular Full-time Student (12 or more hours per semester)
- Tuition Deposit...........................................................................................................................................$200
- International Student Deposit .................................................................$1,500
- Tuition (12 to 20 hours per semester).........................................................................................................$30,735
- Winter Term Tuition (for students starting in Winter Term)........................................................................$445

Room:
- Basic Occupancy............................................................................................................................................$5,490
- Double as a Single Occupancy.......................................................................................................................$7,490
- Cancellation of housing contract after May 10 ..............................................................................................$500
- Cancellation of housing contract after occupancy (25% of contract)..........................................................$1,375
- Winter Term (for students starting in Winter Term)....................................................................................$500

Board:
- Comprehensive Meal Plan (excluding winter term) .....................................................................................$3,725
- Limited Meal Plan (excluding winter term) ..................................................................................................$3,395
- Winter Term ...............................................................................................................................................$415

- Student Activity Fee........................................................................................................................................$185

- Extra Hours Fee per Credit (over 20) ...........................................................................................................$415

Part-time Student
- Tuition per Credit Hour
  - 4 Credit Hours or Less.................................................................................................................................$445
  - 5-11 Credit Hours ......................................................................................................................................$1,135

- Student Activity Fee per Credit Hour
  - 4 Credit Hours or Less.................................................................................................................................$0
  - 5 - 11 Credit Hours ..................................................................................................................................$6

Summer School (Summer of 2018)
- Tuition per Credit Hour .................................................................................................................................$215

Room, Double Occupancy
- Summer I (May 30-June 29) .........................................................................................................................$310
- Summer II (July 5-August 6) .........................................................................................................................$310

Intersession Housing
- Intercession I - May/June ..............................................................................................................................$100
- Intercession II – July ....................................................................................................................................$100
- Intercession III – August ...............................................................................................................................$200

Other Educational Fees
- High School Advanced Program / Running Start:
  - Tuition per Course (maximum of two, 4 credit courses) .........................................................................$415
  - Tuition per Credit Hour for courses greater than 4 credits ....................................................................$105
  - Lab fee for science courses ......................................................................................................................$75
- Audit Fee (per course, max of two courses per semester) .......................................................................$205
- 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) ...............................................................$205
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 (www.franklincollege.afford.com). The College does not send account activity statements. All account activity will ONLY be available online through SAC. Tuition, room and board, and fee charges are assessed by the college on an academic year basis. However, charges are payable on a semester schedule. The fall semester is due on August 15 and the spring semester is due 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 (317-738-8033). Franklin College offers an extended payment plan through TMS (www.franklincollege.afford.com or (800) 307-6838) 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/

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 $415 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 $105 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, 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 as recognized by the Office of Student Affairs and the Academic Records Office. The Fee Reduction policy is subject to change annually.

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.

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 Office of Financial Aid if the student received any financial aid (scholarships, grant, work, or loan).
Calculation of Fee Reductions

Fall and Spring Semesters
When a student has withdrawn from the college and is eligible for a fee reduction for fall or spring semesters, the tuition 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, 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.

Students who reduce their enrollment from full-time to part-time (less than 12 hours per semester) through the last day to drop a course may be eligible for a fee reduction based on the difference between full-time and part-time tuition charges. Students must be aware that a change to part-time status may put their athletic, housing, and financial aid eligibility in jeopardy.

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

Refunds and Returns
When a student has withdrawn from the college, a recalculation of any Federal, State and Institutional aid must be conducted to determine the amount of aid a student is eligible to retain. Return of funds will be issued to Federal and State financial aid sources first and then to Institutional sources. If a credit of aid retained remains only then will a refund be issued to the student. Refund calculations will be completed within 30 days of recognized withdrawal date.
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 a minimum cumulative grade point average of 3.0/4.0(A=4.0) is maintained. 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 Mater 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 $22,805.34 (2017-2018) 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.
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, religious life, campus activities, counseling, career services, new student programs, student success, 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 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 only first-year 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:** Students new to Franklin College are required to attend a New Student Registration Day prior to beginning classes. At this event, faculty and staff members assist new students and families in laying the groundwork for a successful liberal arts education at Franklin College. At this event students will schedule their first semester of classes, learn about the academic and social expectations of Franklin College, and learn specifics about Financial Aid, on and off campus living, student life, and various support services available to students across campus.

**New Student Orientation:** Prior to the first day of class, New Student Orientation is a four-day total immersion of the student experience at Franklin College. A number of events and traditions take place during these first days as a first-year Franklin College student to support their overall academic and social transition into higher education.

**LA 100: Liberal Arts Seminar:** Each new student is placed into a section of LA 100. This one credit hour course is a required experience for all first-year students. Applied toward the 120 credit hours required for degree completion, this course lays the foundation for students to be academically and civically successful as a student and citizen of the Franklin College community.

**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.**
Center for Diversity and Inclusion
Center for Diversity & Inclusion Vision Statement: The vision of the Center is to be a catalyst dedicated to engaging all cultural communities at FC around the value of diversity. We aim to create an inclusive educational environment where understanding, dialogue, and the free exchange of ideas are celebrated. These efforts will contribute to the development of critically conscious global citizens at FC and beyond.
Center for Diversity & Inclusion Mission Statement: The mission of the Center is to support students, faculty/staff and the community in promoting the value of diversity, broadening multicultural awareness, advancing cultural competence and encouraging cross-cultural collaborative relationships through education and advocacy. The Center for Diversity & 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, Safe Zone Training, Diversity Workshops, Multicultural Organization and Advisor Support, and oversees the Multicultural Lounge. The Center 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. Hannah Adams Ingram serves as campus minister and may be reached by e-mail at HAdamsIngram@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 Involvement and Organizations
MISSION STATEMENT: Guided by the spirit of the Franklin College mission and values, the Student Involvement Team serves students through engagement opportunities. We are mentors, advisors and educators. Through attentiveness to student needs, we seek to create transformative experiences, a vibrant community and life-long memories.

GUIDING PRINCIPLES:

Support students in pursuit of their passions
Preserve and celebrate College’s historic and new traditions
Empower students to be active participants in the co-curricular experience
Create accessible, diverse and inclusive opportunities and environments
Help develop life-long skills, such as critical thinking, social responsibility, the valuing of difference, problem solving, communication and leadership
Provide a fun, lively and community-driven atmosphere that enhances the Griz journey

VISION STATEMENT: The Student Involvement Team will connect every student to Franklin College through purposeful involvement.
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 appellee 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 who has attempted at least 12 hours at Franklin College will be placed on academic probation when the following minimum academic standards are not met:

<table>
<thead>
<tr>
<th>Freshman</th>
<th>0 - 26 credits</th>
<th>cumulative grade point average of 1.60 (A=4.00) at the end of first semester; cumulative grade point average of 1.80 (A=4.00) beyond first semester (up to 26 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophomore</td>
<td>27-57 credits</td>
<td>cumulative grade point average of 1.90 (A=4.00)</td>
</tr>
<tr>
<td>Junior, Senior</td>
<td>58+ credits</td>
<td>cumulative grade point average of 2.00 (A=4.00)</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 Principles</td>
<td>4</td>
<td>3</td>
<td>CMP 130</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>
</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**
Since many classes at Franklin College involve active participation through discussions, small group or laboratory work, attendance is expected. Each student shall 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
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 are 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 are 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 spend 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. Community work must be linked to the course’s academic content. Organized instructor contact/reporting is required. The 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 that advance the learning objectives of the course:

- 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, clinical, business, governmental, or other site visits
- Organized cultural excursions and performances
- 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; however, typical internships carry four hours of credit, are graded on a satisfactory/unsatisfactory basis, and require 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 Franklin College supervisor in conjunction with the internship site supervisor. 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>Satisfactory</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>Passing, but unsatisfactory in some important respects</td>
<td>1.33</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:
- it is not a graduation requirement,
- it is not a course used to satisfy the requirements of the student’s major, related field or minor,
- the student has completed all requirements for the major before taking a pass/fail course in the major department,
- the student has achieved junior class standing,
- it is not an education course,
- the student has filed a pass-fail form in the Academic Records Office within the first week of classes.

(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>
<tr>
<td></td>
<td></td>
<td>In order to earn credit for FRE 110 and 111, student must take FRE 211 at FC and earn a C- or better.</td>
<td></td>
</tr>
<tr>
<td>French (HL)</td>
<td>6</td>
<td>FRE 211</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>French (HL)</td>
<td>7</td>
<td>FRE XXX (300-level)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Mathematics (HL)</td>
<td>5, 6 or 7</td>
<td>MAT 135</td>
<td>4</td>
</tr>
<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>
<tr>
<td></td>
<td></td>
<td>In order to earn credit for SPA 110 and 111, student must take SPA 211 at FC and earn a C- or better.</td>
<td></td>
</tr>
<tr>
<td>Spanish (HL)</td>
<td>6</td>
<td>SPA 211</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In order to earn credit for SPA 110, 111, and 210, student must take SPA300-level at FC and earn a C- or better.</td>
<td></td>
</tr>
<tr>
<td>Spanish (HL)</td>
<td>7</td>
<td>SPA XXX (300-level)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Theatre Arts (HL)</td>
<td>5, 6 or 7</td>
<td>THE 110/THE 125</td>
<td>3/3 (total of 6 hours)</td>
</tr>
</tbody>
</table>

**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://franklincollege.edu/wp-content/uploads/2013/08/readmit_application_0.pdf](http://franklincollege.edu/wp-content/uploads/2013/08/readmit_application_0.pdf). 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. Service members 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://franklincollege.edu/academics/majors/engaged-learning-landing/intercultural-honors-experience-ihe-new/

| IHE 100 Intercultural Honors Experience Seminar | Spring | International exploratory | 4 credit hours | Prereq: selection by committee |

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://franklincollege.edu/academics/majors/engaged-learning-landing/program-costs-fc-scholarships-new. 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
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:

<table>
<thead>
<tr>
<th>Accounting</th>
<th>English</th>
<th>Psychology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History</td>
<td>Exercise Science</td>
<td>Public Relations</td>
</tr>
<tr>
<td>Art Studio</td>
<td>French</td>
<td>Religious Studies</td>
</tr>
<tr>
<td>Biology</td>
<td>History</td>
<td>Sociology</td>
</tr>
<tr>
<td>Business</td>
<td>Mathematics</td>
<td>Software Engineering</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Multimedia Journalism</td>
<td>Spanish</td>
</tr>
<tr>
<td>Computer Science</td>
<td>Music</td>
<td>Theatre</td>
</tr>
<tr>
<td>Creative Writing</td>
<td>Philosophy</td>
<td>Individualized Major</td>
</tr>
<tr>
<td>Economics</td>
<td>Political Science</td>
<td></td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Accounting</th>
<th>English</th>
<th>Physics</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Studies</td>
<td>Environmental Science</td>
<td>Political Science</td>
</tr>
<tr>
<td>Art History</td>
<td>Fitness</td>
<td>Psychology</td>
</tr>
<tr>
<td>Art Studio</td>
<td>French</td>
<td>Public Relations</td>
</tr>
<tr>
<td>Biochemistry</td>
<td>History</td>
<td>Quantitative Methods</td>
</tr>
<tr>
<td>Biology</td>
<td>International Relations</td>
<td>Religious Studies</td>
</tr>
<tr>
<td>Business</td>
<td>Leadership</td>
<td>Rhetoric</td>
</tr>
<tr>
<td>Canadian Studies</td>
<td>Mathematics</td>
<td>Sociology</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Multimedia Journalism</td>
<td>Software Engineering</td>
</tr>
<tr>
<td>Coaching</td>
<td>Music</td>
<td>Spanish</td>
</tr>
<tr>
<td>Computer Science</td>
<td>Neuroscience</td>
<td>Theatre</td>
</tr>
<tr>
<td>Creative Writing</td>
<td>Nonprofit Leadership</td>
<td>Visual Communications</td>
</tr>
<tr>
<td>Economics</td>
<td>Philosophy</td>
<td>Individualized Minor</td>
</tr>
</tbody>
</table>

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.)

Cooperative Programs:

<table>
<thead>
<tr>
<th>Dentistry</th>
<th>Pharmacy</th>
</tr>
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<tbody>
<tr>
<td>Engineering</td>
<td>Public Health</td>
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<tr>
<td>Medical Technology</td>
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</tbody>
</table>

Pre-Professional Programs:

<table>
<thead>
<tr>
<th>Pre-Dental</th>
<th>Pre-Occupational Therapy</th>
<th>Pre-Physician’s Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Law</td>
<td>Pre-Optometry</td>
<td>Pre-Podiatry</td>
</tr>
<tr>
<td>Pre-Medical</td>
<td>Pre-Pharmacy</td>
<td>Pre-Veterinary</td>
</tr>
<tr>
<td>Pre-Medical Technician</td>
<td>Pre-Physical Therapy</td>
<td></td>
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</tbody>
</table>
**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 Curriculum
Opening a World of Possibilities

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>
</tr>
<tr>
<td>The following classes focus on developing skills crucial</td>
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<tr>
<td>for success in college and in life and emphasize building</td>
</tr>
<tr>
<td>a foundation of critical thinking and facility with</td>
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<tr>
<td>technology to support the rest of the student’s</td>
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<tr>
<td>educational experiences.</td>
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<tr>
<td>LA 100 Liberal Arts Seminar</td>
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<tr>
<td>LA 101 Reading and Writing Critically</td>
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<tr>
<td>LA 102 The Past and Present: The World Since 1750</td>
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<td>LA 103 Quantitative Reasoning</td>
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<td>LA 111 Public Speaking</td>
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<tr>
<td>LA 201 Analyzing Literature</td>
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| **Opportunities for Experiencing the World**               |
| 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.                                   |
| LA 112 Contemporary Issues                                |
| Diversity Courses                                          |
| International Courses                                      |
| Philosophy and Religion Courses                            |

| **Ways of Understanding the World**                        |
| The following classes focus on helping students            |
| understand how the methodologies of different disciplines  |
| provide ways to process and organize information about the |
| world.                                                    |
| Fine Art Courses                                           |
| Laboratory Science Courses                                 |
| Social Science Courses                                     |

| **All Three - The following class provides the opportunity**|
| for students to draw on all they have learned              |
| throughout the rest of the liberal arts core.              |
| LA 315 Liberal Arts Capstone                               |
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>Franklin College Definition of Leadership</th>
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<tbody>
<tr>
<td><strong>Aspect</strong></td>
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<tr>
<td>Is self-aware</td>
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<tr>
<td>Develops and practices ethical standards</td>
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<tr>
<td>Works well with diverse people</td>
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<tr>
<td>Is willing and able to take action</td>
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<tr>
<th>Suggested Sequencing of LA Curriculum</th>
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<tbody>
<tr>
<td><strong>Core</strong></td>
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<td><strong>Freshmen</strong></td>
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<tr>
<td><strong>Freshmen/Sophomore</strong></td>
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<tr>
<td><strong>Sophomore</strong></td>
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<tr>
<td><strong>Junior</strong></td>
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</tbody>
</table>

| **Exploratory Courses**                 |
| **Freshmen/Sophomore (or later)**       | Diversity Courses                 |
|                                         | Fine Arts Courses                 |
|                                         | International Courses             |
|                                         | Laboratory Sciences Courses       |
|                                         | Philosophy and Religion Courses   |
|                                         | Social Sciences Courses           |

**Core Courses and Descriptions**

**LA 100 Liberal Arts Seminar**
Fall and spring
1 credit hour
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**
Fall and spring
4 credit hours
A writing-intensive topics course focused on the self in society. Introduces critical thinking, reading, and writing, and the art of argumentation. (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.
### LA 102 The Past and Present: The World Since 1750

<table>
<thead>
<tr>
<th>Fall and spring</th>
<th>4 credit hours</th>
</tr>
</thead>
</table>

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.

### LA 103 Quantitative Reasoning

<table>
<thead>
<tr>
<th>Fall and spring</th>
<th>4 credit hours</th>
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</thead>
</table>

Note: placement based upon mathematics placement criteria

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.

### LA 111 Public Speaking

<table>
<thead>
<tr>
<th>Fall and spring</th>
<th>3 credit hours</th>
</tr>
</thead>
</table>

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.

### LA 112 Contemporary Issues

<table>
<thead>
<tr>
<th>Fall, winter, and spring</th>
<th>3 credit hours</th>
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</thead>
</table>

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.)

### LA 201 Analyzing Literature

<table>
<thead>
<tr>
<th>Fall and spring</th>
<th>4 credit hours</th>
</tr>
</thead>
</table>

Prereq: C- or better in LA 101 and sophomore standing

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.

### LA 315 Liberal Arts Capstone

<table>
<thead>
<tr>
<th>Fall and spring</th>
<th>3-4 credit hours</th>
</tr>
</thead>
</table>

Prereq: a C- or better in LA 101, and a D- or better in LA 102, LA 103, LA 111, LA 112 & LA 201

In the capstone course, students reflect on and apply their liberal arts learning to the interdisciplinary investigation of a global, contemporary issue. The course requires an original final piece – a reflection of a service learning project, paper, presentation, and/or portfolio – that employs communication and problem-solving skills. This course may be repeated for credit if different course topics are completed. EDU 315, ENG 315, KIN 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.

**CAN/ENG 240 Introduction to Canadian Fiction (Spring, even years)**
3 credit hours
Prerequisite: LA 201, ENG 200, or consent of instructor

**ENG 358 American Minority Literature (Fall, odd years)**
3 credit hours
Prerequisite: ENG 118 & a grade of C or better in ENG 200

**EXE 425 Exercise Prescription for Special Populations (Fall)**
3 credit hours
Prerequisites: KIN 210/210L, KIN 220/220L, EXE 234, EXE 372/372L & EXE 375

**FRE 211 Intermediate French II (Spring)**
4 credit hours
Prerequisite: C- or better in FRE 210 or equivalent

**GEO 220 Human World Geography (Fall & Spring)**
3 credit hours

**HIS 231 African American History (Fall, even years)**
4 credit hours

**KIN 300 Diversity and Inclusion in Sport (this topic only, on demand)**
3 credit hours

**POL 120 Introduction to International Relations (Fall)**
4 credit hours

**SOC 210 Criminal Justice (Fall)**
4 credit hours
Prerequisite or corequisite: SOC 118

**SPA 211 Intermediate Reading, Writing, and Discussion**
4 credit hours
Prerequisite: C- or better in SPA 210 or equivalent

**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
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 117</td>
<td>History of Art II (Spring)</td>
<td>4</td>
</tr>
<tr>
<td>ART 130</td>
<td>Color and Design (Fall &amp; Spring)</td>
<td>3</td>
</tr>
<tr>
<td>ART 140</td>
<td>Graphic Design I (Fall &amp; Spring)</td>
<td>3</td>
</tr>
<tr>
<td>ART 160</td>
<td>Drawing I (Fall &amp; Spring)</td>
<td>3</td>
</tr>
<tr>
<td>ART 170</td>
<td>Painting I (Fall &amp; Spring)</td>
<td>3</td>
</tr>
<tr>
<td>ART 175</td>
<td>Ceramics I (Every Fall and Spring, odd years)</td>
<td>3</td>
</tr>
<tr>
<td>ART 190</td>
<td>Digital Fine Art Photography I (Fall &amp; Spring)</td>
<td>3</td>
</tr>
<tr>
<td>ART 230</td>
<td>Modern Art (Spring, odd years)</td>
<td>3</td>
</tr>
<tr>
<td>ART 300</td>
<td>Watercolor I (this topic only, on demand)</td>
<td>3</td>
</tr>
<tr>
<td>CWR 150</td>
<td>Introduction to Creative Writing (Fall)</td>
<td>3</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 Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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>MUS 335</td>
<td>Music History (Fall)</td>
<td>4</td>
</tr>
</tbody>
</table>

Prerequisite: MUS 110 or consent of instructor

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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>
<tr>
<td>THE 190</td>
<td>Film Appreciation (Spring, odd 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 Code</th>
<th>Course 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)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</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>
</tr>
</tbody>
</table>

Prerequisite: HIS 120, CAN 130, or consent of instructor

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 117</td>
<td>World Literature I (Fall)</td>
<td>4</td>
</tr>
<tr>
<td>ENG 118</td>
<td>World Literature II (Spring)</td>
<td>4</td>
</tr>
<tr>
<td>ENG 361</td>
<td>Global Literature (Fall, even years)</td>
<td>3</td>
</tr>
</tbody>
</table>

Prerequisite: ENG 200 or LA 201

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRE 210</td>
<td>Intermediate French I (Fall)</td>
<td>4</td>
</tr>
</tbody>
</table>

Prerequisite: C- or better in FRE 111 or equivalent

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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>
</tbody>
</table>
**HIS 348**  
Germany & Europe: 1848-1945 (Spring, even years)  
Prerequisite: LA 102 or consent of instructor  
4 credit hours

**HIS 356**  
Russian History (Fall, even years)  
Prerequisite: LA 102 or consent of instructor  
4 credit hours

**HIS 361**  
East Asian History (Fall, odd years)  
Prerequisite: LA 102 or consent of instructor  
4 credit hours

**HIS 365**  
History of the Middle East (Spring, odd years)  
Prerequisite: LA 102 or consent of instructor  
4 credit hours

**IHE 100**  
Intercultural Honors Experience Seminar (Spring)  
Prerequisite: selection by committee  
4 credit hours

**LAN 300**  
Topics in Language  
Pending topic approval. Prerequisite: vary depending on course  
3 credit hours

**SPA 210**  
Intermediate Spanish (Fall)  
Prerequisite: C- or better in SPA 111 or equivalent  
4 credit hours

**SPA 334**  
Masterpieces of Spanish-American Literature (Fall, even years)  
Prerequisite: SPA 315, plus one of SPA 300 (AS), 312, 313, 314, or 316, or consent of instructor  
4 credit hours

**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)  
Prerequisite: KIN 210 & 210L  
4 credit hours

**PHY 201 & 203**  
General Physics I – Algebra & Lab (Fall)  
5 credit hours

**PHY 211 & 203**  
General Physics I – Calculus & Lab (Fall)  
Prerequisite: MAT 135  
5 credit hours

**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)  
Prerequisite: BIO 114 or BIO 134  
3 credit hours

**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>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>PDP 200</td>
<td>Preparing for Your Internship</td>
<td>1</td>
<td>Fall and Spring</td>
</tr>
<tr>
<td></td>
<td>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. <strong>Course fee: $25.</strong></td>
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</tr>
<tr>
<td>PDP 210</td>
<td>Professional Practices in Fine Arts</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PDP 300</td>
<td>Professional Development Topics</td>
<td>1-3</td>
<td>On demand</td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PDP 330</td>
<td>Big Data and the Professional Workplace</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td></td>
<td>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.</td>
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</tbody>
</table>
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>Title</th>
<th>Credit Hours</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASC 080</td>
<td>Academic Strategies for College I</td>
<td>1</td>
<td>Fall on demand, Prereq: By placement</td>
</tr>
<tr>
<td></td>
<td></td>
<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>
</tr>
<tr>
<td>ASC 082</td>
<td>Quantitative Reasoning Support</td>
<td>0</td>
<td>Fall, Prereq: By placement</td>
</tr>
<tr>
<td></td>
<td></td>
<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>
</tr>
<tr>
<td>ASC 085</td>
<td>Academic Strategies for College II</td>
<td>1</td>
<td>Fall and Spring on demand, Prereq: Consent of instructor or by placement</td>
</tr>
<tr>
<td></td>
<td></td>
<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>
</tr>
</tbody>
</table>

Academic Opportunity Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credit Hours</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>COR 003</td>
<td>Student Leadership</td>
<td>1</td>
<td>May be offered fall and spring, Prereq: Consent of instructor</td>
</tr>
<tr>
<td></td>
<td></td>
<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>
</tr>
<tr>
<td>COR 010</td>
<td>Career Planning</td>
<td>1</td>
<td>Fall &amp; spring-middle 7 weeks of semester, Prereq: consent of instructor</td>
</tr>
</tbody>
</table>
|             |       |              | 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.
Accounting

Department: Economics, Business, and Accounting
Department Chair: H. Kitaoka
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 150 Introduction to Quantitative Analysis for Economics, Business, and Accounting
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 342 Advanced Taxation
ACC 420 Auditing
ACC 431 Advanced Accounting
ACC 470 Advanced Accounting Topics I*
ACC 499 Senior Competency Practicum
ECO 115 Principles of Economics
ECO 225 Intermediate Economic Theory

**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**

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.
**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>Prerequisites</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 150</td>
<td>Introduction to Quantitative Analysis for Economics, Business, and Accounting</td>
<td>3</td>
<td>Prereq: placement into or credit for LA 103 or higher</td>
<td>Fall and Spring</td>
</tr>
<tr>
<td></td>
<td>This course is designed primarily for students who intend to pursue a degree in economics, business and/or accounting. Mathematics is essential for them as a tool to solve problems in those fields. Students will learn necessary mathematical skills for those fields. The purpose of this course is to show how mathematics is used for economics, business, and accounting problems so that students will be able to apply mathematical skills to real problems which are unique in all three fields. The topics covered in this course will include algebraic manipulation, linear and non-linear equations, simple calculus, statistical mathematics, and financial mathematics. Same as BUS 150 and ECO 150.</td>
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</tr>
<tr>
<td>ACC 221</td>
<td>Principles of Accounting I</td>
<td>3</td>
<td></td>
<td>Fall and Spring</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>Prereq: ACC 221</td>
<td>Spring</td>
</tr>
<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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</tr>
<tr>
<td>ACC 235</td>
<td>Data Management and Analysis</td>
<td>2</td>
<td>Prereq: CMP 130 or consent of instructor</td>
<td>Spring</td>
</tr>
<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>Prereq: Sophomore class standing</td>
<td>On demand</td>
</tr>
<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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<td></td>
</tr>
<tr>
<td>ACC 311</td>
<td>Intermediate Accounting I</td>
<td>4</td>
<td>Prereq: ACC 221 &amp; ACC 222, must have at least sophomore class standing</td>
<td>Fall</td>
</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>Prereq: ACC 311, must have at least sophomore class standing</td>
<td>Spring</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>
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<tr>
<td>Course Code</td>
<td>Course Name</td>
<td>Credit Hours</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>ACC 321</td>
<td>Managerial-Cost Accounting</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prereq: ACC 221 &amp; ACC 222, must have at least sophomore class standing</td>
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<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>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 341</td>
<td>Introduction to Taxation</td>
<td>3</td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prereq: Sophomore class standing</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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</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 342</td>
<td>Advanced Taxation</td>
<td>3</td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prereq: ACC 341 or consent of instructor</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>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.</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 420</td>
<td>Auditing</td>
<td>3</td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prereq: ACC 312</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Auditing with emphasis on standards, scope of audits, work-papers, and audit reports. To be taken during year of graduation.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 431</td>
<td>Advanced Accounting</td>
<td>3</td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prereq: ACC 312</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>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.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>ACC 470</td>
<td>Advanced Accounting Topics I</td>
<td>1</td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prereq: ACC 312, 321, 341, 431 or concurrently</td>
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<tr>
<td></td>
<td>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.</td>
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</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 482</td>
<td>Accounting Practicum</td>
<td>1-2</td>
</tr>
<tr>
<td>Fall and Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prereq: Senior class standing</td>
<td></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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</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 490</td>
<td>Independent Study</td>
<td>1-2</td>
</tr>
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</tr>
<tr>
<td>Prereq: Departmental consent</td>
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<tr>
<td></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>
<td></td>
</tr>
</tbody>
</table>
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

| | 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, C. Crane, A. Fetter-Harrott, J. Jimerson, 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,

**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/design while developing an appreciation of art/design 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 OR WIN XXX in Art History
- 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>Course 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>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>ART 130</td>
<td>Color and Design</td>
<td>3</td>
<td>Fall and Spring</td>
<td>Fine Art exploratory</td>
</tr>
<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>ART 160</td>
<td>Drawing I</td>
<td>3</td>
<td>Fall and Spring</td>
<td>Fine Art exploratory</td>
</tr>
<tr>
<td>ART 170</td>
<td>Painting I</td>
<td>3</td>
<td>Fall and Spring</td>
<td>Fine Art exploratory</td>
</tr>
</tbody>
</table>

**ART 116 History of Art I: Ancient and Medieval Art**

A history of painting, sculpture, and architecture of the Ancient World and the Middle Ages - from Egyptian to Gothic art.

**ART 117 History of Art II: Renaissance to Modern Art**

A history of painting, sculpture, architecture and photography in Europe and America from the 15th century to the present.

**ART 130 Color and Design**

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.

**ART 140 Graphic Design I**

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.

**ART 160 Drawing I**

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.

**ART 170 Painting I**

An introduction to painting techniques, materials, and history. Studio format with lectures, demonstrations, group critiques, and individualized instruction. **Fee: $100 nonrefundable for cost of all materials.**
### ART 175 Ceramics I

<table>
<thead>
<tr>
<th>3 credit hours</th>
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<tbody>
<tr>
<td>Every Fall, and Spring odd academic years</td>
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</tbody>
</table>

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.

### ART 190 Digital Fine Art Photography I

<table>
<thead>
<tr>
<th>3 credit hours</th>
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<tbody>
<tr>
<td>Fall and Spring</td>
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</table>

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.

### ART 230 Modern Art

<table>
<thead>
<tr>
<th>3 credit hours</th>
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<tr>
<td>Spring, odd academic years</td>
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</table>

A history of painting, sculpture, architecture, and photography of the 20th century.

### ART 235 Issues in Contemporary Art

<table>
<thead>
<tr>
<th>3 credit hours</th>
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<tbody>
<tr>
<td>Spring, even academic years</td>
</tr>
</tbody>
</table>

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.

### ART 240 Graphic Design II

<table>
<thead>
<tr>
<th>3 credit hours</th>
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<tbody>
<tr>
<td>Fall</td>
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</table>

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.

### ART 260 Drawing II

<table>
<thead>
<tr>
<th>3 credit hours</th>
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<tbody>
<tr>
<td>Fall and spring</td>
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</tbody>
</table>

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. Fee: $30 nonrefundable for cost of all materials.

### ART 270 Painting II

<table>
<thead>
<tr>
<th>3 credit hours</th>
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<tbody>
<tr>
<td>Fall and spring</td>
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</table>

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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Schedule</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 275 Ceramics II</td>
<td>3 credit hours</td>
<td>Every fall, and spring odd academic years</td>
<td>Prereq: ART 175</td>
<td>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.</td>
</tr>
<tr>
<td>ART 290 Digital Fine Art Photography II</td>
<td>3 credit hours</td>
<td>Fall and Spring</td>
<td>Prereq: ART 190</td>
<td>Where Digital Fine Art Photography I builds a set of conceptual and technical photographic tools, this is the course 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.</td>
</tr>
<tr>
<td>ART 300 Topics in Art</td>
<td>3 credit hours</td>
<td>On demand</td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>ART 340 Selected Issues in Art</td>
<td>3 credit hours</td>
<td>Fall</td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>ART 345 Graphic Design III</td>
<td>3 credit hours</td>
<td>Fall</td>
<td>Prereq: ART 240</td>
<td>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.</td>
</tr>
<tr>
<td>ART 350 Eastern Thought in Western Art</td>
<td>3 credit hours</td>
<td>Spring, even academic years</td>
<td></td>
<td>Study of the impact of the teachings of Eastern Philosophy on modern artists in the West.</td>
</tr>
<tr>
<td>ART 370 Painting III</td>
<td>3 credit hours</td>
<td>Fall and spring</td>
<td>Prereq: ART 270</td>
<td>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.</td>
</tr>
<tr>
<td>ART 375 Ceramics III</td>
<td>3 credit hours</td>
<td>Every fall, and spring odd academic years</td>
<td>Prereq: ART 275</td>
<td>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.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
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<tr>
<td>ART 390</td>
<td>Digital Fine Art Photography III</td>
<td>3 credit hours</td>
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<tr>
<td>ART 395</td>
<td>Digital Fine Art Photography IV</td>
<td>3 credit hours</td>
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<td></td>
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<tr>
<td>ART 470</td>
<td>Painting IV</td>
<td>3 credit hours</td>
<td></td>
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<tr>
<td>ART 475</td>
<td>Ceramics IV</td>
<td>3 credit hours</td>
<td></td>
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<tr>
<td>ART 482</td>
<td>Art Practicum</td>
<td>1-2 credit hours</td>
<td></td>
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<tr>
<td>ART 490</td>
<td>Independent Study</td>
<td>1-2 credit hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 498</td>
<td>(ART HISTORY) Senior Portfolio Review</td>
<td>No credit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 498</td>
<td>(ART STUDIO) Senior Portfolio Review</td>
<td>No credit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 499</td>
<td>(ART HISTORY or ART STUDIO) Senior Comprehensive Exam</td>
<td>No credit</td>
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</tr>
</tbody>
</table>

A continuation of ART 390. This class is offered on demand only.

A continuation of ART 390. This class is offered on demand only.

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.**

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.**

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.

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.

A supervised, pre-approved senior year experience which allows students to review personal learning goals in the field of art history. Pass/Fail.

This senior year experience is fulfilled by putting up a personal art show of best works done in the major track field. Pass/Fail.

Students will take a written or oral exam which covers information from core requirements for the major. Letter graded.
**PDP 210 Professional Practices in Fine Arts**  
Spring  
3 credit hours

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

Fall and Spring  
Co-req: ART 499

*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

Fall and Spring  
Co-req: ART 499

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.


**Biology**

**Department:** Biology  
**Department Chair:** B. O’Neal  
**Department Members:** S. Browder, A. Heikens, L. Mordan, S. Mordan-McCombs, B. O’Neal, S. Rhodes, B. Stillabower, A. Yount

**Major:** Biology (Tracks: Standard, Cell and Molecular Biology, Ecology/Conservation, and Environmental Science)  
**Minors:** Biochemistry, Biology, Environmental Science, Neuroscience  
**Pre-Professional Programs:** Pre-Dental, Pre-Medical, Pre-Medical Technician (See Medical Technology section of the catalog), Pre-Occupational Therapy, Pre-Optometry, Pre-Pharmacy, Pre-Physical Therapy, Pre-Physician’s Assistant, Pre-Podiatry, Pre-Veterinary,  
**Cooperative Programs:** Health-related Professions: Dentistry, Medical Technology, Pharmacy, Public Health

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
- **Option 5:** MAT 224 Basic Applied Statistics (only if previously placed into MAT 135)

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

**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 210-392 (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. Students may count either BIO 215 or BIO 360 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:

- 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
- MAT 224 Basic Applied Statistics

**One of the following courses**

- 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
- 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:

- 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
- MAT 224 Basic Applied Statistics
- 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
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 210-392
(BIO 225 cannot count towards both a Biology minor and the Philosophy and Religion exploratory course). These 14 hours may include either BIO 372 or BIO 387, but not both. Only 8 of the 14 hours can come from BIO 215, BIO 220, and BIO 360.

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 215 Human Anatomy and Physiology II or 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/](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
- Option 5: MAT 224 Basic Applied Statistics (only if previously placed into MAT 135)

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
- 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**

<table>
<thead>
<tr>
<th>1 credit hour</th>
<th>Fall and Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prereq: permission of the instructor</td>
<td></td>
</tr>
</tbody>
</table>

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**

<table>
<thead>
<tr>
<th>4 credit hours</th>
<th>Fall and Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory Science exploratory</td>
<td></td>
</tr>
</tbody>
</table>

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 121 Medical Terminology and Documentation for Allied Health Professions**

<table>
<thead>
<tr>
<th>1 credit hour</th>
<th>Fall and Spring</th>
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</thead>
<tbody>
<tr>
<td>Laboratory Science exploratory</td>
<td></td>
</tr>
</tbody>
</table>

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. Same as KIN 121.

**BIO 134 Principles of Biology**

<table>
<thead>
<tr>
<th>4 credit hours</th>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory Science exploratory</td>
<td></td>
</tr>
</tbody>
</table>

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**

<table>
<thead>
<tr>
<th>4 credit hours</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prereq: minimum grade of C- in BIO 134, or permission of the instructor</td>
<td></td>
</tr>
</tbody>
</table>

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**

<table>
<thead>
<tr>
<th>4 credit hours</th>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prereq: BIO 140</td>
<td></td>
</tr>
</tbody>
</table>

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.
<table>
<thead>
<tr>
<th><strong>BIO 215 Human Anatomy and Physiology II</strong></th>
<th>4 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td>Prereq: BIO 210</td>
</tr>
</tbody>
</table>

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><strong>BIO 221 Botany</strong></th>
<th>4 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td>Prereq: BIO 140</td>
</tr>
</tbody>
</table>

Principles of form, function, growth, reproduction, physiology, classification and evolution in algae, fungi and plants. Flowering plants will be keyed. Three hours lecture, three hours laboratory.

<table>
<thead>
<tr>
<th><strong>BIO 225 Bioethics</strong></th>
<th>3 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall, odd academic years</td>
<td>Philosophy &amp; Religion exploratory</td>
</tr>
<tr>
<td>Prereq: BIO 114 or BIO 134</td>
<td></td>
</tr>
</tbody>
</table>

In this course students will explore ethical issues relating to medicine and scientific research. Each topic will be examined using a values-based analysis, and awareness of leadership principles. Emphasis will be on biological principles, decision-making, and conflict management. Specific topics will include: use of humans in research, genetics and fertility, end of life issues, and topics concerning embryos, cloning, and genetic engineering.

<table>
<thead>
<tr>
<th><strong>BIO 230 Zoology</strong></th>
<th>4 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Prereq: BIO 140</td>
</tr>
</tbody>
</table>

A survey of animals with an emphasis on evolution, structure, function, and life cycles of representative taxa. Three hours lecture and three hours lab.

<table>
<thead>
<tr>
<th><strong>BIO 240 Ecology</strong></th>
<th>4 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Prereq: BIO 140 or consent of instructor</td>
</tr>
</tbody>
</table>

Relationship of plants and animals to their biological and physical environment, particularly in Indiana. Field trips to representative habitats. Three hours lecture, three hours laboratory.

<table>
<thead>
<tr>
<th><strong>BIO 300 Topics in Biology</strong></th>
<th>3 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>On demand</td>
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</tbody>
</table>

A topic of current interest in biology 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.

<table>
<thead>
<tr>
<th><strong>BIO 320 Conservation Biology</strong></th>
<th>3 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall, odd academic years</td>
<td>Prereq: BIO 134 and BIO 140</td>
</tr>
<tr>
<td>Prereq or Coreq: BIO 240</td>
<td></td>
</tr>
</tbody>
</table>

In this course, students will be introduced to the principles of conservation biology. Important topics to be considered will include species diversity, habitat preservation, habitat management, invasive species, and endangered species. In addition to the unifying principles of conservation biology, local, national and international case studies will be examined. Lecture only.

<table>
<thead>
<tr>
<th><strong>BIO 322 Ornithology</strong></th>
<th>3 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring, even academic years</td>
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</tbody>
</table>

A comprehensive study of birds with an emphasis on morphology, taxonomy, identification, evolution, ecology, and conservation. Two hours lecture, three hours laboratory.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Offered</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 334</td>
<td>Biochemistry</td>
<td>3</td>
<td>Spring</td>
<td>BIO 140, CHE 222 and CHE 224</td>
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<td></td>
<td>An introduction to the chemistry of biomolecules, metabolism, and biosynthesis. Three hours lecture. Note: This course may count toward either a Biology major or a Chemistry major, but not both. Same as CHE 334.</td>
</tr>
<tr>
<td>BIO 335</td>
<td>Plant Communities</td>
<td>3</td>
<td>Fall, even academic years</td>
<td>BIO 114 or BIO 134</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>An introduction to the plant communities in Indiana with emphasis on plant identification, plant associations, and exotic species. Two hours lecture, three hours laboratory.</td>
</tr>
<tr>
<td>BIO 350</td>
<td>Genetics</td>
<td>4</td>
<td>Spring</td>
<td>BIO 140, junior status or consent of instructor</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td>A study of the principles of heredity, including Mendelian, molecular, and population genetics. Three hours lecture, two hours laboratory.</td>
</tr>
<tr>
<td>BIO 360</td>
<td>Animal Physiology</td>
<td>4</td>
<td>Fall</td>
<td>BIO 140; CHE 121 and 122</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>BIO 372</td>
<td>Exercise Physiology</td>
<td>3</td>
<td>Fall</td>
<td>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</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<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. Same as EXE 372.</td>
</tr>
<tr>
<td>BIO 372L</td>
<td>Exercise Physiology Lab</td>
<td>No credit</td>
<td>Fall</td>
<td>Co-req: BIO 372</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Lab component to BIO 372 Exercise Physiology. Same as EXE 372L.</td>
</tr>
<tr>
<td>BIO 373</td>
<td>Microbiology</td>
<td>4</td>
<td>Spring</td>
<td>BIO 140 and consent of instructor</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Prerequisites</td>
<td>Description</td>
</tr>
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<td>------------</td>
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<td>-------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>BIO 374</td>
<td>Advanced Cell and Molecular Biology</td>
<td>3</td>
<td>Spring, odd years</td>
<td>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.</td>
</tr>
<tr>
<td>BIO 375</td>
<td>Undergraduate Research in Biology or Chemistry</td>
<td>2</td>
<td>Spring, odd years, Prereq: consent of instructor</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 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. The project must be approved by the Chair (or designee) of the sponsoring department.</td>
</tr>
<tr>
<td>BIO 380</td>
<td>Field Biology</td>
<td>2</td>
<td>Spring, even academic years, Prereq: BIO 134 and consent of instructor</td>
<td>This course meets once a week for the entire semester and has a one week field trip during Spring Break to various areas of the United States, such as the Smoky Mountains and Louisiana delta. Natural history and ecological analysis of animal and plant communities are emphasized. Students conduct a research project that is presented to the class and public in addition to keeping a detailed journal that includes both scientific information and reflections of the experience. Hiking and other outdoor skills are required.</td>
</tr>
<tr>
<td>BIO 382</td>
<td>Comparative Animal Behavior</td>
<td>3</td>
<td>Spring, odd academic years, Prereq: BIO 140</td>
<td>A study of how and why animals do what they do (i.e., the proximate and ultimate cause of animal behavior). Students investigate the genetic and sensory/motor mechanisms of behavior, the possible evolutionary histories of behavior, the effects of behavior on fitness, and the role of behavioral ecology in conservation.</td>
</tr>
<tr>
<td>BIO 387</td>
<td>Biomechanics</td>
<td>3</td>
<td>Spring, Prereq: BIO 215 or KIN 210/210L and KIN 220/220L, and EXE 372/372L, Co-req: BIO 387L</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 EXE 387.</td>
</tr>
<tr>
<td>BIO 387L</td>
<td>Biomechanics Lab</td>
<td>No credit</td>
<td>Spring, Co-req: BIO 387</td>
<td>Lab component to BIO 387 Biomechanics. Same as EXE 387L.</td>
</tr>
</tbody>
</table>
**BIO 390 Professional Development Planning**  
1 credit hour 
Fall and Spring (as needed)  
Prerequisite: Junior standing or consent of instructor

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. **Course Fee: $20.**

**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  
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 (i.e., Major Field Test) covering basic biological principles. 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**  
3 hours minimum  
Fall, spring, or summer  
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.
**Business**

**Department:** Economics, Business, and Accounting  
**Department Chair:** H. Kitaoka  
**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, ACC/BUS/ECO 150, ECO 115, ECO 225, BUS 265, ACC 221 and ACC 222 with a ‘C-‘ or better **before** enrolling in 300 or 400-level course in the department.

**Core Requirements**
- BUS 100 Introduction to Business
- BUS 150 Introduction to Quantitative Analysis for Economics, Business, and Accounting
- 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

**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 225 Intermediate Economic 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, ACC/BUS/ECO 150, ECO 115, ECO 225, BUS 265, ACC 221 and ACC 222 with a ‘C-’ or better before enrolling in 300 or 400-level course in the department.

**Core Requirements**

- BUS 100 Introduction to Business
- BUS 150 Introduction to Quantitative Analysis for Economics, Business, and Accounting
- 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

**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 225 Intermediate Economic 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, ACC/BUS/ECO 150, ECO 115, ECO 225, BUS 265, ACC 221 and ACC 222 with a ‘C-‘ or better **before** enrolling in 300 or 400-level course in the department.

**Core Requirements**
- BUS 100 Introduction to Business
- BUS 150 Introduction to Quantitative Analysis for Economics, Business, and Accounting
- 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

**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 225 Intermediate Economic 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, ACC/BUS/ECO 150, ECO 115, ECO 225, BUS 265, ACC 221 and ACC 222 with a ‘C-‘ or better before enrolling in 300 or 400-level course in the department.

Core Requirements

- BUS 100 Introduction to Business
- BUS 150 Introduction to Quantitative Analysis for Economics, Business, and Accounting
- 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

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 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 225 Intermediate Economic 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 225 Intermediate Economic Theory
### Business 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>BUS 100</td>
<td>Introduction to Business</td>
<td>3</td>
<td>Fall and spring</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course provides students with a broad</td>
<td></td>
<td></td>
<td>overview of the functions, institutions, principles, and practices of</td>
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<td></td>
<td>overview will allow non-business majors to</td>
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<td></td>
<td>bring basic business skills to “non-business” jobs and will help</td>
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<tr>
<td></td>
<td>non-business majors to determine their area(s)</td>
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<td></td>
<td>of interest for future study. All students in the class are required to</td>
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<tr>
<td></td>
<td>to bring basic business skills to “non-business”</td>
<td></td>
<td></td>
<td>obtain a 15 week subscription to the Wall Street Journal, and are also</td>
</tr>
<tr>
<td></td>
<td>majors to determine their area(s) of interest</td>
<td></td>
<td></td>
<td>required to purchase a specific business/financial calculator. Each item</td>
</tr>
<tr>
<td></td>
<td>for future study.</td>
<td></td>
<td></td>
<td>costs about $30. Wall Street Journal subscription is not required for</td>
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<td></td>
<td>summer term.</td>
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<tr>
<td>BUS 150</td>
<td>Introduction to Quantitative Analysis for</td>
<td>3</td>
<td>Fall and Spring</td>
<td>placement into or credit for LA 103 or higher</td>
</tr>
<tr>
<td></td>
<td>Economics, Business, and Accounting</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>This course is designed primarily for students</td>
<td></td>
<td></td>
<td>who intend to pursue a degree in economics, business and/or accounting.</td>
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<tr>
<td></td>
<td>Mathematics is essential for them as a tool to</td>
<td></td>
<td></td>
<td>solve problems in those fields. Students will learn necessary mathematical</td>
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<tr>
<td></td>
<td>pursue a degree in economics, business and/or</td>
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<td></td>
<td>skills for those fields. The purpose of this course is to show how</td>
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<tr>
<td></td>
<td>accounting. Mathematics is essential for them as</td>
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<td></td>
<td>mathematics is used for economics, business, and accounting problems so</td>
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<td></td>
<td>a tool to solve problems in those fields.</td>
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<td>that students will be able to apply mathematical skills to real problems</td>
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<td></td>
<td>Mathematics is essential for them as a tool to</td>
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<td>which are unique in all three fields. The topics covered in this course</td>
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<td></td>
<td>solve problems in those fields.</td>
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<td></td>
<td>will include algebraic manipulation, linear and non-linear equations,</td>
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<td></td>
<td></td>
<td>simple calculus, statistical mathematics, and financial mathematics. Same</td>
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<td></td>
<td></td>
<td>as ACC 150 and ECO 150.</td>
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<tr>
<td>BUS 265</td>
<td>Business Research Methods</td>
<td>3</td>
<td>Fall</td>
<td>Prereq: ACC/BUS/ECO 150</td>
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<tr>
<td></td>
<td>The course is designed to provide students with</td>
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<td></td>
<td>basic skills necessary for analyzing and interpreting data in business</td>
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<td></td>
<td>basic skills necessary for analyzing and</td>
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<td></td>
<td>and economics. The emphasis throughout is on data analysis as an aid to</td>
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<tr>
<td></td>
<td>interpreting data in business and economics.</td>
<td></td>
<td></td>
<td>intelligent decision making in all areas of business. While most of the</td>
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<td></td>
<td>course centers on introductory data analysis techniques, some time is</td>
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<td></td>
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<td>spent on sources and uses of secondary information commonly available to</td>
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<td></td>
<td>business professionals. Students who plan to do extensive work in both</td>
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<td></td>
<td>mathematics/computing and economics/business/accounting should consult with</td>
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<td></td>
<td>both departments before enrolling in BUS 265.</td>
</tr>
<tr>
<td>BUS 300</td>
<td>Topics in Business</td>
<td>3</td>
<td>On demand</td>
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</tr>
<tr>
<td></td>
<td>A topic of current interest in business will be</td>
<td></td>
<td></td>
<td>taught. Topics will vary depending on faculty and student interest. Course</td>
</tr>
<tr>
<td></td>
<td>taught. Topics will vary depending on faculty</td>
<td></td>
<td></td>
<td>will be offered upon the request of a faculty member and with approval of</td>
</tr>
<tr>
<td></td>
<td>and student interest.</td>
<td></td>
<td></td>
<td>the vice president for academic affairs.</td>
</tr>
<tr>
<td>BUS 340</td>
<td>Government and Business</td>
<td>3</td>
<td>Spring, odd</td>
<td>Prereq: ECO 115</td>
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<td></td>
<td></td>
<td></td>
<td>academic years</td>
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<tr>
<td></td>
<td>Studies industrial organization and public</td>
<td></td>
<td></td>
<td>policy toward business. The course examines the economic rationale and</td>
</tr>
<tr>
<td></td>
<td>policy toward business. The course examines the</td>
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<td>impact of antitrust legislation and government regulation of business</td>
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<td>activity. Same as ECO 340.</td>
</tr>
</tbody>
</table>
BUS 341 Business Law I  
Fall  
3 credit hours
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.

BUS 350 International Economics and Finance  
Spring, odd academic years  
3 credit hours
Prereq: ECO 225
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  
4 credit hours
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  
3 credit hours
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  
3 credit hours
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  
3 credit hours
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  
3 credit hours
Prereq: ECO 225
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.
<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>BUS 361</td>
<td>Principles of Marketing</td>
<td>4</td>
<td>Fall</td>
<td>ECO 115, ACC 221 or consent of instructor</td>
</tr>
<tr>
<td>BUS 364</td>
<td>Marketing Research</td>
<td>3</td>
<td>Spring, odd academic years</td>
<td>BUS 265 and 361</td>
</tr>
<tr>
<td>BUS 367</td>
<td>Principles of Management</td>
<td>4</td>
<td>Spring</td>
<td>ACC 221 and 222, or consent of instructor</td>
</tr>
<tr>
<td>BUS 470</td>
<td>Senior Seminar in Business Policy</td>
<td>3</td>
<td>Spring</td>
<td>BUS 499</td>
</tr>
<tr>
<td>BUS 482</td>
<td>Business Practicum</td>
<td>1-2</td>
<td></td>
<td>instructor permission</td>
</tr>
<tr>
<td>BUS 490</td>
<td>Independent Study</td>
<td>1-2</td>
<td></td>
<td>Departmental consent is required</td>
</tr>
</tbody>
</table>

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.

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.

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.

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.

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.

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.

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 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.

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**

**CAN 130 Introduction to Canada**
4 credit hours
Fall and Spring
International exploratory

This international course provides an overall look at Canada and Canadians. It introduces students to various features of Canadian geography, history, society, politics, and culture.

**CAN 230 History of Canada**
4 credit hours
Fall, even academic years
International exploratory
Prereq: CAN 130 or HIS 120 or consent of instructor

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 HIS 230.

**CAN 240 Introduction to Canadian Fiction**
3 credit hours
Spring, even academic years
International exploratory
Prereq: LA 201 or ENG 200 or consent of instructor

A study of multicultural novels and stories written by Canadian men and women who have explored the meaning of the Canadian experience, particularly in the 20th century. French-Canadian literature will be read in translation. Same as ENG 240.

**CAN 250 Comparative Politics in Developed Countries**
3 credit hours
On demand
International exploratory
Prereq: CAN 130 or POL 130 or consent of instructor

This course examines the political cultures, governmental institutions, and current policy debates in Canada, France and Germany. Relations between these countries and the United States will also be examined. Same as POL 250.

**CAN 300 Topics in Canadian Studies**
3 credit hours

Topics will vary depending on faculty interest and student demand. The course will be offered upon the request of a faculty member and with approval of the vice president for academic affairs.

**CAN 340 Francophone Canadian Literature**
4 credit hours
Spring, odd academic years
International exploratory
Prereq if taught in English: CAN 130 or consent of instructor. Prereq if taught in French: FRE 211 and CAN 130, or consent of instructor

A literary analysis of representative works by Quebec and other Francophone authors from the colonial period to the present. Same as FRE 340. Successful completion of FRE 314 and 315 is recommended before taking this class.

**CAN 482 Canadian Studies Practicum**
1-2 credit hours
Prereq: consent of instructor

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.

**CAN 490 Independent Study**
1-2 credit hours
Prereq: consent of instructor

This course is designed to encourage student initiative and to provide a degree of flexibility in the departmental program. Special reading or research in a field of the student’s interest not sufficiently covered in regular courses.
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 and chemistry 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 chemistry, and being able to synthesize information from basic topics and applying it to solve real world problems.
**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](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 134 Principles of Biology
BIO 140 Cell Biology
BIO 210 Human Anatomy and Physiology I
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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 001</td>
<td>Laboratory Assistant</td>
<td>1 credit hour</td>
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</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 112</td>
<td>Introductory Chemistry</td>
<td>4 credit hours</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>CHE 121</td>
<td>General Chemistry I</td>
<td>5 credit hours</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 122</td>
<td>General Chemistry II</td>
<td>5 credit hours</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>CHE 123</td>
<td>General Chemistry I Lab</td>
<td>No credit</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>CHE 124</td>
<td>General Chemistry II Lab</td>
<td>No credit</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>CHE 221</td>
<td>Organic Chemistry I</td>
<td>3 credit hours</td>
</tr>
</tbody>
</table>

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.
### CHE 222 Organic Chemistry II  
3 credit hours  
**Spring**  
Prereq: CHE 221; Coreq: CHE 224  
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.

### CHE 223 Organic Chemistry Laboratory I  
1 credit hour  
**Fall**  
Coreq: CHE 221  
Macroscale and microscale laboratory techniques, preparation and characteristic reactions of organic compounds. Three hours laboratory.

### CHE 224 Organic Chemistry Laboratory II  
2 credit hours  
**Spring**  
Prereq: CHE 223; Coreq: CHE 222  
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.

### CHE 227 Analytical Chemistry  
4 credit hours  
**Fall**  
Prereq: CHE 122 or consent of instructor  
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.

### CHE 300 Topics in Chemistry  
3 credit hours  
An 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 Provost.

### CHE 322 Spectroscopic Methods of Analysis  
2 credit hours  
**Spring, odd academic years**  
Prereq: CHE 222 and CHE 224  
An advanced course in spectral interpretation of organic molecules. Techniques investigated include nuclear magnetic resonance spectra, mass spectra, infrared absorption, and ultraviolet absorption spectra.

### CHE 334 Biochemistry  
3 credit hours  
**Spring**  
Prereq: BIO 140, CHE 222 and CHE 224  
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.

### CHE 341 Physical Chemistry I  
3 credit hours  
**Fall**  
Prereq: CHE 122, MAT 135, PHY 202 or PHY 212  
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.*
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
</table>
| CHE 342    | Physical Chemistry II                                 | 3       | Spring, odd academic years  
Elementary quantum mechanics, group theory, and atomic and molecular structure and spectroscopy. Three hours lecture. Same as PHY 342.                                                                 |
| CHE 343    | Physical Chemistry Lab I                              | 2       | Fall  
Prereq: 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 PHY 343. |
| CHE 344    | Physical Chemistry Lab II                             | 1       | 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 PHY 344. Current or past enrollment in CHE 342 is highly recommended. |
| CHE 375    | Undergraduate Research in Biology, Chemistry or Physics | 1-3     |  
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. |
| CHE 390    | Professional Development Planning                      | 1       | Fall  
Prereq: Junior standing or consent of instructor  
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. |
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semester</th>
<th>Prerequisites</th>
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</thead>
<tbody>
<tr>
<td>CHE 392</td>
<td>Techniques in Biotechnology and Biochemistry</td>
<td>3</td>
<td>Spring, even academic years</td>
<td>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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<th>Semester</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>CHE 434</td>
<td>Advanced Inorganic Chemistry</td>
<td>3</td>
<td>Spring, even academic years</td>
<td>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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<th>Semester</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>CHE 448</td>
<td>Instrumental Analysis</td>
<td>3</td>
<td>Spring, even academic years</td>
<td>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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<th>Semester</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>CHE 472</td>
<td>Chemistry Seminar</td>
<td>2</td>
<td>Fall</td>
<td>Prereq: Junior standing or consent of instructor</td>
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<td></td>
<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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<th>Semester</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>CHE 482</td>
<td>Chemistry Practicum</td>
<td>1-2</td>
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<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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<th>Semester</th>
<th>Prerequisites</th>
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</thead>
<tbody>
<tr>
<td>CHE 490</td>
<td>Independent Study</td>
<td>1-2</td>
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<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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<th>Semester</th>
<th>Prerequisites</th>
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</thead>
<tbody>
<tr>
<td>CHE 499</td>
<td>Senior Competency Practicum</td>
<td>No</td>
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<td></td>
<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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</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/SNT 489 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 courses that consolidates the theoretical principles in the course using experimental physics techniques.
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<tr>
<th>Course Code</th>
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<th>Prerequisites</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>PHY 211</td>
<td>General Physics I – Calculus</td>
<td>5 credit hours</td>
<td>Prereq: MAT 135; Co-req: PHY 203</td>
<td>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.</td>
</tr>
<tr>
<td>PHY 212</td>
<td>General Physics II – Calculus</td>
<td>5 credit hours</td>
<td>Prereq: PHY 211 and PHY 203; Co-req: PHY 204</td>
<td>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.</td>
</tr>
<tr>
<td>PHY 240</td>
<td>Modern Physics</td>
<td>3 credit hours</td>
<td>Prereq: PHY 202</td>
<td>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.</td>
</tr>
<tr>
<td>PHY 300</td>
<td>Topics in Physics</td>
<td>3 credit hours</td>
<td></td>
<td>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 Provost.</td>
</tr>
<tr>
<td>PHY 340</td>
<td>Analytical Mechanics</td>
<td>3 credit hours</td>
<td>Prereq or Coreq: PHY 212 and PHY 204</td>
<td>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.</td>
</tr>
<tr>
<td>PHY 341</td>
<td>Physical Chemistry I</td>
<td>3 credit hours</td>
<td>Prereq: CHE 122, MAT 135, PHY 202 or PHY 212</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 CHE 341. Highly preferred corequisite: CHE 343. Recommended MAT 142.</td>
</tr>
<tr>
<td>PHY 342</td>
<td>Physical Chemistry II</td>
<td>3 credit hours</td>
<td>Prereq: PHY 201/203 or PHY 211/203</td>
<td>Elementary quantum mechanics, group theory, and atomic and molecular structure and spectroscopy. Three hours lecture. Same as CHE 342.</td>
</tr>
</tbody>
</table>
PHY 343 Physical Chemistry Lab I
Fall
Prerequisites: CHE 227 (or consent of instructor), MAT 135, and CHE 341 (or concurrently)
2 credit hours
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
Spring
Prereq: CHE 341 and 343
1 credit hour
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
On demand
Prereq or Coreq: PHY 340
3 credit hours
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
On demand
Prereq or Coreq: PHY 340
2 credit hours
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
Prereq: instructor permission
1-3 credit hours
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.
### PHY 482 Physics Practicum

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

Supervised, pre-approved academic credit awarded for qualified work in an industrial, government, or academic research laboratory.

### PHY 490 Independent Study

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

Individualized reading or research project in an area not covered in regular courses.

### ESC 118 Earth Science

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

An introduction to the principles of physical geology including plate tectonics, geological time, origins of rock types, erosion, and glaciation. Three hours lecture, two hours lab.
Computing

Department: Mathematics and Computing  
Department Chair: R. Beasley  
Department Members: R. Beasley, J. Boardman, D. Callon, P. Fonstad, J. Gash, S. Hoehn, K. Smith, A. Walls

Majors: Computer Science, Software Engineering  
Minors: Computer Science, Software Engineering

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, or government.
Computer Science Major

Computing Core Requirements
- CMP 141 Computing I
- CMP 142 Computing II
- CMP 283 Web Software Construction and Testing I
- 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 II

Software Engineering Major

Computing Core Requirements
- CMP 141 Computing I
- CMP 142 Computing II
- CMP 283 Web Software Construction and Testing I
- 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 II
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 Computer Structure and Assembly Language
CMP 372 Data Communications and Computer Networks

Software Engineering Minor

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMP 130</td>
<td>Introduction to Computing</td>
<td>3</td>
<td>Fall and spring. Fulfills LA 103 requirement. Note: Placement into LA 103 or above based upon mathematics placement criteria.</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>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 spreadsheets and database management systems, is included.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMP 141</td>
<td>Computing I</td>
<td>3</td>
<td>Fall. Prereq: knowledge of high school algebra. 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.</td>
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<tr>
<td>CMP 142</td>
<td>Computing II</td>
<td>3</td>
<td>Spring. Prereq: CMP 141. 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.</td>
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<tr>
<td>CMP 150</td>
<td>Computer Tools for Problem Solving</td>
<td>1</td>
<td>Spring. Prereq: MAT 135 or consent of instructor. 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.</td>
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<tr>
<td>CMP 283</td>
<td>Web Software Construction and Testing I</td>
<td>3</td>
<td>Fall. Prereq: CMP 141 or consent of instructor. An introduction to the fundamental concepts of web software construction and testing. Topics include the client-server model and server-side programming languages (e.g., ASP.NET, C#.NET).</td>
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<tr>
<td>CMP 285</td>
<td>Web Software Construction and Testing II</td>
<td>3</td>
<td>Spring. Prereq: CMP 283 or consent of instructor. An advanced study of the concepts of web software construction and testing. Topics include database connectivity and client-side programming languages (e.g., JavaScript).</td>
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<tr>
<td>CMP 300</td>
<td>Topics in Computing</td>
<td>1-3</td>
<td>Spring, odd academic years. Prereq: CMP 142 and junior standing, or consent of instructor. 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>
</tr>
</tbody>
</table>
**CMP 325 Operating Systems**

<table>
<thead>
<tr>
<th>Spring, odd academic years</th>
<th>3 credit hours</th>
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<tr>
<td>Prereq: CMP 142</td>
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</table>

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.

**CMP 337 Programming Languages**

<table>
<thead>
<tr>
<th>Spring, odd academic years</th>
<th>3 credit hours</th>
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<tbody>
<tr>
<td>Prereq: CMP 142</td>
<td></td>
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</tbody>
</table>

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.

**CMP 348 Computer Structure and Assembly Language**

<table>
<thead>
<tr>
<th>Spring, even academic years</th>
<th>3 credit hours</th>
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</thead>
<tbody>
<tr>
<td>Prereq: CMP 142</td>
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</tbody>
</table>

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.

**CMP 352 Data Structures**

<table>
<thead>
<tr>
<th>Fall, odd academic years</th>
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<tbody>
<tr>
<td>Prereq: CMP 142</td>
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</table>

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.

**CMP 360 Operations Research**

<table>
<thead>
<tr>
<th>Fall, odd academic years</th>
<th>3 credit hours</th>
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</thead>
<tbody>
<tr>
<td>Prereq: MAT 135, MAT 181, MAT/PSY 224, or BUS 265, or consent of instructor</td>
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</tr>
</tbody>
</table>

Introduction to the field of operations research. PERT, linear and integer programming, use of statistical reasoning, and computer methods are included.

**CMP 370 Database Design and Processing**

<table>
<thead>
<tr>
<th>Fall, odd academic years</th>
<th>3 credit hours</th>
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</thead>
<tbody>
<tr>
<td>Prereq: CMP 142 and junior standing, or consent of instructor</td>
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</tbody>
</table>

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.

**CMP 372 Data Communications and Computer Networks**

<table>
<thead>
<tr>
<th>Fall, even academic years</th>
<th>3 credit hours</th>
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</thead>
<tbody>
<tr>
<td>Prereq: CMP 142 or consent of instructor</td>
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</tbody>
</table>

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.
**CMP 385 Software Engineering I: Analysis and Design**  
3 credit hours  
Fall, even academic years  
Prereq: CMP 142 and junior standing, or consent of instructor  

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.

**CMP 387 Software Engineering II: Implementation and Maintenance**  
3 credit hours  
Spring, even academic years  
Prereq: CMP 385 and junior standing, or consent of instructor  

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.

**CMP 470 Senior Software Maintenance Project**  
No credit  
Fall  
Prereq: senior standing and departmental consent  

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.

**CMP 473 Senior Software Development Project**  
6 credit hours  
Spring  
Prereq: CMP 470, senior standing, and departmental consent; Co-req: CMP 499  

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.

**CMP 482 Computer 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.

**CMP 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.

**CMP 499 Senior Competency Practicum**  
No credit  
Spring  
Co-req: CMP 473  

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.
Economics

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

Major: Economics (Tracks: Traditional and Graduate School Preparation) and Political Economy
Minor: Economics and Political Economy

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.

Franklin College’s interdisciplinary major, the political economy examines the relationship between politics and economics in modern societies and focuses on problems of both domestic and international policy. Students study the political and economic factors that affect, and are affected by, systems of production, exchange, and distribution, that is, political economy analyzes how international and domestic political factors interact with micro- and macro-economic factors to determine outcomes in a wide variety of areas including globalization, international trade and finance, regulation, development, taxes, and income distribution. As a result, students will be able to think logically and analytically about the problems that face humankind internationally and domestically. They will be prepared for law school, graduate school and employment by private sectors and government at the local, state, and federal levels, as well as careers in teaching.

A major or minor in economics or political economy 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 and Political Economy majors and minors must complete ACC/BUS/ECO 150 (except Graduate School Preparation Track), ECO 115 and ECO 225 with a ‘C-‘ or better before enrolling in 300 or 400 level course 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 225 Intermediate Economic 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
- ECO 150 Introduction to Quantitative Analysis for Economics, Business, and Accounting
**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 225 Intermediate Economic 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

**Political Economy Major**

*Cannot be combined with Economics and/or Political Science majors and/or minors*

**Core requirements**

**Political Science Field**
- POL 110 American National Government
- POL 120 Introduction to International Relations
- POL 130 Introduction to Comparative Politics
- POL 336 Introduction to Public Policy
- POL 360 Social and Political Thought
**Economics Field**
- **ECO 115** Principles of Economics
- **ECO 225** Intermediate Economic Theory

**Statistics Field**
- **ECO 380** Elementary Econometrics

**Senior Capstone Courses**
- **ECO 472** Economic Research I
- **ECO 474** Economic Research II
- **ECO 499** Senior Competency Practicum or **POL 499** Senior Competency Practicum

**Elective courses**

**Political Science Field** – choose three courses from the following
- **POL 316** American Presidency
- **POL 317** American Congress
- **POL 320** International Security and Conflict Management
- **POL 341** International Law and Organizations
- **POL 350** Public Administration
- **POL 390** American Foreign Policy
- **POL 410** American Constitutional Law I: Powers and Duties
- **POL 420** American Constitutional Law II: Civil Rights and Liberties

**Economics Field** – choose two courses from the following
- **ECO 330** Money and Banking
- **ECO 350** International Economics and Finance
- **ECO 360** Economics of Labor and Labor Relations

**Professional Development Requirement**
- **PDP 200** Preparing for Your Internship
- **INT XXX** Internship in Economics or related field (4 credits) or **SNR/SNT489 (POL)** Senior Internship/Project (4-6 credits)
- **ECO 498** Portfolio or **POL 498** Portfolio (take with POL 470)

**Related Field Requirement**
- **ECO 150** Introduction to Quantitative Analysis for Economics, Business, and Accounting
- **BUS 265** Business Research Methods or **MAT 224** Basic Applied Statistics

**Two of the following courses**
- **ACC 341** Introduction to Taxation
- **BUS 341** Business Law I
- **PHL 220** Principles of Ethics
- **PSY 320** Social Psychology
- **SOC 210** Criminal Justice
- **SOC 321** Criminology
- Other course approved by faculty from both political science and economics
**Economics Minor**

**Required courses**
- ECO 115 Principles of Economics
- ECO 225 Intermediate Economic 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

**Political Economy Minor**

*Cannot be combined with Economics and/or Political Science majors and/or minors*

**Core requirements**

**Political Science Field**
- POL 110 American National Government
- POL 120 Introduction to International Relations
- POL 336 Introduction to Public Policy

**Economics Field**
- ECO 115 Principles of Economics
- ECO 225 Intermediate Economic Theory

**Elective courses**

**Political Science Field** – choose one course from the following
- POL 130 Introduction to Comparative Politics
- POL 225 State and Local Government
- POL 316 American Presidency
- POL 317 American Congress
- POL 360 Social and Political Thought

**Economics Field** – choose one course from the following
- ECO 330 Money and Banking
- ECO 350 International Economics and Finance
- ECO 360 Economics of Labor and Labor Relations
Economics Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 115</td>
<td>Principles of Economics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Fall and Spring</td>
<td>Social Science exploratory</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 150</td>
<td>Introduction to Quantitative Analysis for Economics, Business, and Accounting</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Fall and Spring</td>
<td>Prereq: placement into or credit for LA 103 or higher</td>
</tr>
</tbody>
</table>

This course is designed primarily for students who intend to pursue a degree in economics, business and/or accounting. Mathematics is essential for them as a tool to solve problems in those fields. Students will learn necessary mathematical skills for those fields. The purpose of this course is to show how mathematics is used for economics, business, and accounting problems so that students will be able to apply mathematical skills to real problems which are unique in all three fields. The topics covered in this course will include algebraic manipulation, linear and non-linear equations, simple calculus, statistical mathematics, and financial mathematics. Same as ACC 150 and BUS 150.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>ECO 225</td>
<td>Intermediate Economic Theory</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Fall and Spring</td>
<td>Prereq: ECO 115 and ACC/BUS/ECO 150 or consent of instructor</td>
</tr>
</tbody>
</table>

This course provides students with an intermediate level of both microeconomic and macroeconomic theory. Microeconomics covers resource allocation, focusing on theory of consumption and production as well as pricing, market structure and political analysis, while macroeconomics covers a nation’s economy, fluctuation of the economy, fiscal and monetary policy, and economic growth. Students, through learning those theories, will be able to demonstrate the economic way of thinking logically, obtain the methodology to analyze any economic problems, understand the essence of the problems and make judgments to solve the problems.

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<tbody>
<tr>
<td>ECO 300</td>
<td>Topics in Economics</td>
<td>3</td>
</tr>
</tbody>
</table>

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.

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 330</td>
<td>Money and Banking</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Fall, odd academic years</td>
<td>Prereq: ECO 225</td>
</tr>
</tbody>
</table>

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.

<table>
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<tr>
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<tbody>
<tr>
<td>ECO 340</td>
<td>Government and Business</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Spring, odd academic years</td>
<td>Prereq: ECO 115</td>
</tr>
</tbody>
</table>

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.
**ECO 345 Statistical Consulting Project**

| Spring, odd academic years | 3 credit hours | Fulfill 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 MAT/PSY/SOC 345. Students may receive credit in only one of these cross-referenced courses.

**ECO 350 International Economics and Finance**

| Spring, odd academic years | 3 credit hours | Prereq: ECO 225 |

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 BUS 350.

**ECO 360 Economics of Labor and Labor Relations**

| Spring, even academic years | 3 credit hours | Prereq: ECO 225 |

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

**ECO 370 Sports Economics**

| Fall, even academic years | 3 credit hours | Prereq: ECO 225 |

The course covers the microeconomics of sports industry. The course provides students with the industrial organization of sports, public finance of sports, labor issues related to sports industry and economics of amateur sports, especially major collegiate sports (NCAA). Topics include profit maximization, competitive balance, monopoly power and antitrust, financing of new stadium, municipalities, human capital theory, tournament theory, unions and NCAA through analysis of teams, leagues, players, incomes, strategies, history, and government policy.

**ECO 380 Elementary Econometrics**

| Fall, even academic years | 3 credit hours | Prereq: ECO 115, and BUS 265 or MAT/PSY/SOC 224, or consent of instructor |

Econometrics is based upon the development of statistical methods for estimating economic relations, testing economic theories and evaluating and implementing government and business policy. This course provides an elementary analysis of the problems of estimation, prediction and hypothesis testing in the context of various economic models. Economic models that we treat include general linear models (simple regression and multiple regression models), time series models, panel data models, linear probability models and simultaneous equations models. This course emphasizes applications of econometric theory to practical economic problems, for which students will use the economic statistics software “STATA” most commonly used in both research area including universities and business area. There will be considerable empirical contents to the course, which provides students with many opportunities to use STATA and analyze the data throughout the semester.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 472</td>
<td>Economic Research I</td>
<td>2</td>
<td>Fall: Prereq: Economics majors with senior standing, having completed at least 13 hours of economic courses including ECO 225 or consent of the instructor.</td>
</tr>
</tbody>
</table>

This course provides students with an introduction to the design and methods employed in modern economic research. Students are required to plan a research project. Students choose a topic of their interest for research and conduct an intensive review of the literature on the topic under the direction of the instructor. In the following semester, students are required to take ECO 474 to complete research paper for their research.

<table>
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<tbody>
<tr>
<td>ECO 474</td>
<td>Economic Research II</td>
<td>2</td>
<td>Spring: Prereq: ECO 472</td>
</tr>
</tbody>
</table>

ECO 474 provides students with continued consideration of the design and methods employed in modern economic research begun in ECO 472. Students are required to carry out the research project proposed in ECO 472 under the direction of the instructor and complete research paper. This course together with ECO 472 is the capstone course for the economics major and serves as part of ECO 499 (Senior Competency Practicum).

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<tbody>
<tr>
<td>ECO 482</td>
<td>Economics Practicum</td>
<td>1-2</td>
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</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 semester.

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<th>Prerequisites</th>
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</thead>
<tbody>
<tr>
<td>ECO 490</td>
<td>Independent Study</td>
<td>1-2</td>
<td>Prereq: departmental consent</td>
</tr>
</tbody>
</table>

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.

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<tbody>
<tr>
<td>ECO 498</td>
<td>Portfolio</td>
<td>No credit</td>
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</table>

The portfolio requirement will be met by creating the portfolio. Students will develop a comprehensive portfolio documenting skills learned and assessment of such skills.

<table>
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<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 499</td>
<td>Senior Competency Practicum</td>
<td>No credit</td>
<td></td>
</tr>
</tbody>
</table>

Satisfactory performance on ETS major field test in economics. Passing grade ‘D-’ or better.
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:
- 2.75 GPA cumulative
- 2.75 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:
- 3.0 GPA cumulative; 3.0 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 3.0 (A=4.00) at the end of each academic semester/term
- content GPA of 3.0 (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 at the grade levels indicated next to the content area below. All coursework and field experiences/internships align with the appropriate Indiana developmental standards. 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 (P-12)
- English/Language Arts (5-12)
- Mathematics (5-12)
- Physical Education (P-12)
- Life Sciences (5-12)
- Social Studies (5-12): The Social Studies teaching major consists of two required content areas: Historical perspectives; Government and Citizenship.
**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 (P-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 (freshman 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) 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
- 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 (freshman 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 (freshman 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:* 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 (freshman 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-P-12**

**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 (freshman year)
- INE 200 Internship in Education
- INE 300 Internship in Education
Physical Education P-12 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 Health 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 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. Students may elect to add a third content area 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 (freshman 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

Students may elect to add a third content area from Economics, Psychology, or Sociology

Economics - two of the following courses
ECO 225 Intermediate Economic 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 (freshman 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)
## Education Course Descriptions

### Education Core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDP 222</td>
<td>Survey of Exceptional Children/Inclusion</td>
<td>2</td>
<td>Prereq: 2.25 GPA (A=4.00), EDU 124, EDU 222, EDU 223, or consent of instructor</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Coreq: EDU 225, EDU 227 &amp; EFE/SFE 284</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>EDU 124</td>
<td>Introduction to Teaching and American Education</td>
<td>2</td>
<td>Prereq: 2.25 GPA (A=4.00) &amp; EDU 124 or consent of the instructor</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Coreq: EDU 222</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>EDU 222</td>
<td>Child Development and Educational Psychology</td>
<td>2</td>
<td>Prereq: 2.25 GPA (A=4.00) &amp; EDU 124 or consent of the instructor</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Coreq: EDU 223</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>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.</td>
</tr>
<tr>
<td>EDU 223</td>
<td>Children’s and Adolescent Literature</td>
<td>2</td>
<td>Prereq: 2.25 GPA (A=4.00) &amp; EDU 124 or consent of the instructor</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Coreq: EDU 222</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>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.</td>
</tr>
</tbody>
</table>
### EDU 225 General Methods for Effective Instruction

**Spring, sophomore year**

Prereq: 2.25 GPA (A=4.00), EDU 124, EDU 222, EDU 223, or consent of the instructor

Coreq: EDP 222, EDU 227 & EFE/SFE 284

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.

### EDU 227 Grammar and Linguistics

**Spring, sophomore year**

Prereq: 2.25 GPA (A=4.00), EDU 124, EDU 222, EDU 223, or consent of the instructor

Coreq: EDU 225, EDP 222 & EFE/SFE 284

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.

### EDU 315 Human Diversity in the Classroom

**Fall and Spring**

Fulfills LA 315 requirement

Prereq: 3.0 GPA (A=4.00) & admission to teacher education program

Coreq: SFE 385 Secondary & Physical Education Majors; EFE 484 Elementary Education majors

Promotes curricular and instructional innovations 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 requires completion of culturally responsive teaching lessons tied to students’ field experience. Students will extensively explore their own points of reference and begin understanding themselves and others with empathy. *Spring junior year for Secondary and Physical Education majors. Fall, senior year for Elementary Education majors.*

### EDU 330 Mild Intervention in Elementary Education

**Spring, junior year**

Prereq: 3.0 GPA (A=4.00), EDP 222 & admission to teacher education program

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.

### EDU 401 CPR/AED/Heimlich certification for Education Majors

**Fall, senior year, half semester**

Prereq: EFE/SFE 484 or consent of the instructor

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: 3.0 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.*
**EDU 443 Interdisciplinary Unit Planning**

| Prereq: 3.0 GPA (A=4.00) & admission to the teacher education program |
|---|---|
| Fall, senior year |

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.

**EDU 490 Independent Study**

| Prereq: offered with consent of instructor |
|---|---|

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.

**INE 200 Internship in Education**

| Prereq: EDU 124, sophomore standing in the education program |
|---|---|
| Winter term, sophomore year |

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.

**INE 300 Internship in Education**

| Prereq: EFE/SFE 384 |
|---|---|
| Winter term, junior year |

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.

**INE 400 Internship in Education**

| Prereq: INE 300 |
|---|---|
| Winter term, senior year |

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  
<table>
<thead>
<tr>
<th>Winter term junior or senior year</th>
<th>4 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prereq: Consent of the Education Department &amp; admission to the teacher education program</td>
<td></td>
</tr>
</tbody>
</table>

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  
<table>
<thead>
<tr>
<th>1-3 credit hours</th>
</tr>
</thead>
</table>

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  
<table>
<thead>
<tr>
<th>3 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall, junior year</td>
</tr>
</tbody>
</table>
| Prereq: BIO 114, 3.0 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  
<table>
<thead>
<tr>
<th>3 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring, junior year</td>
</tr>
</tbody>
</table>
| Prereq: 3.0 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  
<table>
<thead>
<tr>
<th>4 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall, junior year</td>
</tr>
</tbody>
</table>
| Prereq: 3.0 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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Prerequisites</th>
<th>Corequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDE 345</td>
<td>Teaching and Learning Literacy II</td>
<td>4</td>
<td>3.0 GPA (A=4.00), EDE 344 &amp; admission to the teacher education program</td>
<td>EFE 385, EDE 366, MAT 324 &amp; EDE 337</td>
</tr>
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<tr>
<td>EDE 365</td>
<td>Mathematics Methods for Elementary Teachers I</td>
<td>2</td>
<td>3.0 GPA (A=4.00) &amp; admission to teacher education program</td>
<td>EFE 384, MAT 323, EDE 344, &amp; EDE 336</td>
</tr>
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<tr>
<td>EDE 366</td>
<td>Mathematics Methods for Elementary Teachers II</td>
<td>2</td>
<td>3.0 GPA (A=4.00), EDE 365 &amp; admission to teacher education program</td>
<td>EFE 385, MAT 324, EDE 345 &amp; EDE 337</td>
</tr>
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</tr>
<tr>
<td>EDE 444</td>
<td>Methods of Teaching Elementary Social Studies</td>
<td>2</td>
<td>3.0 GPA (A=4.00) &amp; admission to teacher education program</td>
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<tr>
<td>EDE 456</td>
<td>Professional Development</td>
<td>1</td>
<td>3.0 GPA (A=4.00) &amp; admission to student teaching program</td>
<td>EDE 499, EST 489</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).

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.

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.

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.

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.
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EDE 457 Effective Methods for Assessment and Evaluation</strong></td>
<td>2</td>
<td>Fall, senior year&lt;br&gt;Prereq: 3.0 GPA (A=4.00) &amp; admission to the teacher education program&lt;br&gt;Coreq: EDU 315, EDU 443, EFE 484, PED 322 &amp; FNA 420&lt;br&gt;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.</td>
</tr>
<tr>
<td><strong>EDE 499 Senior Competency Practicum</strong></td>
<td>No credit</td>
<td>Spring, senior year&lt;br&gt;Coreq: EDE 456 &amp; EST 489&lt;br&gt;Completion of Senior Competency Practicum with a grade of “C” or higher.</td>
</tr>
<tr>
<td><strong>EFE 284 Field Experience in Elementary Education</strong></td>
<td>1</td>
<td>Spring, sophomore year&lt;br&gt;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&lt;br&gt;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.</td>
</tr>
<tr>
<td><strong>EFE 384 Field Experience in Elementary Education</strong></td>
<td>1</td>
<td>Fall, junior year&lt;br&gt;Prereq: 3.0 GPA (A=4.00), EDU 124, EDU 222, EDU 223, EDU 225, EDU 227, EDP 222, INE 200 &amp; admission to the teacher education program&lt;br&gt;Coreq: EDE 344, MAT 323, EDE 365 &amp; EDE 336&lt;br&gt;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.</td>
</tr>
<tr>
<td><strong>EFE 385 Field Experience in Elementary Education</strong></td>
<td>1</td>
<td>Spring, junior year&lt;br&gt;Prereq: 3.0 GPA (A=4.00), EDE 344, MAT 323, EDE 365, EDE 336 &amp; admission to the teacher education program&lt;br&gt;Coreq: EDE 345, EDE 366, MAT 324 &amp; EDE 337&lt;br&gt;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.</td>
</tr>
</tbody>
</table>
### EFE 484 Field Experience in Elementary Education

**1 credit hour**

| Fall, senior year | Prereq: 3.0 GPA (A=4.00) & admission to student teaching program  
Coreq: EDE 457, EDU 443, EDU 315 FNA 420 & PED 322 |
|-------------------|-------------------------------------------------------------|

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.

### EST 489 Student Teaching in the Elementary Classroom

**11 credit hours**

| Spring, senior year | Prereq: 3.0 GPA (A=4.00), admission to student teaching program, successful completion of all content & pedagogy exams required for licensure & completion of all coursework  
Coreq: EDE 456, EDE 499 |
|---------------------|---------------------------------------------------------------------|

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.*

### FNA 420 Fine Arts for Elementary Teachers

**4 credit hours**

| Fall, senior year | Prereq: 3.0 GPA (A=4.00) & admission to student teaching program  
Coreq: EFE 484, EDU 443, EDE 457, EDE 499, EDU 315 & PED 322 |
|--------------------|---------------------------------------------------------------------|

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.

### GEO 220 Human World Geography

**3 credit hours**

<table>
<thead>
<tr>
<th>Fall and spring</th>
<th>Diversity &amp; Social Science exploratory</th>
</tr>
</thead>
</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).
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Terms</th>
<th>Prerequisites/Restrictions</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 323</td>
<td>Mathematics for Elementary Teaching I</td>
<td>2</td>
<td>Fall, junior year</td>
<td>Prereq: 3.0 GPA (A = 4.0), admission to the teacher education program &amp; LA 103 Coreq: EFE 384, EDE 344, EDE 365 &amp; EDE 336</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>MAT 324</td>
<td>Mathematics for Elementary Teaching II</td>
<td>2</td>
<td>Spring, junior year</td>
<td>Prereq: 3.0 GPA, admission to the teacher education program &amp; MAT 323 Coreq: EFE 385, EDE 345, EDE 366 &amp; EDE 337</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>PED 322</td>
<td>Methods of Teaching Physical Education and Health</td>
<td>3</td>
<td>Fall, senior year</td>
<td>Coreq: EFE 484</td>
</tr>
<tr>
<td></td>
<td>For the Elementary Classroom Teacher</td>
<td></td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>EDS 300</td>
<td>Topics in Secondary Education</td>
<td>1-3</td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>EDS 326</td>
<td>Instructional Strategies I</td>
<td>1</td>
<td>Fall, junior year</td>
<td>Prereq: 3.0 GPA (A=4.00) &amp; admission to the teacher education program Coreq: SFE 384</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>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.</td>
</tr>
</tbody>
</table>

**Secondary Education**
### EDS 327 Instructional Strategies II

**Spring, junior year**

| Prereq: 3.0 GPA (A=4.0), EDS 326, SFE 384 & admission to the teacher education program |
| Coreq: EDU 315 & SFE 385 |

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

**Spring, junior year**

| Prereq: 3.0 GPA (A=4.00) & admission to teacher education program |

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

**Spring, senior year**

| Prereq: 3.0 GPA (A=4.00) & admission to student teaching program |
| Coreq: EDS 499, SST 489 |

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

**Fall, senior year**

| Prereq: 3.0 GPA (A=4.00) & admission to the teacher education program |
| Coreq: SFE 484, EDU 443 & EDS 459 |

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

**Fall, senior year**

| Prereq: 3.0 GPA (A=4.00), EDS 327, SFE 385 & admission to the teacher education program |
| Coreq: SFE 484 |

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**

No credit
Spring, senior year
Coreq: EDS 456 & SST 489
Completion of Senior Competency Practicum with a grade of “C” or higher.

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**SFE 284 Field Experience in Middle or High School Education**

<table>
<thead>
<tr>
<th>Prerequisites</th>
<th>Corequisites</th>
<th>Credit Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring, sophomore year</td>
<td>Prereq: 2.25 GPA (A=4.00) &amp; EDU 124, EDU 222, EDU 223 &amp; INE 200</td>
<td>1 credit hour</td>
</tr>
<tr>
<td></td>
<td>Coreq: EDU 225, EDU 227 &amp; EDP 222</td>
<td></td>
</tr>
</tbody>
</table>

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 a satisfactory/unsatisfactory basis.

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**SFE 384 Field Experience in Middle or High School Education**

<table>
<thead>
<tr>
<th>Prerequisites</th>
<th>Corequisites</th>
<th>Credit Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall, junior year</td>
<td>Prereq: 3.0 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</td>
<td>1 credit hour</td>
</tr>
<tr>
<td></td>
<td>Coreq: EDS 326</td>
<td></td>
</tr>
</tbody>
</table>

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.

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**SFE 385 Field Experience in Middle or High School Education**

<table>
<thead>
<tr>
<th>Prerequisites</th>
<th>Corequisites</th>
<th>Credit Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring, junior year</td>
<td>Prereq: 3.0 GPA (A=4.00), EDS 326, SFE 384 &amp; admission to teacher education program</td>
<td>1 credit hour</td>
</tr>
<tr>
<td></td>
<td>Coreq: EDS 327 &amp; EDU 315</td>
<td></td>
</tr>
</tbody>
</table>

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.
### SFE 484 Field Experience in Middle or High School Education

| Prereq: 3.0 GPA (A=4.00) & admission to the student teaching program |
| Coreq: EDS 459 & EDU 443 |

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.

### SST 489 Student Teaching in the Middle or High School Classroom

| Prereq: 3.0 GPA (A=4.00), admission to student teaching program, successful completion of all content & pedagogy exams required for licensure & completion of all coursework except concurrent courses |
| Coreq: EDS 456 & EDS 499 |

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
- 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*
- 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*
- 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.

**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 “9 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: English, Creative Writing
Minors: English, Creative Writing

The English and Creative Writing 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 2-4 hours)
- 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 Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 100</td>
<td>Reading Critically</td>
<td>2</td>
<td>Fall</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Prereq: placement by admissions or recommendation of the department</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Coreq: LA 101</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 115</td>
<td>Writing Center Theory and Practice</td>
<td>1</td>
<td>Fall</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Prereq: Sophomore standing</td>
</tr>
</tbody>
</table>

This course will prepare students to work as associates in the Write Place. Students will read about the fundamentals of tutoring, compose short writing assignments, and meet to discuss writing center theory and practice.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 117</td>
<td>World Literature I</td>
<td>4</td>
<td>Fall</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>International exploratory</td>
</tr>
</tbody>
</table>

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.*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 118</td>
<td>World Literature II</td>
<td>4</td>
<td>Spring</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>International exploratory</td>
</tr>
</tbody>
</table>

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.*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 200</td>
<td>Introduction to Literary Studies</td>
<td>4</td>
<td>Fall</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Fulfills LA 201 requirement</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Prereq: a grade of C- or above in LA 101 or equivalent; sophomore standing or consent of instructor</td>
</tr>
</tbody>
</table>

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.*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 210</td>
<td>Introduction to Literary Research</td>
<td>1</td>
<td>Spring</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Prereq: a grade of C or above in ENG 200</td>
</tr>
</tbody>
</table>

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**

<table>
<thead>
<tr>
<th>Fall, even academic years</th>
<th>4 credit hours</th>
</tr>
</thead>
</table>

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.

**ENG 240 Introduction to Canadian Fiction**

<table>
<thead>
<tr>
<th>Spring, even academic years</th>
<th>3 credit hours</th>
</tr>
</thead>
</table>

A study of 6-8 novels and stories written by Canadian men and women who have explored the meaning of the Canadian experience, particularly in the 20th century. French-Canadian literature will be read in translation. Same as CAN 240.

**ENG 300 Topics in English**

<table>
<thead>
<tr>
<th>3 credit hours</th>
</tr>
</thead>
</table>

A topic of current interest in English 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.

**ENG 308 Old and Medieval Literature**

<table>
<thead>
<tr>
<th>Spring, odd academic years</th>
<th>3 credit hours</th>
</tr>
</thead>
</table>

A broad overview of English literature from its Anglo-Saxon beginnings through the 15th century. *Prerequisites: ENG 117 and a grade of C or higher in ENG 200.*

**ENG 309 Early Modern British Literature**

<table>
<thead>
<tr>
<th>Spring, even academic years</th>
<th>3 credit hours</th>
</tr>
</thead>
</table>

A broad overview of British Renaissance literature from the 16th century through the 17th century.

**ENG 311 British Literature of the Enlightenment**

<table>
<thead>
<tr>
<th>Fall, even academic years</th>
<th>3 credit hours</th>
</tr>
</thead>
</table>

A study of major British literary works from the Restoration to the 18th century, especially the efforts of several major British authors to assimilate classical and Christian values in the epic and in satirical poetry and prose fiction, the emergence of the modern novel, and some important developments in the tradition of comic theatre.

**ENG 312 Romantic and Victorian Literature**

<table>
<thead>
<tr>
<th>Fall, even academic years</th>
<th>3 credit hours</th>
</tr>
</thead>
</table>

A study of selected works from the Romantic and Victorian periods of British literature. Attention will be paid to the revolutions in poetry, the development of the novel into a significant art form, and the interrelationship of social and philosophical concerns and form.

**ENG 314 Modern British Literature**

<table>
<thead>
<tr>
<th>Fall, odd academic years</th>
<th>3 credit hours</th>
</tr>
</thead>
</table>

A close examination of some of the most significant and innovative literature to come out of the British Isles from 1910 to 1970. Attention will be paid to the inseparability of idea and technique and to the ways that the authors engage the readers in a collaborative creation of the text.
**ENG 315 Humanities and the Liberal Arts**  
3 credit hours  
Spring  
Fulfills LA 315 requirement  
Prereq: all 100- & 200-level LA-prefix courses  
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.

**ENG 328 Advanced Composition**  
3 credit hours  
Fall, odd academic years  
Prereq: LA 101 & LA 201 or ENG 200 or equivalents  
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.

**ENG 333 Shakespeare**  
4 credit hours  
Spring  
Prereq: ENG 117 or THE 125  
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.

**ENG 355 Early American Literature**  
3 credit hours  
Fall, odd academic years  
Prereq: ENG 117 or ENG 118 & a grade of C or higher in ENG 200  
An examination of American literature from its beginnings and through the American Renaissance, concentrating on the Transcendentalist and Romantic movements.

**ENG 356 American Realism**  
3 credit hours  
Spring, odd academic years  
Prereq: ENG 118 & a grade of C or higher in ENG 200  
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.

**ENG 357 American Modernism**  
3 credit hours  
Spring, even academic years  
Prereq: ENG 118 & a grade of C or higher in ENG 200  
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.

**ENG 358 American Minority Literature**  
3 credit hours  
Fall, odd academic years  
Diversity exploratory  
Prereq: ENG 118 & a grade of C or better in ENG 200  
An examination of minority voices in American Literature.

**ENG 360 Contemporary American Literature**  
3 credit hours  
Spring, odd academic years  
Prereq: ENG 118 & a grade of C or higher in ENG 200  
An examination of important works representing artistic and thematic trends in post-World War II American literature.

**ENG 361 Global Literature**  
3 credit hours  
Fall, even academic years  
International exploratory  
Prereq: ENG 200 or LA 201  
Reading and analysis of selected literary works from a particular region of the globe.
<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>CREDITS</th>
<th>DESCRIPTION</th>
</tr>
</thead>
</table>
| ENG 375 Dramatic Literature I              | 3       | Fall, odd academic years
Prereq: ENG 117, THE 110, or THE 125 or consent of the instructor
Reading and analysis of selected significant plays from ancient times through the Renaissance. Same as THE 375. |
| ENG 376 Dramatic Literature II             | 3       | Spring, odd academic years
Prereq: ENG 118, THE 110, or THE 125 or consent of the instructor
Reading and analysis of selected significant plays from around the world from the 17th century to the present. Same as THE 376. |
| ENG 480 Internship Practicum               | 1       | Fall, junior year
Co-req: SNT 489, ENG 482, or CWR 482
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. Junior year. Credit does not count toward the major. |
| ENG 482 English Practicum                  | 2-4     | 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 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 departmental approval of their proposal. |
| ENG 490 Independent Study                  | 1-2     | Prereq: instructor permission
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. |
| ENG 499 Senior Competency Practicum        | No      | Fall
Students in English take a three-hour written test on selected work(s) from a departmental list prepared each academic year. At the end of each spring semester, this list and additional information about the exam is given to students who are enrolled in ENG 499 for the following fall semester. The grade students earn on the comprehensive exam will appear on their transcript but will not be included in their GPA. Senior year. |
| SNR/SNT 489 Professional Development Experience in English | 2-4     | Prereq: junior or senior standing & a professional development experience proposal approved by the department
A professional development experience related to the field of English that calls upon skills in critical thinking, writing, reading, and analysis. Pass-Fail. |
**Creative Writing 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>CWR 110</td>
<td>Journal Editing</td>
<td>1-3 credit hours</td>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>CWR 111</td>
<td>Journal Publishing</td>
<td>1-3 credit hours</td>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td>CWR 150</td>
<td>Introduction to Creative Writing</td>
<td>3 credit hours</td>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>CWR 270</td>
<td>Fiction I</td>
<td>3 credit hours</td>
<td>Spring, even academic years</td>
<td>Prereq: CWR 150</td>
</tr>
<tr>
<td>CWR 280</td>
<td>Poetry I</td>
<td>3 credit hours</td>
<td>Spring, odd academic years</td>
<td>Prereq: CWR 150</td>
</tr>
<tr>
<td>CWR 300</td>
<td>Topics in Creative Writing</td>
<td>3 credit hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CWR 325</td>
<td>Creative Writing Forms</td>
<td>3 credit hours</td>
<td>Fall, even academic years</td>
<td>Prereq: CWR 150</td>
</tr>
<tr>
<td>CWR 370</td>
<td>Fiction II</td>
<td>3 credit hours</td>
<td>Spring, even academic years</td>
<td>Prereq: CWR 270 &amp; a grade of C or higher in ENG 200</td>
</tr>
</tbody>
</table>

**CWR 110 Journal Editing**
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**
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**
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**
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**
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 300 Topics in Creative Writing**
A topic of current interest in Creative Writing 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 Provost.

**CWR 325 Creative Writing Forms**
In this course, students will carefully study specific approaches to craft and technique in creative writing. Through detailed critical reading, analysis, and diagramming, students will explore the scaffolding that underpins creative writing, with special attention to form and genre. By analyzing the craft techniques used by other creative writers, students will learn to apply such approaches to form and technique effectively in their own work.

**CWR 370 Fiction II**
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

<table>
<thead>
<tr>
<th>3 credit hours</th>
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</thead>
<tbody>
<tr>
<td>Spring, odd academic years</td>
</tr>
<tr>
<td>Prereq: CWR 280 &amp; a grade of C or higher in ENG 200</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>3 credit hours</th>
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<tbody>
<tr>
<td>Fall, even academic years</td>
</tr>
<tr>
<td>Prereq: CWR 150 &amp; a grade of C or higher in ENG 200 or consent of the instructor</td>
</tr>
</tbody>
</table>

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>1 credit hour</th>
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<tbody>
<tr>
<td>Fall</td>
</tr>
<tr>
<td>Co-req: SNT 489, ENG 482, or CWR 482</td>
</tr>
</tbody>
</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. Credit does not count toward the major.

# CWR 482 Creative Writing Practicum

<table>
<thead>
<tr>
<th>2-4 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prereq: instructor permission</td>
</tr>
</tbody>
</table>

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 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 departmental approval of their proposal.

# CWR 490 Independent Study

<table>
<thead>
<tr>
<th>1-2 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prereq: instructor permission</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.

# CWR 499 Senior Competency Practicum

<table>
<thead>
<tr>
<th>No credit</th>
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<tbody>
<tr>
<td>Spring</td>
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</tbody>
</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>
</tr>
</thead>
<tbody>
<tr>
<td>Prereq: junior or senior standing and a professional development experience proposal approved by the department</td>
</tr>
</tbody>
</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

Department: Kinesiology
Department Chair: K. Eiler
Department Members: M. Adolphs, M. Britner, A. Heavrin, K. Noerr, K. Remsburg

Major: Exercise Science
Minor: Fitness

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) competencies 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) competencies 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 does not improve the grade after the 2nd attempt, 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 non-sequenced EXE courses, the student may continue to take EXE classes for one year. If the EXE grades does not improve for a “C-“ or above 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>
<tr>
<td>NSCA CSCS or ACSM EP-C certification examination*</td>
<td>Spring of graduation year</td>
<td>NSCA $260-445 ACSM $219-279</td>
</tr>
</tbody>
</table>

*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 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 251** Muscles and Movement
- **EXE 341** Organization and Administration of Health Programs
- **EXE 372** Exercise Physiology
- **EXE 372L** Exercise Physiology Lab
- **EXE 375** Exercise Testing and Prescription
- **EXE 382** Motor Learning
- **EXE 385** Sport and Exercise Prescription
- **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
One of the following courses
EXE 321 Advanced Strength and Conditioning Methods
EXE 322 Pediatric Exercise Physiology
EXE 323 Diagnostic and Laboratory Testing

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
KIN 315 Health/Wellness Issues & Trends in Society
MAT 224 Basic Applied Statistics
PSY 117 General Psychology

MSAT Substitutions
MSAT 540 fulfills EXE 401 requirement
MSAT 542 fulfills EXE 402 requirement
MSAT 553, 551, & 550 fulfills EXE 489 requirement

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 Title</th>
<th>Credits</th>
<th>Offered</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXE 119</td>
<td>Concepts of Wellness</td>
<td>3</td>
<td>Fall and spring</td>
<td>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.</td>
</tr>
<tr>
<td>EXE 208</td>
<td>Basic Principles of Nutrition</td>
<td>2</td>
<td>Spring</td>
<td>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.</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>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. <strong>Course Fee: $40.</strong></td>
</tr>
<tr>
<td>EXE 234</td>
<td>Introduction to Exercise Science</td>
<td>2</td>
<td>Fall and spring</td>
<td>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.</td>
</tr>
<tr>
<td>EXE 244</td>
<td>Introduction to Strength and Conditioning Methods</td>
<td>3</td>
<td>Fall and spring</td>
<td>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.</td>
</tr>
<tr>
<td>EXE 251</td>
<td>Muscles and Movement</td>
<td>1</td>
<td>Fall</td>
<td>Prereq: Admittance to the Exercise Science program</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Prerequisites/Corequisites</td>
<td></td>
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</tr>
<tr>
<td>EXE 321</td>
<td>Advanced Strength and Conditioning Methods</td>
<td>3</td>
<td>Prereq or coreq: EXE 251 and KIN 220 Spring, every third year starting spring 2018</td>
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<tr>
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<td></td>
<td>This course focuses on advanced techniques of strength and conditioning as it relates to</td>
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<td>enhancing human performance. Topics presented will include program design for enhanced</td>
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<td></td>
<td>resistance and conditioning techniques, along with advanced exercise performance assessment</td>
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<td></td>
<td></td>
<td></td>
<td>techniques. At the conclusion of the course students will have an understanding of how to</td>
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<td></td>
<td>assess current physiologic markers of high level performers, and how to design exercise</td>
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<td>programs for that target population. This course will also prepare students to successfully</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>acquire the Certified Strength and Conditioning Specialist certification through the National</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Strength and Conditioning Association.</td>
<td></td>
</tr>
<tr>
<td>EXE 322</td>
<td>Pediatric Exercise Physiology</td>
<td>3</td>
<td>Prereq or coreq: EXE 251 and KIN 220 Spring, every third year starting spring 2019</td>
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<tr>
<td></td>
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<td>This course will examine the development of the pediatric population from a physical</td>
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<td>perspective. Emphasis will be on motor development, system development, and performance</td>
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<td></td>
<td></td>
<td></td>
<td>development. Physiological responses to exercise will be investigated as well as current</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>issues specific to the population including thermoregulation, genetic regulation, and early</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>specialization.</td>
<td></td>
</tr>
<tr>
<td>EXE 323</td>
<td>Diagnostic and Laboratory Testing</td>
<td>3</td>
<td>Prereq or coreq: EXE 251 and KIN 220 Spring, every third year starting spring 2020</td>
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<tr>
<td></td>
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<td></td>
<td>This course will discuss the knowledge and skills needed for basic diagnostic testing</td>
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<td>measures used by exercise physiologists. Students will focus on the skills needed for</td>
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<td></td>
<td></td>
<td></td>
<td>medical communication and interpretation. Topics presented will include blood studies,</td>
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<td></td>
<td>electrocardiography, ultrasound, x-rays, and nuclear scanning. The rationale and clinical</td>
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<td></td>
<td></td>
<td></td>
<td>implications of the tests will be investigated.</td>
<td></td>
</tr>
<tr>
<td>EXE 341</td>
<td>Organization and Administration of Health Programs</td>
<td>2</td>
<td>Prereq or coreq: EXE 251 Fall</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>This course will provide the necessary knowledge and skill of organization and administration</td>
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<td>in various exercise science settings and fields. Additionally, students will gain the</td>
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<td></td>
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<td>knowledge and skills in professional development and responsibility necessary to function</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>as a professional in exercise science related fields. Same as PED 341.</td>
<td></td>
</tr>
<tr>
<td>EXE 372</td>
<td>Exercise Physiology</td>
<td>3</td>
<td>Prereq: BIO 215 or KIN 210/210L and KIN 220/220L and admittance into the Exercise Science</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>or Education program or consent of instructor Coreq: EXE 372L Fall</td>
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<tr>
<td></td>
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<td></td>
<td>Exercise physiology is the study of acute and chronic adaptations of the body’s</td>
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<td>physiological systems to movement and physical conditioning. Physiological foundations</td>
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<td>and the development of physiological fitness components will be discussed. A laboratory</td>
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<td></td>
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<td>component is integrated into class sessions. Must be taken concurrently with EXE 372L.</td>
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<td></td>
<td></td>
<td></td>
<td>Same as BIO 372.</td>
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</tr>
<tr>
<td>EXE 372L</td>
<td>Exercise Physiology Lab</td>
<td>0</td>
<td>Coreq: EXE 372 Fall</td>
<td></td>
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<td></td>
<td></td>
<td>Lab component to EXE 372 Exercise Physiology. Same as BIO 372L.</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credit Hours</td>
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<tr>
<td>EXE 375</td>
<td>Exercise Testing and Prescription</td>
<td>3</td>
<td></td>
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<td></td>
<td>Fall &amp; Spring</td>
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<tr>
<td></td>
<td>Prereq: KIN 210/210L &amp; 220/220L, EXE 119, 222, 251</td>
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<td></td>
<td>Prereq or coreq: 372/372L</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>EXE 382</td>
<td>Motor Learning</td>
<td>3</td>
<td></td>
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<td></td>
<td>Spring</td>
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<tr>
<td></td>
<td>Prereq: KIN 210/210L &amp; 220/220L, EXE 234, 251, &amp; 372/372L</td>
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<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>
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<tr>
<td>EXE 385</td>
<td>Sport and Exercise Psychology</td>
<td>3</td>
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<tr>
<td></td>
<td>Fall</td>
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<td></td>
<td>Prereq: PSY 117</td>
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<tr>
<td></td>
<td>Prereq or Coreq: EXE 251</td>
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<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>
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<tr>
<td>EXE 387</td>
<td>Biomechanics</td>
<td>3</td>
<td></td>
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<td></td>
<td>Spring</td>
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<tr>
<td></td>
<td>Prereq: BIO 215 or KIN 210/210L and KIN 220/220L, and EXE 372/372L</td>
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<tr>
<td></td>
<td>Coreq: EXE 387L</td>
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<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>
<td></td>
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</tr>
<tr>
<td>EXE 387L</td>
<td>Biomechanics Lab</td>
<td>0</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Spring</td>
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<td></td>
<td>Coreq: EXE 387</td>
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<tr>
<td></td>
<td>Lab component to EXE 387 Biomechanics. Same as BIO 387L.</td>
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<tr>
<td>EXE 401</td>
<td>Research Methods in Exercise Science I</td>
<td>2</td>
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<td>Spring</td>
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<td></td>
<td>Prereq: EXE 251; Coreq: EXE 375 &amp; MAT 224</td>
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<td></td>
<td>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).</td>
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</tbody>
</table>
EXE 402 Research Methods in Exercise Science II 1 credit hour
Fall  Prereq: EXE 251, EXE 401 & MAT 224
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 3 credit hours
Fall  Diversity exploratory  Prereq: KIN 210/210L & 220/220L, EXE 234, 251, 372/372L & 375
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. This course fulfills the diversity exploratory requirement.

EXE 480 Fitness Internship 4 credit hours
Fall, winter, or spring  Prereq: departmental consent
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 1-2 credit hours
Fall and spring  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 exercise science majors.

EXE 489 Professional Development Experience 4-12 credit hours
Fall and spring or winter with departmental consent  Prereq: PDP 200, EXE 401 & senior year
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

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>No credit</td>
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</table>

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**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>1 credit hour</td>
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</tbody>
</table>

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**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>4 credit hours</td>
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</table>

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.

**KIN 210L Applied Human Anatomy Lab**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>No credit</td>
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</table>

Fall

Coreq: KIN 210

Lab component of KIN 210 Applied Human Anatomy.

**KIN 220 Applied Human Physiology**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>4 credit hours</td>
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</tbody>
</table>

Spring

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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 220L</td>
<td>Applied Human Physiology Lab</td>
<td>No</td>
<td></td>
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<tr>
<td></td>
<td><strong>Spring</strong></td>
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<tr>
<td></td>
<td>Prereq: KIN 210L</td>
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<tr>
<td></td>
<td>Coreq: KIN 220</td>
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</table>

Lab component of KIN 220 Applied Human Physiology.

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>KIN 300</td>
<td>Topics in Kinesiology</td>
<td>1-3</td>
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</table>

A topic of current interest in kinesiology 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.

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Notes</th>
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<tbody>
<tr>
<td>KIN 315</td>
<td>Health/Wellness Trends &amp; Issues in Society</td>
<td>3</td>
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<tr>
<td></td>
<td><strong>Spring</strong></td>
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<tr>
<td></td>
<td>Prereq: LA 101, LA 102, LA 103 or MAT 244, LA 111, LA 112, LA 201</td>
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</tbody>
</table>

This course provides an up-to-date examination of current trends, issues 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. Various formats of analysis and research will be used to establish how a liberally educated person incorporates inter-disciplinary knowledge to research and offer solutions to a societal health/wellness issue. This course fulfills the LA 315 requirement.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>KIN 480</td>
<td>Fitness Internship</td>
<td>4</td>
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<td></td>
<td><strong>Fall, winter, or spring</strong></td>
<td></td>
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<td></td>
<td>Prereq: departmental consent</td>
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</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>KIN 483</td>
<td>Fitness Practicum</td>
<td>1-2</td>
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<tr>
<td></td>
<td><strong>Fall and spring</strong></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Prereq: departmental consent</td>
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<td></td>
</tr>
</tbody>
</table>

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.
**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. One semester of a modern language at the 211 course level will satisfy the diversity 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. Advanced Placement credit for FRE 210 will fulfill the International exploratory, and Advanced Placement credit for FRE 211 will fulfill the Diversity exploratory. 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 Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Terms</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRE 110</td>
<td>Elementary French I</td>
<td>4</td>
<td>Fall</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>Continuation of French I.</td>
</tr>
<tr>
<td>FRE 210</td>
<td>Intermediate French I</td>
<td>4</td>
<td>Fall</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>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></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>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>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>An in-depth study of all aspects of French civilization with an emphasis on the intellectual and cultural achievements in France and French-speaking countries. From 1871 to the present, the stress is on the movement of ideas and social changes through the two World Wars and the Fifth Republic.</td>
</tr>
</tbody>
</table>
FRE 332 Masterpieces of French Literature 4 credit hours
Spring, even academic years 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 4 credit hours
Fall, odd academic years 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 4 credit hours
Offered on sufficient demand 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 4 credit hours
Spring, odd academic years 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

<table>
<thead>
<tr>
<th></th>
<th>No credit</th>
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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.

### LAN 120 Language Study

<table>
<thead>
<tr>
<th></th>
<th>1-4 credit hours</th>
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</table>

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

<table>
<thead>
<tr>
<th></th>
<th>3 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>International exploratory (pending topic approval)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>1 credit hour</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Prereq: instructor permission</td>
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</tbody>
</table>

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</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 120 United States History to 1877</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td>Survey of the history of the United States from the 15th century to the end of the Reconstruction following the Civil War.</td>
</tr>
<tr>
<td>HIS 121 United States History since 1877</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td>A survey of the history of the United States from the end of the Reconstruction until the contemporary period.</td>
</tr>
<tr>
<td>HIS 200 Public History</td>
<td>4</td>
<td>Prereq: HIS 120 or HIS 121 or consent of the instructor</td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<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>
</tr>
<tr>
<td>HIS 205 World History to 1750</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Fall, even academic years</td>
<td></td>
<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>
</tr>
<tr>
<td>HIS 210 Introduction to Latin American History and Culture</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Spring, odd academic years</td>
<td></td>
<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>
</tr>
<tr>
<td>HIS 214 The South Atlantic World, 1400-1824</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Spring, even academic years</td>
<td></td>
<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>
</tr>
<tr>
<td>HIS 230 History of Canada</td>
<td>4</td>
<td>Prereq: CAN 130 or HIS 120 or consent of instructor</td>
</tr>
<tr>
<td>Fall, even academic years</td>
<td></td>
<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>
</tr>
</tbody>
</table>
HIS 231 African American History
Fall, even academic years
Diversity exploratory
4 credit hours
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.

HIS 250 Indiana History
Spring, odd academic years
Prereq: HIS 120 or 121 or consent of instructor
3 credit hours
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.

HIS 300 Topics in History
3 credit hours
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.

HIS 310 Modern Latin America
Fall, odd academic Latin years
International exploratory
4 credit hours
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.

HIS 325 History of American Thought
Fall, even academic years
Prereq: HIS 120 or HIS 121 or consent of instructor
4 credit hours
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.

HIS 332 History of Women in the United States
Fall, odd academic years
Social Science exploratory
Prereq: HIS 120 or HIS 121 or consent of instructor
4 credit hours
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 a WST 332.

HIS 335 United States History Since 1945
Fall, odd academic years
Prereq: HIS 121 or consent of the instructor
3 credit hours
This course examines major political, economic, cultural, and social developments in the U. S. from 1945 to the present.
### HIS 340 Global Military History
- **Credit Hours:** 4
- **Offered:** Fall, even academic years

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
- **Credit Hours:** 4
- **Offered:** Spring, even academic years
- **Prerequisites:** International exploratory
- **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
- **Credit Hours:** 3
- **Offered:** Spring, odd academic years
- **Prerequisites:** 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
- **Credit Hours:** 4
- **Offered:** Fall, even academic years
- **Prerequisites:** International exploratory
- **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
- **Credit Hours:** 4
- **Offered:** Fall, odd academic years
- **Prerequisites:** International exploratory
- **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
- **Credit Hours:** 4
- **Offered:** Spring, odd academic years
- **Prerequisites:** International exploratory
- **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
- **Credit Hours:** 4
- **Offered:** Fall
- **Prerequisites:** LA 102, HIS 120, HIS 121, HIS 200 & junior standing or consent of instructor

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.
### HIS 400 Senior Seminar

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 400 Senior Seminar</td>
<td>4</td>
</tr>
</tbody>
</table>

**Fall**

Prereq: HIS 370 & senior standing, or consent of instructor

This senior year experience allows majors to research, write, and present a substantial original research paper. The project requires students to develop a research question, engage with relevant secondary literature and historiographical debates, and construct an argument based on their critical evaluation of primary sources. Students will also present their findings in a public forum in the style of a professional conference. This course fulfills the SNR portion of the professional development requirements.

### HIS 490 Independent Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>HIS 490 Independent Study</td>
<td>1-2</td>
</tr>
</tbody>
</table>

Prereq: consent of instructor

Designed to encourage student initiative and to provide a degree of flexibility in the departmental program, this course may consist of special reading or research in a field of the student’s interest not sufficiently covered or appropriately covered in regular departmental courses.

### HIS 498 Senior Portfolio

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 498 Senior Portfolio</td>
<td>No</td>
</tr>
</tbody>
</table>

Student will create and maintain their own portfolios to be kept in the department with important written work, resumes, publicity, and any other information necessary and helpful to those from whom they ask references. The content and current nature of this portfolio will be the responsibility of the student.

### HIS 499 Senior Competency Practicum

<table>
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<tr>
<th>Course</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>HIS 499 Senior Competency Practicum</td>
<td>No</td>
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</tbody>
</table>

History majors are to take both written and oral exams. A panel of three professors will pose written questions for the student and will officiate at the oral exam. The combined grades for the three faculty for the written exam and the oral exam must average a C or better.
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: TBA

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

| Integrity | Willingness to learn and change |
| A personal, ethical framework | Physical well being |
| Responsibility and accountability | Commitment |
| Personal vision and goal setting | Self awareness |

Interpersonal Competencies

| Appreciate diversity | Give, receive, and learn from feedback |
| Work with and in a group | Share leadership |
| Manage conflict | Initiate and manage change |
| Create a shared vision and find common ground |

Communication Skills

| Present ideas effectively | Attend to non-verbal communication |
| Write well | Participate in and conduct civil discourse |
| Listen well | Balance advocacy and inquiry |
| Read with high comprehension | Speak confidently in public |

Cognitive Abilities

| Think systemically | Transfer knowledge and create analogies |
| Practice integrative thinking | Solve theoretical and applied problems |
| Think critically | Manage complexity and ambiguity |
| Make decisions | Assess and manage risk |
| Think creatively | Exercise an awareness of international perspectives |
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>
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<tbody>
<tr>
<td><strong>Aspect</strong></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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>COR 003</td>
<td>Student Leadership</td>
<td>1</td>
<td>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.</td>
</tr>
<tr>
<td>LEA 100</td>
<td>Introduction to Personal Leadership Skills</td>
<td>3</td>
<td>Fall &amp; 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.</td>
</tr>
<tr>
<td>LEA 220</td>
<td>Leadership: Foundations, Theory, and Practice</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>LEA 300</td>
<td>Leadership Topics</td>
<td>1-3</td>
<td>A topic of current interest in leadership will be taught. Past topics have included Change, Collaboration, and Leadership in Films.</td>
</tr>
<tr>
<td>LEA 320</td>
<td>Leadership, Creativity, and Innovation</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>LEA 315</td>
<td>Nonprofit Leadership Capstone</td>
<td>4</td>
<td>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.</td>
</tr>
<tr>
<td>LEA 330 Leadership in a Multicultural Context</td>
<td>3 credit hours</td>
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<tr>
<td>---------------------------------------------</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Fall, odd academic years</td>
<td></td>
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</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>LEA 482 Leadership Practicum</th>
<th>1-2 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Prereq: instructor permission</td>
</tr>
</tbody>
</table>

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.
Mathematics

Department: Mathematics and Computing
Department Chair R. Beasley
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**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 135</td>
<td>Calculus</td>
</tr>
<tr>
<td>MAT 140</td>
<td>Introduction to the Mathematical Sciences</td>
</tr>
<tr>
<td>MAT 142</td>
<td>Calculus II</td>
</tr>
<tr>
<td>MAT 181</td>
<td>Discrete Mathematics I</td>
</tr>
<tr>
<td>MAT 182</td>
<td>Discrete Mathematics II</td>
</tr>
<tr>
<td>MAT 233</td>
<td>Linear Algebra</td>
</tr>
<tr>
<td>MAT 253</td>
<td>Calculus III</td>
</tr>
<tr>
<td>MAT 343</td>
<td>Probability Theory</td>
</tr>
<tr>
<td>MAT 471</td>
<td>Senior Seminar</td>
</tr>
<tr>
<td>MAT 499</td>
<td>Senior Competency Practicum</td>
</tr>
<tr>
<td>PDP 200</td>
<td>Preparing for Your Internship</td>
</tr>
<tr>
<td>PDP 330</td>
<td>Big Data and the Professional Workplace</td>
</tr>
</tbody>
</table>

**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**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 256</td>
<td>Differential Equations</td>
</tr>
<tr>
<td>MAT 300</td>
<td>Topics in Mathematics</td>
</tr>
<tr>
<td>MAT 345</td>
<td>Statistical Consulting Project</td>
</tr>
<tr>
<td>MAT 367</td>
<td>Introduction to Real Analysis</td>
</tr>
</tbody>
</table>

**One of the following courses**

- BUS 265 Business Research Methods
- MAT 224 Basic Applied Statistics

**Computer Modeling Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>CMP 130</td>
<td>Introduction to Computing</td>
</tr>
<tr>
<td>CMP 141</td>
<td>Computing I</td>
</tr>
<tr>
<td>CMP 150</td>
<td>Computer Tools for Problem Solving</td>
</tr>
<tr>
<td>CMP 360</td>
<td>Operations Research</td>
</tr>
</tbody>
</table>

**Economics, Business, and Accounting Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 221</td>
<td>Principles of Accounting I</td>
</tr>
<tr>
<td>ECO 115</td>
<td>Principles of Economics</td>
</tr>
</tbody>
</table>

**One of the following options**

**Economics Option**

- ECO 225 Intermediate Economic 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
ECO 225 Intermediate Economic 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
ECO 225 Intermediate Economic 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>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Corequisites</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 125</td>
<td>Functions and Models</td>
<td>3</td>
<td>Fall and spring</td>
<td>Note: Placement into LA 103 based upon mathematics placement criteria</td>
<td>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. <em>Note: This course does not satisfy the liberal arts mathematics requirement.</em></td>
</tr>
<tr>
<td>MAT 126</td>
<td>Functions and Models for Majors in the Natural Sciences</td>
<td>3</td>
<td>Spring</td>
<td>Note: Placement into LA 103 based upon mathematics placement criteria</td>
<td>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. <em>Note: This course does not satisfy the liberal arts mathematics requirement.</em></td>
</tr>
<tr>
<td>MAT 135</td>
<td>Calculus</td>
<td>4</td>
<td>Fall and spring</td>
<td>Fulfills LA 103 requirement</td>
<td>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.</td>
</tr>
<tr>
<td>MAT 140</td>
<td>Introduction to the Mathematical Sciences</td>
<td>1</td>
<td>Fall</td>
<td>Prereq or coreq: MAT 135</td>
<td>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.</td>
</tr>
<tr>
<td>MAT 142</td>
<td>Calculus II</td>
<td>4</td>
<td>Spring</td>
<td>Prereq: MAT 135 and MAT 140 or consent of instructor</td>
<td>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.</td>
</tr>
</tbody>
</table>
MAT 181 Discrete Mathematics I  
**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  
**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  
**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  
**Spring**
Prereq: MAT 142 or 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  
**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  
**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  
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  
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  
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  
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  
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  
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

<table>
<thead>
<tr>
<th>Prereq: MAT 142, MAT 182 &amp; CMP 150 or consent of instructor</th>
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</thead>
<tbody>
<tr>
<td>Fall, even academic years</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Prereq: MAT 142, MAT 182 &amp; CMP 150 or consent of instructor</th>
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</thead>
<tbody>
<tr>
<td>Fall, even academic years</td>
</tr>
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</table>

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

<table>
<thead>
<tr>
<th>Prereq: senior standing or consent of instructor</th>
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<tbody>
<tr>
<td>On demand</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Prereq: senior standing &amp; departmental consent; Coreq: MAT 499</th>
</tr>
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<tbody>
<tr>
<td>Fall</td>
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</table>

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

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<tbody>
<tr>
<td>1-2 credit hours</td>
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</tbody>
</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 semester.

MAT 490 Independent Study

<table>
<thead>
<tr>
<th>Prereq: departmental consent</th>
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</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. Course work is planned by student and instructor jointly to meet student’s individual needs.
MAT 499  Senior Competency Practicum  No credit

Fall  Coreq: MAT 471

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.

PDP 330  Big Data and the Professional Workplace  3 credit hours

Spring  Prereq: CMP 130, CMP 141, PDP 200 & either BUS 365 or MAT/PSY/SOC 224, plus junior level standing

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.

SNT 489 (MAT)  Professional Development Internship in Math  7-10 credit hours

Prereq: Senior standing or permission of instructor

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.
Medical Technology

Pre-Medical Technology Advisor: E. Chikwana, echikwana@franklincollege.edu

Adjunct Faculty: Carla Clem, M.S., MT(ASCP)SH^CM, Program Director, IU Health Methodist Hospital; DeAnne Maxwell, MLS(ASCP)CM, Program Director, CLS, Franciscan St. Francis Health

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. 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

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 Title</th>
<th>Activity Credits</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>MMJ 001</td>
<td>Student Media</td>
<td>1 activity</td>
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<td></td>
<td>Fall and Spring</td>
<td>credit</td>
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<td>Students will work on refining their reporting,</td>
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<td>writing and editing skills by working across</td>
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<td>media platforms for media that make use of</td>
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<td>print, audio, video and current industry</td>
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<td>software.</td>
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<tr>
<td>MMJ 002</td>
<td>Statehouse File</td>
<td>1 activity</td>
<td>Prereq: MMJ 001 (can be satisfied concurrently with permission of advisor)</td>
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<td></td>
<td>Fall, Spring, and Summer</td>
<td>credit</td>
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<td></td>
<td>Students refine their reporting, writing, and</td>
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<td>editing skills by working across media</td>
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<td>platforms that make use of print, audio, video</td>
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<td>and current industry software. Work will</td>
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<td>appear on the Franklin College Statehouse Bureau</td>
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<td>website, <a href="http://www.thestatehousefile.com">www.thestatehousefile.com</a> and with the</td>
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<td>bureau’s news partners.</td>
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<td>MMJ 004</td>
<td>Radio Station</td>
<td>1 activity</td>
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<td>Fall and Spring</td>
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<td>Laboratory course in radio station procedures,</td>
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<td>operations, and on-air broadcasting on WFCI-FM.</td>
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<tr>
<td>MMJ 005</td>
<td>TV News</td>
<td>1 activity</td>
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<td></td>
<td>Fall and Spring</td>
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<td></td>
<td>Laboratory course in video production. Students</td>
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<td>may work on The Statehouse File newscast or other</td>
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<td>video productions as approved by the course</td>
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<td>instructor.</td>
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<tr>
<td>MMJ 007</td>
<td>Media Manager</td>
<td>2 activity</td>
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<td></td>
<td>Fall and Spring</td>
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<td>All student media managers must enroll in MMJ 007</td>
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<td>in the semester(s) during which they manage a</td>
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<td>student media outlet.</td>
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<td>MMJ 120</td>
<td>Ethics and Professional Development</td>
<td>2 credit</td>
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<td>An introduction to basic aspects of professionalism</td>
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<td>required of multimedia journalists and public</td>
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<td>relations professionals. Course emphases are on</td>
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<td>professional ethics codes of journalism and</td>
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<td>public relations with an examination of case</td>
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<td>studies; basic concepts and terminology of</td>
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<td>journalism; business etiquette; multimedia and</td>
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<td>public relations career options; basics of</td>
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<td>Associated Press style; resume and cover letter</td>
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<td>preparation; and internship preparation. Same as</td>
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<td>PRL 120.</td>
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<td>MMJ 125</td>
<td>Multimedia Reporting and Interviewing</td>
<td>2 credit</td>
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<td>Fall and Spring</td>
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<td>This course will focus on the processes of news</td>
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<td>and information gathering making use of different</td>
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<td>media platforms. Students will learn the</td>
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<td>techniques of interviewing and will learn to</td>
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<td>challenge the information they gather. The</td>
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<td>emphasis will be on developing reporting</td>
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<td>skills so students can gather accurate</td>
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<td>information.</td>
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<td>MMJ 130</td>
<td>News Writing</td>
<td>2 credit</td>
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<td>Fall and Spring</td>
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<td>This course provides an in-depth study and</td>
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<td>accompanying practical application of reporting,</td>
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<td>interviewing, news writing, editing, photography</td>
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<td>captions and copy editing skills. There is</td>
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<td>emphasis on developing the skills to address</td>
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<td>ethical and legal situations a journalist</td>
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<td>encounters in the course of publishing.</td>
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</tbody>
</table>
**MMJ 135 Editing for Print and Online**

2 credit hours
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**

2 credit hours
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**

2 credit hours
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**

2 credit hours
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**

2 credit hours
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**

3 credit hours
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**

2 credit hours
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>Offered</th>
<th>Prerequisites</th>
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</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>
</tbody>
</table>

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.

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Offered</th>
<th>Prerequisites</th>
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</thead>
<tbody>
<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>
</tbody>
</table>

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.

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Offered</th>
<th>Prerequisites</th>
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<tbody>
<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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</tbody>
</table>

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.

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Offered</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>MMJ 300</td>
<td>Topics in Multimedia News</td>
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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.

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Offered</th>
<th>Prerequisites</th>
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<tbody>
<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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</tbody>
</table>

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.

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Offered</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>MMJ 380</td>
<td>Practicum</td>
<td>1-2</td>
<td>Fall and Spring</td>
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</table>

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.*

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>MMJ 445</td>
<td>Communication Law in a Digital World</td>
<td>3</td>
<td>Fall and Spring</td>
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</table>

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.
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.
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<thead>
<tr>
<th>NWS 450 In-depth Storytelling Project</th>
<th>3 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall and Spring</td>
<td>Prereq: NWS 400</td>
</tr>
</tbody>
</table>

Working with the faculty, staff and students of [www.thestatehousefile.com](http://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](http://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. Honer, 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**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 110</td>
<td>Theory and Musicianship I</td>
</tr>
<tr>
<td>MUS 111</td>
<td>Theory and Musicianship II</td>
</tr>
<tr>
<td>MUS 112</td>
<td>Piano Proficiency Examination</td>
</tr>
<tr>
<td>MUS 210</td>
<td>Theory and Musicianship III</td>
</tr>
<tr>
<td>MUS 211</td>
<td>Theory and Musicianship IV</td>
</tr>
<tr>
<td>MUS 310</td>
<td>Conducting and Score Preparation</td>
</tr>
<tr>
<td>MUS 335</td>
<td>Music History</td>
</tr>
<tr>
<td>MUS 499</td>
<td>Senior Competency Examination</td>
</tr>
</tbody>
</table>

**Professional Development Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 498</td>
<td>Senior Portfolio</td>
</tr>
<tr>
<td>PDP 200</td>
<td>Preparing for Your Internship</td>
</tr>
<tr>
<td>SNR/SNT 489 (MUS)</td>
<td>Senior Recital</td>
</tr>
</tbody>
</table>

**Ensemble Requirements – choose one performance area**

**Vocalists**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 121</td>
<td>Franklin College Singers – every semester in residence</td>
</tr>
<tr>
<td>MUS 122</td>
<td>Men’s Chorus or MUS 123 Women’s Chorus – four semesters</td>
</tr>
</tbody>
</table>

**Pianists**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 121</td>
<td>FC Singers, MUS 124 FC Band or MUS 125 String Ensemble – every semester in residence</td>
</tr>
<tr>
<td>MUS 122</td>
<td>Men’s Chorus or MUS 123 Women’s Chorus – two semesters</td>
</tr>
<tr>
<td>MUS 126</td>
<td>Piano Accompanying – two semesters</td>
</tr>
</tbody>
</table>

**Other Instrumentalists**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 124</td>
<td>FC Band or MUS 125 String Ensemble – every semester in residence</td>
</tr>
<tr>
<td>MUS 121</td>
<td>FC Singers, MUS 122 Men’s Chorus or MUS 123 Women’s Chorus – four semesters</td>
</tr>
</tbody>
</table>

**Applied Study Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS SEM</td>
<td>Performance Seminar – every semester in applied study</td>
</tr>
<tr>
<td>MUS 180</td>
<td>Piano Class I – unless student passes placement exam*</td>
</tr>
<tr>
<td>MUS 181</td>
<td>Piano Class II – unless student passes placement exam*</td>
</tr>
</tbody>
</table>

*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

Private music lessons | 1 credit hour
---|---
Fall and Spring

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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 101 Applied Voice</td>
<td>1 hour credit</td>
</tr>
<tr>
<td>MUS 102A Applied Piano</td>
<td>1 hour credit</td>
</tr>
<tr>
<td>MUS 102B Applied Percussion</td>
<td>1 hour credit</td>
</tr>
<tr>
<td>MUS 103 Applied Guitar</td>
<td>1 hour credit</td>
</tr>
<tr>
<td>MUS 104 Applied Woodwind</td>
<td>1 hour credit</td>
</tr>
<tr>
<td>MUS 105 Applied Brass</td>
<td>1 hour credit</td>
</tr>
<tr>
<td>MUS 106 Applied String</td>
<td>1 hour credit</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 119</td>
<td>Introduction to Music</td>
<td>4</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 121</td>
<td>Franklin College Singers</td>
<td>1</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 122</td>
<td>Men’s Chorus</td>
<td>1</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 123</td>
<td>Women's Chorus</td>
<td>1</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 124</td>
<td>Franklin College Band</td>
<td>1</td>
</tr>
</tbody>
</table>

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
- **Credit Hours:** 1 credit hour
- **Terms:** Fall and Spring
- **Course Description:** Fulfills Fine Arts exploratory if accumulated at least four credit hours between any combinations of MUS 121-125

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
- **Credit Hours:** 1 credit hour

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.

### MUS 170 Class Guitar I
- **Credit Hours:** 2 credit hours
- **Terms:** Fall and Spring

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.

### MUS 171 Class Guitar II
- **Credit Hours:** 2 credit hours
- **Prerequisites:** MUS 170 or audition

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.

### MUS 180 Class Piano I
- **Credit Hours:** 2 credit hours
- **Terms:** Fall

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.

### MUS 181 Class Piano II
- **Credit Hours:** 2 credit hours
- **Prerequisites:** MUS 180 or equivalent
- **Terms:** Spring

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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Prerequisite</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 210</td>
<td>Theory and Musicianship III</td>
<td>3</td>
<td>Prereq: Grade of C- or better in MUS 111</td>
<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>
</tr>
<tr>
<td>MUS 211</td>
<td>Theory and Musicianship IV</td>
<td>3</td>
<td>Prereq: Grade of C- or better in MUS 210</td>
<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>
</tr>
<tr>
<td>MUS 219</td>
<td>World Music</td>
<td>4</td>
<td></td>
<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>
</tr>
<tr>
<td>MUS 300</td>
<td>Topics in Music</td>
<td>3</td>
<td></td>
<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>
</tr>
<tr>
<td>MUS 310</td>
<td>Conducting and Score Preparation</td>
<td>2</td>
<td>Prereq: Grade of C- or better in MUS 110 and 111</td>
<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>
</tr>
<tr>
<td>MUS 335</td>
<td>Music History</td>
<td>4</td>
<td></td>
<td>This one semester course is a survey of Western Music from the Medieval Period to Contemporary. 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. You will be given the opportunity to develop skills in listening, analysis and in stylistic differentiations. Analytic evaluation will focus upon the sound, harmony, melody, rhythm and growth of a specific work within its historical paradigm.</td>
</tr>
<tr>
<td>MUS 343</td>
<td>Survey of Vocal and Choral Literature</td>
<td>3</td>
<td></td>
<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>
</tr>
</tbody>
</table>
MUS 344 Vocal Pedagogy | 3 credit hours
---|---
Spring, even academic years
This course presents the various aspects of teaching private and group voice lessons. A study of teaching techniques will be presented and will emphasize vocal anatomy and physiology as well as components of respiration, phonation and resonance. A survey of repertoire and technique books will be analyzed for appropriateness with differing ability levels. All aspects of the course will focus on developing musicianship skills, voice technique, and artistry in students of singing.

MUS 353 Survey of Piano Literature | 3 credit hours
---|---
Fall, even academic years
This course provides students with a survey of the major compositions for piano from 1600 to the present. In addition to listening to and analyzing this music, students will look at the cultural influences, historical development, nationalistic tendencies, and contemporary impact on the composers.

MUS 354 Piano Pedagogy | 3 credit hours
---|---
Spring, even academic years
This course is an intensive and comprehensive presentation of the various aspects of the piano teaching profession, including a study of techniques and methods for teaching the beginning and intermediate student. A survey of various materials for teaching piano are examined with an emphasis on evaluation and critical analysis of integral elements necessary to achieve music literacy, keyboard musicianship and comprehensive training.

MUS 359 Music Methods | 2 credit hours
---|---
Offered on demand
Fundamentals of musical notation, scales, keys, and intervals introduced in such a way as to give prospective elementary music teachers a practical working knowledge of the various facets of music (reading, singing, playing, listening, and creating) needed to conduct an effective music program in a classroom. Course is required for elementary education majors seeking a music addition to their elementary license.

MUS 482 Music 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.

MUS 490 Independent Study | 1-2 credit hours
---|---
Prereq: departmental and instructor consent
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.

MUS 498 Senior Portfolio | No credit
---|---
Each student must develop a portfolio containing an appropriate body of work, by the time of graduation, demonstrates the student is ready to make the transition to graduate school or the professional workplace.
<table>
<thead>
<tr>
<th><strong>MUS 499 Senior Competency Examination</strong></th>
<th>No credit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Prereq: MUS 110, 111, 112, 210, 211, 310, 330 &amp; 331</td>
</tr>
</tbody>
</table>

Senior music majors take a written, oral and aural comprehensive examination covering basic musical principles and material from the required music courses. Grade of C- or better required.

<table>
<thead>
<tr>
<th><strong>SNR/SNT 489 (MUS) Senior Recital</strong></th>
<th>1 credit hour</th>
</tr>
</thead>
</table>

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.
Philosophy

**Department:** Philosophy and Religion  
**Department Chair:** J. Alexander  
**Department Members:** J. Alexander, D. Carlson, D. Chandler

**Major:** Philosophy  
**Minor:** Philosophy

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>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHL 115</td>
<td>Introductory Logic</td>
<td>4</td>
</tr>
<tr>
<td>Fall</td>
<td>Philosophy &amp; Religion exploratory</td>
<td></td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

| PHL 116     | Introduction to Philosophy            | 4            |
| Fall and spring | Philosophy & Religion exploratory |              |
|             | An introduction to the "perennial questions" of philosophy: Is knowledge possible? Does God exist? What is truth? Do persons have souls? What constitutes the good life or human fulfillment? |

| PHL 220     | Principles of Ethics                  | 4            |
| Spring      | Philosophy & Religion exploratory     |              |
|             | 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. |

| PHL 250     | Living Religions East                 | 4            |
| Spring, even academic years | Philosophy & Religion exploratories |              |
|             | Historical development, cultural influences, and contemporary expression of Hinduism, Buddhism, Confucianism, Taoism, and Shinto. Same as REL 250. |

| PHL 300     | Topics in Philosophy                  | 3            |
|             | 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. |

| PHL 310     | Ancient and Medieval Philosophy       | 4            |
| Fall, odd academic years | |              |
|             | 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. |

| PHL 320     | Modern Philosophy                     | 4            |
| Spring, even academic years | |              |
|             | 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. |

| PHL 330     | Contemporary Philosophy               | 4            |
| Spring, odd academic years | |              |
|             | 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. |

| PHL 340     | Advanced Logic                        | 3            |
| Spring, odd academic years | |              |
|             | 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. |
### PHL 360 Social and Political Thought
- **Fall**
- **4 credit hours**
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.

### PHL 365 Philosophy of Religion
- **Fall, even academic years**
- **4 credit hours**
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.

### PHL 470 Seminar: Themes in Philosophic Inquiry
- **3 credit hours**
Prereq: consent of instructor
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.

### PHL 482 Philosophy 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.

### PHL 490 Independent Study
- **1-2 credit hours**
Prereq: departmental consent
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.

### PHL 498 Portfolio Development Practicum
- **No credit**
Coreq: PHL 499 and SNR/SNT 489
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.

### PHL 499 Senior Competency Practicum
- **No credit**
Coreq: PHL 498 and SNR/SNT 489
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.

### SNR/SNT 489 (PHL) Senior Year Experience/Project
- **2 credit hours**
Coreq: PHL 498 and PHL 499
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.
Physical Education

Department: Kinesiology
Department Chair: K. Eiler
Department Members: M. Adolphs, M. Britner, A. Heavrin, 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 on the P-12 level. 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.

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.

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-P-12

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 P-12 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 Health 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>PED 004 Physical Education Activity</th>
<th>1 activity credit</th>
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<tbody>
<tr>
<td>Fall and Spring</td>
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</table>

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.

<table>
<thead>
<tr>
<th>PED 009 Varsity Sports</th>
<th>1 activity credit</th>
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<tbody>
<tr>
<td>Fall and Spring</td>
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</table>

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.

<table>
<thead>
<tr>
<th>PED 110 Lifeguard Training</th>
<th>2 credit hours</th>
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<tr>
<td>Spring, on demand</td>
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</table>

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. *Skill Prerequisite:* 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. *Course Fee:* $50. Graded Pass/Fail.

<table>
<thead>
<tr>
<th>PED 112 Water Safety Instructor</th>
<th>2 credit hours</th>
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<tr>
<td>Fall and Spring, on demand</td>
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</table>

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. *Prerequisite:* 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. Basic Skills Strokes: 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.

<table>
<thead>
<tr>
<th>PED 115 Officiating in Volleyball</th>
<th>1 credit hour</th>
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<tr>
<td>Fall, on demand</td>
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Responsibilities, mechanics, and techniques of officiating volleyball are learned through practical experience. IHSAA certification is available. *Course fee:* $50 (fee also covers PED 116).

<table>
<thead>
<tr>
<th>PED 116 Officiating in Basketball</th>
<th>1 credit hour</th>
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<tbody>
<tr>
<td>Spring, on demand</td>
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</table>

Responsibilities, mechanics, and techniques of officiating basketball are learned through practical experience. IHSAA certification is available. *Course fee:* $50 (fee also covers PED 115).

<table>
<thead>
<tr>
<th>PED 234 Introduction to Teaching and Coaching Physical Activities</th>
<th>3 credit hours</th>
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<tr>
<td>Fall</td>
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</table>

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.
**PED 250 Fundamental Skills in Elementary Physical Education**  
4 credit hours  
Spring  
Prereq: PE P-12 majors - PED 234, EDU 124 or consent of instructor  

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.

**PED 300 Topics in Physical Education**  
1-3 credit hours  

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.

**PED 327 Introduction to Adapted Physical Education**  
2 credit hours  
Fall, even academic years  
Prereq: PE P-12 majors – PED 234, EDU 124, or consent of instructor  

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.

**PED 333 Coaching Baseball and Softball**  
1 credit hour  
Spring, odd academic years (second seven weeks)  

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.*

**PED 334 Coaching Basketball**  
1 credit hour  
Spring (first seven weeks)  

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.*

**PED 335 Coaching Football**  
1 credit hour  
Fall (first seven weeks)  

History, rules, offensive and defensive systems of football, current trends, and coaching methods are covered. *PED 234 is highly recommended as a prerequisite.*

**PED 336 Coaching Volleyball**  
1 credit hour  
Fall, even academic years (second seven weeks)  

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.*

**PED 337 Coaching Track and Field**  
1 credit hour  
Spring, even academic years (second seven weeks)  

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.*
### PED 338 Coaching Soccer

<table>
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<th>1 credit hour</th>
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<tr>
<td>Fall, odd academic years (second seven weeks)</td>
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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.*

### PED 339 Coaching Swimming

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<th>1 credit hour</th>
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<td>On demand – Fall or spring (seven weeks)</td>
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</table>

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.

### PED 341 Organization and Administration of Health Programs

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<th>2 credit hours</th>
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<td>Fall</td>
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Administrative and organizational procedures and techniques involved in conducting successful P-12 physical education programs. Same as EXE 341.

### PED 343 Curriculum and Methods of Health and Safety

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<th>2 credit hours</th>
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<td>Fall, odd academic years</td>
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Prereq: PE P-12 majors – PED 234, EDU 124, or consent of instructor

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.

### PED 345 Fundamental Skills in Middle School Physical Education

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<th>3 credit hours</th>
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<td>Fall</td>
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Prereq: PE P-12 majors - PED 234, PED 250, EDU 225 or consent of instructor

This course focuses on how and what to teach in the middle school physical education setting. The curriculum will be based on a variety of movement forms and will assist the students in exploring developmentally appropriate activities that are personally enjoyable and meaningful to middle school students with and without disabilities.

### PED 350 Fundamental Skills in Secondary Physical Education

<table>
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<th>3 credit hours</th>
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<td>Spring</td>
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Prereq: PE P-12 majors – PED 234, PED 250, PED 345, EDU 225 or consent of instructor

This course focuses on how and what to teach in the secondary school physical education setting. The curriculum will be based on promoting a lifetime of physical fitness that will produce competent and confident participants. Skill themes and movement concepts will be refined in sport specific and wellness activities for secondary students with and without disabilities.

### PED 424 Curriculum and Methods of Physical Education

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<th>3 credit hours</th>
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<td>Fall</td>
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Prereq: PED 234, PED 250, PED 345 PED 350, and EDU 225 and admission to the student teaching program  
Coreq: SFE 484

A study of the physical education curriculum in P-12. Special methods for teaching curricular content and an examination of materials and other resources appropriate to both the discipline and the grades P-12. To be taken during the fall semester of the student teaching year.
PED 480 Internship in Athletics | 4 credit hours
---|---
Prereq: departmental consent
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.

PED 482 Practicum in Athletics | 1-2 credit hours
---|---
Prereq: instructor permission
Fall and spring
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.

PED 490 Independent Study | 1-2 credit hours
---|---
Prereq: at least 18 semester hours of physical education and the consent of the instructor
Fall and Spring
Individualized, independent research project in a student’s field of interest in physical education not thoroughly covered in regular courses.
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. 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. The department offers core coursework within two majors, which each focus on different aspects of the study of politics.

The major in Political Science builds from a core academic and philosophical examination of politics through to practical application. Students majoring in Political Science live the connection between theory and practice as they explore the interplay of politics/law in their choice of an immersive learning experience. Throughout the rest of the curriculum students expand upon this knowledge and experience base to build a formidable resume that includes completion of their own independent research prior to graduation. As a result of this training, 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).

The major in Political Economy is Franklin College’s interdisciplinary major. Coursework within the major examines the relationship between politics and economics in modern societies and focuses on problems of both domestic and international policy. Students majoring in Political Economy study the political and economic factors that affect, and are affected by, systems of production, exchange, and distribution. That is, political economy majors analyze how international and domestic political factors interact with micro- and macro-economic factors to determine outcomes in a wide variety of areas including globalization, international trade and finance, regulation, development, taxes, and income distribution. As a result, students will be able to think logically and analytically about the problems that face humankind internationally and domestically. They will be prepared for law school, graduate school and employment by private sectors and government at the local, state, and federal levels, as well as careers in teaching.

All political economy majors and minors must earn a grade of C- or better in all required coursework for the major, minor and related field. Students majoring in political economy must complete the all required major/minor courses with a minimum graduation GPA of 2.00 (A=4.00). Furthermore, regardless of major, all students taking economics courses must complete all prerequisites with a C- or better.
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
MAT 224 Basic Applied Statistics

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 science 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 316 American Presidency
POL 317 American Congress
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 Economy Major
Cannot be combined with Economics and/or Political Science majors

Core requirements
Political Science Field
- POL 110 American National Government
- POL 120 Introduction to International Relations
- POL 130 Introduction to Comparative Politics
- POL 336 Introduction to Public Policy
- POL 360 Social and Political Thought

Economics Field
- ECO 115 Principles of Economics
- ECO 225 Intermediate Economic Theory

Statistics Field
- ECO 380 Elementary Econometrics

Senior Capstone Courses
- ECO 472 Economic Research I
- ECO 474 Economic Research II
- ECO 499 Senior Competency Practicum or POL 499 Senior Competency Practicum

Elective courses
Political Science Field – choose three courses from the following
- POL 316 American Presidency
- POL 317 American Congress
- POL 320 International Security and Conflict Management
- POL 341 International Law and Organizations
- POL 350 Public Administration
- POL 390 American Foreign Policy
- POL 410 American Constitutional Law I: Powers and Duties
- POL 420 American Constitutional Law II: Civil Rights and Liberties

Economics Field – choose two courses from the following
- ECO 330 Money and Banking
- ECO 350 International Economics and Finance
- ECO 360 Economics of Labor and Labor Relations
Professional Development Requirement

PDP 200 Preparing for Your Internship

INT XXX Internship in Economics or related field (4 credits) or SNR/SNT489 (POL) Senior Internship/Project (4-6 credits)

ECO 498 Portfolio or POL 498 Portfolio (take with POL 470)

Related Field Requirement

ECO 150 Introduction to Quantitative Analysis for Economics, Business and Accounting

BUS 265 Business Research Methods or MAT 224 Basic Applied Statistics

Two of the following courses

ACC 341 Introduction to Taxation
BUS 341 Business Law I
PHL 220 Principles of Ethics
PSY 320 Social Psychology
SOC 210 Criminal Justice
SOC 321 Criminology
Other courses approved by faculty from both political science and economics

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 Economy Minor**

*Note: This minor is not available to political science majors or minors, economics majors or minors, or international relations minors.*

**Core requirements**

*Political Science Field*
- POL 110 American National Government
- POL 120 Introduction to International Relations
- POL 336 Introduction to Public Policy

*Economics Field*
- ECO 115 Principles of Economics
- ECO 225 Intermediate Economic Theory

**Elective courses**

*Political Science Field – choose one course from the following*
- POL 130 Introduction to Comparative Politics
- POL 225 State and Local Government
- POL 316 American Presidency
- POL 317 American Congress
- POL 360 Social and Political Thought

*Economics Field – choose one course from the following*
- ECO 330 Money and Banking
- ECO 350 International Economics and Finance
- ECO 360 Economics of Labor and Labor Relations
Political Science Course Descriptions

**POL 110 American National Government**

<table>
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<tr>
<th>4 credit hours</th>
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<tbody>
<tr>
<td>Fall and Spring</td>
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<tr>
<td>Social Science exploratory</td>
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Introduction to the basic principles, theories, and major factors which influence decision-making within the political process.

**POL 120 Introduction to International Relations**

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<th>4 credit hours</th>
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<tr>
<td>Fall</td>
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<tr>
<td>Diversity &amp; Social Science exploratory</td>
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</table>

History, theory, practice, and analysis of the forces and conflicts among nation-states, including such factors as nationalism, diplomacy, war, i.e., causes, peaceful resolution and discussion of systems to prevent war, polycentrism and power, i.e., public opinion, technology, economics, and military.

**POL 130 Introduction to Comparative Politics**

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<th>4 credit hours</th>
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<td>Spring</td>
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<tr>
<td>Social Science exploratory</td>
</tr>
</tbody>
</table>

Introduction to the methodology of systematic country comparison through use of selected examples from Asia, Africa, Latin America and/or Europe. Issues such as the roles played by political institutions, ideologies, cultures and interest groups are examined alongside the concepts of nation-building, development and democratization. Students learn a method for comparing countries across political systems.

**POL 225 State and Local Government**

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<th>3 credit hours</th>
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<td>Spring, odd academic years</td>
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</table>

The American political process as viewed from the perspective of state and local governmental institutions, including political parties, interest and clientele groups, the electoral process, urban politics, traditional and new patterns of city and county government, and problems and needs of metropolitan areas.

**POL 234 American Political Participation**

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<tr>
<th>3 credit hours</th>
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<tbody>
<tr>
<td>Fall, even academic years</td>
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</tbody>
</table>

Patterns of voting, political parties, interest groups, and the election process in the American political system and their impact on stability and change in the system. Students will be required to complete a substantial service component within this course, either through media coverage of political participation at TheStatehouseFile.com or through service to a relevant political organization.

**POL 250 Comparative Politics in Developed Countries**

<table>
<thead>
<tr>
<th>3 credit hours</th>
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</thead>
<tbody>
<tr>
<td>On demand</td>
</tr>
<tr>
<td>International exploratory</td>
</tr>
<tr>
<td>Prreq: CAN 130 or POL 130 or consent of instructor</td>
</tr>
</tbody>
</table>

This course examines the political cultures, governmental institutions, and current policy debates in Canada, France and Germany. Relations between these countries and the United States will also be examined. Same as CAN 250.

**POL 275 Law and Politics in American Society**

<table>
<thead>
<tr>
<th>4 credit hours</th>
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<tr>
<td>Fall, odd academic years</td>
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</table>

The focus of this course will be on tracing the American legal philosophy from the roots of its political and legal settings. Special attention will be paid to the English legal heritage, the concepts of law and justice, and the different types of law in American society.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Term/Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>POL 300</td>
<td>Topics in Political Science</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td></td>
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<tr>
<td>POL 316</td>
<td>American Presidency</td>
<td>4</td>
<td>On demand</td>
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<tr>
<td></td>
<td>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.</td>
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<td></td>
<td>Prereq: POL 110</td>
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<tr>
<td>POL 317</td>
<td>American Congress</td>
<td>4</td>
<td>On demand</td>
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<td>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 of the powers and imperatives of the American presidency, as well as an understanding of the president’s role in the American political order.</td>
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<td></td>
<td>Prereq: POL 110</td>
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<tr>
<td>POL 320</td>
<td>International Security and Conflict Management</td>
<td>4</td>
<td>On demand</td>
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<tr>
<td></td>
<td>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.</td>
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<td></td>
<td>Prereq: POL 120</td>
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<tr>
<td>POL 336</td>
<td>Introduction to Public Policy</td>
<td>3</td>
<td>Fall, even academic years</td>
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<tr>
<td></td>
<td>Introduction to the elements of the American public policy process including the identification, formation, adoption, implementation, and impact stages.</td>
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<td>Prereq: POL 110</td>
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<tr>
<td>POL 341</td>
<td>International Law and Organizations</td>
<td>4</td>
<td>Spring, odd academic years</td>
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<tr>
<td></td>
<td>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.</td>
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<td></td>
<td>Prereq: POL 120</td>
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<tr>
<td>POL 350</td>
<td>Public Administration</td>
<td>3</td>
<td>On demand</td>
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<tr>
<td></td>
<td>Theories and processes of public bureaucracy with emphasis on alternate efficiency and accountability problems in a democratic political system.</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Prerequisites</td>
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<tr>
<td>POL 360</td>
<td>Social and Political Thought</td>
<td>4</td>
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<td></td>
<td>Fall</td>
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<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 PHL 360.</td>
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<tr>
<td>POL 375</td>
<td>Justice and Advocacy</td>
<td>2</td>
<td>POL 275</td>
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<td></td>
<td>Fall, odd academic years</td>
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<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>
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<tr>
<td>POL 390</td>
<td>American Foreign Policy</td>
<td>4</td>
<td>POL 120</td>
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<td>On demand</td>
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<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>
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<tr>
<td>POL 410</td>
<td>American Constitutional Law I: Powers and Duties</td>
<td>4</td>
<td>POL 110</td>
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<td></td>
<td>Fall, even academic years</td>
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<td></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>
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<tr>
<td>POL 420</td>
<td>American Constitutional Law II: Civil Rights and Liberties</td>
<td>4</td>
<td>POL 110</td>
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<tr>
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<td>Spring</td>
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<td></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>
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<tr>
<td>POL 470</td>
<td>Senior Seminar</td>
<td>3</td>
<td>POL 110, 360 &amp; either POL 410 or POL 420; POL 498</td>
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<td></td>
<td>Spring</td>
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<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>
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<tr>
<td>POL 482</td>
<td>Political Science Practicum</td>
<td>1-2</td>
<td>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>POL 490</td>
<td>Independent Study</td>
<td>1-2</td>
<td>Departmental consent is required</td>
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<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>
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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.

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.

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 225 Intermediate Economic 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: J. Bromley, W. Eiler, 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.

Franklin College also offers an accelerated Master of Athletic Training (MSAT) in the form of a 3 + 2 combined Bachelor of Arts (3) and Master of Athletic Training (2) with the graduate program at Franklin College. A student would hold a Bachelor of Art (BA) in Psychology with an Exercise Science related field and a Master of Science in Athletic Training (MSAT) after completing the required curriculum. Students should apply by January 15 of their junior year to meet the early admission deadline. See the Athletic Training section of this catalog for more details.
Psychology Course Descriptions

<table>
<thead>
<tr>
<th>PSY 117 General Psychology</th>
<th>4 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall and Spring</td>
<td>Social Science exploratory</td>
</tr>
</tbody>
</table>

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.

<table>
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<tr>
<th>PSY 200 Careers in Psychology</th>
<th>1 credit hour</th>
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<tr>
<td>Fall and Spring</td>
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</table>

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.

<table>
<thead>
<tr>
<th>PSY 220 Gerontology</th>
<th>4 credit hours</th>
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<tbody>
<tr>
<td>Spring, odd academic years</td>
<td>Prereq: PSY 117 or SOC 118</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>PSY 224 Basic Applied Statistics</th>
<th>3 credit hours</th>
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<tbody>
<tr>
<td>Fall and Spring</td>
<td>Fulfills LA 103 requirement</td>
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<tr>
<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>
</tr>
</tbody>
</table>

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.

<table>
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<tr>
<th>PSY 226 Lifespan Development</th>
<th>4 credit hours</th>
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<tbody>
<tr>
<td>Spring</td>
<td>Prereq: PSY 117</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>PSY 227 Research Methods in Psychology</th>
<th>3 credit hours</th>
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<tbody>
<tr>
<td>Fall and Spring</td>
<td>Prereq: PSY 117 or consent of instructor</td>
</tr>
</tbody>
</table>

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.
**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. 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 into 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
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
Concurrent/prior enrollment in PSY 224 or BUS 265 is required

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 419 may be taken during the junior year only if a student’s GPA is 3.0 or higher at the time of registration.

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.
<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 470</td>
<td>Psychology Seminar</td>
<td>3</td>
<td>Offered on demand</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Prereq: at least 12 semester hours of psychology &amp; consent of instructor</td>
</tr>
<tr>
<td>PSY 482</td>
<td>Psychology Practicum</td>
<td>1</td>
<td>Fall and Spring</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Prereq: PSY 200 &amp; completion of a departmental-approved internship</td>
</tr>
<tr>
<td>PSY 490</td>
<td>Independent Study</td>
<td>1-2</td>
<td>Prereq: Departmental consent</td>
</tr>
<tr>
<td></td>
<td></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.</td>
</tr>
<tr>
<td>PSY 498</td>
<td>Portfolio</td>
<td>No</td>
<td>Spring</td>
</tr>
<tr>
<td></td>
<td></td>
<td>credit</td>
<td>Coreq: PSY 420</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>PSY 499</td>
<td>Senior Competency Practicum</td>
<td>No</td>
<td>Spring</td>
</tr>
<tr>
<td></td>
<td></td>
<td>credit</td>
<td>Coreq: PSY 422</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>SNT 489</td>
<td>PSY Internship in Psychology</td>
<td>2-4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>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.</td>
</tr>
</tbody>
</table>
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.

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. 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

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>Credit Hours</th>
<th>Offered</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>
<td></td>
</tr>
<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>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PRL 150</td>
<td>Introduction to Digital Photography and Audio Reporting</td>
<td>2</td>
<td>Fall and Spring</td>
<td></td>
</tr>
<tr>
<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>
<td></td>
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</tr>
<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>
</tr>
<tr>
<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>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PRL 180</td>
<td>Publication Design</td>
<td>3</td>
<td>Fall and Spring</td>
<td></td>
</tr>
<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>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PRL 221</td>
<td>Public Relations Practice Areas</td>
<td>3</td>
<td>Spring</td>
<td></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>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PRL 231</td>
<td>Service Learning in Public Relations</td>
<td>3</td>
<td>Fall</td>
<td>Prereq: PRL 221</td>
</tr>
<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>
<td></td>
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</tbody>
</table>
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.

**PRL 300 Topics in Public Relations**

3 credit hours

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.

**PRL 321 Current and Emerging Media in Public Relations**

3 credit hours

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.

**PRL 333 Public Relations Writing**

3 credit hours

Spring

Prereq: PRL/MMJ 120 and PRL 221 or consent of instructor

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.

**PRL 360 Design for the Internet**

3 credit hours

Fall and Spring

Prereq: PRL/MMJ 180

A survey of communications law, including libel, privacy, free press/fair trial, reportorial privilege, access, and broadcast regulation. Same as MMJ 445.

**PRL 445 Communication Law in a Digital World**

3 credit hours

Fall

Same as MMJ 445.

**PRL 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. Normally the subject is not sufficiently or appropriately covered in departmental course offerings.
PRL 493 Public Relations Senior Projects Seminar in Intellectual Skills  

<table>
<thead>
<tr>
<th>Fall</th>
<th>3 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Prereq: PRL/MMJ 120, PRL 221, PRL 231 and PRL 333 or consent of instructor; Coreq: PRL 498</td>
</tr>
</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.

PRL 495 Senior Seminar in Public Relations History  

<table>
<thead>
<tr>
<th>Spring</th>
<th>3 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Prereq: PRL/MMJ 120, PRL 221, PRL 231, and PRL 333, or consent of instructor Coreq: PRL 499</td>
</tr>
</tbody>
</table>

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.

PRL 498 Portfolio Development Seminar  

<table>
<thead>
<tr>
<th>Fall</th>
<th>No credit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Coreq: PRL 493</td>
</tr>
</tbody>
</table>

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.

PRL 499 Senior Competency Seminar  

<table>
<thead>
<tr>
<th>Spring</th>
<th>No credit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Coreq: PRL 495</td>
</tr>
</tbody>
</table>

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.

SNR/SNT 489 (PRL) Senior Year Internship/Project  

<table>
<thead>
<tr>
<th>Fall, Winter, Spring, Summer</th>
<th>4-12 credit hours</th>
</tr>
</thead>
</table>

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, N. Dular

**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 Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Term(s)</th>
<th>Department</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>
<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>
<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>Description</td>
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<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>REL 250</td>
<td>Living Religions East</td>
<td>4</td>
<td>Spring, even academic years Philosophy &amp; Religion exploratory Historical development, cultural influences, and contemporary expression of Hinduism, Buddhism, Confucianism, Taoism and Shinto. Same as PHL 250.</td>
<td></td>
</tr>
<tr>
<td>REL 260</td>
<td>Living Religions West</td>
<td>4</td>
<td>Spring, odd academic years Philosophy &amp; Religion exploratory Historical development, cultural influences, and contemporary expression of Judaism, Christianity, and Islam studied through primary as well as secondary sources.</td>
<td></td>
</tr>
<tr>
<td>REL 300</td>
<td>Topics in Religion</td>
<td>3</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>
<td></td>
</tr>
<tr>
<td>REL 310</td>
<td>Historical Faith and Modern Culture</td>
<td>4</td>
<td>Spring, even academic years 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>
<td></td>
</tr>
<tr>
<td>REL 325</td>
<td>Theories of Religion</td>
<td>2</td>
<td>Spring, odd academic years Prereq: PHL 116 or REL 114 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>
<td></td>
</tr>
<tr>
<td>REL 350</td>
<td>Life of Jesus and Gospel Formation</td>
<td>2</td>
<td>Fall, odd academic years Prereq: REL 230 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>
<td></td>
</tr>
<tr>
<td>REL 360</td>
<td>Contemporary Christian Thought</td>
<td>4</td>
<td>Spring, even academic years An exploration of themes and issues in the thought of significant 20th and 21st century Protestant, Roman Catholic, and Orthodox theologians.</td>
<td></td>
</tr>
<tr>
<td>REL 365</td>
<td>Philosophy of Religion</td>
<td>4</td>
<td>Fall, even academic years 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>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credit Hours</td>
<td>Prerequisites</td>
<td>Description</td>
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<td>-------------</td>
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<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>REL 470</td>
<td>Seminar: Themes in Religious Inquiry</td>
<td>3 credit hours</td>
<td>Prereq: consent of instructor</td>
<td>Topics in the biblical, historical, or theological area of religious inquiry, depending upon interests of students.</td>
</tr>
<tr>
<td>REL 482</td>
<td>Religion Practicum</td>
<td>1-2 credit hours</td>
<td>Prereq: consent of instructor</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>REL 490</td>
<td>Independent Study</td>
<td>1-2 credit hours</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>
</tr>
<tr>
<td>REL 498</td>
<td>Portfolio Development Practicum</td>
<td>No credit</td>
<td>Coreq: REL 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. REL 498 is one component of the SNR/SNT 489 requirement. Portfolios will receive either a passing or failing grade.</td>
</tr>
<tr>
<td>REL 499</td>
<td>Senior Competency Practicum</td>
<td>No credit</td>
<td>Coreq: REL 498 and SNR/SNT 489</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>
</tr>
<tr>
<td>SNR/SNT 489</td>
<td>REL Senior Year Experience/Project</td>
<td>2 credit hours</td>
<td>Coreq: REL 498 and REL 499</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>
</tr>
</tbody>
</table>
Sociology

Department: Sociology
Department Chair: J. Jimerson
Department Members: C. Crane, J. Jimerson, Z. Tang

Major: Sociology (Optional Track: Criminal Justice)
Minors: Nonprofit Leadership, Sociology

Sociology students study how people interact. They also learn how social interactions influence individual actions (such as suicide) and vice versa. By learning to scientifically analyze, evaluate, and interpret social phenomena, students gain skills that will benefit themselves and others.

The Franklin College Sociology Department teaches students the fundamentals of sociology. First, Introduction to Sociology presents new ways of looking at the world. Next, intermediate courses teach students to analyze institutions, such as Marriage and Family, as well as phenomena, such as Stratification. In our final courses, such as Sociological Theory and Research Methods, students learn to integrate and apply what they have learned. These courses prepare sociology students for a variety of activities and careers by giving them a deep and a broad education.

Sociology students may also specialize in Criminal Justice or Nonprofit Leadership. To specialize in Criminal Justice, students must take Criminal Justice, Criminology, Corrections, and related courses. To specialize in Nonprofit Leadership, they must take Introduction to Nonprofits, Social Problems and Nonprofit Responses, and the Nonprofit Leadership Capstone in addition to other courses. These courses prepare students for more specific careers.

Finally, sociology students participate in professional development activities, internships, and other co-curricular or community-based experiences. Sociology students obtain skills that give them competitive advantages over others.

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>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 118</td>
<td>Introduction to Sociology</td>
<td>4</td>
<td>Fall and Spring, Social Science exploratory</td>
</tr>
<tr>
<td></td>
<td>Methods, theories, principles, and concepts that</td>
<td></td>
<td>Methods is given to the structural and cultural</td>
</tr>
<tr>
<td></td>
<td>have resulted from the scientific analysis of</td>
<td></td>
<td>aspects of society and to the complex ways in</td>
</tr>
<tr>
<td></td>
<td>human interaction. Emphasis is given to the</td>
<td></td>
<td>which various environments influence human</td>
</tr>
<tr>
<td></td>
<td>structural and cultural aspects of society and</td>
<td></td>
<td>development and behavior. Not an appropriate</td>
</tr>
<tr>
<td></td>
<td>to the complex ways in which various</td>
<td></td>
<td>exploratory course for junior and senior</td>
</tr>
<tr>
<td></td>
<td>environments influence human development and</td>
<td></td>
<td>non-majors. Prerequisite for most other courses</td>
</tr>
<tr>
<td></td>
<td>behavior. Not an appropriate exploratory course</td>
<td></td>
<td>in sociology.</td>
</tr>
<tr>
<td></td>
<td>for junior and senior non-majors. Prerequisite</td>
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<tr>
<td></td>
<td>for most other courses in sociology.</td>
<td></td>
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</tr>
<tr>
<td>SOC 210</td>
<td>Criminal Justice</td>
<td>4</td>
<td>Fall, Diversity exploratory, Prereq or coreq:</td>
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<tr>
<td></td>
<td>This course introduces students to this history,</td>
<td></td>
<td>SOC 118</td>
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<tr>
<td></td>
<td>philosophy, structure, functions, and operation</td>
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<tr>
<td></td>
<td>of the U.S. criminal justice system. This course</td>
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<tr>
<td></td>
<td>also examines how that criminal justice system</td>
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<tr>
<td></td>
<td>interacts with race, class, gender, and other</td>
<td></td>
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<tr>
<td></td>
<td>forms of social stratification.</td>
<td></td>
<td></td>
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<tr>
<td>SOC 220</td>
<td>Gerontology</td>
<td>4</td>
<td>Spring, odd academic years, Prereq: PSY 117 or</td>
</tr>
<tr>
<td></td>
<td>An analysis of the process of aging, which will</td>
<td></td>
<td>SOC 118</td>
</tr>
<tr>
<td></td>
<td>utilize social, psychological, and structural</td>
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<tr>
<td></td>
<td>approaches to gain an understanding of the unique</td>
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<td></td>
<td>problems which confront the elderly in modern</td>
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<td></td>
<td>society. Course goals also include the</td>
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<td></td>
<td>development or refinement of specific skills and</td>
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<tr>
<td></td>
<td>techniques for studying or working with older</td>
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<td></td>
<td>adults through a substantive experiential</td>
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<tr>
<td></td>
<td>learning component. Same as PSY 220.</td>
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<tr>
<td>SOC 221</td>
<td>Marriage and the Family</td>
<td>4</td>
<td>Fall, odd academic years, Prereq: SOC 118</td>
</tr>
<tr>
<td></td>
<td>The institutions of marriage and family are</td>
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<td></td>
<td>explored. Special consideration is given to the</td>
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<td></td>
<td>social, cultural, and economic forces that</td>
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<tr>
<td></td>
<td>influence trends in family structure and family</td>
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<tr>
<td></td>
<td>functioning. Cross-cultural and subcultural</td>
<td></td>
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<tr>
<td></td>
<td>comparisons are often made to show the socially</td>
<td></td>
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<td></td>
<td>constructed aspects of family.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC 222</td>
<td>Social Problems and Nonprofit Responses</td>
<td>4</td>
<td>Spring, even academic years</td>
</tr>
<tr>
<td></td>
<td>An analysis of the nature, causes, and responses</td>
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<tr>
<td></td>
<td>to social and cultural problems such as hunger,</td>
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<td></td>
<td>homeless, illiteracy, drug addiction, or</td>
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<td></td>
<td>domestic violence. Attention will be paid to</td>
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<tr>
<td></td>
<td>framing of these phenomena as problems. Will</td>
<td></td>
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<tr>
<td></td>
<td>also address major role of the nonprofit sector</td>
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<tr>
<td></td>
<td>in alleviating these problems with attention to</td>
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</tr>
<tr>
<td></td>
<td>effectiveness of service programs. Same as NPL</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>222.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC 224</td>
<td>Basic Applied Statistics</td>
<td>3</td>
<td>Fall and Spring, Fulfills LA 103 requirement</td>
</tr>
<tr>
<td></td>
<td>An introduction to statistical reasoning for</td>
<td></td>
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<tr>
<td></td>
<td>students in life and social sciences using the</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>computer as a tool to analyze data. Data reduction</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>probability concepts, sampling theory, hypothesis</td>
<td></td>
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<tr>
<td></td>
<td>testing, estimation, chi-square, t-test, analysis</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>of variance, correlation and regression, and some</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>non-parametric tests are included. Does not count</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>towards a mathematics major. Same as MAT/PSY 224.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students cannot receive credit for both.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### SOC 227 Inquiry in the Social Sciences

<table>
<thead>
<tr>
<th></th>
<th>3 credit hours</th>
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</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>Prereq:</td>
<td>POL 110, POL 120, POL 130 or SOC 118 or consent of instructor</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>4 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>4 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring, even academic years</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>1-3 credit hours</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Prereq: SOC 118</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>4 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring, odd academic years</td>
<td>Fulfills LA 315 requirement</td>
</tr>
<tr>
<td>Prereq:</td>
<td>NPL/SOC 230 &amp; LA 101, 102, 103, 111, 112 &amp; 201</td>
</tr>
</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 NPL/LEA/LA 315.

### SOC 319 Gender and Sexualities

<table>
<thead>
<tr>
<th></th>
<th>4 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall, even academic years</td>
<td>Prereq: SOC 118</td>
</tr>
</tbody>
</table>

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.
### SOC 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.

### SOC 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.

### SOC 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.

### SOC 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, economics, 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.

### SOC 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.

### SOC 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.

### SOC 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.
**SOC 427 Research Methods II**

<table>
<thead>
<tr>
<th>Spring</th>
<th>4 credit hours</th>
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<tbody>
<tr>
<td>Prereq: SOC 224, SOC 227 &amp; SOC 425</td>
<td></td>
</tr>
</tbody>
</table>

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.

**SOC 482 Sociology Practicum**

| Spring | 1 credit hour |

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.

**SOC 490 Independent Study**

<table>
<thead>
<tr>
<th>1-2 credit hours</th>
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</thead>
<tbody>
<tr>
<td>Prereq: departmental consent</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.

**SOC 499 Senior Competency Practicum**

| No credit |

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.

**SNR/SNT 489 (SOC) Senior Project/Internship**

| 3-12 credit hours |

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.

### Nonprofit Leadership Courses

**NPL 222 Social Problems and Nonprofit Responses**

| Spring, even academic years | 4 credit hours |

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.

**NPL 230 Introduction to Nonprofits**

| Fall | 4 credit hours |

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.
<table>
<thead>
<tr>
<th><strong>NPL 315 Nonprofit Leadership Capstone</strong></th>
<th>4 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring, odd academic years.</td>
<td>Fulfills LA 315 requirement</td>
</tr>
</tbody>
</table>

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 SOC/LEA/LA 315.
Spanish

Department: Modern Languages
Department Chair: D. Alsop

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. One semester of a modern foreign language at the 211 course level will satisfy the diversity 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. Advanced Placement credit for SPA 210 will fulfill the International exploratory, and Advanced Placement credit for SPA 211 will fulfill the Diversity exploratory. 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 four hours from 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)

**Eight hours from 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 Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 110</td>
<td>Elementary College Spanish I</td>
<td>4</td>
<td>Fall</td>
</tr>
<tr>
<td></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>
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</tr>
<tr>
<td>SPA 111</td>
<td>Elementary College Spanish II</td>
<td>4</td>
<td>Spring</td>
</tr>
<tr>
<td></td>
<td>Continuation of SPA 110.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prereq: C- or better in SPA 110 or equivalent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPA 210</td>
<td>Intermediate Spanish</td>
<td>4</td>
<td>Fall</td>
</tr>
<tr>
<td></td>
<td>International exploratory</td>
<td></td>
<td></td>
</tr>
<tr>
<td></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>
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<td></td>
</tr>
<tr>
<td></td>
<td>Prereq: C- or better in SPA 111 or equivalent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPA 211</td>
<td>Intermediate Reading, Writing, and Discussion</td>
<td>4</td>
<td>Spring</td>
</tr>
<tr>
<td></td>
<td>Diversity exploratory</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Designed for students continuing study in Spanish language and literature, will focus on speaking, listening comprehension, reading, and writing skills in the target language through a wide variety of large-group, small-group, and individual activities. Special attention will be devoted to discussion and analysis of short Hispanic literary pieces and films, culminating in the opportunity to learn how to write an organized, thoughtful literary essay about one of the reading or film selections. Strongly recommended by the department as part of a related field for students whose major is in the humanities and who plan to pursue graduate work.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Prereq: C- or better in SPA 210 or equivalent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPA 300</td>
<td>Topics in Spanish</td>
<td>2-4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prereq: C- or better in SPA 211 or consent of instructor</td>
<td></td>
<td></td>
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<tr>
<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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPA 312</td>
<td>Pronunciation for Communication</td>
<td>2 or 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prereq: C- or better in SPA 211 or equivalent</td>
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<tr>
<td></td>
<td>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. Fee: $60 for Skype conversation partner arrangement.</td>
<td></td>
<td></td>
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</tbody>
</table>
### SPA 313 Altruism & Civic Engagement in Latino Communities

<table>
<thead>
<tr>
<th>Spring, odd academic years</th>
<th>4 credit hours</th>
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</thead>
<tbody>
<tr>
<td>Prereq: C- or better in SPA 211 or consent of instructor</td>
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</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.

### SPA 314 Spanish in the Work World

<table>
<thead>
<tr>
<th>Spring, even academic years</th>
<th>4 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prereq: C- or better in SPA 211 or equivalent</td>
<td></td>
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</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.

### SPA 315 Advanced Grammar and Composition

<table>
<thead>
<tr>
<th>Fall</th>
<th>4 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prereq: C- or better in SPA 211 or equivalent</td>
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</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.

### SPA 316 One-Act Plays for Fluency

<table>
<thead>
<tr>
<th>Fall, odd academic years</th>
<th>2 or 4 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prereq: C- or better in SPA 211 or equivalent</td>
<td></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 MTRF.

### SPA 317 Hispanic Visual Arts

<table>
<thead>
<tr>
<th>Fall, even academic years</th>
<th>2 or 4 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prereq: C- or better in SPA 211 or consent of instructor</td>
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</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.
### SPA 318 Hispanic Civilization and Culture

<table>
<thead>
<tr>
<th>Spring, even academic years</th>
<th>2 or 4 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prereq: C- or better in SPA 211 or consent of instructor</td>
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</tbody>
</table>

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.

### SPA 330 Chicano-Riqueños

<table>
<thead>
<tr>
<th>Spring, odd academic years</th>
<th>4 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prereq: Successful completion of SPA 315 plus one of SPA 300 (AS), 312, 313, 314, 316, 317, or 318 or consent of instructor</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Spring, even academic years</th>
<th>4 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prereq: Successful completion of SPA 315 plus one of SPA 300 (AS), 312, 313, 314, 316, 317, or 318 or consent of instructor</td>
<td></td>
</tr>
</tbody>
</table>

An in-depth contemporary study of four Spanish-American Cultures and Civilizations.

### SPA 332 Masterpieces of Spanish Literature

<table>
<thead>
<tr>
<th>Fall, odd academic years</th>
<th>4 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prereq: Successful completion of SPA 315 plus one of SPA 300 (AS), 312, 313, 314, 316, 317, or 318 or consent of instructor</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Fall, even academic years</th>
<th>4 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>International exploratory</td>
<td>Prereq: Successful completion of SPA 315 plus one of SPA 300 (AS), 312, 313, 314, 316, 317, or 318 or consent of instructor</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Offered on sufficient demand</th>
<th>3 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prereq: Successful completion of SPA 315 plus one of SPA 300 (AS), 312, 313, 314, 316, 317, or 318 or consent of instructor</td>
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</tbody>
</table>

A selection of the masterpieces of this period are read and discussed in Spanish.

### SPA 482 Spanish Practicum

<table>
<thead>
<tr>
<th></th>
<th>1-2 credit hours</th>
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</thead>
<tbody>
<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>
<td></td>
</tr>
</tbody>
</table>
SPA 490 Independent Study 1-2 credit hours

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 Spanish culture, language, and literature. Final examination or paper is required.

SPA 498 Portfolio No credit

Fall

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 No credit

Spring

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.

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.
Theatre

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 I
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 I

**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

**THE 001 Theatre Activity**  
1 credit hours  
Fall and Spring  
Activity credit given for work on theatre productions. Graded on a pass/fail basis.

**THE 110 Theatre Appreciation**  
3 credit hours  
Every Fall and Spring, even years  
Fine Art exploratory  
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.

**THE 125 Script Analysis and Theory**  
3 credit hours  
Fall  
Diversity & Fine Art exploratory  
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.

**THE 135 Stagecraft**  
3 credit hours  
Spring  
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.

**THE 170 Theatre History**  
3 credit hour  
Spring, even academic years  
Fine Art exploratory  
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.

**THE 190 Film Appreciation**  
3 credit hours  
Spring, odd academic years  
Fine Arts exploratory  
A study of the nature and development of film as a distinctive medium of communication and art form.

**THE 200 Professional Development**  
1 credit hour  
Spring  
A course designed to help theatre majors develop the necessary skills to make a successful transition into the professional world or graduate school.

**THE 205 Acting**  
3 credit hours  
Fall  
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.
### THE 220 Directing I
#### Spring, odd academic years
Prereq: THE 205 or consent of instructor
Principles and theories of play selection, analysis, and conceptualization; auditioning, casting, and rehearsing; stage composition, picturization, and movement; and overall production management.

### THE 235 Scenic Painting
#### Fall, even academic years
Prereq: THE 135 or consent of instructor
This course will provide basic skills needed for theatrical scene painting. Students will learn how to create paint elevations and then translate an elevation to a full scale stage. Students will understand how to approach a picture, break it into “layers” or steps and then translate that to the stage. Additional production work required. Fee: $100 nonrefundable for materials.

### THE 236 Production Design
#### Fall, odd years
Prereq: THE 135 or consent of the instructor
This is a studio class that will focus on the theories and practices of production design in collaborative situations, and how to communicate effectively with a group and as a group in a theatrical setting. Fee: $50 nonrefundable for materials.

### THE 245 Playwriting
#### Spring, even academic years
A course in the theoretical knowledge and beginning skills in writing a short play for the stage. The first half of the semester deals with the essential nature of drama, and the second half looks at how the various elements of dramatic structure are used to make a play effective theatrically.

### THE 300 Topics in Theatre
A topic of current interest in theatre 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.

### THE 305 Acting II
#### Spring, odd academic years
Prereq: THE 205
Specialized work on voice and movement technique skills, especially as related to works of various styles and periods of theatre and drama. The class will focus on pre-modern styles and modern non-realistic styles.

### THE 325 Directing II
#### Spring, even academic years
Prereq: THE 220 or consent of instructor
A further exploration of the skills acquired in Directing I including conceptualization of period and non-realistic plays; continuing development of leadership skills with actors, and collaboration skills used with playwrights, designers, and producers. Additional production work is required.

### THE 375 Dramatic Literature I
#### Fall, odd academic years
Prereq: ENG 117, THE 110, or THE 125 or consent of the instructor
Reading and analysis of selected significant plays from ancient times through the Renaissance. Same as ENG 375.
<table>
<thead>
<tr>
<th>THE 376 Dramatic Literature II</th>
<th>3 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring, odd academic years</td>
<td>Prereq: ENG 118, THE 110, or THE 125 or consent of the instructor</td>
</tr>
</tbody>
</table>

Reading and analysis of selected significant plays from around the world from the 17th century to the present. Same as ENG 376.

<table>
<thead>
<tr>
<th>THE 482 Advanced Practicum</th>
<th>1-2 credit hours</th>
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<tbody>
<tr>
<td>Prereq: consent of instructor</td>
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</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>THE 490 Individualized Study</th>
<th>1-2 credit hours</th>
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</thead>
<tbody>
<tr>
<td>Prereq: departmental and instructor consent</td>
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</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>THE 498 Senior Portfolio</th>
<th>No credit</th>
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</table>

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.

<table>
<thead>
<tr>
<th>THE 499 Senior Competency Practicum</th>
<th>No credit</th>
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</thead>
</table>

Students will take a written exam which covers information from core requirements for the major. Students must earn a C- or better.

<table>
<thead>
<tr>
<th>SNR/SNT 489 (THE) Senior Experience</th>
<th>1 hour credit</th>
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<tbody>
<tr>
<td>Fall and spring</td>
<td>Coreq: THE 499</td>
</tr>
</tbody>
</table>

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.
Women’s Studies Program

Department: Sociology/History
Director: M. Clark-Wiltz

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 Number</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>WST 101</td>
<td>Introduction to Women’s Studies</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>WST/SOC 319</td>
<td>Gender and Sexualities</td>
<td>4</td>
<td>Prereq: SOC 118</td>
</tr>
<tr>
<td>WST/HIS 332</td>
<td>History of Women in the United States</td>
<td>4</td>
<td>Prereq: HIS 120, HIS 121, or consent of instructor</td>
</tr>
</tbody>
</table>
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 $710 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>Two weeks after offer</td>
</tr>
<tr>
<td>Summer</td>
<td>7</td>
<td>$4,970*</td>
<td>May 15, 2017</td>
<td>June 15, 2017</td>
</tr>
<tr>
<td>Fall</td>
<td>12</td>
<td>$8,520</td>
<td>July 15, 2017</td>
<td>August 15, 2017</td>
</tr>
<tr>
<td>Winter</td>
<td>3</td>
<td>$2,130</td>
<td>December 15, 2017</td>
<td>January 15, 2018</td>
</tr>
<tr>
<td>Spring</td>
<td>12</td>
<td>$8,520</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>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>12</td>
<td>$8,520</td>
<td>July 15, 2018</td>
<td>August 15, 2018</td>
</tr>
<tr>
<td>Winter</td>
<td>4</td>
<td>$2,840</td>
<td>December 15, 2018</td>
<td>January 15, 2019</td>
</tr>
<tr>
<td>Spring</td>
<td>10</td>
<td>$7,100</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 October 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 at least three 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 1st prior to 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>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>
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 early admission into the MSAT program. Should we not reach a full cohort of students from early admissions, we will continue to accept and review applications on a rolling basis. 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 40 of these hours may occur at Franklin College, and you are limited to 10 hours during each fall semester and 10 hours during each spring semester

- Evidence of a C or higher in the following prerequisites classes (within the past 7 years):
  - Anatomy and Physiology with labs
  - An Exercise Science or Kinesiology course
  - Nutrition
  - A Community or Personal Health or Wellness course
  - General or Health-related Psychology
  - Statistics

- 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
- Verification that you will complete the MSAT program’s health questionnaire including obtaining a physical examination and providing proof of immunizations
- 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

Franklin College 3+2 students have an option to apply for early admittance into the MSAT program. Students are eligible to apply for early admittance after the completion of the following:

**Early Admittance for MSAT application requirements**

- KIN 210 or BIO 210
- One additional prerequisite course:
  - KIN 220 or BIO 215
  - EXE 234, EXE 244, or EXE 372
  - EXE 119
  - EXE 208
  - PSY 117
  - MAT 224 or PSY 224
- Grade of “C” or higher in all prerequisite courses completed at the time of application
- Minimum prerequisite course GPA of 3.4
- Minimum overall GPA of 3.4
- 25 hours of observation with a certified athletic trainer
- Personal Statement
- Two letters of recommendation: One from a faculty member and one from either a certified athletic trainer, physician, or other healthcare provider
- Current resume

**Information for students applying to Exercise Science and the MSAT simultaneously**

For those students completing a 3+2 with Exercise Science, applications for early admittance to the MSAT may be completed at the same time as application to the major program. However, even though the application process is happening simultaneously, acceptance to the Exercise Science program does not ensure acceptance to early admittance for the MSAT. The requirements for students applying to both programs simultaneously are as follows:
Exercise science application requirements
- Grade of "C" or higher in EXE 234 and EXE 244
- Personal Statement
- Current resume

Additional MSAT application requirements
- Minimum prerequisite course GPA of 3.4
- Minimum overall GPA of 3.4
- 25 hours of observation with a certified athletic trainer
- Two letters of recommendation: One from a faculty member and one from either a certified athletic trainer, physician, or other healthcare provider

Retention Requirements for Early Admittance to the MSAT
Students who earn early admittance will be reviewed at the end of each semester to ensure they are continuing to meet the following benchmarks:
- Grade of “C” or higher in all prerequisite courses
- Minimum prerequisite course GPA of 3.4
- Minimum overall GPA of 3.4
- 10 hours of observation with a certified athletic trainer each semester after the completion of the initial 25 hours required for application

Early admittance will be revoked from students who do not continually meet the required benchmarks. If early admittance is revoked, a student may reapply to the MSAT via the traditional route through ATCAS, if and when he/she becomes eligible.

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. Upon acceptance students will receive a program-specific health questionnaire, physical, and immunization record form, including flu shot, HBV and TB information. This form must be completed, signed by a healthcare provider, and submitted to the program director prior to beginning coursework in July. 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

- A 2.5 (4.0 scale) cumulative GPA must be maintained.
- A “C” or higher is required in all courses required for the MSAT.
- Successful completion of all Clinical Experience rotations, on and off campus.

Each student within the AT Program must maintain a minimum 2.5 (4.0 scale) cumulative GPA to participate in clinical experience rotations. If a student’s cumulative GPA falls below the 2.5 (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 “F” 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. Students may continue with any courses not impacted by the prerequisite grade. 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, the coordinator of clinical education, and/or the program director 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.
5. 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, but may include an automatic failure of the clinical course in which the student is currently enrolled.
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.

**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>Deposit (credited towards tuition)</td>
<td>Within two weeks of offer</td>
<td>$250</td>
</tr>
<tr>
<td>Physical exam and immunizations</td>
<td>Prior to first summer session</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>BOC exam</td>
<td>Spring semester final year</td>
<td>$335-$360</td>
</tr>
</tbody>
</table>
Master of Science in Athletic Training

Core Requirements
- MSAT 525 Clinical Anatomy Lab
- 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

Elective Coursework
- MSAT 610 Internship in Athletic Training
Master of Science in Athletic Training Course Descriptions

**MSAT 525 Clinical Anatomy Lab**

<table>
<thead>
<tr>
<th>Summer</th>
<th>1 credit hour</th>
</tr>
</thead>
</table>

This course will provide information related to the kinematics and kinetics of human locomotion through the study of functional, orthopedic anatomy. The goal of the course is for each student to be able to identify musculoskeletal, articular, nervous, and vascular systems of the human body and to understand the functional contribution of such structures to pathologies related to physical activity.

**MSAT 526 Foundations of Evidence-based Practice**

<table>
<thead>
<tr>
<th>Summer</th>
<th>2 credit hours</th>
</tr>
</thead>
</table>

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**

<table>
<thead>
<tr>
<th>Summer</th>
<th>3 credit hours</th>
</tr>
</thead>
</table>

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**

<table>
<thead>
<tr>
<th>Fall</th>
<th>4 credit hours</th>
</tr>
</thead>
</table>

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**

<table>
<thead>
<tr>
<th>Fall</th>
<th>4 credit hours</th>
</tr>
</thead>
</table>

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.
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.

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.

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.

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.

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.

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

<table>
<thead>
<tr>
<th>Fall</th>
<th>2 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Prerequisite: MSAT 550</td>
</tr>
</tbody>
</table>

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.

### MSAT 552 Clinical Education in Athletic Training III

<table>
<thead>
<tr>
<th>Winter</th>
<th>1 credit hour</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Prerequisite: MSAT 551</td>
</tr>
</tbody>
</table>

A clinical course which provides students an opportunity to gain experience in an off-campus orthopedic setting working directly with an orthopedic physician and observing surgical procedures. Students will complete one, two-week 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.

### MSAT 553 Clinical Education in Athletic Training IV

<table>
<thead>
<tr>
<th>Spring</th>
<th>2 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Prerequisite: MSAT 552</td>
</tr>
</tbody>
</table>

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 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 610 Internship in Athletic Training

<table>
<thead>
<tr>
<th>Summer</th>
<th>0 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Prerequisite: MSAT 553</td>
</tr>
</tbody>
</table>

An elective clinical course which provides students an opportunity to gain experience under the direct supervision of a preceptor at a pre-approved off-campus site. This will be an individualized experience, allowing a student to pursue learning goals specific to the experience.

### MSAT 625 Healthcare Administration

<table>
<thead>
<tr>
<th>Spring</th>
<th>2 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Prerequisite: MSAT 552</td>
</tr>
</tbody>
</table>

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.

### MSAT 631 Clinical Pathology and Medical Interventions

<table>
<thead>
<tr>
<th>Fall</th>
<th>3 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Prerequisite: MSAT 531</td>
</tr>
</tbody>
</table>

An advanced course for athletic training students to 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.
MSAT 634 Concepts in Therapeutic Interventions II

Fall

4 credit hours

Prerequisite: MSAT 534

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.

MSAT 635 Psychosocial Strategies and Referral

Winter

2 credit hours

Prerequisite: MSAT 552

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.

MSAT 637 Professional Preparation in Athletic Training

Spring

2 credit hours

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

Spring

3 credit hours

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

Fall

2 credit hours

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

Winter

2 credit hours

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.
<table>
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<tr>
<th>Course</th>
<th>Credits</th>
<th>Prerequisite</th>
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<tbody>
<tr>
<td><strong>MSAT 650 Clinical Education in Athletic Training V</strong></td>
<td>3</td>
<td>MSAT 553</td>
</tr>
<tr>
<td>Fall</td>
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</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Prerequisite</th>
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</thead>
<tbody>
<tr>
<td><strong>MSAT 651 Clinical Education in Athletic Training VI</strong></td>
<td>3</td>
<td>MSAT 553</td>
</tr>
<tr>
<td>Spring</td>
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</tbody>
</table>

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

- New students arrive ........................................ Aug. 25
- Bell Ceremony ................................................. Aug. 26
- Returning students arrive .................................. Aug. 28
- Classes begin & Self Service registration closes ...... Aug. 29
- Labor Day, college closed .................................. Sept. 5
- Last day to add a class or declare audit or pass/fail .... Sept. 6
- Last day to drop a class ....................................... Sept. 20
- Winter & Spring classes posted on Self Service .......... Oct. 4
- Early alert grades for new students due by noon ......... Oct. 4
- Senior Competency period begins ......................... Oct. 10
- Incomplete grades from Spring & Summer due .......... Oct. 11
- Mid-term grades due by noon .............................. Oct. 18
- Fall Break .................................................. Oct. 20-21
- Last day to add second half semester classes .......... Oct. 25
- New students register for winter term ...................... Oct. 27
- Registration for Winter & Spring begins ................. Oct. 31
- Last day to withdraw from a class .......................... Nov. 1
- Senior Competency period ends ............................ Nov. 11
- Last day to drop second half semester classes .......... Nov. 11
- Thanksgiving break ........................................ Nov. 23-25
- Last day to submit Incomplete grade requests .......... Dec. 9
- Last day of classes .......................................... Dec. 9
- Final exam period ............................................. Dec. 12-15
- Holiday break begins after exams .......................... Dec. 15
- Final grades due by noon .................................... Dec. 19

#### WINTER TERM • 2016-2017

- First day of classes .......................................... Jan. 3
- Last day to add a class or declare audit & pass/fail .... Jan. 4
- Last day to drop a class ...................................... Jan. 6
- Last day of classes ........................................... Jan. 27
- Final grades due by noon ..................................... Jan. 30
- Winter Break .................................................. Jan. 30-31

#### SPRING SEMESTER • 2016-2017

- Classes begin & Self Service registration closes .......... Feb. 1
- Last day to add a class or declare audit or pass/fail .... Feb. 7
- Summer & Fall classes posted on Self Service ........... Feb. 20
- Last day to drop a class ..................................... Feb. 21
- Degree applications due .................................... Feb. 21
- Senior Competency period begins ......................... Mar. 13
- Last day to drop second half semester classes .......... Mar. 14
- Incomplete grades from Fall & Winter due ................ Mar. 21
- Mid-term grades due by noon .............................. Mar. 21
- Spring Break .................................................. Mar. 27-31
- Last day to add second half semester classes .......... Apr. 4
- Last day to withdraw from a class .......................... Apr. 11
- Senior Competency period ends ............................ Apr. 21
- Last day to drop second half semester classes .......... Apr. 21
- Senior tentative grades due ................................. May 8
- Last day to submit Incomplete grade requests .......... May 12
- Last day of classes ............................................ May 12
- Final exam period ............................................. May 15-18
- Senior final grades due by noon ........................... May 18
- Commencement ................................................ May 20
- Final grades due by noon ..................................... May 23
- Memorial Day, college closed ............................... May 29

#### SUMMER SESSION • 2016-2017

- First day of Summer Session I classes ..................... May 31
- Last day to add/drop a class or declare audit or pass/fail (SSI) .... June 1
- Last day to withdraw from Session I classes ............. June 6
- Last day of Summer Session I, 4.5 week classes ........ June 30
- Independence Day, college closed ........................... July 4
- Final grades for Session I, 4.5 week classes due at noon ... July 5
- First day of Summer Session II classes .................... July 5
- Last day to add/drop a class or declare audit or pass/fail (SSII) ... July 6
- Last day to withdraw from Session II classes ............ July 11
- Last day of Summer Session I, 8 week classes ........... July 26
- Final grades for Session I, 8 week classes due at noon ... July 28
- Last day of Summer Session II classes .................... Aug. 4
- Final grades for Summer Session II due at noon .......... Aug. 8
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: Daniel Hann
Chair, Student Affairs Committee: James T. Napolitan
Chair, Physical Facilities Committee: Susan Williams
Chair, Development Committee: Devin D. Anderson
Chair, Finance Committee: James V. Due
Chair, Trusteeship Committee: Robert A. DeVoss
Chair, Enrollment Management Committee: Robert Brown
Chair, Investment Committee: John Talley
Chair, Audit Committee: Peter T. Cangany, Jr.
Chair, President’s Committee: John W. Auld, Jr.

Trustees

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
Douglas R. Brown, Indianapolis, Indiana; managing principal, Bose Public Affairs Group
Robert B. Brown, Carmel, Indiana; chief marketing officer, Eli Lilly and Company
Samuel D. Bush, Grosse Pointe, Michigan; senior vice president and CFO, Saga Communications, Inc.
Peter T. Cangany, Jr. ’80, Seattle, WA; retired 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, OrthIndy 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.
Natalie R. Roberts ’94, Franklin, Indiana; senior vice president, Monarch Beverage
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 (Ret.) 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
Theresa 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
William R. Brown ’61
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 (’17)
Philip L. Powell, ’73
Jane Hoffmeister Repp ’60
T. Randall Tucker ’53
Constance Richardson Van Valer, M.D. ’59

*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
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

Provost and Dean of the College: Lori K. Schroeder – 2017; BA, Purdue University; MA, University of Illinois at Urbana-Champaign; PhD, University of Denver

Head, Business, Computing and Mathematics Division: Justin M. Gash – 2008, associate professor; BA, DePauw University; MA and PhD, Indiana 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: Sarah Mordan-McCombs – 2009, associate professor; BA, DePauw University; PhD, University of Notre Dame
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
Associate Provost and Professor of Sociology: Denise M. Baird – 1999; professor; BA, University of Akron; MS and PhD, Purdue University
Assistant Provost and Dean of Engaged Learning: Brooke Worland – 2001; BA, Franklin College; MS, Indiana University
Director of the Pulliam School of Journalism: John Krull – 2004; BA, Franklin College; MA, St. Louis 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
Assistant Registrar: Jarrod Brett – 2009; BA, Franklin College; MA Indiana University
Assistant Registrar: Kelli Jones – 2007; BA, Indiana State University
Assistant to the Academic Records Office: Patricia Dilley – 1998
Assistant Dean for Academic Services: Katie Wehner – 2005; BA, Wright State University; MS, Indiana University
Vice President and Dean of Admissions and Financial Aid: Kathryn Coffman – 2016; BA, Indiana University; MA, Indiana University

Director of Admissions: Tara S. Evans—2017; BA, Hanover College; MPA Indiana University, Indianapolis

Associate Director: TBA

Assistant Director: Megan Zapfe – 2017; BA, Saint Joseph’s College

Senior Admissions Counselor: Travis Gabehart – 2016; BA, Clarke University

Admissions Counselors:
Atama Abdourahmane – 2016; BA, Franklin College
Deya Hernandez – 2015; BA, Ball State University
Jaime Robbins—2017; BA, Franklin College
Sarah Rogers – 2017; BA, Indiana University; MA, Syracuse University
Trae Washington – 2016; BA, Franklin College

Coordinator of Campus Visits and Special Events: Hannah Abraham—2017; BA, Franklin College

Director of Financial Aid: James Vincent-Dunn – 2016; BA, Manchester College

Associate Director of Financial Aid: Christina Lucas - 1995; BA, Franklin College; MS, Indiana State University

Director of Church Relations and Strategic Partnerships: Wendy Hagn – 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

Coordinator of Student Employment: Cristin Allen – 2017; BA, Belmont University

Business Office Accountant: Cody Graman – 2017; BA, Franklin College

General Manager of Campus Dining Services (Sodexho): Les Petroff – 2007; BS, Southern Illinois University

Manager of Bookstore (Follett): Courtney Carney – 2017; BS, Purdue 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

Facilities and Auxiliary Services Manager: Emily Marten – 2012; BA University of Dayton

Event Planning and Car Pool Coordinator: April Reamsnyder – 2008

Superintendent, Building Services: Kevin Mitchell – 2007; BA, Taylor University

Superintendent, Skilled Trades: Larry Bridges – 1998; Associate Degree in Agronomy, Purdue University

Supervisor, Grounds: Tom Stubbeman – 2011

Vice President for Development and Alumni Engagement: Evelyn Buchanan – 2017; BA, State University of New York Empire State College; MS in Management-Nonprofit Leadership; New England College

Director of Alumni Engagement: Joanne Sergi – 2010; BS, Ball State University

Associate Director 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

**Development Director:** Nora Brems – 2008; BA, Franklin College

**Interim Director of Annual Giving:** Emily Trinkle - 2015; BS, IU SPEA

**Director of Development Services:** Betsy Schmidt - 1989; BA, Franklin College; MBA, University of Indianapolis

**Gifts Processing & Records Specialist:** Sherri Dunn – 2015; BS, Indiana University-Purdue University of Indianapolis

**Development Assistant:** Olivia Lunn - 2017; BS, University of Indianapolis

**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 Martin – 2015; BA, Ball State University; MA, Eastern Illinois University

**Retention Assistant:** Natalie Dilbone—2017; BA, Franklin College

**Administrative Assistant:** Judy Yarnell - 2004

**Director of Religious Life and Chaplain:** Hannah Adams Ingram – 2017; BA, Anderson University; Master of Theological Studies, Emory University; PhD, University of Denver

**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

**Elsey Hall Coordinator:** J. Russell Norris—2017; BA & BS, Birmingham Southern University; MAT, Duke University; MS, Penn State 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:** Ryan Thomas – 2008; BA and MS, Western Illinois

**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: Brandon Dworak – 2017; BA, Wisconsin-Stevens Point; MA, Boise State University

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: Chris Wilham – 2017; BA, Franklin College

Men’s Soccer: Cody Graman – 2017; BA, Franklin College

Women’s Soccer: Cristin Allen – 2017; BA, Belmont 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

Men’s/Women’s Track & Field: Demetrius Bailey – 2012; BS, Muskingum 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

Provost and Dean of the College: Lori K. Schroeder—2017; BA, Purdue University; MA, University of Illinois at Urban-Champaign; PhD, University of Denver

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

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
Jose Martinez — 2017, assistant professor; BA, Clemson University; MA, Chapman University; ABD Ball State University
Amy Schultz — 2017, lecturer; BA, Franklin College; MA, Indiana Wesleyan University; MS, Indiana University-Purdue University Indianapolis

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
Thomas Meehan — 2017; assistant professor; BS and PhD, University of Georgia

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

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
James R. Alexander – 2010, instructor; BA, Franklin College; MTS, Vanderbilt University Divinity School
Nicole Dular—2017, instructor; BA, The New School; MA, Brandeis University; ABD, Syracuse University

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
Ryan Gunterman—2017; Executive Director of the Indiana High School Press Association; BS,
Indiana University

Natural Sciences Division

Biology Department

Alice A. Heikens – 1991, professor; BS and MS, University of Central Arkansas; PhD, Southern Illinois University

Sarah Mordan-McCombs – 2009, associate professor; Occupant, Charles A. Deppe Endowed Chair in Biology BA, DePauw University; PhD, University of Notre Dame

Benjamin J. O’Neal – 2010, associate professor; BA, Anderson University; MS and PhD, University of Illinois

Amber Yount—2017, instructor; BA and ABD, Indiana University

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)

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William A. Bridges – 1979-2003, professor emeritus of journalism
Steven K. Browder—1978-2017, professor emeritus of biology
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
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